

ROLE DESCRIPTION	
ROLE TITLE	Leader of Learning Support and Practice
LEARNING AREA	Learning Support
INDUSTRIAL AGREEMENT	<i>Trustees of the Marist Brothers Province of Australia Teaching Staff Enterprise Bargaining Agreement 2015</i>
ACCOUNTABLE TO	Vice Principal
DIRECTION FROM	Deputy Principal Teaching and Learning PK-12
LEADERSHIP OF	Learning Support and Academic Mentor Education Assistants (Learning Support) Homework Club Staff
TEACHING RELEASE	0.6 – 0.8 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 educational environment where they feel welcome, accepted, and valued.

ROLE OVERVIEW

The Leader of Learning Support and Practice shares responsibility for the Catholic identity of the College and spiritual and faith leadership within the College Community, inspired by the charism of Saint Marcellin Champagnat as an expression of the Gospel message of Jesus. The Leader of Learning Support and Practice articulates the mission, ethos, and educational goals of Newman College and gives witness to the distinctive educational, moral, and social purpose of the College within the evangelising Mission of the Church.

Working under the Deputy Principal Teaching and Learning PK-12, the Leader of Learning Support and Practice is a member of the College's Middle Leadership Team responsible for two priority areas: Learning Support and, under the direction of the Deputy Principal Teaching & Learning PK-12, teacher practice support in Years 7-12. The Leader of Learning Support and Practice is responsible for the development and supervision of the College's overall systematic curriculum delivery and all matters related to the Year 6-12 leadership of learning support, the ongoing development of programming, implementation and oversight of the Learning Support Learning Area and the quality of teaching and learning that is provided for each student in mainstream who has a Curriculum Adjustment Plan or an Individual Education Plan. The Leader of Learning Support and Practice is also responsible for actualising and improving teaching and learning quality, including pedagogies for high-quality learning, integrating the College's learning cycle, student engagement, excellence, early career teachers, and maximising students' learning gains and teacher professional learning. A positive and constructive collaboration culture between Middle Leaders and teachers will be integral to the role's success. Learning and teaching at Newman College is informed by the College Vision for Learning, the Australian Professional Standards for Teachers, and the School Improvement Tool. The Leader of Learning Support and Practice is particularly responsible for:

- Embedding of the College Vision for Learning.
- Evaluating and exploring contemporary student learning and pedagogy.
- Embedding of Universal Design for Learning.
- Promoting NCCD modules online for teachers
- Organising aspects of professional learning mapped to the Learning Cycle.
- Homework Club.
- Identification and implementation of staff professional learning frameworks to build teacher efficacy.
- Administration – Assessment and reporting.
- Early career teachers PK-12.
- Administration and development of the Academic Mentoring Program

In being both proactive and responsive to changes in the College's operating environment, the Principal may occasionally require the performance of other duties.

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 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 College's prayer, sacramental and liturgical life.
- Promotes and gives leadership to social justice initiatives and community service.
- Continues to develop an understanding of the role and purpose of the contemporary Catholic school and capabilities in Religious Leadership.
- Supports and contributes to the development of the Marist Association of St Marcellin Champagnat in Western Australia.

Leader of Learning:

- Actively promotes the College Vision for Learning as the foundational values and principles for learning and teaching.
- Creates a performance culture of continual improvement through reflective teaching and ongoing professional development opportunities 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 development of quality contemporary teaching, learning and assessment processes, including effective use of school data from external assessments and diagnostic testing.
- Assists the Vice Principal and Deputy Principal Teaching and Learning PK-12 in promoting the implementation of whole school approaches across all learning areas, including Literacy, Numeracy, Library, Learning Support, Diverse Learning, eLearning, Gifted and Talented and English as an Additional Language or Dialect.
- Actively contributes to maintaining a performance culture of continual improvement across the Learning Support team 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 using the School Improvement Tool.
- Maintains a high awareness of educational pedagogical trends, technologies, and teaching methodologies and implements innovative approaches to enhance the learning experience through research, professional reading and engaging with external networks.
- Acts as a critical team member in evaluating the effectiveness of practices by piloting and assessing new pedagogical tools, platforms, or teaching techniques.
- Utilises the Australian Professional Standards for Teachers and the National School Improvement Tool to inform and monitor the development and implementation of quality pedagogy.
- Oversees and organises students requiring OLNA support through workshops and liaising with Foundation class teachers.
- Leads and inspires best practices in classroom teaching, with skills and knowledge maintained through ongoing professional development and engagement with contemporary academic research.
- Actively embeds best practices through showcasing, modelling, and training to staff, augmenting and expanding their professional capacity.
- Collaborates with the Deputy Principal Teaching and Learning PK-12 to review, develop, and implement all policies, procedures, and processes related to the portfolio.
- Establish mechanisms for quality assurance to monitor and evaluate the effectiveness of teaching strategies and programs.
- Establishes and maintains connections with alumni to be tutors in the Homework Club.
- Ensures effective communication with students and parents regarding teaching and learning initiatives.
- Is a member of the Innovation Committee.
- Collaborates with the Deputy Principal of Teaching and Learning PK-12 to address any concerns or feedback from students and parents in relation to overseen programs.
- Collaborates with the Deputy Principal Teaching and Learning PK-12 to implement strategies to enhance parental involvement in learning.

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- Collaborates with the Deputy Principal Teaching and Learning PK-12 to develop cultural competency programs to ensure inclusivity and respect for cultural diversity within the Catholic framework.

Leader of Strategic Thinking, Improvement, Innovation and Change:

- Drives improvement in the capacity of the Learning Support team 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 PK-12 to deepen the capacity across the Learning Support team for strategic thinking, innovation and change management through professional learning opportunities.
- Assists the Deputy Principal of Teaching and Learning PK-12 and College Executive in deepening the capacity across the College for strategic thinking, innovation, and change management through professional learning opportunities in relation to the ACER School Improvement Tool.
- 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's Annual Improvement Plan.

Develop Self and Others

- Uses a range of strategies that develop the capacity of self and others to engage in the implementation of the College Vision for Learning in the Learning Support team.
- Works in collaboration with the Vice Principal, Deputy Principal Teaching and Learning PK-12 and other middle leaders to implement priorities for professional learning contained in the College's 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 in developing 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 the School Improvement Tool to inform, monitor and report on the development and implementation of quality pedagogy within the College.
- Models a culture of reflective practice characterised by robust, evidence-based professional dialogue.
- Models, coaches and mentor early career teachers in using a range of strategies, including evidence of performance and feedback and goal setting to challenge and support staff in improving their professional practice and wellbeing.
- Works with early career teachers on the use of Professional Growth Plans, support for professional development goals, reintegrated leadership development and career path planning.
- Provides classroom observation and targeted feedback in both formal and informal capacities as part of the teacher growth plan experience for early career teachers.
- Models a contemporary understanding of coaching models to provide guidance, coaching, mentorship, and training to teachers to improve their instructional strategies and classroom management,

Management of the College:

- Maintains a cohesive, efficient, professional Learning Area team aligned with the College's Learning Organisational Chart'.
- Assist the Deputy Principal in Teaching and Learning PK-12 in implementing whole school approaches to literacy, numeracy, and diverse learning.
- Assists the Deputy Principal in Teaching and Learning PK-12 in developing, implementing, and maintaining teaching programs within the College.
- Contributes to the ongoing development of eLearning initiatives within the Learning Support team. Facilitates regular Learning Area meetings and participates in the college budget process to ensure that the Learning Area's needs are appropriately represented, and that the Learning Area budget allows for appropriate resource upgrades.
- Liaises with the Deputy Principal Teaching and Learning PK-12 for resources and appropriate processes to support the professional development goals of the Learning Support team members.

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- Establishes and regularly maintains the custom of learning walks to Learning Support team members' classrooms.
- 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, focusing 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 their challenges.
- 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.

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 zero tolerance for child abuse.
- Complying with:
 - Marist Schools Australia Policy Statements.
 - Catholic Education Commission of Western 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 teamwork and morale;
- Maintaining a commitment to improve services and pursue excellence continuously;
- Seeking opportunities for professional development.

ROLE CRITERIA

Essential Criteria:

- Possess sound knowledge and experience in learning support.
- Excellent communication skills, including written and verbal skills.
- A commitment to engaging in contemporary teaching and learning practices.
- Organised with the ability to prioritise tasks/workloads and meet deadlines.
- Teacher's Registration.
- Working with Children Check.

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