

Leader of Digital Innovation and Learning (DIAL) (Coordinator)

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 persons and preventing those in our care from suffering abuse or neglect. It is committed to implementing and maintaining compliance with the NSW Child Safe Standards and the National Catholic Safeguarding Standards and takes a zero-tolerance approach to abuse of children or vulnerable persons. All who work in the name of the Diocese must comply with the Diocesan Safeguarding Framework Policy and act in accordance with the Diocese's Code of Conduct which includes the Diocese's Safeguarding Commitment Statement. Employees are required to undergo a National Police Check and retain a valid NSW Working with Children Check where necessary, in accordance with legislation.

PURPOSE

The Leader of Digital Innovation and Learning (DIAL) will work in collaboration with the School Leadership Team to promote the school as a place of learning and excellence.

Across the school they will:

- develop, implement and oversee the school's strategic digital innovation learning initiatives
- contribute to the development of a culture of collegiality and reflective practice
- support individuals in identifying new digital innovation and learning experiences
- ensure the highest standards of technology
- assist, guide and support teachers to embrace the use of technology and effectively integrate it within their classroom
- model and promote contemporary and innovative teaching and learning practices and principles

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 success in ensuring a culture of continuous improvement, creating and leading effective professional learning and building the capacity of teachers as leaders in learning
3. Demonstrated management and administrative skills to ensure assessment, and teaching and learning programs operate effectively and efficiently
4. Demonstrated capacity to effectively utilise data to optimise organisational and educational outcomes, to think and act strategically, and to support the Leadership Team in leading the mission of the school
5. High level communication and interpersonal skills with the capacity to develop and sustain constructive and respectful relationships within and beyond the school community
6. Prior leadership experience

QUALIFICATIONS/ACCREDITATIONS

- ▶ Four-year trained teacher classification with at least four years successful teaching experience
- ▶ Active NESA Accreditation
- ▶ Current paid NSW Working with Children Check (WWCC) number
- ▶ Completion of anaphylaxis training

Desirable

- ▶ Postgraduate study in education (e.g. Master of leadership, educational leadership, IT, Curriculum) (Desirable)
- ▶ Working towards Highly Accomplished NESA Accreditation or Lead Teaching Standards (Desirable)

KEY WORKING RELATIONSHIPS

STAFF DIRECTLY REPORTING TO ROLE	<ul style="list-style-type: none"> • School staff
INTERNAL	<ul style="list-style-type: none"> • CSO staff
EXTERNAL	<ul style="list-style-type: none"> • School and CSO networks • Family and community partners

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 **Leader of Digital Innovation and Learning (DIAL)** 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
<ul style="list-style-type: none"> Developing own faith and supporting the School Leadership Team to promote Catholic faith and mission in all facets of school life, including school improvement Actively promoting the integration of Catholic values across the curriculum Promoting and embedding system and school pastoral care policies and formation programs Willingness to comply with the CSO Accreditation to Work, Teach and Lead Policy: Category C – Accreditation for Leadership 	<ul style="list-style-type: none"> 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
<p>In partnership with IT staff, the school community and CSO staff, work to improve student outcomes through:</p>	<ul style="list-style-type: none"> Embedding effective evidence based teaching and learning strategies through use of technology

<ul style="list-style-type: none"> Coaching and modelling through use of technological, pedagogical and curriculum knowledge, high impact teaching strategies and skills in assessment for, as and of learning as part of an ongoing improvement cycle Collaborating with the Middle Leadership team in order to facilitate innovative, appropriate and relevant use of strategies and technologies in the delivery of the curriculum and learning outcomes for students 	<ul style="list-style-type: none"> Principal and colleague feedback that effective (DIAL) practices are impacting on student engagement and outcomes Positive rapport with and support for colleagues in use of technology to support curriculum delivery
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LEAD IMPROVEMENT INNOVATION AND CHANGE

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

RESPONSIBILITIES

- Promoting and modelling digital innovation strategies that will lead to improved student engagement and learning outcomes
- Working collaboratively with colleagues to identify and share best practice digital innovation that supports and promotes improved student outcomes

EXAMPLES OF IMPACT

- The use of contemporary pedagogical practices is evident in each classroom and learning is shared at a school and system level
- Stakeholder feedback regarding the impact that professional collaboration and engagement is having on their practice

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

- Participating in and supporting the development of professional learning team discussions regarding Digital Innovation and Learning within the school
- Planning, trialling and evaluating new learning technologies and supporting staff in embedding within teaching practice

EXAMPLES OF IMPACT

- Contributing effectively and collaboratively to professional learning community both within the school and with system colleagues
- Ongoing collaborative planning and monitoring of the effectiveness of learning with appropriate action to address gaps in school performance
- Delivering effective orientation, training and support for staff in use of new technologies and teaching strategies

DEVELOP SELF AND OTHERS

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

RESPONSIBILITIES

- Working with and through others to build a culture of shared learning based on shared professional standards and reflective dialogue regarding practice
- Supporting team members to develop leadership capacity through the provision of ongoing formal and informal feedback and through facilitating effective management of the PP&D process

EXAMPLES OF IMPACT

- Teachers actively engaging with and effectively utilising the Australian Professional Standards for Teachers
- The PP&D process and professional learning is having an impact on teaching practice and the learning outcomes of all 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

- Developing strong professional networks and partnerships in order to share best practice and deliver improved student outcomes
- Planning and leading initiatives that enable student voice and engage families in meaningful partnerships that enhance student learning and wellbeing outcomes
- Participation and attendance at network meetings and relevant professional learning activities

EXAMPLES OF IMPACT

- Engagement with the school system network and external providers to deliver continuous improvement, share learnings and build school professional expertise
- Effective communication, problem solving and decision-making processes with students, colleagues, families and community members

MANAGE RESOURCES EFFECTIVELY

By implementing and supporting structures and processes that contribute to the effective management of school and system resources and policies

RESPONSIBILITIES

- Effectively managing resources to contribute to improved learning outcomes
- Complying with government, legal, school and system policies and procedures to minimise risk; ensure compliance; and a strong safety culture
- Contributing effectively to school and System Improvement priorities and key priorities relevant to own area of responsibility

EVIDENCE OF IMPACT

- Ensuring effective communication and implementation of system policies and procedures to minimise risk and build a strong safety culture
- Working collaboratively with colleagues across the school to support and contribute to the school's strategic focus for learning; and school improvement plan
- Effective support and guidance for technology procurement

FUNCTIONAL REQUIREMENTS

- Sedentary to light physical work
- Frequently sits or stands at an issued desk
- 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 may be required
- Occasional stretching, climbing and twisting may be required
- Voice used extensively while communicating, instructing and supervising students