



LEARNING LEADER

The Learning Leader is appointed by the Principal and is accountable to the Leader of Learning Development. She/he is an instructional leader with responsibility for the leadership and growth of staff and the management of resources and programs in a particular Learning Area.

The Learning Leader liaises and consults with the Leader of Learning Development in the areas of professional learning and staff development. They work with the Curriculum Coordinator in the delivery of learning and teaching programs in the Learning area and in the planning, documentation and implementation of quality teaching units that demonstrate the contemporary practices articulated in the OLMC Learning and Teaching Charter. They are supported in this work by the other members of the Learning and Teaching Team.

Learning Leaders are integral members of the Learning and Teaching team. They provide advice to the Curriculum Coordinator about the learning and teaching programs they lead. They bring their individual expertise and experience to Learning and Teaching meetings to share in decision making that focuses on the development of policies and programs that respond to student learning needs and that are consistent with the College's Vision and Mission and Learning and Teaching Charter.

The Learning Leader takes on a role based on a model of Christian service. She/he derives authority from the Principal and, as such, is empowered and expected to participate in the implementation the Vision of the College and be guided by the values of Compassion, Justice, Courage and Joy in their work.

KEY RESPONSIBILITY AREAS

Educational Leadership

- Participate in the leadership, coordination, development and delivery of the learning and teaching program within the context of the School's Strategic Plan.
- In collaboration with the Leader of Learning Development and the Curriculum Coordinator, provide leadership in the identification, evaluation and implementation of innovative practice in learning and teaching for the delivery of curriculum in the Learning Area.
- Engage in personal professional learning to maintain knowledge of contemporary educational thinking and innovative practice.
- Provide opportunities for Learning Area staff to participate collaboratively in professional learning, curriculum planning, the development of assessment tasks and the sharing of resources and information.
- Support teachers in their use of evidence-based teaching strategies.
- Foster productive communication and interactions within and between Learning area staff and the wider school community.

Learning and Teaching Leadership

- As an instructional leader within the Learning area, lead the ongoing implementation and evaluation of courses with reference to the College's mission, Learning and Teaching Charter, student needs and current pedagogy.
- Implement assessment and reporting practices within the Learning area that are consistent with College policies and build teacher understanding of the principles that underpin our policies and practice.
- Lead a professional learning team focused on the use of evidence and data to enhance the growth in learning of both teachers and students.
- Lead discussion and reflection on the subjects offered in the Learning area to ensure the curriculum is responsive and reflective of the needs of students in contemporary society.
- In conjunction with the Leader of Learning Development, facilitate the development and implementation of the Learning area Professional Learning Plan, with a focus on teacher effectiveness and development of contemporary pedagogy.
- Enhance opportunities for teachers to be informed of and participate in developments in their specific disciplines and in the broader curriculum.

Management of Staff and Resources

- Monitor and support individual staff in the development of practices that are consistent with the Learning and Teaching Charter and build their capacity and effectiveness.
- Foster an environment that supports the effective growth of teachers and within this develop Professional Learning Plans with individual Learning Area staff to support the growth in learning for students and their ongoing career development.
- Monitor and audit courses of study within the Learning area to reflect the VCAA and CEM curriculum standards and the College requirements for curriculum planning and documentation, including the use of Understanding by Design to collaboratively frame and document curriculum in Years 7 – 12.
- Communicate with teachers, parents and students on issues and developments in the subjects of the Learning Area (e.g. subject selection criteria).
- Maintain the Learning Area's compliance with course requirements and deadlines (e.g. assessment and reporting practices, work submission).
- Chair regular Learning Area meetings that focus on professional learning associated with the content and pedagogy of the discipline and enable teachers opportunities to share practice and collaborate with other team members to build quality teaching programs within the Learning area.
- Implement effective and efficient administrative systems which assist in the optimum use of resources (e.g. teaching materials).
- Participate in the annual review process for teachers in the Learning area.
- Assist in the development, allocation and monitoring of teaching loads in consultation with the Head of Learning and participate in staff selection processes.
- Ensure the formulation and implementation of the Learning area capital and recurrent budgets and monitor their implementation so that targets are met.

- Monitor the safety of the learning and working environments in the Learning area and ensure that practices are consistent with school policy.

Child Safety

- Be familiar with and comply with the school's child-safe policy and code of conduct, and any other policies or procedures relating to child safety
- Provide students with a child-safe environment and proactively monitor and support student wellbeing

No position description can be entirely comprehensive. From time to time the Learning Leader will be expected to carry out other duties, as requested by the Principal or her delegate, that are broadly consistent with this position description and the status of the role within the College.

ACCOUNTABILITY

Reports to: Leader of Learning Development

Internal liaisons: Curriculum Co-ordinator, Learning Area staff, Learning and Teaching Team members, Leadership Team, Staff, Students, Parents

External liaisons: Professional associations, VCAA, DE&T, DEECD

CONDITIONS

All conditions are in accordance with the Victorian Catholic Education Multi Employer Agreement 2018 and OLMC's employment policies.

This is a POL Level 3 appointment for 3 years. The time release for this position is 8 lessons per cycle.

The position encompasses participation in decision-making processes and other activities relevant to the role which may require occasional involvement outside the currently designated school hours.

It is expected that the Learning Leader would be available on campus for staff, parents and students from 8.15 am – 4.15 pm Monday to Thursday and 8.15 am – 3.45 pm on Friday.

KEY SELECTION CRITERIA

1. A demonstrated understanding of the ethos of a Catholic school and its mission.
2. Demonstrated ability as an effective, reflective classroom teacher and user of contemporary pedagogy, practice and resources.
3. Experience leading professional learning teams and/or professional learning of staff
4. Experience using evidence of student learning to support the development of professional learning and planning to enhance student and staff growth in learning.
5. Capacity to develop/enhance a broad and contemporary knowledge of educational issues particularly in a Learning area setting.

6. Demonstrated ability to facilitate the operation of a responsive, reflective and successful staff team and work collegially across staff groups.
7. Capacity to provide leadership in the effective use of ICT
8. Demonstrated high level organisational, interpersonal and communication skills with the ability to work with individuals and groups in a variety of ways.
9. A demonstrated understanding of child safety and the appropriate obligations and behaviours when engaging with students.

The incumbent will have current VIT Registration or capacity to be registered as a teacher through VIT. She/he will be expected to have Accreditation to Teach in a Catholic School. Accreditation to Teach RE in a Catholic School, or similar accreditation, is desirable.

Date: September 2020