

Secondary Leader of Learning - Role Description

Catholic schools establish quality learning environments where students participate in the Church's mission of discipleship within the Catholic tradition. In the Diocese of Lismore they are established by the Bishop in the context of local faith communities, to educate and form young people in the faith tradition, offering them experiences of following Jesus in the Catholic community.

General Description:

Position Title: Leader of Learning - (Subject or KLA)
Accountable To: Principal

Overall Purpose of the Position:

While the Principal and school Executive carry primary responsibility for school improvement, the Leader of Learning has responsibility for developing high standards of teaching and learning in their subject and also plays a major role in the development of school policy and practice.

Key Tasks and Responsibilities:

1. Integrates Catholic beliefs and practices into all aspects of teaching and learning by:

- Upholding Catholic identity and mission
- Witnessing to the *Diocese of Lismore, Foundational Beliefs and Practices- The Essential Framework*
- Modelling commitment to the Church and its teaching
- Exercising pastoral care and wellbeing to all students and staff
- Fostering parish, school and parent partnership
- Complying with the CSO Accreditation Framework
- Supporting opportunities for regular prayer, evangelisation, reflection and celebration as a school community
- Assisting the integration of Catholic Worldview across the curriculum.

2. Leading and implementing the School and Diocesan Strategic Plans by:

- Supporting school planning in day-to-day professional accountabilities, tasks and responsibilities
- Ensuring the vision for the school is clearly understood, shared and enacted in all aspects of school life
- Contributing to and leading colleagues in the implementation of curriculum change, School Strategic Management Plans, Annual School Plans and the Cycles of Improvement (goal setting) leading to improved student outcomes

- Ensuring the Contemporary Learning Framework is integrated into the school's philosophy, policies and curriculum structures
- Working with the school community to promote and sustain school improvement informed by school effectiveness research.
- Leading and supporting colleagues in mentoring and monitoring goal setting that is aligned to school plans, Contemporary Learning Framework and the Australian Professional Standards for Teachers.

3. Engage in the professional learning community by:

- Using the Australian Professional Standards for Teachers and the professional learning needs of colleagues to plan and lead the development of professional learning policies and programs within learning areas.
- Engaging with appropriate colleagues in professional dialogue that is informed by feedback, analysis of current research and practice to improve the educational outcomes of students
- Initiating collaborative relationships to expand professional learning opportunities, engage in research, and provide quality professional learning
- Leading the KLA professional learning teams to drive school improvement
- Leading colleagues to engage with strategies, such as the 4 critical questions, to support high-quality professional learning opportunities that focus on improved student learning
- Taking a leadership role in professional and community networks and encouraging the involvement of colleagues in these networks

4. Building the capacity of teachers by:

- Contributing to school wide strategies for promoting high standards
- Promoting and leading ongoing professional development that stimulates collaborative and cooperative relationships between staff and students
- Establishing and reviewing policies and practices that promote a positive climate of professionalism, trust and respect within the KLA
- Providing effective planning, allocation, support and evaluation of team work, ensuring clear delegation of and accountability for tasks and responsibilities
- Modelling practices that support staff in engaging professionally with colleagues, parents/carers and the community
- Ensuring the school mentor program for Graduate teachers and new experienced teachers is followed and staff are inducted into the KLA and provided with appropriate professional learning

5. Lead the management and development of the curriculum by:

- Ensuring the implementation of BOSTES and Diocesan curriculum requirements to meet registration and accreditation requirements
- Leading colleagues to develop learning and teaching programs that reflect a comprehensive knowledge of curriculum, assessment and reporting as well as of students and how they learn
- Conducting regular reviews of teaching and learning programs using multiple sources of evidence including student assessment data, curriculum documents, teaching practices and feedback from parents/carers, students and colleagues

- Leading colleagues to develop differentiated teaching and learning programs to meet the needs of students from diverse linguistic, cultural, religious, and socio-economic backgrounds including Aboriginal and Torres Strait Islander students
- Leading and supporting colleagues to support ensure the full participation of students with a disability and compliance with legislative and Diocesan policies
- Identifying, initiating and building upon opportunities that engage parents/ carers in the progress of their children's learning
- Monitoring and evaluating appropriate databases to track the academic progress of students.

6. Contributes to the development of leadership by:

- Supporting the school's culture of high expectations, collaborative planning, and monitoring of student learning
- Placing learning at the centre of strategic planning and ensuring there is a diverse and flexible curriculum taught well in an effective learning environment
- Initiating processes to involve parents/carers in the education of their children and in the broader school co-curricular programs
- Working collaboratively with the Curriculum team to ensure key issues in relation to curriculum initiatives, assessment, reporting and student learning are regularly being evaluated and improved upon
- Liaising with feeder schools in developing sustainable transition programs
- Developing and implementing relevant policies and processes to support colleagues' compliance with and understanding of existing and new legislative, administrative, organisational and professional responsibilities
- Ensuring personal responsibility for the ongoing professional learning and development of the Leader of Learning

7. Contributes to the development of pedagogy within the school by:

- Leading initiatives within the school to evaluate and develop pedagogical content knowledge that improves student learning
- Promoting and modelling classroom pedagogy that maximises student learning and incorporates the principles of contemporary learning
- Leading and supporting colleagues in selecting and using ICT when delivering the curriculum
- Using research based knowledge and student data to monitor and evaluate effective literacy and numeracy teaching strategies
- Work with colleagues to develop and review teaching strategies so that students are highly engaged through innovation, critical and creative thinking and problem solving.

8. Creating and maintaining supportive and safe learning environment by:

- Developing and maintaining an environment where excellence in teaching and learning is highly valued and learners feel safe, supported and secure
- Ensuring flexible and intentionally developed learning spaces are appropriately resourced to engage and support all learners
- Ensuring Workplace Health and Safety requirements and standards are maintained

- Evaluating and monitoring teaching and learning practices in the school to ensure students' experiences, including their home and culture, are valued and respected
- Initiating strategies and leading colleagues to implement effective classroom management strategies that promote student responsibility for their own learning.

9. School Specific role and responsibilities

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10. Qualifications and Skills Required

- Ability to challenge current practice and work flexibly with Principal and other Leadership Team Members

Conditions of Service	
Employment Type:	Full-Time appointment
Tenure:	CO2 - Three years fixed term CO1 – Three or One year fixed term
EA:	Teachers (Country and Regional Dioceses) Enterprise Agreement 2013
Remuneration:	Teacher Classification plus CO2 Allowance Teacher Classification plus CO1 Allowance