



POSITION DESCRIPTION

ASSISTANT DEAN PROFESSIONAL LEARNING AND DEVELOPMENT (ACCREDITATION AND PROFESSIONAL PRACTICE)

Context

Rosebank College, Five Dock, is a Good Samaritan, Benedictine, Catholic co-educational school committed to innovative pedagogy with strong learning outcomes across the Curriculum for Years 7 to 12.

Rosebank College belongs to the community of ten schools across Australia called Good Samaritan Education (GSE). Established in 2011 by the Sisters of the Good Samaritan, GSE schools offer quality Catholic education in the Good Samaritan Benedictine tradition. Rosebank is guided by the Good Samaritan Philosophy of Education and shaped by its commitment to the values of our spiritual tradition, including stewardship, mutuality, prayer, hospitality, humility, discernment, justice and peace. The College is committed to developing students who will engage with today's world as grounded, hope-filled young people who are equipped to lead wisely, to listen deeply and to treat their neighbour and their environment with justice, love and the compassion of Christ.

Rosebank College is incorporated and governed locally by a Board of Directors who are accountable through the Company Members to GSE.

Core Role Purpose & Accountability

Reporting to the Dean of Professional Learning and Culture, the *Assistant Dean of Professional Learning (Accreditation and Professional Practice)* provides leadership and coordination across the professional growth continuum of teachers at Rosebank College. This includes supporting Stage 3 teachers, Middle leaders, Pre-Service Teachers, Conditionally Approved Teachers and Early Career Teachers, as well as teachers progressing from Proficient Teacher accreditation through to Highly Accomplished and Lead Teacher (HALT) accreditation.

The *Assistant Dean of Professional Learning (Accreditation and Professional Practice)* is responsible for overseeing the professional experience of all Pre-Service Teachers, including Conditionally Approved Teachers, and will work collaboratively with the Dean of Professional Learning and Culture to develop, implement and continuously strengthen the Rosebank Graduate Teacher Program.

A key responsibility of the role is to support the professional growth, accreditation and ongoing development of teachers at all stages of their career. This includes providing targeted support for Stage 3 teachers in their professional development and transition, encouraging and mentoring experienced teachers seeking Highly Accomplished and Lead Teacher accreditation. Through coaching, mentoring, professional reflection and evidence-informed practice, the *Assistant Dean of Professional Learning (Accreditation and Professional Practice)* will contribute to high-quality teacher pedagogy and improved student outcomes.

Working collaboratively with leaders across the College, the successful candidate will contribute to developing a culture of teaching excellence through coaching, mentoring, reflection, and evidence-based professional learning practices. The role also supports the Dean of Professional Learning and Culture in ongoing development of networks and partnerships with schools and universities. The role also supports staff wellbeing initiatives, contributing to the strategic priorities of the Professional Learning and Culture Deanery.

The *Assistant Dean of Professional Learning (Accreditation and Professional Practice)* will provide leadership to ensure that the College meets its staff and organisational accreditation obligations, consistent with the Australian Institute for Teaching and School Leadership (AITSL) standards, the accreditation requirements of the NSW Education Standards Authority (NESA), and the strategic direction of the College Strategic Plan.

The role will also support and contribute to the promotion of effective staff wellbeing strategies that are consistent with the mission, vision and strategic priorities of the College, recognising the important relationship between staff wellbeing, professional growth and a positive culture of teaching and learning.

As an active member of the Professional Learning and Culture Deanery, the *Assistant Dean of Professional Learning (Accreditation and Professional Practice)* will build strong professional relationships and work collaboratively with members of the Curriculum and Pastoral Leadership Teams, and other College leaders, to support the professional development needs of staff and advance whole-College priorities.

In undertaking these responsibilities, the *Assistant Dean of Professional Learning (Accreditation and Professional Practice)* will promote and model Catholic teachings, principles and values aligned with Good Samaritan Benedictine Education and the College Strategic Plan. All staff are expected to contribute to the pastoral care of students and demonstrate an ongoing commitment to the ideals and ethos of Catholic Education.

Role Responsibilities

Specific responsibilities of the *Assistant Dean of Professional Learning (Accreditation and Professional Practice)* include:

Contributing to the Implementation of the College's Vision and Mission by

- Addressing perspectives which are consistent with the Catholic ethos of the College and the Strategic Plan
- Participating in and supporting the wider life of the College by involvement in events such as Carnivals and Community Events.

Providing Spiritual and Religious Leadership by

- Participating in the liturgical life of the school
- Providing a service which is consistent with the Mission, Vision and Good Samaritan ethos of the College
- Participating in College and GSE staff formation in the Good Samaritan Benedictine tradition
- Upholding the Benedictine value of service to others in the community

Developing the College Learning Community by

- Demonstrating excellence and being an exemplary classroom teacher
- Developing links with respective universities to oversee and engage high quality Pre-Service Teachers
- Support the Dean of Professional Learning to build relationships with universities in partnership to create a progressive and innovative Professional Placement Experience at Rosebank College through a Mentoring and Rosebank Quality Teacher Framework.
- Supporting the Dean of Professional Learning and Culture as required with staff in their NESA Accreditation:
- Coordinating supporting Maintenance of Accreditation, including tracking Professional Development NESA Accredited and Teacher Elective hours and keeping knowledge and understanding of eTAMS and the AITSL standards updated
- Attending LAN meetings and relevant NESA accreditation - related Professional Development where appropriate
- Coordinating the New Graduate Teacher Programs including but not limited to:
 - Individual and group Professional Development sessions based on three AITSL Domains
 - Holding workshops in unpacking the teaching standards to align quality teaching with individual and group standards and development of practice
 - Organising and supporting teachers to observe and view others' practice;
 - Providing lesson observations with meaningful feedback, linked with RPPR goals where appropriate
 - Implementing reflective practices around professional practice
 - Ongoing collegial and coaching discussions with relevant Studies Coordinators
- Mentor Graduate to Proficient teachers
 - Structured meetings regarding samples of work and collecting evidence of meeting the standards
 - Review of 5-8 annotated samples and teacher report, completion of Supervisor's report and submission to eTAMS
- Overseeing and mentoring pre-service teachers from a variety of tertiary institutions. Including but not limited to:

- Placements with tertiary institutions
- Studies Coordinators and participating teachers
- Classroom observations
- Touch points with supervising teachers
- Touch points with tertiary supervisors
- Exit discussions with pre-service teachers
- Supporting the Dean of Professional Learning and Culture to implement professional development workshops, courses and staff days by writing of school based NESAs accredited Professional Development courses based on the requirements, regulations and guidelines: as set out in the Independent NESAs Guidelines
- Work with the Dean of Professional Learning and Culture by focusing on building a Coaching culture of Professional Learning for and with all staff including updating coaching skills through professional development where appropriate

Providing Innovative Leadership by

- Keeping abreast of contemporary educational change and developments and contributing to a culture of review and development to ensure quality and rigour within the New Graduate Program
- Ensuring the assessment and monitoring of Pre-Service Teachers and Early Career Teachers is in place for professional learning
- Contributing to the development of the Rosebank College Professional Learning Communities
- Work with the Dean of Professional Learning and Culture in building a world class Culture of Teaching Excellence with evidence-based action research in Professional Learning Teams.

Promoting Quality Relationships by

- Communicating effectively with stakeholders and the community to promote staff inclusion, new members of staff and well-being strategies
- Supporting the accreditation of Early Career Teachers to thoroughly plan and reflect on their teaching and learning programs
- Developing and maintaining strong professional networks and partnerships with schools, universities, and other relevant educational organisations.

Providing Organisational Leadership by

- Developing any resources and procedures as required
- Creating and implementing professional development opportunities for Early Career Rosebank staff which meet the needs of students
- Support the Dean of Professional Learning and Culture to effectively communicate the goals and teaching standards of RPPR processes
- Developing evaluative tools to review the effectiveness of Early Career RPPR opportunities

Other appropriate duties as assigned by the Principal.

The College may vary this Position Description, in response to the changing needs of the organisation.

ROSEBANK COLLEGE MISSION STATEMENT

We encourage a love of Christ, stewardship, hospitality, compassion and service working in partnership with our families, our staff and the broader community.

As a Catholic community, we give strong witness to our role as advocates of equity, diversity and justice. As a local community, we strive to support programs and partnerships focused on collaboration, giving, service and care. As global citizens, we respond critically and intelligently to our changing world, its demands and the educational and personal challenges of our students. We commit to sustainability and environmental responsibility.

OUR VISION

Rosebank's Vision is to be a community of faith for all to realise their full potential through personal leadership and lifelong learning.

We strive to develop leaders committed to personal excellence who:

- Nurture the importance of self-leadership and leadership of others
 - Embrace opportunities with agility and imagination
 - Respond with empathy and act with determination and compassion
 - Accept humility and service as a source of strength to empower others
 - Act as brave and critical thinkers who persevere with challenges
 - Advocate with moral courage for the good of others and our environment
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Rosebank College has zero tolerance for child abuse. Rosebank College supports and respects all children. Child safety and wellbeing are embedded in our practices. Rosebank College is committed to providing students with a safe, healthy environment.

Updated: August 2026

Version: 2.1