The position of Learning Leader is a leadership position in the College. The Learning Leader is responsible to the Principal through the Deputy Principal and Curriculum Leaders for the development of experiences that allow all students opportunities to achieve their full potential. The Learning Leader is expected to be transformational, passionate and creative. The Learning Leader is a member of the Curriculum Team.

**LEADERSHIP FRAMEWORK**

Educational Leaders at Kolbe Catholic College work within a *transformational framework*:

- Supporting and promoting the Catholic ethos of the College
- Publicly supporting the Leadership of the College
- Building trust, acting with integrity, coaching people, inspiring others, encouraging innovative thinking

And within the guiding conceptions of the *Leadership In Catholic Schools Framework: Leadership Action* - in the following five key areas:

- The Faith Community
- A Vision for the Whole School
- Teaching and Learning
- People and Resources
- Community

Through the Performance Development and Coaching program (or otherwise), leaders at Kolbe Catholic College establish annual goals in both their area of leadership and in their professional practice.

**CHILD SAFETY**

Every person employed or volunteering at Kolbe Catholic College has a responsibility to understand the importance and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all students is at the forefront of all they do and every decision they make (*CECV Commitment Statement to Child Safety*).

Such responsibility requires employees to:

- Provide students with a child-safe environment
- 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
- Proactively monitor and support student wellbeing
- Exercise pastoral care in a manner which reflects school values
- Implement strategies which promote a healthy and positive learning environment

**RESPONSIBILITIES**

**Pedagogy**

- For the particular Learning Area, initiate change and facilitate innovation in the areas of pedagogy and curriculum to assist student learning
- Develop networks within and across sectors, collect resources: identify, implement and evaluate action research projects to enhance learning and teaching
- With the Deputy Principal and Curriculum Leaders, coordinate the implementation and assist with the development of programs related to contemporary literacies (ICT, Literacy, Numeracy etc.), Habits Of Mind, inquiry-based learning - in their discipline areas
- For the particular Learning Area, map, document and monitor the whole school curriculum plan for the Victorian Curriculum Levels, ensuring pathways are established for VCE, VCAL, VET and School Based Apprenticeships
- For the particular Learning Area, map, document and monitor the whole school curriculum plan for VCE, VCAL and VET subjects and subsequent changes with the National Senior Curriculum
- Support the development and implementation of cocurricular activities for the Learning Area
• Implementation of key Professional Learning aims and the Learning Area Professional Learning Plan throughout Year Level Teams
• Work with the Leadership Team, the Deputy Principal and the Curriculum Leaders to develop a whole school approach to Professional Learning in the area of teaching and learning
• Assist staff to develop strategies for teaching students of mixed abilities
• Promote and administer Benchmark Competitions relevant to specific Learning Areas
• With the Deputy Principal and Curriculum Leaders, develop, monitor and evaluate programs that support the individual learner and year level transition, including the end of year Pre Start Program
• Coordinate the development and investigation of all Learning Resources, Apps and ICT Programs and associated staff development needed to enhance learning.

Assessment and Reporting
• In liaison with the Deputy Principal and Curriculum Leaders, share responsibility for the Assessment Schedules, examinations, and Reporting periods in each semester
• Ensure that assessment is grounded in authentic learning and that reporting complies with Commonwealth requirements, VCAA requirements for the Victorian Curriculum, VCE, VCAL, VET and CEM Requirements
  - peruse course documents and unit plans to ensure that assessment addresses all strands of Victorian Curriculum, VCE, VCAL and VET
  - assessment is differentiated
  - assessment as, for and of learning is addressed and documented
  - all Victorian Curriculum, VCE, VET, VCAL and CEM Framework courses are documented and mandated VCAA/CEM Audits are completed
• With the Deputy Principal and the Curriculum Leaders, analyse and evaluate school data to
  - ensure the effectiveness of programs
  - Inform future program/course/proposal design
  - develop individual learning programs for some students
• With the Deputy Principal, Curriculum Leaders and Directors of Students, develop a program for all students that addresses factors crucial for their ability to manage their own learning: organisation, time management, effective research skills, and examination techniques.

Instruction and Support ICT
• Coordinate the seamless use of ‘ICT For Learning’ in all learning programs, in accordance with the College’s ICT Strategic Plan. This includes investigating, implementing and managing Learning Area Software/Programs and GAFE, coordinating/linking the Learning Area SEQTA Programmes etc.
• Assist with the development of ICT skills for staff within Learning Area Teams on a regular basis
• Implement ICT, SEQTA and GAFE based learning opportunities for students and staff relevant to specific Learning Areas and Year Level Teams
• In consultation with the Curriculum Leader (Learning Enrichment), assist with the audit of and development of Learning Area specific ICT skills for subjects across Years 7-12
• Provide Learning Area classroom assistance to guide students in the use of ICT, GAFE, SEQTA etc.

Lead and coach the staff members involved in the areas of responsibility in strategies to improve classroom practice
• Implement strategies that have a clear focus on improving classroom practice and respond to data in the context of building and sustaining professional learning teams
• Ensure that teaching and support staff members have opportunities to develop a contemporary understanding of the learning and pastoral needs of students
• Attend and lead team meetings within the discipline areas
• Lead at least one team within the Learning Area
• Work closely with Course Convenors on planning, agenda items for meetings, and reporting back to staff on various learning and teaching strategies being implemented
• Participate in the professional development planning for teachers in the associated Learning Area
• Support, encourage and model collegiate classroom practice and participation in the College Pedagogical Coaching Program.

Staffing and Resources
• Oversee the duties of School Officers and their associated work schedules, for those assigned to specific Learning Areas
• Participate in the staff selection process
• Assist in the development, allocation and monitoring of teacher loads
• Be responsible for attaining and distributing resources and maintaining and updating equipment for the Learning Area, in accordance with the overall curriculum budget.
OTHER DUTIES

- Work with the Deputy Principal and Curriculum Leaders to assist with the implementation of the College School Improvement Framework and the Annual Action Plan for the Learning and Teaching Sphere
- Lead the development of electives and subsequent review of curriculum offerings for that particular Learning Area
- Promote the Learning Area throughout the College and throughout the community with displays of student work, handbooks and publications, presentations, conducting a themed ‘Learning Area Week’ and submitting items for the College Newsletter
- Submit a Report for the College Yearbook
- Other duties as required by and negotiated with the Principal
- The position will require involvement in College Community activities outside currently designated school hours and participation in planning times during some school holiday times. These will be negotiated with the successful applicant
- The list of duties may be further developed and modified to utilise the individual strengths and initiatives of the incumbent and the developing nature of the College
- **Other responsibilities specific to a particular role are included in Appendix One.** These duties may also be further developed and modified to utilise the individual strengths and initiatives of the incumbent and the developing nature of the College.

POSITION CLASSIFICATION:

Position: Learning Leader - POL 1.5
Remuneration: As per VCEMEA
Time Allowance: 6 x 50 minute lessons per cycle
Tenure: 2021-2023
Review: Annual Reviews will be conducted throughout the tenure based on self and peer appraisal as well as goal setting.

KEY SELECTION CRITERIA

For inclusion with your application, please attach a brief statement
- addressing your concept of leadership, including goals you would set for the position(s);
  and
- your response to the following Selection Criteria:

1. FAITH LEADERSHIP
   - Committed to the values and ethos of Catholic education

2. EDUCATIONAL LEADERSHIP
   - Successful teaching experience
   - Demonstrated the capacity to initiate improvement in teaching, learning and classroom practice
   - Details of recent post graduate study and/or immediate intentions for future study

3. RELATIONAL LEADERSHIP
   - Demonstrated ability to foster and develop appropriate relationships with the staff, students, parents and the wider community
   - Demonstrated ability to work collaboratively and cohesively with teams within the school

4. ORGANISATIONAL LEADERSHIP
   - Demonstrated ability to plan and manage resources effectively and equitably to support the educative programs of the school.

Through addressing the above criteria, applicants should be able to demonstrate capabilities in areas such as:
- highly developed interpersonal and communication skills and the ability to liaise and communicate effectively with people at all levels and from varying backgrounds
- sound organisational and administrative skills
- ability to work collaboratively and facilitate dynamic teamwork
- proven capacity to work independently and effectively in the face of changing priorities, deadlines and pressure
- commitment to ongoing professional learning
- exemplary teaching skills and practices
- generosity of spirit.
**APPENDIX ONE**

**Languages and Culture**

**OTHER RESPONSIBILITIES**

- Raise the profile of Languages and Culture through the introduction of language and culture events with displays and other activities
- Support the LOTE teacher responsible for the planning and organisation of any future possible Exchange Tours and the subsequent visit and home stay of schools to Kolbe Catholic College if applicable.

**STEM and Accelerated Learning**

**OTHER RESPONSIBILITIES**

- Assist the Deputy Principal and the Curriculum Leaders with the leadership, design and implementation of the Acceleration and Enrichment Sphere of the Learning and Teaching Strategic Plan
- With the Curriculum Leader (Learning Enrichment), design and implement a specialist STEM and Accelerated Learning Cocurricular Program. This includes liaising with external agencies, networks and industry providers to facilitate learning opportunities and competitions for students
- Research and implement highest yield STEM Strategies and Programs across the Year 7-12 Curriculum
- Assist the Deputy Principal and the Curriculum Leader (Learning Enrichment) with the design, implementation and operation of curriculum programs for Acceleration and Enrichment (Example: Ignite Program, Mathematics and English Enrichment Program etc.). This includes assisting with the tracking and selection of eligible students
- Assist the Curriculum Leader (Learning Enrichment) with the design of Personalised Learning Plans for Acceleration and Enrichment Students
- Assist the Deputy Principal with the International Learning Tour Program
- Work with the Deputy Principal and Curriculum Leader (Learning Enrichment) to coordinate specialist elements of the Year 9 LEAD Program and Year 8 Inquiring Minds Program (Example: Year 9 City Experience, Year 8 Activity Day, Year 9 Camp etc.).

**VET**

**OTHER RESPONSIBILITIES**

- Assist the Deputy Principal and Curriculum Leader (Senior Years) with the design and implementation of VET Programs and the development of associated resources/infrastructure
- Support the Deputy Principal and Curriculum Leader (Senior Years) on matters associated with curriculum documentation, program design and delivery, handbooks and other related material for student learning in VET
- Support the Deputy Principal and Curriculum Leader (Senior Years) to ensure student achievement and progress are reported accurately, consistently and in accordance with VCAA requirements on VASS for VET
- With the Curriculum Leader (Senior Years), further development and implementation of the Year 10 Curriculum and associated programs including VET and TAFE Taster courses for selected students
- With the Curriculum Leader (Senior Years), coordinate the external and internal VET Program for students at the College. This includes organising with the local Hume VET cluster/VET Providers the units to be offered, coordinating student enrolment, supporting internal VET staff and monitoring the progress of students completing VET subjects
- With the Curriculum Leader (Senior Years), assist students with the provision of information, their enrolment and in understanding the requirements associated with VET subjects and School Based Apprenticeships as part of VCE and VCAL Programs
- Assist the Deputy Principal and Curriculum Leader (Senior Years) with the management of Staff VET Accreditation
- Assist the Coordinator: Careers Discovery and Programs with coordinating the Work Placement components of VET.