

ROLE DESCRIPTION	
ROLE TITLE	Leader of Learning
DEPARTMENT	Teaching
INDUSTRIAL AGREEMENT	<i>WA Catholic School Teachers Enterprise Agreement 2023</i>
ACCOUNTABLE TO	Vice Principal
DIRECTION FROM	Deputy Principal Teaching and Learning
FTE	Teaching 0.65 FTE – 0.80FTE Leader Allocation 0.20 - 0.35 FTE

MISSION STATEMENT

Newman College is a PK-12 Catholic School educating in the Marist Tradition, which endeavours to lead students to know and love Jesus Christ. With Mary as our model in faith, we encourage students to grow into the fullness of their humanity in an education environment where they feel welcome, accepted and valued.

ROLE OVERVIEW

The Leader of Learning holds dual responsibility for the College's Catholic identity and spiritual life, inspired by the charism of Saint Marcellin Champagnat, and for the leadership of the Learning Area curriculum. The role gives witness to Newman College's mission and ethos, and articulates its educational, moral and social purpose within the Church's evangelising mission.

As a member of the Middle Leadership Team, the Leader of Learning is primarily responsible for developing, programming, implementing and supervising the Learning Area curriculum and the quality of teaching and learning across Years 7 to 12, under the direction of the Deputy Principal Teaching and Learning.

Specific responsibilities include embedding the College Vision for Learning, evaluating contemporary pedagogy, developing and evaluating teaching and learning programs, building teacher efficacy through professional learning, and overseeing assessment and reporting.

Learning and teaching at Newman College is guided by the College Vision for Learning, the Strategic Improvement Plan, the Australian Professional Standards for Teachers, the ACER School Improvement Tool and the Marist Schools Australia Measures of Excellence. Growth and Development Plans are aligned with these frameworks and support a culture of continuous professional growth, reflection and school improvement.

The Principal may require other duties to be undertaken as the needs and priorities of the College evolve.

Challenge — Collaborate — Create — Celebrate

ROLE RESPONSIBILITIES

Leader of Catholic Identity and Mission:

- Gives personal witness to Catholic values in carrying out the day-to-day duties of the role and engaging students, staff and broader community in the Mission of Newman College as a Catholic school.
- Actively leads prayer and works to promote the charism of Saint Marcellin Champagnat and the mission and life of the Catholic Church within the College.
- Works with the Leader Mission and Catholic Identity in leading and supporting the prayer, sacramental and liturgical life of the College.
- Supports and contributes to the development of the Marist Association of Saint Marcellin Champagnat in Western Australia.
- Ensures that curriculum programs, policies and procedures reflect social justice principles and practices.
- Provides exemplary Christian and professional leadership for all members of the Newman College Community.
- Works collaboratively with colleagues and sustains a team approach to providing resources, services and support which ensure that curriculum provision is coordinated, efficient and responsive.

Leader of Learning:

- Promotes and gives leadership to the College's Vision for Learning and its guiding principles.
- Creates a performance culture of continual improvement across the College characterised by learning gains for all students.
- Promotes and models classroom strategies that maximise student learning incorporating the principles of contemporary learning including, but not limited to, project-based learning, design thinking and digital technology.
- Leads and implements the analysis of systematically gathered data on student performance and outcomes including, but not limited to, academic, attendance, behavioural and wellbeing data.
- Leads the ongoing development of quality contemporary teaching, learning and assessment processes, including the effective use of school data from external assessments and diagnostic testing.
- Assists the Vice Principal and Deputy Principal of Teaching and Learning in promoting the implementation of whole school approaches across all learning areas including Literacy, Numeracy, Library Services, Learning Support, Diverse Learning, eLearning, Gifted and Talented and Languages as an Additional Language or Dialect.
- Actively contributes to the maintenance of a performance culture of continual improvement across the HASS Learning Area through regular monitoring of student progress and academic standards, overseeing follow-up by class and specialist teachers and informed systematic analysis and use of student achievement data against standards.
- Works systematically and collaboratively with all staff to enhance student outcomes.
- Maintains a high level of awareness of the changing directions of contemporary pedagogy through research, professional reading and engaging with external networks.
- Acts as a critical team member in evaluating effectiveness of pedagogical practices.
- Utilises the Australian Professional Standards for Teachers and the National School Improvement Tool to inform and monitor the development and implementation of quality pedagogy.
- Models a culture of reflective practice characterised by robust, evidence-based professional dialogue.

Develop Self and Others

- Uses a range of strategies that develops the capacity of self and others to engage in the implementation of the College Vision for Learning in the HASS Learning Area.
- Works in collaboration with the Vice Principal, Deputy Principal of Teaching and Learning and other middle leaders to implement priorities for professional learning contained in the College Annual Improvement Plan.
- Applies contemporary professional knowledge of performance growth and development to ensure quality teaching and supports all staff in reflecting on performance by referencing evidence and standards.
- Initiates strategies for developing a climate for accepting and providing constructive feedback and recognition of achievement, including student voice.
- Reviews and disseminates research to assist self and others develop their teaching expertise.

- Advises College staff on approaches to gaining access to appropriate internal and external networks to support and inform their professional practice and the College improvement journey.
- Maintains a Professional Growth Plan that includes strategies for skilling in the various accountabilities of the role description and supports professional development goals and career path planning.
- Utilises the Australian Professional Standards for Teachers and Middle Leaders, and the ACER School Improvement Tool to inform, monitor and report on the development and implementation of quality pedagogy within the learning area.

Leader of Strategic Thinking, Improvement, Innovation & Change

- Drives improvement in the capacity of the Learning Area to generate new ideas, think and plan strategically and create a culture and practice of continual improvement, transformation and sustainability with a focus on learning gains for all students.
- Assists the Deputy Principal of Teaching and Learning to deepen the capacity across the HASS Learning Area for strategic thinking, innovation and change management through professional learning opportunities.
- Works strategically by distributing leadership to support effective improvement and change.
- Develops a shared understanding of innovation and developmental change processes as they apply to teaching and learning.
- Contributes to the leadership and development of the College Strategic Plan and relevant aspects of the College Annual Improvement Plan and Annual Report.

Management of the College:

- Maintains a cohesive, efficient professional HASS Learning Area team aligned with the College
- Assist the Deputy Principal Teaching and Learning in the Implementation of whole school approaches to literacy, numeracy and diverse learning.
- Overseas teacher assessment and reporting practices, liaising with the Deputy Principal of Teaching and Learning, to ensure that reporting on student achievement is consistent with the College Vision for Learning, meets the needs of all stakeholders and complies with SCSA and Australian Government requirements.
- Contributes to the ongoing development of eLearning initiatives within the HASS Learning Area.
- Facilitates regular learning area meetings and participates in the College budget process to ensure that the learning area needs are appropriately represented and that the learning area budget allows for appropriate upgrading of resources.
- Liaises with the Vice Principal for resources and appropriate processes to support the professional development goals of members of the HASS Learning Area.
- Promotes and sustains a culture of classroom observation, constructive feedback and coaching within the HASS Learning Area, characterised by openness to peer observation, evidence-based professional dialogue and a shared commitment to improving teaching practice.
- Exercises good stewardship of College resources.
- Serves on nominated committees and working parties.

Engage and Work with the Community

- Develops and maintains structures and strategies for effective liaison, consultation, collaboration and partnership with parents with a focus on student achievement, wellbeing, safety and resilience.
- Understands the broader community within which the College resides and is aware of the cultural, social and political characteristics that inform the needs of students, families and carers and the challenges they face.
- Contributes to the development of a College environment that is welcoming, hospitable, life giving and just.
- Contributes to collaborative processes that build relationships and promote shared commitment, partnership and a sense of achievement.

Duties as relevant to the Specific Learning Area

- Oversee the coaching and professional growth process for teachers within the Learning Area, including mentoring and induction of new staff, supporting teachers new to courses, and ensuring agreed professional-growth actions are implemented.
- Work collaboratively with the Leader of Learning Support and the Leader of Pedagogy to support early career teachers within the Learning Area, ensuring they receive coordinated mentoring, targeted professional learning and practical assistance with differentiation, classroom practice and adjustments for diverse learners.
- Assist in formal appraisal and performance-management processes for staff within the Learning Area, including providing evidence regarding teaching practice, curriculum delivery, professional responsibilities and engagement with College expectations.
- Ensure new staff understand curriculum requirements, assessment expectations, SCSA requirements, College policies, reporting processes and Learning Area practices.
- Meet formally with each member of the Learning Area at least twice each year to review professional Growth Plans, progress against identified goals and professional learning needs, and provide feedback and support.
- Ensure appropriate intervention occurs when student achievement, engagement, attendance or progress is of concern. Monitor that teachers have contacted families and implemented appropriate academic supports rather than simply identifying the concern.
- Maintain oversight of all relevant SCSA documentation, course requirements, assessment outlines, grade distributions, consensus moderation requirements and submission deadlines.
- Conduct an annual analysis of WACE and Senior School results, including comparison with College and state performance, identification of trends and development of appropriate improvement actions.
- Lead the systematic use of data within the Learning Area to track student growth over time, including internal assessment results, NAPLAN, diagnostic and standardised testing, WACE and other external data.
- Ensure teachers analyse and act on this data to identify students at risk or requiring extension, plan responsive teaching, and evaluate the impact of Learning Area improvement actions on student progress.
- Provide advice regarding subject offerings, student pathways, course viability and future curriculum opportunities. Participate in subject-selection processes and provide appropriate counselling where required.
- Ensure whole-College teaching and learning priorities, policies and strategic initiatives are implemented consistently within the Learning Area and monitor staff implementation.
- Maintain consistent expectations regarding curriculum coverage, academic rigour, assessment standards, feedback, homework and student work across classes teaching the same course/year level.
- Oversee the development, documentation and review of teaching and learning programs across Years 7 to 12, ensuring they are aligned with the Australian Curriculum and SCSA requirements, sequenced for the progressive building of knowledge and skills, and reflect agreed pedagogical practice including explicit instruction, retrieval practice, effective questioning, scaffolding and differentiation for diverse learners.
- Establish and oversee appropriate internal moderation processes, particularly where multiple teachers deliver the same course, and participate in external/SCSA moderation processes where required.
- Develop purposeful agendas for regular Learning Area meetings, maintain appropriate records and ensure actions arising from meetings are allocated, followed through and completed.
- Manage Learning Area-related extracurricular activities, competitions, incursions, excursions, tours, commemorative events and Learning Area weeks, including appropriate staffing and organisation.
- Ensure excursions, tours, competitions and other Learning Area activities comply with College risk-management, duty-of-care, consent and operational requirements.
- Act as the key point of curriculum leadership for the Learning Area and ensure relevant information from College Leadership, SCSA and other authorities is communicated to and actioned by staff.
- Support teachers with significant academic or curriculum-related parent concerns and become involved where matters require Learning Area leadership or escalation.
- Learning Area Improvement Planning: Develop, oversee and regularly review the Learning Area Plan, ensuring priorities, actions and measures of success are clearly aligned with the College's Annual Improvement Plan. Monitor progress throughout the year, use relevant evidence and data to evaluate impact, and ensure agreed improvement actions are implemented across the Learning Area.

- Where concerns regarding teaching practice, curriculum delivery, assessment or professional responsibilities are identified, address these directly with the teacher, establish expectations for improvement, provide support and monitor progress.

Other:

- Any other duties as required.

EXPECTED BEHAVIOURS & ATTITUDES

All staff are responsible for:

- Actively working to promote the charism of Saint Marcellin Champagnat and the mission and life of the Catholic Church within the College;
- Actively supporting the Marist Association of Saint Marcellin Champagnat;
- Actively promoting the College's Evangelisation Plan;
- Actively supporting a child safety culture, with a zero tolerance for child abuse.
- Complying with:
 - Marist Schools Australia Policy Statements.
 - Newman College Policy Statements, Procedures and Code of Conduct for Staff;
- Adhering to workplace health and safety procedures and actively contributes to maintaining a safe, healthy and tidy environment;
- Maintaining open communication and works collaboratively with others within the College to foster team work and morale;
- Maintaining a commitment to continuously improve services and pursue excellence;
- Seeking opportunities for professional development.

ROLE CRITERIA

Essential Criteria:

- A commitment to engaging in contemporary teaching and learning practices.
- Excellent communication skills including written and verbal skills.
- Organised with the ability to prioritise tasks/workloads and the ability to meet deadlines.
- TRBWA Registration.
- Working with Children Check.