



MacKillop College

SMC Learning Leader

Position Description

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| Classification (CEMEA 2022) | Teacher T2 1-6 |
| Position of Leadership | POL 3 + 400 minutes time release |
| Area | St Mary's Campus |
| Position reports to | Head of Campus |

About MacKillop College

MacKillop is a Catholic college in the Josephite tradition. Inspired by the spirit of St Mary of the Cross MacKillop, we strive to:

- encourage individuals to reach their full potential as lifelong learners by providing an innovative, challenging and collaborative learning and teaching environment in a rapidly evolving society;
- foster leadership by empowering and developing all members of the school community;
- enhance positive relationships in a supportive community by promoting justice and a sustainable future;
- support wellbeing by affirming the intrinsic dignity of each individual, embracing diversity and empowering active citizenship;
- witness the presence of God amongst us by celebrating our Catholic heritage as a faith community.

Overview of the Role

The Learning Leader (SMC) supports, coordinates, facilitates and directs the learning activities across SMC through purposeful leadership, that encourages students and challenges Educators to be more creative and effective Teachers.

The Learning Leader displays a passion for learning and will be an experienced classroom teacher who demonstrates innovative classroom practices that are consistent with a contemporary educational pedagogy. The ideal candidate will develop curriculum and learning programs which are academically rigorous and provide the appropriate challenge for a diverse range of students.

Commitment to Catholic Education

- demonstrate an understanding of the ethos of a Catholic school and its mission
- demonstrate an understanding of the Church's teachings and the Catholic teacher's role in the mission of the Church
- demonstrate a capacity to instil in students a respect for each other in accordance with the teachings of Jesus Christ willingness to Church's teachings into all aspects of curriculum

Commitment to Child Safety

- ensure students are provided with a child safe environment
- be familiar with and comply with the MacKillop College child safe policy and code of conduct, and any other policies or procedures relating to child safety
- demonstrate a duty of care to students in relation to their spiritual, physical and mental wellbeing
- implement strategies that promote a healthy and positive learning environment
- demonstrate an understanding of child safety standards and obligations (e.g. mandatory reporting)
- demonstrate an understanding of appropriate behaviours when engaging with children
- report any concerns relating to child safety immediately



Accountabilities

Learning Leadership

- curriculum leadership, teacher capacity building, data analysis to inform pedagogy, and student learning support
- create a clear and compelling integrated learning program for SMC aligned to the College's Vision, College Improvement Plan, Educational Goals and Priorities
- lead the development, implementation and evaluation of a comprehensive curriculum in line with the requirements of the Victorian Curriculum and Assessment Authority (VCAA) and Melbourne Archdiocese Catholic Schools (MACS)
- ensure all curriculum documentation, including assessment, learning resources and reporting, is accessible and available via College systems (preferably via a singular platform)
- continuously evaluate resources and learning materials e.g. textbooks, videos and programs
- lead the analysis of National Assessment Program – Literacy and Numeracy (NAPLAN), Progressive Achievement Tests (PAT), Victorian Certificate of Education (VCE) and standardised testing data applicable to SMC to inform teaching practice and pedagogy
- oversee and support the development of rigorous formative and summative assessments
- provide reports and updates to the head of Campus and the College Leadership Team as required
- coordinate an annual review of the SMC curriculum, including assessments, resources and pedagogy
- coordinate the collation of data and provide analysis on student progress and learning outcomes
- ensure the curriculum is inclusive and accessible to all students with differentiated learning needs
- provide guidance and direction in the development, implementation, and evaluation of learning resources
- ensure appropriate and consistent assessment and reporting procedures are in place
- ensure that specialist learning tools and facilities are appropriately used, maintained and used to maximum effect
- lead the development, implementation and evaluation of policies and procedures relevant to SMC
- ensure all allocated marking for student work and assessment tasks is completed
- ensure that appropriate documentation and reporting on student progress is completed and detailed in SEQTA
- facilitate purposeful and planned meetings, including the development of priority action plans

Building a Learning and Teaching culture

- foster a culture of professional collaboration which draws on the expertise and research from the wider educational community to improve student outcomes
- support the induction of new Teachers to SMC and provide regular support for early career Teachers
- oversee and ensure the timeliness and professionalism of feedback to students
- collaboratively engage with educators to ensure classwork, examinations and other assessments are developed, implemented, and evaluated to ensure optimal learning experiences for students
- promote the use of digital technologies to support learning
- support the trialling and implementation of a range of learning techniques and practices
- assist with development of appropriate resources to enhance learning and exam preparation lead and encourage collaboration
- develop a professional learning community where good practices are shared
- conduct classroom observations and provide feedback to Teachers as required
- assist with the subject selection process for students
- mentor and coach individual Teachers to improve their teaching
- coordinate programs and strategies that address the needs of individual students and classroom structures
- assist Teachers to develop their professional knowledge and understanding of Integrated Learning
- coordinate Teacher/LSO participation in excursions and camps/retreats to assist students, as required

Learning Diversity

- coordinate learning diversity services for students with specific learning needs as required
- regularly communicate with Teachers regarding strategies to best support the learning for students who require a modified learning program or who are funded for an individual need
- support College processes for the implementation of Personalised Learning Programs (PLPs), Individualised Learning Programs (ILPs), Program Support Groups (PSGs)
- assist and guide Teachers to design PLPs and/or ILPs for those students who require a modified learning program or who are funded for their individual needs
- support the integration of students with physical disabilities and assist staff with the management of these students
- support the collection and collation of NCCD and learning adjustment evidence in conjunction with the NCCD Leader

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- provide case management for St Mary's students as required
 - review the PLPs and ILPs, at the beginning of each semester for students completing a modified learning program or who are funded for their individual needs
 - engage and work with both the Directors of Learning and Directors of Student Wellbeing to ensure programs, curriculum and pedagogy are complimentary and supportive of students with diverse needs
 - ensure educators are developing their professional knowledge and understanding of differentiate learning programs
 - challenge Teachers to implement a variety of learning methods, particularly important to the individual student
 - assist staff in the preparation of teaching resources for students with specific learning needs or to accommodate a disability
 - work with staff to implement programs that will improve the resilience and self-efficacy of all students
 - work with and direct Learning Support Officers to support students as required
 - maintain and update information in SEQTA to ensure it is current and relevant
 - ensure the appropriate storage and security of documents to maintain student confidentiality
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Differentiated learning

Work with Teachers to:

- identify students with differentiated learning needs and provide appropriate support
 - identify any barriers within the classroom environment and implement appropriate mitigation actions
 - implement or adapt goals according to a student's ability
 - provide targeted literacy and/or numeracy support plans
 - provide direct and timely support to students who need additional support
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Communication

- communicate with the Head of Campus to provide meaningful and regular feedback
 - initiate and lead family contact as required
 - respond promptly to teacher and family requests for information, return phone calls and answer direct messages (DMs) and emails
 - respond promptly and empathetically to students
 - ensure clear and timely communication to families about student progress and challenges
 - provide written reports for families that clearly reflect the student's approach to learning, performance on a range of assessment tasks, strengths, challenges, and recommended future learning strategies
 - participate and lead Student Progress Interviews as required
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Learning Environment

Provide advice and support for Teachers to:

- develop a learning culture that is inclusive and supportive of students, especially those with diverse learning needs
 - create and maintain a safe and stimulating learning environment
 - promote positive, respectful, and encouraging relationships inside and outside the classroom
 - implement appropriate and respectful behaviour management strategies in the classroom
 - use appropriate restorative practices
 - establish clear expectations for student behaviour
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Professional Development

- maintain currency of knowledge for contemporary teaching in an integrated learning curriculum
 - maintain knowledge of current educational trends and evidence-based research to improve learning outcomes and pedagogy
 - engage professionally through MACS, conferences, professional reading, and policy updates.
 - maintain awareness of contemporary practices and innovations around individualised learning
 - support a culture of performance and professional development
 - actively participate in professional development opportunities both internal and external
 - participate in appraisal/feedback processes to receive constructive feedback
 - maintain required ICT skills required for the role
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Key Relationships

- Head of Campus
 - Directors of Learning
 - Directors of Student Wellbeing
 - Learning Support Officers
 - Teachers
 - Students
 - Families
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General Expectations

- support the Victorian Catholic Education Authority (VCEA) 'Statement of Principles Regarding Catholic Education'
 - act as a role model for students and staff
 - support and adhere to the MACS Code of Conduct
 - actively contribute to the achievement of the School Improvement Plan
 - stay informed by reading the Principal Memo, all College emails/direct messages and other correspondence on at least a weekly basis, responding appropriately
 - abide by all College policies and procedures
 - work collaboratively and build effective working relationships
 - ensure MacKillop Colleges' public image, professional reputation and best interest is represented through all interactions and activities
 - model a professional approach for all staff and students, including conduct, language and professional dress
 - attend all relevant school meetings, functions, events, liturgies, open days, staff faith proceedings and professional development as required by the Principal
 - observe the strictest confidentiality for all sensitive and private information
 - participate in duty supervision as rostered, and other supervision duties as required
 - actively contribute to the care of all College facilities, grounds, equipment, and resources
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Work Health and Safety

- take reasonable care of your own health and safety
 - take reasonable care for the health and safety of others who may be affected by your acts or omissions
 - cooperate with any actions MacKillop College implements to comply with Safety requirements
 - comply with all Safe Working Procedures
 - use appropriate Personal Protective Equipment (PPE) as required
 - periodically update MacKillop College about any medical condition that:
 - is life threatening or may require Emergency Services to be called
 - could impact on your ability to perform your duties
 - complete safety training courses as required and participate in compliance briefings or inductions as required
 - do not 'intentionally or recklessly interfere with or misuse' anything provided at the workplace to support health, safety and welfare
 - report all hazards (e.g. unsafe working conditions) and incidents (e.g. injuries, illnesses, etc.)
 - work cooperatively and consult with Health and Safety Representatives to resolve workplace safety changes and issues
 - undertake all work activities in a manner that ensures the workplace is free from harassment, bullying and discrimination and supports workplace diversity
 - contribute to a healthy and safe work environment, and comply with all safe work policies and procedures
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Other Duties

It is not the intention of this role description to limit the scope or accountability of the position but to highlight the most important aspects. All employees are required to undertake reasonable duties commensurate with their skills and training from time to time in accordance with the needs of the College or as directed by the Principal.

Required Capabilities

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| Qualification | <ul style="list-style-type: none">• VIT registered• Post graduate qualifications (preferred) |
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| Duty of Care | <ul style="list-style-type: none"> • must maintain current qualifications in: <ul style="list-style-type: none"> – First Aid and CPR – Mandatory reporting – Anaphylaxis management – Asthma management • an ability to identify and assess risks for students and implement appropriate mitigation responses/actions • provide appropriate direction, supervision and support to staff and students |
| Emotional intelligence | <ul style="list-style-type: none"> • a demonstrated understanding of social and emotional issues connected to student life • an ability to build positive and meaningful relationships with students • an ability to set clear behavioural expectations • an understanding of trauma informed practice (preferred) • an understanding of emotional regulation of self and others |
| Communication | <ul style="list-style-type: none"> • excellent written and oral communication skills, including ability to communicate with students, staff, and families • excellent interpersonal and communication skills • an ability to provide clear instructions in a timely manner to staff and students |
| Organisation | <ul style="list-style-type: none"> • ability to manage tasks with minimal supervision • capacity to work to timelines • demonstrated organisational skills including strong attention to detail • proven time-management skills • exhibited self-motivation |
| Learning Support | <ul style="list-style-type: none"> • use of multiple teaching techniques to engage students in learning • contemporary knowledge of the subject matter being instructed |
| Approachable | <ul style="list-style-type: none"> • a demonstrated ability to foster a welcoming and calm learning environment that promotes positive behaviour • be enthusiastic and professional |
| Teamwork | <ul style="list-style-type: none"> • ability to work as part of a team • flexible and willing to help and support others • ability to collaborate with the Teachers, staff, and students • ability to develop and maintain excellent working relationships with key stakeholders |
| Catholic Identity | <ul style="list-style-type: none"> • a demonstrated commitment to working in a Catholic Education environment • demonstrated pastoral approach towards student and staff relationships |

Qualifications, Education and Experience

Essential

- current Victorian Institute of Teaching (VIT) registration
- demonstrated understanding and experience of the learning and teaching pedagogy associated with the Victorian Curriculum
- a contemporary understanding of an integrated learning curriculum
- current experience working with College students and families, particularly at Year 9
- a commitment to teaching in a Catholic school environment

Desirable

- relevant postgraduate studies (or working towards such qualifications)
- demonstrated experience in contemporary learning technologies
- experience in inquiry-based learning and/or project-based learning and use of student data to maximise learning outcomes

Declaration

I accept the above duties for the position at MacKillop College.

Name: _____

Signature: _____

Date: _____