



Saint Ignatius College Geelong

Position of Leadership

– Religious Education Learning Area Leader

Learning Area Leader	
Tenure:	3 year term
Reports to:	Deputy Principal (Learning and Teaching)
Classification:	POL 2
Reduction in scheduled class time (up to a max. number of periods of):	6
Direct Reports:	Faculty Staff

Context

At Saint Ignatius College Geelong, we believe that the Servant leadership model of leadership is fundamental to an Ignatian school. Middle Leaders support the College Executive by ensuring the College community experiences coherent, coordinated, collegial and competent leadership.

A Middle Leader needs to be a learner who is adaptable, resilient, supportive of colleagues and has the skills necessary to translate the College's strategic plans into achievable processes, manage the day-to-day functioning of their area and provide leadership and management support for staff in their area. Their effectiveness comes from middle leaders placing learning at the heart of what they do. In this sense, we can think of the middle leadership role as 'the engine room of sustainable improvement' of our College.

Middle leadership must be built on knowing the area you are responsible for in-depth, where it aims to be in the future, and the path you and the wider team will have to navigate to ensure progress.

All leaders at our College must build their leadership capacity by developing and demonstrating the four key pillars that make effective performance and underpin the key team and individual behaviours that drive wellbeing and learning:

- Empathy – by building trust, respect, and understanding
- Clarity – by building dialogue, discussion, focus and accountability
- Engagement – by building teamwork, empowerment, and shared ownership
- Learning – by building in feedback, professional development and challenges

Our leadership motto is "St Ignatius. Inspiring me to be a leader."



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All staff members at Saint Ignatius College Geelong provide the best possible child safe learning environment and pastoral care for each student according to the College Mission Statement and the Characteristics of Jesuit Education. At Saint Ignatius College, staff will possess an understanding of their students as a learner within the Student Effective Learning Formation framework (SELF). SELF frames our aspirations for the formation of the whole person. It will guide us as educators in planning, implementing and evaluating an authentic and contemporary Ignatian education.

The Learning Area Leader works with the Deputy Principal (Learning and Teaching). A key aspect of the role is to lead and foster a sense of unity, growth and development within a learning area and work closely with subject teachers, to develop a team and collaborative approach, to design, implement and deliver contemporary, challenging and engaging curriculum across the learning areas.

The Learning Area Leader is a member of the Curriculum Team and Learning Area Leaders Team. They work with the Deputy Principal (Learning and Teaching) to ensure an unrelenting focus on learning, faith development and wellbeing across the College and to support staff in the provision of contemporary and effective learning and faith formation opportunities supporting the School Improvement Plan. They work with other key stakeholders to ensure the development of the whole person, encapsulating the Jesuit Latin term '*Cura Personalis*'; having concern and care for the entire individual.

The Learning Area Leader commits to the vision and values of the College as articulated in the College Mission and Vision Statement and School Improvement Plan. The Learning Area Leader works with and supports others in creating a culture of learning, faith and wellbeing for all in the Ignatian tradition.

1. College Leadership

- 1.1. Work with the Principal and Deputy Principals to actively and publicly promote the Catholic and Ignatian ethos of the College
- 1.2. Provide leadership by actively and publicly supporting the College's Mission and Vision Statement and in implementing the School Improvement and Annual Action Plans
- 1.3. Embed high expectations of staff and students in the pursuit of striving for the Magis
- 1.4. Support teams and individuals to deal constructively with change and monitor and evaluate the effectiveness of change
- 1.5. Develop authentic and respectful relationships with students, staff and parents/carers, promoting collegiality and open conversations
- 1.6. Be a positive role model for colleagues and students and demonstrate a commitment to life-long learning
- 1.7. Support learning and promote the Student Effective Learning Formation (SELF) framework
- 1.8. In collaboration with the Director of Teacher Development, lead and support the ARM process as a Companion Mentor (applicable to POL 3 positions)
- 1.9. Uphold the professional standards of this role
- 1.10. Be readily available and accessible during school, attend College events and meetings as required
- 1.11. Provide articles for the College Newsletter, Magis and Annual Report
- 1.12. Other duties as directed by an Executive member.





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2. Educational Leadership

- 2.1. To work collaboratively with the Deputy Principal (Learning and Teaching) and the Teacher Development Team to support implementation of consistent effective pedagogical approaches across the school within the Ignatian context
- 2.2. Work collaboratively with the Deputy Principal (Learning and Teaching) and the Learning Area Leaders Team to identify strategic learning and teaching priorities for the College and for the learning area
- 2.3. Work collaboratively with the Deputy Principal (Learning and Teaching) and the Learning Area Leaders Team to foster a culture committed to continuous improvement to enhance the learning opportunities for students
- 2.4. Support the Teacher Development Team to develop and promote professional dialogue, reflective practice and collaboration focused on learning growth for all
- 2.5. Lead Subject Teams and individuals with the support of the Teacher Development Team to keep abreast of current educational research to assist with the delivery of high quality teaching instruction for student learning and growth
- 2.6. In collaboration with the Deputy Principals, support the teaching staff to embed the SELF framework to build a culture of learning and wellbeing in the Ignatian context
- 2.7. Contribute to the development, implementation and review of College policies and practices on curriculum development, learning, literacy and assessment based on current research and practices
- 2.8. Work collaboratively with the Teacher Development Team to implement the use of data to inform teaching and wellbeing practices for student growth and success in curriculum development, learning, literacy and assessment
- 2.9. Engage in ongoing personal professional learning to support College priorities, the implementation of the College's Strategic Plan, and to enhance leadership skills
- 2.10. Support and promote the development of programs and initiatives for highly able and gifted students
- 2.11. Establish, maintain and circulate resources and relevant material from professional associations, conferences, regional networks and other networks
- 2.12. To work with and support all Learning Area Leaders in creating a culture of learning for all

3. Leadership of Staff

- 3.1. Demonstrate excellent interpersonal skills and the capacity for effective communication
- 3.2. Lead Subject Teams and individuals with the support of the Teacher Development Team to achieve best practice relating to the design, development and implementation of new curriculum and unit design to meet the School Improvement and Annual Action Plans for student learning and growth
- 3.3. Lead Subject Teams and individuals to develop effective learning teams that foster a climate conducive to professional discourse and collaboration utilising contemporary educational research, issues, trends, and practices
- 3.4. In collaboration with the Curriculum Team support the implementation of a viable and guaranteed curriculum with a focus on school-wide literacy goals, assessment and reporting for improved student growth and success through the use of relevant pedagogies and strategies
- 3.5. Lead Subject Teams and individuals to ensure that courses of study are implemented effectively and that learning and teaching resources are updated on a regular basis on Canvas to support students
- 3.6. Support the Teacher Development Team to continue to develop teaching programs that integrate the Victorian Curriculum Capabilities within Learning Areas



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- 3.7. In collaboration with the Teacher Development Team, lead staff professional learning to build staff capacity in using external testing data for student growth
- 3.8. Promote the integration of information and communication technologies to enhance learning and teaching and support Subject Teams in the area of digital learning
- 3.9. In collaboration with the Director of Teacher Development lead and support the ARM process as a Companion Leaders
- 3.10. Lead Subject Teams and individual teachers in the development and implementation of assessment, including the preparation of examination papers
- 3.11. Encourage professional learning for members of the learning area
- 3.12. Promote collegiality, cooperation and professionalism of staff and students within learning areas
- 3.13. Mentor new staff and support them in their transition into the learning area and College.

4. Specific Responsibilities

- 4.1. In collaboration with the Deputy Principal (Learning and Teaching) oversee faculty course development, documentation, implementation and annual review. Ensure that courses are consistent with external authorities and College policies
- 4.2. Lead Learning Area meetings which focus on learning. Share agenda and minutes with the Deputy Principal (Learning and Teaching), Curriculum Team and learning area members
- 4.3. Oversee the day-to-day organization of the Learning Area and events, including the ordering of resources; repair, maintenance and security of equipment, and the provision of work to cover absent teachers, supervision of duties of school officers such as Technicians where applicable
- 4.4. Support and monitor individual staff in the performance of their professional responsibilities to ensure that College expectations are met and follow up with staff if concerns arise
- 4.5. Ensure and support staff who are taking leave with meeting their professional responsibilities
- 4.6. In collaboration with the Teacher Development Team and Level Coordinators, support the management of external testing
- 4.7. In collaboration with the Deputy Principal (Learning and Teaching) and Timetabler coordinate the publication and dissemination of subject information
- 4.8. Provide advice to the Deputy Principal (Learning and Teaching) about teaching allocations
- 4.9. Promote the learning area through the College newsletter, The Magis and other publications as appropriate. Set up displays for appropriate events that showcase students' learning
- 4.10. Develop and administer the annual learning area budget in collaboration with the Deputy Principal (Learning and Teaching) and College Business Manager
- 4.11. Work with the Head of ILC and in consultation with subject teachers, compile booklists within the subject area
- 4.12. Monitor the Health and Safety of faculty staff in accordance with relevant legislation
- 4.13. Coordinate Learning and Teaching Proposals for the learning area
- 4.14. Assist the Principal with the recruitment of new staff in the learning area
- 4.15. Be an exemplary classroom teacher and able to teach across all year levels.



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5. General Accountabilities of all Staff

- 5.1. Attend all relevant staff meetings, assemblies, College masses, community days and staff professional learning days
- 5.2. Demonstrate professional and collegial relationships with colleagues
- 5.3. Commit to and actively support the College's agenda for continuous improvement through participation in school improvement planning
- 5.4. Adhere to the College's professional dress code for staff
- 5.5. Demonstrate alignment and support for the Catholic and Ignatian ethos of the College
- 5.6. Support the mission, vision and values of the College as articulated in the School Improvement Plan
- 5.7. Be familiar with and comply with College policies and procedures
- 5.8. There is responsibility, incumbent on all staff, to ensure that the regulations associated with Occupational Health and Safety are adhered to.

6. Commitment to Child Safety

- 6.1. Demonstrate Duty of Care to students in relation to their physical and mental wellbeing
- 6.2. Provide students with a child-safe environment
- 6.3. Be familiar with and comply with the College's ChildSafe Policy, Code of Conduct, and any other policies for procedures relating to child safety
- 6.4. A demonstrated understanding of appropriate behaviour and legal obligations relating to child safety.

A performance review will be conducted midway through the period of tenure.