

Pedagogical Mentor (Primary)

ROLE DESCRIPTION

REPORTS TO

Principal

CONTEXT

The Catholic Schools Office (CSO) is responsible for the leadership, operation and management of systemic schools which educate more than 20,000 students in 44 primary schools, 11 secondary schools, one K–12 school, one flexible learning centre and one special school in the Catholic Diocese of Maitland-Newcastle.

The incumbent commits to working within work health and safety guidelines and code of conduct at all times whilst employed by the Catholic Diocese of Maitland Newcastle. The Diocese of Maitland-Newcastle is committed to safeguarding children and vulnerable adults, preventing those in our care from suffering abuse or neglect. The Diocese is committed to being compliant with the National Principles for Child Safe Organisations and the National Catholic Safeguarding Standards. All employees are required to undergo a National Police Check, retain a valid NSW Working with Children Check and ensure compliance with our safeguarding policies, the Diocesan Safeguarding Commitment Statement and the Codes of Conduct.

PURPOSE

Pedagogical Mentors are recognised as highly effective, experienced and skilled classroom practitioners. They are knowledgeable and active members of the school who work collaboratively with the Principal and school leadership team to contribute to improved student literacy and numeracy learning outcomes through:

- modelling high quality teaching within and across the school community (link with Literacy and Numeracy Framework)
- working collaboratively with teachers to develop and refine their teaching practice
- focussing on a stage/grade with the intention of working with all teachers over time
- supporting teachers using the coaching cycles to improve an identified area of practice
- supporting the facilitation and leading of PLTs in schools
- supporting the provision of professional learning to staff
- collaborate with and meet regularly with the school leadership team

VISION STATEMENT

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

- From and for the community of faith
- From and for excellence in learning
- In a rigorous, creative and critical pursuit of truth

Catholic schools educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.

CRITERIA/EXPERIENCE

1. Ability to articulate a clear understanding of and a personal commitment to Catholic education and the mission of the Church through Catholic schools
2. Proven student success through effective use of literacy and numeracy data to assess and provide feedback and optimise educational outcomes
3. Demonstrated excellent interpersonal skills; with the ability to work collaboratively and respectfully alongside colleague teachers;

4. Demonstrated capacity to think and act strategically, to plan and evaluate collaboratively with teachers and support the Principal and school leadership team in leading pedagogical practice within the school
5. Evidence of strong pedagogical and evidence-based practice with demonstrated ability to model and share best practice within the school environment and across the system of schools

QUALIFICATIONS/ACCREDITATIONS

- ▶ Four-year trained teacher classification and a minimum of five years classroom teaching experience
- ▶ Openness to working towards Highly Accomplished Teacher accreditation
- ▶ NESA Teacher Accreditation
- ▶ Working with Children Clearance number
- ▶ Completion of anaphylaxis training

KEY WORKING RELATIONSHIPS	
STAFF DIRECTLY REPORTING TO ROLE	<ul style="list-style-type: none"> • Nil
INTERNAL	<ul style="list-style-type: none"> • Principal • School staff • Students
EXTERNAL	<ul style="list-style-type: none"> • CSO Liaison

LEADERSHIP FRAMEWORK

The Leadership Framework captures the characteristics and behaviours of effective leadership articulated through six leadership capabilities that staff at all levels can practise and develop.



Guided by Gospel values, the **Pedagogical Mentor** works to support the Principal and school staff in the performance of their duties and will be responsible for the following:

SUPPORT TEACHING AND LEARNING*By promoting a shared understanding and clarity around how and what to teach*

RESPONSIBILITIES	EXAMPLES OF IMPACT
<p>Work closely with the Leadership Team to:</p> <ul style="list-style-type: none"> • Develop agreed best practice in line with CSO Literacy and Numeracy Framework • Support them through facilitating and leading of PLTs to develop effective teaching strategies and differentiated learning opportunities that address the learning strengths and needs of all students • Present to their School Leadership Team (minimum twice a term) • Implement improvement strategies including: <ul style="list-style-type: none"> • Explicit Teaching • High Expectations • Quality Assessment which includes: <ul style="list-style-type: none"> ○ Learning Intentions ○ Success Criteria ○ Descriptive Feedback ○ Peer and Self-Assessment • Individual Goal Setting • Differentiation • Learning Walks and Talks • Data walls • Case management based on data 	<ul style="list-style-type: none"> • Work with Principal and LT to review relevant school data and develop a termly PLT plan in alignment with school improvement goals • Term report describing class visit timetable, targeted teachers and targeted strategies used • Evidence of classroom practice of use of learning intentions and success criteria in literacy and numeracy • Evidence that ongoing assessment both for, and of learning is used to support teachers in identifying impact and areas of improvement • Evidence of changed classroom practice via the provision of regular reports to the principal and system

SUPPORT IMPROVEMENT INNOVATION AND CHANGE*By working purposefully to support a shared system and school vision and the delivery of improvement initiatives*

RESPONSIBILITIES	EXAMPLES OF IMPACT
<ul style="list-style-type: none"> • Support colleagues in improvement of pedagogy through modelling and coaching by co-planning, co-teaching, conducting lesson observations in order to improve students' literacy and numeracy outcomes • Exhibit best practice in the selection and organisation of content, and delivery of learning and teaching programs (2.2.3) Link with previous dot point re best practice 	<ul style="list-style-type: none"> • Term report describing class visit timetable, focus teachers and focus strategies used • Use of checklists for planning goal setting and observations • Term report indicating school focus (literacy or numeracy) and focus strategies to improve student outcomes • Evidence of classroom practice in the use of learning intentions and success criteria in literacy and numeracy

DEVELOP SELF AND OTHERS

By demonstrating commitment to building capacity through self-reflection, own professional learning and supporting the professional learning of others

RESPONSIBILITIES	EXAMPLES OF IMPACT
<ul style="list-style-type: none"> • Work with colleagues to use data for evaluating learning and teaching, identifying interventions and modifying teaching practice (5.4.3) • Model effective practice and support colleagues to implement inclusive strategies that engage and support all students (4.1.3) Link to Literacy and Numeracy Framework/High Yield Strategies • Attend ongoing diocesan professional learning and networking opportunities to improve coaching, professional capacity and collaboration across the system. (Schools are required to ensure provision for these days and sessions as part of their annual planning.) 	<ul style="list-style-type: none"> • Regular engagement with stage/grade PLT team and meeting minute records confirming the use of data to analyse student performance and the quality and effectiveness of teaching strategies • Improved student learning outcomes. • Student work samples that show how explicit strategies have been implemented to meet the needs of individual students

ENGAGE AND WORK COLLABORATIVELY WITH THE COMMUNITY

By building and maintaining respectful relationships with students, colleagues, families, parish and external agencies and considering the impact actions and decisions have on others

RESPONSIBILITIES	EXAMPLES OF IMPACT
<ul style="list-style-type: none"> • Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs (6.1.2) • Initiate and engage in professional discussions with colleagues to improve professional knowledge and practice (6.3.3) • Participate in professional and Diocesan networks and forums to broaden knowledge and improve practice (7.4.2) 	<ul style="list-style-type: none"> • Documented lesson observations and reflective statements; written or recorded feedback to teacher evidencing shifts in practice and improvements in student learning outcomes • Notes from professional learning sessions and coaching conversations outlining how classroom practice can be improved • Evidence of participation in professional learning activities in order to ensure curriculum knowledge and pedagogy are regularly reviewed and colleagues kept abreast of best practice

FUNCTIONAL REQUIREMENTS

- Sedentary to light physical work
- Frequently sits or stands at an issued desk
- Occasional bending, lifting, pulling or carrying, bending, squatting or crouching, stretching and twisting
- Occasional to frequent repetitive neck, upper body, wrist, hand and finger movements may be required
- Occasional stretching, climbing and twisting may be required
- Voice used extensively while communicating with and mentoring colleagues