



Caroline Chisholm Catholic College

Position Description – Head of Information Services Coordinator

POSITION CLASSIFICATION:

Teacher: Position of Leadership Level 3

REPORTS TO:

Principal via Deputy Principal (Learning and Teaching)

The Information Services Centre (ISC) is integral to the school community and to the experience of learning for students and teachers. The ISC fosters a spirit of guided inquiry while supporting diverse learners and learning styles. It is essential that the ISC promote and encourage an appreciation of literature and reading while establishing a welcoming environment which facilitates both recreational and formal learning.

Teacher-Librarians support and implement the vision of the College by advocating and building effective library and information services and programmes that contribute to the development of independent, interdisciplinary lifelong learners. The Teacher-Librarian partners and collaborates with teachers in the development of curriculum and pedagogy and manages the library and information resources and services of the school.

Vision and Mission

Caroline Chisholm Catholic College is committed to educate and prepare our students to be the best they are called to be in a faith-filled and inclusive community. We strive to be leaders in learning excellence in our community by incorporating:

- Victorian Institute of Teaching ([Standards of Professional Practice](#) and [Code of Ethics](#))
- Australian Institute for Teaching and School Leadership (AITSL) [Standards](#)
- Victorian Catholic Education Multi Employer Agreement 2018 ([VCMEA 2018](#))
- Catholic Education Commission Victoria ([Accreditation to Teach in a Catholic School](#))

It is expected that all staff of Caroline Chisholm Catholic College endeavour to uphold the College mission statement and live out its vision.

Leadership

At Caroline Chisholm Catholic College, leaders are expected to demonstrate skills and a personal commitment to improvement in all areas of school life, with the aim of offering leadership that is effective and has a meaningful, positive and lasting impact on student outcomes.

The College is committed to a positive and reflective culture, as such, the College supports and implements a growth coaching programme for all staff. All staff are expected to be supportive of the distributive leadership model informed by Growth Coaching.

Learner Mentor Programme

The Learner Mentor guides students and supports them to attain and develop a useful set of learning behaviours, they monitor both the academic and pastoral wellbeing progress of students. All teaching staff are expected to participate in the Learner Mentor programme.

Professional Responsibilities

The College uses the [AITSL standards](#) to classify teachers into stages from Graduate, Proficient, Highly Accomplished to Lead. As a Position of Leadership Level 3, teachers should be at a 'Lead' Standard. Lead Teachers are expected to:

- Lead colleagues to select and develop teaching strategies to improve student learning using knowledge of the intellectual development and characteristics of students and through research and workplace knowledge
- Lead and support colleagues within the school to select and use ICT with effective teaching strategies to expand learning opportunities and to improve students' achievement in literacy
- Demonstrate and work with colleagues to encourage students to pursue challenging goals in all aspects of their education including critical thinking, problem solving and creative thinking
- Demonstrate and lead by example the development of productive and inclusive learning environments to promote student responsibility and engagement
- Coordinate student performance and programme evaluation using internal and external assessment data to identify interventions and improve teaching practice to meet student needs
- Initiate collaborative relationships to expand professional learning opportunities, engage in research and implement dialogue within the professional network(s) to improve the educational outcomes for students.

Duties:

Specifically, duties include;

- Lead and manage Information Services across two Information Service Centres
- Develop the area so that it is responsive to contemporary learning and pedagogy
- Be a specialist educator with dual qualifications in both teaching and librarianship
- Be a reflective practitioner informed by international research, national and local curriculum imperatives and contemporary pedagogical approaches
- Be a proactive and collaborative practitioner in inquiry-based learning, programme design and implementation
- Be an accomplished teacher with a minimal teaching load at the College
- Oversee the work of staff allocated to the Information Services Centre.

Practice:

Collaboratively develop, implement and evaluate curriculum with teachers and school leaders within a contemporary learning environment to challenge learners to engage effectively with literature and develop digital and information literacy. Examples may include:

- Work collaboratively with teachers and school leaders to identify curriculum and learning needs
- Collaborate with others to plan, resource and provide learning experiences, which incorporate digital and information literacy skills and processes
- Select and promote resources to facilitate student learning within a contemporary curriculum
- Engage and empower students to read, view, listen and respond to texts for understanding and enjoyment
- Employ a variety of teaching strategies to provide appropriate instruction to meet the diverse needs of individuals or groups
- Develop and access resources to support equity of educational opportunities for all students
- Promote high quality literature and authors to all learners through specific activities
- Participate as a member of school curriculum committees as negotiated
- Evaluate student learning, Information Services Centre programmes and services to inform professional practice.

Engagement:

Develop, manage and lead a contemporary, digital and information rich environment with a range of

resources and services that support and are responsive to the needs of the school community.

Examples will include:

- Contribute to the growth of students as lifelong learners
- Engage with teachers and school leaders collaboratively to support student learning
- Support staff with resources for units and courses
- Develop a knowledge and rich understanding of the school community
- Apply comprehensive understanding of information, resources and technology to manage and develop collections and services
- Actively foster and promote literature for learning, enjoyment and appreciation
- Collaborate with teachers to incorporate appropriate literature as a cross curricula resources
- Develop and promote information services to the whole school community
- Promote a developmental approach to digital and information literacy development across the curriculum
- Establish and promote, in collaboration with others, a positive digital citizen culture
- Demonstrate a high level of interpersonal skills and a capacity for communication and liaison
- Plan and manage a budget for the Information Services Centre
- Administer the management of electronic information systems and oversee the work of the library staff, volunteers and industry placements
- Year 7 to 9 Reading Programme
 - Promote the Reading Programme
 - In collaboration with the Learning Improvement and Pedagogy Leader and Head of Learning English, oversee the planning and delivery of Year 7 to 9 Reading Programme
 - Organise and manage Information Services Centre staff support to conduct reading groups
- Information Literacy Skills Course
 - Work with Heads of Learning to implement explicit teaching of information literacy skills at Years 7, 9 and 11.
 - Oversee and monitor student progress through the information literacy skills levels from Year 7 to Year 12.
 - Follow up with teachers and students to offer workshops and opportunities to meet the requirements for each information literacy skill level.
 - Award student's achievement in the course at each level.

College Culture:

- Participates in the College planning and policy development and responds to their own professional needs
- Maintains effective relationships with staff through cooperation with and supporting colleagues
- Works positively with parents and families to encourage learning in a safe environment
- Presents a professional manner in appearance, communication and behaviour
- Fulfils all conditions of employment, including punctuality of duties, administration tasks, meetings
- Attends and supports the College activities such as Open Day, Information Nights, Performances, Camps and staff professional learning or conferences, as required. From time to time these may occur outside normal working hours

Budget and Resourcing:

Budgeting and resource procurement responsibilities involve overseeing the development and maintenance of student resources related to learning and teaching programmes within the Information Services Centre and as requested by Learning Areas. This involves purchasing, maintaining and developing resources for the Learning Area.

Green Procurements choices must be made in line with the College's policies and guidelines and all services must meet relevant child safety requirements and OHS procedures.

These duties are indicative, and the College has the right to vary these duties to accommodate the demands of a changing and evolving educational environment.

Other duties as directed by the Principal

Selection Criteria

- Strives to be a leader in Learning Excellence and a vision for the role with the ability to reflect on one's leadership performance and style
 - An ability to form teams and sustain a network through the term of appointment with excellent leadership, management and administrative skills
 - The capacity to work flexibly and creatively within a collaborative decision-making structure
 - Exhibit an ability to communicate clearly, personably and effectively in ways that engage staff, students, guardians and the wider school community
 - A sound grasp of current educational thought and practice specifically in the context of the role
 - Proven record as an exemplary innovative teacher and excellent capabilities of successfully integrating the use of ICT in contemporary education
 - Remain committed to undertaking a proactive role in enhancing student learning outcomes and perform at a high level of teaching
 - Relevant tertiary librarianship qualification
 - Holds a current registration with the Victorian Institute of Teaching
 - Demonstrates commitment to Catholic Education including Accreditation to Teach in a Catholic School or a commitment to attain registration within 2 years of the appointment
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Terms & Conditions

Terms and Conditions of employment are as per the Victoria Catholic Education Multi Enterprise Agreement 2018 (VCEMEA).

This position will attract a Position of Leadership Level 3 and will attract a time allowance commensurate with the role.

This position will undergo a performance review during the tenure period.

Child Safe School

Caroline Chisholm Catholic College is committed to creating and maintaining a child safe environment in which students feel safe and are safe. The College has established, implemented and continuously reviews and improves our Child Protection Program in accordance with Ministerial Order No.1359 and the National Principles for a Child Safe organisation.

For further information on our Child Safety Code of Conduct and our Child Protection and Safety Policy please refer to our website: www.cccc.vic.edu.au