Catholic schools establish quality learning environments where students participate in the Church’s mission of discipleship within the Catholic tradition. In the Diocese of Lismore they are established by the Bishop in the context of local faith communities, to educate and form young people in the faith tradition, offering them experiences of following Jesus in the Catholic community.

General Description:

Position Title: Leader of Pedagogy

Accountable To: Principal

Overall Purpose of the Position:

The Leader of Pedagogy supports the Principal with the educational leadership of the school community. The person is responsible for maintaining and developing the school as a centre of quality teaching and learning. This involves modelling high quality teaching for his/her colleagues across the school and to lead them in the development and refinement of their teaching practice to improve student learning outcomes. It is preferable for the Leader of Pedagogy to work as part of the leadership team.

Key Tasks and Responsibilities:

Integrates Catholic beliefs and practices into all aspects of teaching and learning by:

- Promotes the Catholic identity, mission and vision of the school
- Witnessing to the Diocese of Lismore, Foundational Values for the Catholic Worldview
- Modelling commitment to the Church and its teaching
- Exercising pastoral care and wellbeing to all students and staff
- Fostering parish, school and parent partnership
- Supporting opportunities for regular prayer, evangelisation, reflection and celebration as a school community
- Complying with the Diocese of Lismore Accreditation Framework to Work, Teach & Lead
- Assisting the integration of Catholic Worldview across the curriculum.

Leading and implementing the School and Diocesan Strategic Plans by:

- Supporting integrated strategic planning at system and school level
- Ensuring the vision of the school is clearly understood, shared and enacted
- Contributing to and leading colleagues in the implementation of School Strategic Management Plans, Annual School Plans and Cycles of Improvement leading to improved student outcomes
- Monitoring and evaluating the teaching and learning practices in the school to ensure students’ experiences, including their homelife and culture, are valued and respected.
- Ensuring the Contemporary Learning Framework is integrated into the schools philosophy, policies and curriculum structures.

Engage in the professional learning community by:

- Leading the whole school focus on developing a culture of collaboration
- Leading the school professional learning teams
- Using the Australian Professional Standards for Teachers and the professional learning needs of colleagues to plan and lead the development of professional learning policies and programs
- Engaging with appropriate colleagues in professional dialogue that is informed by feedback, analysis of current research and practice to improve the educational outcomes of students
- Initiating collaborative relationships that expand professional learning opportunities
- Taking a leadership role in professional and community networks and encouraging the involvement of colleagues in these networks
- Working closely with the Leader of Curriculum/Catechesis to ensure team planning and collaboration occurs.

Contributes to building the capacity of teachers by:
- Modelling, coaching and promoting classroom strategies that maximise student learning and incorporate the principles of contemporary learning
- Critically reviewing research on best practice in teaching and learning to assist colleagues to further develop their teaching expertise
- Promoting an attitude of learning to learn
- Initiating strategies for developing a climate for providing and accepting constructive feedback and recognition of achievement.

Contributes to the development of leadership by:
- Leading the school’s culture of high expectations, collaborative planning, and monitoring of student learning
- Placing learning at the centre of strategic planning and ensuring there is a diverse and flexible curriculum taught well in an effective learning environment
- Working collaboratively with schools’ curriculum team to ensure key issues are regularly being evaluated and improved upon.

Manages the school data required to demonstrate evidence based teaching by:
- Supporting teachers in the analysis of school performance data
- Monitoring student and school literacy and numeracy performance to identify areas of student need and staff professional learning
- Assisting teachers in the design and implementation of classroom strategies as part of their response to intervention.

School specific role and responsibilities

Qualifications and Skills Required

**Leader of Pedagogy**
- 4 Year trained qualification is preferable
- Relevant leadership experience is advantageous
- Demonstrated skills in classroom pedagogy
- Ability to challenge status quo and work flexibly with Principal and other Executive Team Members

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<th>Conditions of Service</th>
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<tbody>
<tr>
<td><strong>Employment Type:</strong></td>
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<tr>
<td>Full-Time/Part Time permanent teaching appointment</td>
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<tr>
<td><strong>Tenure:</strong></td>
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<td>Three years in the LOP role within the 2016-2018 cycle</td>
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<td><strong>EA:</strong></td>
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<td>Teachers (Country and Regional Dioceses) Enterprise Agreement 2013</td>
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<td><strong>Remuneration:</strong></td>
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<td>Teacher Classification plus CO 2 Allowance</td>
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