



Marist-Sion College – Warragul

# Position Description

## Director of Learning (Years 10 – 12)

**'Known and Loved: Dignity for All'**

*Every student is known, valued and loved as an individual here at Marist-Sion College.*

*Marist-Sion College, Warragul, is a Catholic co-educational secondary school, inspired by the traditions of the Marist Brothers and the Sisters of Our Lady of Sion.*

*Our mission is to provide an **innovative education** which **integrates faith, learning and life** in a **welcoming community**.*

### STATEMENT OF DUTIES

<p><b>Position Summary</b></p>	<p>The Director of Learning is responsible to the Principal, through the Deputy Principal: Student Learning Culture and Growth. The role is responsible for the implementation of curriculum and management and requires an innovative, curious and student-centred approach. The Director of Learning will demonstrate enthusiasm for learning and dedication to the improvement of student learning outcomes in their year levels of responsibility.</p> <p>The Director of Learning works professionally and co-operatively with the Leadership Team and has the responsibility to lead a team of Learning Leaders through the Curriculum Implementation Team.</p> <p><b>FTE &amp; Position Type:</b> Full time and ongoing (2 Year Tenure as Director)  <b>Classification Level:</b> Teacher  <b>Employment Category:</b> Position of Leadership Level 4  <b>Time Release:</b> 16 Lessons per 10 day cycle  <b>Campus Location:</b> Warragul  <b>Award:</b> Victorian Catholic Education Multi-Enterprise Agreement 2018</p> <p><i>Visa sponsorship is not available for this position. All applicants require current and valid working rights for Australia.</i></p>
<p><b>Organisational Relationships</b></p>	<p><b>Reports to:</b> Deputy Principal: Student Learning Culture and Growth and Principal  <b>Direct Reports:</b> Learning Leaders  <b>Internal Liaisons:</b> Leadership Team, Careers and Pathways Team, Students, Teaching and Non-teaching staff of the College, Directors of Learning  <b>External Liaisons:</b> Members of the College Community, VCAA and General Public</p>
<p><b>Responsibilities</b></p>	<p><b>Catholic Identity and Religious Education</b></p> <ul style="list-style-type: none"> <li>• Model the College's Mission, Values and Vision through for the curriculum delivery and management in their year levels of responsibility.</li> <li>• Identify opportunities for faith to be integrated into learning.</li> <li>• Create a welcoming and inclusive environment for students, families, staff and community partners.</li> </ul> <p><b>Expert Teacher Practice</b></p> <ul style="list-style-type: none"> <li>• Lead the Curriculum Implementation Team to build Middle Leader capacity to support teachers to develop a greater understanding of evidence based teaching strategies and to initiate, support and facilitate innovation and best practice pedagogy in alignment with the College's Learning Framework.</li> </ul>

- Convene fortnightly Curriculum Implementation Meetings and monitor, evaluate the implementation of the teaching and learning programs, and plan effective teaching and learning outcomes.
- Lead the Middle Leaders to develop understanding of how to read, interpret and analyse data to inform Learning and Teaching decisions and to analysis data to monitor and evaluate learning growth for students.
- Research and remain current on educational trends to ensure learning programs reflect VCAA Study Designs/Victorian Curriculum, are data driven, reflective of student learning needs, and provide opportunity for teachers to demonstrate evidence based teaching strategies to improve literacy, numeracy and pathways outcomes for students.
- Ensure curriculum documentation templates and teaching programs templates for the Junior and Senior School subjects are accessible.
- Share evidence base strategies, such as the High Impact Teaching Strategies with the Curriculum Implementation team and support the Middle Leaders to build teacher expertise within their teams.
- Build Middle Leader Capacity to understand and develop targeted assessment and rubrics that include provision of Universal, Targeted and Intensive strategies.
- Build Middle Leader capacity to enhance skills in leading the development of literacy, numeracy and curriculum learning progressions.
- Build the capacity of the Middle Leaders on the Curriculum Implementation Team and provide formative feedback, informally and through appraisal and coaching.
- Reflect on feedback from the Strategic Implementation Team and provide direction on the development of curriculum scope and sequence, skills development and inclusion of capabilities and employability skills reflective of the College's Annual Implementation Plan (AIP) and Strategic Implementation Plan (SIP) goals.
- Coach Middle Leaders in staff appraisal and performance review processes.

#### Improved Student Outcomes

- Encourage and support Learning Areas to target teaching to enhance students "point in time" learning needs in classroom learning activities.
- Monitor formative, summative and anecdotal qualitative and quantitative data to measure student learning growth, seeking ways to support Middle Leaders and teachers to work towards improving learning outcomes.
- Promote, encourage and support the College's Learning Framework in the classroom.
- Develop and promote literacy and learning adjustment opportunities within the curriculum.
- Promote targeted learning opportunities for high achieving and gifted and talented students in Years 7 – 12 and ensure Middle Leaders have the capacity to lead their Learning Area to target curriculum and assessment to students point in time needs.
- Promote academic competitions, providing opportunities for participation at regional and national level.
- Promote the Digital Badge Program and micro-credentialing to support students to develop motivation and autonomous learning skills.
- Actively encourage students to pursue excellence in their studies in Years 7 – 10 and at the VCE level.
- Support Victorian Curriculum, VCE/VM Pathways and VCE teachers in developing strategies to improve academic performance.
- Liaise with the LEAP Coordinator to review and advocate academic needs of students.
- Liaise with the Director of Staff Administration to oversee and approved curriculum related excursions, speakers, events, relevant to each Year level, ensuing they align with goals outlined in the relevant curriculum.
- Liaise with the Wellbeing Leaders to ensure relevant study skills, goal setting and pathways content is included in the Wellbeing Program.
- Build connections with Careers and Pathways Coordinators as appropriate to the Year levels and ensure curriculum scope and sequence includes pathways and employability skills.

	<ul style="list-style-type: none"> <li>• Liaise with the Director of Staff Administration to ensure Careers, pathways and Learning events are included in the annual calendar.</li> </ul>
<b>Child Safety</b>	<ul style="list-style-type: none"> <li>• Create a safe and supportive environment for all students.</li> <li>• Report Child Safety Concerns to the Deputy Principal: Wellbeing Partnerships and Safety and the Principal.</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• Engage in ongoing formation professional development relevant to enhancing this role.</li> <li>• Research areas current educational innovations, trends and evidence informed practice to inform the development of strategic plans.</li> <li>• Continue development of ICT skills as technologies evolve.</li> </ul>
<b>General Duties</b>	<p><b>Leadership for Learning</b></p> <ul style="list-style-type: none"> <li>• Contribute as a member of the Curriculum Implementation Team to develop the whole school improvement culture.</li> <li>• Research educational trends, disseminate ideas and engage staff in curriculum improvement initiatives.</li> <li>• Line management of escalated curriculum based issues as informed by Learning Leaders.</li> <li>• Lead and manage the implementation of the curriculum appropriate to the year levels (including Victorian Curriculum, VCE Pathways and VCE), including auditing curriculum documentation.</li> <li>• Review the curriculum program scope and sequence and enable cross-curricular opportunities and inclusion of general capabilities.</li> <li>• Review the types of assessment and develop, in conjunction with teachers, a coordinated approach to differentiate assessment strategies.</li> <li>• Conduct Formative Appraisal Meetings, along with the members of the Leadership Team.</li> <li>• Annually update the Learning information on the College Website and write articles (at least once per term) for the Emmaus to promote learning experience undertaken by the students.</li> <li>• Undertake Professional Learning opportunities to strengthen understanding of leadership, evidence based teaching and data analysis.</li> <li>• Lead assessment and reporting, including publishing guidelines, managing proofing reading and communicating dates with the teaching team.</li> <li>• Lead, under the support of the Deputy Principal: Student Learning Culture and Growth, the course information process, including development of the course guide, acceleration process and coordinating staff training to lead the course information sessions.</li> <li>• Communicate with relevant parents/guardians, as needed, to support the successful participation of students.</li> <li>• Lead the Learning Team in regular meetings and ensure the aims of the Strategic Improvement Plan and Annual Implementation Plan are achieved.</li> <li>• Attend the Course Information Day and present information about the Learning Area Programs offered.</li> <li>• Be a leading member of the Literacy and Learning Adjustment Teams/Collectives.</li> <li>• Lead the eLearning/data analysis coordinator to implement the NAPLAN testing program at Year 7 and Year 9.</li> <li>• Lead the eLearning/data analysis coordinator to implement the PAT testing program at Year 7 to 10.</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• To lead and support a number of the Learning Leaders in their role.</li> <li>• Chair combined Year level staff meetings to assist with the development of a consistent approach to teaching practices, assessment and curriculum review across a whole Year level, including curriculum mapping, audits and developing consistent cross marking processes across the school.</li> </ul>

	<ul style="list-style-type: none"> <li>• Support transition at each Year level including class formation (and placement of new students), promotion, programs.</li> <li>• Ensure that subject teams manage and complete all SIMON requirements.</li> <li>• Audit and manage the examination process at appropriate Year levels</li> <li>• Manage VCE Panel issues at appropriate Year levels.</li> <li>• Oversee VCE rules and procedures.</li> <li>• Lead Success Team Meetings for Tier 2 and 3 students.</li> <li>• Ensure consistency with VCE enrolment requirements.</li> <li>• Write an article once per term for the Emmaus Newsletter to promote Curriculum and celebrate student success in the College.</li> <li>• Ensure the online Assessment and Reporting Guidelines and keep up to date.</li> <li>• Ensure the online Course Handbook is updated annually.</li> </ul>
<p><b>Skills/Attributes</b></p>	<ul style="list-style-type: none"> <li>• Understanding of contemporary educational research, pedagogies and twenty first century capabilities.</li> <li>• Experience with creating educational resources across a wide variety of multimedia formats.</li> <li>• Experience with leading, developing, and running professional development and teacher training in secondary settings, both formal and informal educational environments, and ideally in in-person and in virtual settings.</li> <li>• Experience with leading and managing a small team of staff members, including high level visioning and support around specific tasks and overall professional growth.</li> <li>• Demonstrated ability to communicate effectively in written and oral mediums, whether online, in-person or in front of large audiences of educators.</li> <li>• Ability to meet deadlines, play with tools and materials, and model an adaptive mindset.</li> <li>• Experience in leadership positions, with demonstrated success in managing projects and teams.</li> <li>• Demonstrated knowledge and experience with online and in-person professional development and the training of educators.</li> <li>• Experience in coaching and supporting educators and administrators preferred.</li> </ul>

Updated September 2022

# Selection Criteria

## Director of Learning

SELECTION CRITERIA	
<p><b>1. Commitment to Catholic Education</b></p>	<ul style="list-style-type: none"> <li>• A demonstrated understanding of the ethos of a Catholic school and its mission.</li> <li>• Commitment to supporting the Catholic identity and mission of the College.</li> </ul>
<p><b>2. Commitment to Child Safety</b></p>	<ul style="list-style-type: none"> <li>• Experience working with children.</li> <li>• Commitment to and understanding of child protection and child safety issues in schools.</li> <li>• Demonstrated understanding of appropriate behaviours when engaging with children.</li> <li>• Be a suitable person to engage in child-connected work.</li> <li>• Demonstrated understanding of Mandatory Reporting.</li> </ul>
<p><b>3. Education and Experience</b></p>	<p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>• Victorian Teachers Registration (VIT).</li> <li>• An appropriate qualification in education.</li> <li>• Masters or Postgraduate qualification in Instructional Leadership, Evidence Based Teaching, educational leadership and/or educational management.</li> <li>• Demonstrated experience in educational leadership.</li> </ul> <p><b>Highly Desirable:</b></p> <ul style="list-style-type: none"> <li>• Accreditation to Teach in a Catholic School (the Diocese will provide this Accreditation if necessary).</li> <li>• Accreditation to Teach Religious Education or Lead in a Catholic School (the Diocese will provide this Accreditation if necessary).</li> <li>• A minimum of Certificate 2 in First aid (the College will provide this training if necessary).</li> </ul>
<p><b>4. Teaching Expertise</b></p>	<ul style="list-style-type: none"> <li>• Record of teaching excellence, including at the relevant year levels, ideally across more than one subject.</li> <li>• Broad understanding of curriculum and of modern and effective active learning and teaching approaches.</li> <li>• Ability to promote teaching and learning excellence which meets the needs of the broad range of student ability levels.</li> <li>• Ability to promote the use of data to inform teaching practices.</li> <li>• Well-developed ability to encourage, support, lead, provide formative feedback and, when appropriate, challenge members of staff.</li> <li>• Excellent interpersonal and communication skills, including the ability to work as an effective team member.</li> <li>• Well-developed organisational skills and a record of reliability in completing tasks.</li> <li>• Ability to use information and communication technologies to enhance student learning.</li> <li>• Knowledge of contemporary educational issues and developments.</li> </ul>