

Learning Area Leader

Position Overview

The Learning Area Leader is an Instructional Leader who is responsible for the design of curriculum and the development of learning and teaching practice within a particular domain. This includes developing a shared vision and a consistency in pedagogical practice that will ensure the success of all students.

Learning Area Leaders are expected to be highly accomplished or leading teachers who model life-long learning and have a passion for their discipline. They strive for excellence, have high expectations and understand that learning needs to be authentic, engaging and challenging. They are responsible for the learning outcomes of all students in their area. Developing a culture of collective responsibility for learning and supporting teacher learning are key to this role.

Learning Areas Leaders support staff in building their individual efficacy, and foster the collective efficacy of their team through collaboration and shared work, effective use of data and feedback, research, mentoring, coaching and reflective practice.

Organizational Relationships

The Learning Area Leader will:

- be directly responsible to the Deputy Principal (Learning and Teaching) and the Principal;
- be a member of the Learning and Teaching Team which meets fortnightly; and
- lead planning and staff development through Purposeful Teaching Teams (PTT's).

Statement of Duties

Leadership of the Learning Area

In conjunction with the faculty, the Learning Area Leader will:

- articulate and demonstrate consistently high expectations for student learning;
- oversee the development, design and review of curriculum;
- lead PTTs to ensure continuous improvement through cycles of diagnosing student learning needs, and planning, implementing and evaluating teaching responses to them;
- analyze data and use evidence based approaches to enable high growth in student learning outcomes;
- lead Visible Learning for differentiation and developing assessment capable learners;
- establish procedures for the provision of formative feedback and the development of assessment rubrics, moderation of assessment and reporting, and
- model collegiality and exemplary teaching; advise colleagues around curriculum and student engagement, and provide useful feedback;

	<ul style="list-style-type: none"> • through the Performance Development and Coaching program (or otherwise) coach teachers in establishing learning goals and in developing actions to achieve these; • mentor staff new to the school or the learning area; • stimulate and support colleagues to seek and critically evaluate new ideas and practices in teaching and learning and incorporate them into new and existing programs; • implement the whole school approach to teaching Curriculum Literacies; • lead staff in using digital tools and blended learning approaches to enhance student learning and the state of flow; • establish and implement clear goals, annual improvement targets and clear action steps for the learning area; • provide co-curricular opportunities; • explore and develop community partnerships and family engagement opportunities to enhance student learning in this area; • contribute to the academic awards process; • plan and lead domain based professional learning, and • foster an understanding of the interconnection between student learning, wellbeing and engagement.
<p>Management of the Learning Area</p>	<p>In managing the learning area, the Learning Area Leader will:</p> <ul style="list-style-type: none"> • ensure that curriculum documentation is up to date and in the format required; • ensure consistent teaching and assessment practices across year levels; • welcome, induct and support new staff; • prepare and manage the Learning Area budget; • conduct the OHS induction for new staff, manage OHS issues and ensure OHS compliance; • ensure that the learning area provides students with a child-safe environment, and that staff are familiar with and comply with the College Child Safe policy, the Child Safety Code of Conduct and policies and procedures relating to child safety; • represent the College at Intercampus meetings, meetings with partner primary schools and other network meetings as required; • oversee the preparation of exams and the teaching of study skills; • assist with transition through providing information for handbooks, the course selection process and information sessions.
<p>Learning and Teaching Team</p>	<p>The Learning and Teaching Team is primarily responsible for implementing the Principles of Learning and Teaching. The team has high level input into all curriculum decisions and makes final recommendations regarding learning and teaching change proposals to the College Leadership Team. The team plans and leads the implementation of key learning and teaching initiatives.</p>

	<p>More specifically, in 2022 – 2024, this will include but is not limited to:</p> <ul style="list-style-type: none"> • implementing the Victoria Curriculum and pathway planning to Senior Secondary Curriculum; • implementing the Principles of Learning and Teaching, focussing particularly on ensuring that learning is engaging, challenging and fosters student agency; • further developing collective responsibility for the learning outcomes of all students through effective PTTs; • implementing a whole school approach to teaching literacy across all learning areas; • implementing a whole school approach to <i>trauma informed positive education</i> pedagogy and practice; • developing staff capacity in using digital tools for blended learning and enhance feedback and differentiation; • articulating and demonstrating high expectations for student learning and achievement; • implementing formative and summative assessment practices through the LMS; • promoting the use of data and evidence based approaches to improve student learning outcomes, and • further developing differentiated learning and assessment practices.
Child Safety	<ul style="list-style-type: none"> • 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. • Assist in the provision of a child-safe environment for students. • Demonstrate duty of care to students in relation to their physical and mental wellbeing.
Professional Learning	<ul style="list-style-type: none"> • Commit to further study and ongoing professional learning. • Be open to researching areas of interest relevant to directions provided in the school's improvement plan. • Continue development of ICT skills as technologies evolve. • Participate in the Performance Development and Coaching process. • Be an active member of a relevant professional association as duties permit
General Duties	<ul style="list-style-type: none"> • Contribute to a healthy and safe work environment for yourself and others and comply with all safe work policies and procedures. • Attend school meetings and after school activities, sporting events, mass, community and faith days as required by the Principal. • Demonstrate professional and collegiate relationships with colleagues. • Other duties as directed by the Principal.

CORE REQUIREMENTS	
Commitment to Catholic Education	<ul style="list-style-type: none"> • A demonstrated understanding of the ethos of a Catholic school and its mission. • A demonstrated understanding of the Church’s teachings and the Catholic leader’s role in the mission of the Church.
Commitment to Child Safety	<ul style="list-style-type: none"> • A demonstrated understanding of child safety and the ability to set up practices, policies and procedures to ensure the safety of young people in the area. • A demonstrated understanding of appropriate behaviours when engaging with children. • Familiarity with legal obligations relating to child safety (e.g. mandatory reporting). • Be a suitable person to engage in child related work.
Education and Experience	<ul style="list-style-type: none"> • Teaching Qualifications • Current Victorian Institute of Teaching (VIT) registration • Accreditation to teach in a Catholic school (or be working towards this)

KEY SELECTION CRITERIA

The successful applicant will need to demonstrate:

- a clear vision for the Learning Area;
- proven success as a teacher, exhibiting the characteristics of a Highly Accomplished or Lead Teacher on the AITSL standards;
- a strong commitment to continuous improvement, collaboration and collective responsibility;
- a commitment to the professional growth of self and others.
- the ability to develop, motivate, lead and work within a team;
- an understanding of how feedback, reflection and coaching assist in teacher learning;
- a sound grasp of current educational thought and practice;
- sound organizational and interpersonal skills, and the ability to communicate effectively;
- competence in the application of digital tools in learning, and
- a strong desire to improve student learning and wellbeing outcomes.

Level: POL 2

Time Allocation: 8 x 60 minute periods

Tenure: 3 years (2022 – 2024)