

## **Curriculum Coordinator**

### **guidelines for developing annual role descriptions in systemic Secondary Schools**



#### **CORE ROLE PURPOSE**

As a member of the Leadership Team the Curriculum Coordinator shares responsibility for leadership of the vision, mission and strategic priorities and contributes to the life and management of the school. The Curriculum Coordinator is delegated responsibility by the Principal for the coordination and supervision of the school's overall curriculum. The Curriculum Coordinator works with the KLA and Year Coordinators to ensure quality pedagogy and the development of the school as a professional learning community to enhance outcomes for students.

#### **PRINCIPAL ACCOUNTABILITIES**

##### **1.0 Exercises Religious Leadership in the implementation of the curriculum and the Catholic life of the school by:**

- 1.1 Providing leadership with the Executive Team to enhance the Catholic life and culture of the school within the evangelising mission of the Church;
- 1.2 Supporting the Religious Education Coordinator in the effective implementation of the Religious Education curriculum;
- 1.3 Giving leadership to the KLA Coordinators in the integration of the Religious Dimension in the content and delivery of the curriculum, ensuring that Catholic values are reflected in KLA programs;
- 1.4 Ensuring that curriculum policies and procedures have a clear social justice foundation;
- 1.5 Providing practical support for the school's pastoral care of staff, students and families;
- 1.6 Supporting the involvement of the Pastors in the life of the school.
- 1.7 Continuing to develop understandings of the role and purpose of the contemporary Catholic school and capabilities in Religious Leadership.

##### **2.0 Exercises Leadership for Learning to ensure effective pedagogy and outcomes for students by:**

- 2.1 Promoting and giving leadership to the development and maintenance of a learning culture, values and school environment based on the key elements of the *Learning Framework* (CEO 2005);
- 2.2 Facilitating the ongoing development of quality contemporary teaching, learning and assessment processes, including the effective use of school data from external assessments and diagnostic testing;
- 2.3 Managing and monitoring all SC and HSC results and results of other external examinations, including the implications for planning and teaching;
- 2.4 Giving leadership to the curriculum, pedagogy and student learning dimensions of the School Review and Improvement processes and related recommendations;
- 2.5 Ensuring compliance with BOS, system and school requirements in curriculum content, programs and time allocation and the accurate entry and updating of student data for BOS records;
- 2.6 Briefing members of the Leadership Team and staff on changing Commonwealth, BOS, system and school requirements and educational trends;
- 2.7 Ensuring that reporting on student achievement is consistent with sound principles, policies and practices, meets the needs of all stakeholders and complies with CEO, BOS and Australian Government requirements;
- 2.8 Coordinating and promoting the implementation of whole school approaches across KLAs including Literacy, Numeracy, Special Needs, G & T and ESL;
- 2.9 Taking a leadership role in the ongoing development of ICT initiatives in the curriculum;
- 2.10 Liaising with Coordinators, staff, parents and students in matters related to subject choice and learning issues as required.

##### **3.0 Provides Human Resources Leadership for the KLA Coordinators and in support of school approaches by:**

- 3.1 Promoting and supporting the spirit, values and principles of Workplace Realities in the Catholic School (SACS Board 2002) and related practices;

- 3.2 Taking responsibility for the induction, mentoring, performance management and support to KLA Coordinators particularly in relation to the human resources aspects of their role;
- 3.3 Contributing to the effective and creative use of the school's staffing allocation and assisting the Principal in selection processes for new KLA Coordinators;
- 3.4 Overseeing and coordinating the processes for the supervision of New Scheme Teachers and completion of Accreditation Reports by KLA Coordinators;
- 3.6 Supporting the implementation of processes related to the NSW Institute of Teachers;
- 3.7 Leading the PPPR process with nominated Coordinators, including the development of active role descriptions, support for professional development goals and integrated career path planning;
- 3.8 Identifying and encouraging staff with leadership potential and taking initiatives to develop further this leadership;
- 3.9 Supporting KLA and Year Coordinators in enhancing teacher effectiveness;
- 3.10 Chairing meetings of KLA Coordinators;
- 3.11 Ensuring a coordinated program of professional development and overseeing and recording staff inservice.

**4.0 Exercises Strategic Leadership in implementing the school's *Strategic Leadership and Management Cycle* and the *School Review and Improvement* process by:**

- 4.1 Taking responsibility with the Executive Team for developing a culture of continuous improvement and implementation of school improvement initiatives;
- 4.2 Fostering with KLA Coordinators (pastoral/subject teachers) a culture based on the vision and mission of the school;
- 4.3 Contributing to the leadership and development of relevant aspects of the school's Annual Development Plan and Annual Report;
- 4.4 Promoting a whole school perspective and approach by KLA teams in relation to faculty goals and ensuring academic balance;
- 4.5 Engaging in forward planning to ensure a strategic approach to the employment and deployment of staff to facilitate curriculum offerings.

**5.0 Exercises Organisational Leadership to ensure effective and efficient delivery of required support processes and structures by:**

- 5.1 Ensuring that the development, implementation and integration of ICT systems and structures serve student learning needs and teaching initiatives;
- 5.2 Ensuring that relevant policies, handbooks, timetables, schedules, record keeping and administrative processes support curriculum goals and initiatives;
- 5.3 Assisting in the design and development of the timetable;
- 5.4 Facilitating processes and providing support as needed to ensure adherence to legislative, mandatory and system level requirements relevant to the role;
- 5.5 Liaising with the Leadership Team for resources and appropriate processes to support the professional development goals of KLA Coordinators and their teams;
- 5.6 Managing a professional development and specific purposes budget;
- 5.7 Assisting KLA Coordinators with budget, record keeping and administrative areas as needed.

**6.0 The Personal Dimensions of Leadership are exercised in the development of relationships and community by:**

- 6.1 Giving personal witness to the teachings of the Gospel and to Catholic values in personal interactions and in carrying out the day to day duties of the position
- 6.2 Contributing to the development of an environment that is welcoming, hospitable, life-giving and just;
- 6.3 Facilitating collaborative processes that build relationships and promote shared commitment, partnership and a sense of achievement;
- 6.4 Facilitating the appropriate involvement of all groups of stakeholders in decision –making processes;
- 6.5 Establishing and maintaining clear lines of communication and follow-up processes that support the information needs of the Leadership Team, colleagues and members of the school community;
- 6.6 Continuing to develop personal, professional and leadership capabilities across the six Foundations.

### FIXED TERM APPOINTMENTS

These positions of Special Responsibility are for fixed terms: initial appointment, 2 years and subsequent appointments, 3 years, dependent upon effective performance in the role.

### ANNUAL ACTIVE ROLE DESCRIPTIONS

While all leadership positions are based in a generic system role description, an ANNUAL Active Role Description is negotiated each year as part of the PPPR process. This active role description needs to take into account a number of factors, including the following:

- CEO Vision Statement and *Towards 2010* Strategic Leadership and Management Plan
- the *School Review and Improvement* agenda
- the school's Strategic Management Plan, stage in the cycle and Annual Development Plan goals
- the amount of release time provided
- the structure of the school's Executive Team and the total number of leadership positions
- history of the school, current stage in development and particular needs of the local community
- the number of years of experience of the incumbent (eg first year or tenth year)
- the Curriculum Coordinator's experience/strengths/perceived areas for development
- feedback available from Personnel Performance Planning and Review (PPPR)
- the active role descriptions of the other members of the Leadership Team, particularly the Assistant Principal

In any particular year the Annual Active Role Description would encompass responsibilities from each section of the generic role description. Over the period of the appointment, it would be expected that the Curriculum Coordinator meets the broad system expectations of the role. It is vital for purposes of development and continuity in this leadership position that the role includes significant **leadership** responsibilities as opposed to simply administrative tasks.

### KEY DOCUMENTS

The following key documents are relevant to the Curriculum Coordinator's role:

*Sydney Catholic Schools Towards 2010 Strategic Leadership and Management Plan* (CEO Sydney and SACS Board, October 2005)

*School Review and Improvement Framework for Catholic Schools* (CEO Sydney, October 2005)

*A Self-Review Instrument for Catholic Schools* (CEO Sydney, October 2005)

*How Effective is Our Catholic School?* (CEO Sydney, September 2006)

*Catholic Schools Leadership Framework: Core Competencies and Key Elements. Number 2, Leadership Succession Series.* (CEO Sydney, April 2001)

*Learning Framework* (CEO Sydney October 2005)

*A Vision Statement for Catholic Schools* (SACS Board 1998)

*Registration and Accreditation Compliance Workbook* (2006)

*Career Paths for Teachers within the Mission of Catholic Education. Number 7, Leadership Succession Series.* (CEO Sydney, 2007)

*Workplace Realities in the Catholic School: A Framework for those Employed in Catholic Education* (SACS Board, 2002)

*Procedures for Addressing Performance Related Matters and Professional Competence* (CEO Sydney, NSW/ACT Independent Education Union, 2000)

*Personnel Performance Planning & Review – Principals, Assistant Principals, RECs and Coordinators* (2006) and related documents.

*Circular to Schools* – published monthly. SAO [Office of the Executive Director/Circular to Schools](#)

HR Online [Handbook for Systemic Schools](#)

HR Online [Employment Relations](#)