

## Pedagogical Mentor (Secondary)

### 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 work collaboratively with the Assistant Principal(s) and school leadership team to develop and build the capacity of teachers to learn, teach and lead. They nurture a culture of continuous improvement that is supported through shared knowledge and expertise by:

- Modelling high quality teaching within and across the school community
- Working collaboratively with teachers to develop and refine teaching practice
- Inviting teachers to participate in working with their PM using coaching cycles to improve an identified area of practice
- Drawing on research, data, feedback and reflection
- Supporting the work of PLTs, including faculties, in schools
- Supporting the provision of professional learning to staff

### 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; the ability to work collaboratively and respectfully alongside colleague teachers;
4. Demonstrated capacity to think and act strategically, to plan and evaluate collaboratively with teacher and 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

- ▶ Qualifications as a four year trained teacher and a minimum of five years classroom teaching experience
- ▶ Active NESAs Accreditation
- ▶ Current paid NSW Working with Children Check (WWCC) number
- ▶ Completion of anaphylaxis training

KEY WORKING RELATIONSHIPS	
<b>Direct reports</b>	<ul style="list-style-type: none"> <li>• Nil</li> </ul>
<b>Internal</b>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• School staff</li> <li>• Students</li> </ul>
<b>External</b>	<ul style="list-style-type: none"> <li>• CSO Liaison</li> </ul>

## LEADERSHIP FRAMEWORK

The Leadership Framework captures the characteristics and behaviours of good 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 accountable for the following:

### LEAD IMPROVEMENT INNOVATION AND CHANGE

*By working purposefully to support a shared system and school vision and the delivery of improvement initiatives*

**RESPONSIBILITIES**

- 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/or numeracy outcomes
- Support colleagues to implement effective teaching strategies to improve students' literacy and numeracy achievement (2.5.3)

**EXAMPLES OF IMPACT**

- Reflective journal and term report describing class visit timetable, partnered teachers and focus strategies used
- Records of coaching conversations and feedback from and to colleagues after lesson observations
- Reflective journal and term report indicating school focus (literacy or numeracy) and focus strategies to improve student outcomes

**SUPPORT TEACHING AND LEARNING**

*By promoting a shared understanding and clarity around how and what to teach*

**RESPONSIBILITIES**

Work closely with the school leadership team to:

- Support colleagues through active participation in PLTs to develop effective teaching strategies and differentiated learning opportunities that address the learning strengths and needs of all students in improving literacy and/or numeracy
- Support the implementation of improvement strategies including:
  - Explicit Teaching
  - High Expectations
  - Quality Assessment which includes:
    - Learning Intentions
    - Success Criteria
    - Descriptive Feedback
    - Peer and Self Assessment
  - Individual Goal Setting
  - Differentiation
  - Learning Walks and Talks
  - Data walls
- Support the facilitation of case management meetings based on data

**EXAMPLES OF IMPACT**

- Evidence in focus classrooms of use of learning intentions and success criteria including but not limited to the areas of literacy and numeracy
- Evidence that ongoing formative assessment is used to support teachers in identifying impact and areas of improvement
- Evidence of changed classroom practice from partnered teachers and via reflective journals and the provision of regular reports to the principal and system
- Data regarding staff collaboration and student growth

**DEVELOP SELF AND OTHERS**

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

**RESPONSIBILITIES**

- 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)
- Attend all professional learning sessions on a set day/time as determined by the Catholic Schools Office (schools are required to ensure provision for these days and sessions as part of their annual planning.)

**EXAMPLES OF IMPACT**

- Regular engagement with relevant stage/grade/Faculty PLC 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**

- 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)

**EVIDENCE OF IMPACT**

- 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