Catholic Schools Office
DIOCESE OF MAITLAND-NEWCASTLE

TEACHER LIBRARIAN (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

The role of the Teacher Librarian is to

- Provide engaging learning experiences for students
- Manage information and resources
- Support and drive contemporary teaching and learning ensuring that learning in the library is contemporary, inquiry based, rich in thinking and technology
- Work in collaboration with the school's leadership team and with the CSO Digital Innovation and Learning team to act as a catalyst for change and build teacher capacity to improve student outcomes.
- through the use of resource management time:
  - o   to manage the library, facilitate and develop the library space and resources, both physical and digital, supported by the School Officer/Library Assistant
  - o   to collaborate with classroom teachers in developing contemporary teaching to ensure that curriculum is delivered more effectively for the benefit of students.

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. Demonstrated successful teaching and behaviour management strategies with the ability to plan and evaluate contemporary and innovative learning opportunities in collaboration with teachers,

3. Demonstrated ability to share best practice regarding innovative and emerging technologies and information literacy through the KLAs
4. Ability to manage a contemporary library space and oversee library personnel, volunteers and external providers
5. Ability to effectively utilise data to assess and provide feedback and optimise educational outcomes, and source an engaging and relevant physical and virtual collection

QUALIFICATIONS/ACCREDITATIONS

► Four-year trained teacher classification with at least five years successful teaching experience
► Postgraduate qualification in Library and Information Management or Teacher Librarianship or equivalent combination of qualifications and experience: Master of Applied Science (Teacher Librarianship), Master of Education (Teacher Librarianship) or Master of Information Services (Teacher Librarian) or a willingness to enrol and complete within 4 years of employment.
► Active NESA Accreditation
► Current paid NSW Working with Children Check (WWCC) number
► Completion of anaphylaxis training
► Completion of CPR training

Desirable
► A sound knowledge of ALICE/OLIVER library software

KEY WORKING RELATIONSHIPS	
STAFF DIRECTLY REPORTING TO ROLE	• Nil
INTERNAL	• School Officer/Library Assistant • Principal • School staff • Students
EXTERNAL	• CSO Liaison • DIAL Team

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 **Teacher Librarian** is responsible for the following:

LIVE YOUR FAITH	
By giving witness to Catholic faith and cultural tradition and setting an example of faith, hope and love in word and action	
RESPONSIBILITIES	**EXAMPLES OF IMPACT**
• Developing own faith and supporting the School Leadership Team to promote Catholic faith and mission in all facets of school life, including school improvement • Modelling and promoting Catholic teaching and values into curriculum areas, programs and professional conduct in an integrated and authentic way • Promoting and embedding system and school wellbeing policies and actively participating in formation programs • The successful applicant will need to comply with the CSO Accreditation to Work, Teach and Lead Policy Category B (Accreditation to Teach)	• Modelling Catholic values and appropriate professional and ethical behaviour • Teaching programs are enriched by the integration of Catholic Social Teachings • Supporting the sacramental, liturgical, ritual and prayer life of the school

LEAD TEACHING AND LEARNING	
By promoting a shared understanding and clarity around how and what to teach	
RESPONSIBILITIES	**EXAMPLES OF IMPACT**
• Support colleagues in expanding understanding of how students learn using research knowledge (1.2)	• Stakeholder feedback and evidence to demonstrate how sharing best practice optimises teacher practice and student

- Support colleagues to develop effective teaching strategies that address the learning strengths and needs of students (1.3)
- Support teachers to develop learning and teaching programs using student assessment data (1.5)
- Design learning opportunities to enhance information literacy skills, critical thinking and inquiry learning to deepen student knowledge of curriculum content and information literacy.
- Collaborate with classroom teachers to
    - ensure a common understanding of the Library program, in particular the focus on English outcomes (50% of Library Program) aligned to information processing and inquiry skills
    - identify KLA outcomes and content that could be most effectively taught in a library context and plan to teach and assess those outcomes collaboratively (50% of Library Program)
- Promote an appreciation of literature and reading, and their role in enriching teaching and learning
- Demonstrate high-level teaching knowledge and skills, and work with colleagues to use current ICT to improve their teaching practice and make content relevant and meaningful (2.6)
- Collaborate with principal to develop a timetable that assigns all Library teaching minutes to the teaching of the Library program.

learning outcomes over the short, medium and long-term
- Evidence of effective learning programs that engage students in purposeful activities and promote learning using a variety of strategies, resources and ICT
- Feedback from staff regarding currency and relevance of library collection to the curriculum and school context
- Provision of innovative learning opportunities and enhanced teacher and student information literacy
- Use of latest technologies to connect the school community to quality resources
- The use of contemporary pedagogical practices is evident in library and school classrooms

LEAD 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
- Design and implement a range of innovative and contempory teaching strategies that are responsive to the needs of students. - Support colleagues in selecting and applying effective teaching strategies to develop knowledge, skills, problem-solving, and critical and creative thinking (3.3) - Assist colleagues to create, select and use a wide range of resources, including ICT, to engage students in their learning (3.4) - Exhibit innovative practice in the selection and organisation of content, and delivery of learning and teaching programs (2.2)	- Implementation of teaching and learning strategies which develop students' knowledge, skills, problem solving and critical and creative thinking - Lesson observation records which show the implementation of strategies which enhance students' knowledge and skills

MAINTAIN FOCUS ON EVIDENCE AND IMPACT
By identifying and implementing evidence-based strategies to deliver improved student outcomes and engaging with the community to focus on what matters most

RESPONSIBILITIES	EXAMPLES OF IMPACT
• Select from an effective range of strategies to provide feedback based on informed and timely judgements of each student's current needs in order to progress learning (5.2) • Work with colleagues to use data and knowledge of students for evaluating learning and teaching, identifying interventions and modifying teaching practice (5.4)	• Analysis and use of student data to develop targeted outcomes and content • Evidence of T&L programs which include formal, informal and diagnostic assessment strategies • Provision of timely and effective feedback to students encouraging the to reflect on and monitor their learning

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
• Engage in professional discussions with colleagues directed at improving professional knowledge and practice, and the educational outcomes of students (6.3) • Support initiatives to improve teacher knowledge and skills and student learning outcomes • Support professional learning within the school • Contribute to effective and collaborative professional learning community	• Evidence of active engagement with and utilisation of the relevant APSTs • Evidence of keeping abreast of contemporary educational leadership practices • Evidence of reflection on teaching practice to inform future planning

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
• Contribute to effective and collaborative professional learning community • Contribute to professional networks and associations to improve teaching and learning • Attend stage meetings and PLTs and work with teachers on planning and programming as appropriate • Value the distinctive role of parents/carers as partners in the learning and teaching process • Support colleagues to develop strategies to promote the safe, responsible and ethical use of ICT in learning and teaching (4.5)	• Stakeholder feedback in regard to quality engagement and inclusivity • Engagement with the school system network and professional teaching networks to deliver continuous improvement and share learnings • Policies, training programs and practices which promote the safety, self-esteem and welfare of staff and students

MANAGE RESOURCES EFFECTIVELY *By implementing and supporting structures and processes that contribute to the effective management of school and system resources and policies*	
RESPONSIBILITIES	**EXAMPLES OF IMPACT**

• Resource management time to be used by the Teacher Librarian to facilitate and develop the library space and resources
• Support for this work will be provided by the School Officer/Library Assistant
• Resource management includes the following activities:
  o Select, source and manage an engaging and relevant physical and virtual collection to support teaching and learning
  o Consult with the school Principal and relevant staff in relation to resourcing and budget
  o Employ strategies to maximise access to print and electronic resources
  o Work collaboratively with the School Officer/Library Assistant to ensure the day-to-day administration of the collection
	• Evidence of effective collection, analysis and weeding to ensure the library collection meets the needs of the school community
	• Annual evaluation of the impact of resource allocations on learning priorities and school strategic plan
	• Stakeholder feedback regarding administration and collaboration
	• Evidence of effective management of library spaces, policies and resources
	• Students and teachers can efficiently locate reliable, authoritative and meaningful resources

FUNCTIONAL REQUIREMENTS

- Sedentary to light physical work
- Frequently sits or stands at an issued desk and operates scanning or manual issuing equipment
- Stands and walks frequently around the teaching spaces to teach the class, monitor and interact with young people and to provide individual support to pupils
- 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
- Occasional stretching, climbing and twisting may be required
- Voice used extensively while communicating, instructing and supervising students