



Human Resources

ROLE DESCRIPTION

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REPORTS TO	Principal
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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 K12 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
- Learning team to act as a catalyst for change and build teacher capacity to improve student outcomes.
- Through the use of resource management time:
 - to manage the library, facilitate and develop the library space and resources, both physical and digital, supported by the School Officer/Library Assistant
 - 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
6. A sound knowledge of OLIVER OPAC library software (Desirable)

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

LEADERSHIP FRAMEWORK

Guided by Gospel Values, the

is responsible for the following:

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

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

<ul style="list-style-type: none"> Exhibit innovative practice in the selection and organisation of content, and delivery of learning and teaching programs (2.2.3) Model 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 (2.6.3) Teaching and modelling responsible digital literacy and citizenship Design learning opportunities to enhance information processing skills, critical thinking and inquiry learning to deepen student knowledge of curriculum content and information literacy 	<ul style="list-style-type: none"> 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 the library and school classrooms

By identifying and implementing evidence-based strategies to deliver improved student outcomes and engaging with the community to focus on what matters most

<ul style="list-style-type: none"> Select from an effective range of strategies to provide feedback based on informed and identified needs in order to progress learning (5.2) Work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions and modifying teaching practice (5.4) 	<ul style="list-style-type: none"> 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 them to reflect on and monitor their learning

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

<ul style="list-style-type: none"> Engage in professional discussions with colleagues directed at improving professional knowledge and practice, and the educational outcomes of students (6.3) 	<ul style="list-style-type: none"> 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

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| <ul style="list-style-type: none">• 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 | |
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By building and maintaining respectful relationships with students, colleagues, families, parish and external agencies and considering the impact actions and decisions have on others

- o Establish a system of original cataloguing (creating personalised, high-quality metadata)
- o Develop, document and review of library