



# Saint Ignatius College Geelong

## Position of Leadership

### Director of Teacher Development

<b>Tenure:</b>	3 year term
<b>Reports to:</b>	Deputy Principal (Learning & Teaching)
<b>Classification:</b>	POL 4
<b>Reduction in scheduled class time (up to a max. number of periods of):</b>	15 periods per week
<b>Direct Reports:</b>	Pedagogy Assessment and Reporting Leader Pedagogy Curriculum Leader Pedagogy Literacy Leader

#### 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.

Middle Leaders are integral to ensuring that the culture and climate of the College maximise the learning, wellbeing, faith formation and progress of every student, every year.

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."*

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.



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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 Director of Teacher Development works with the Deputy Principal (Learning and Teaching) and staff to facilitate innovation, collaboration and reflective practice, and to provide school based professional learning opportunities for teachers. A key aspect of the role is to support the Leaders of Pedagogy to work with staff to build teacher efficacy in the areas of pedagogy, literacy, curriculum, assessment and reporting and student engagement.

The Director of Teacher Development is a member of the Executive 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 Director of Teacher Development commits to the vision and values of the College as articulated in the College Mission and Vision Statement and School Improvement Plan. The Director of Teacher Development 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. Uphold the professional standards of this role





# Saint Ignatius College Geelong

## Position of Leadership

**1.8.** Be readily available and accessible during school, attend College events and meetings as required

**1.9.** Undertake any duties as delegated by the Principal.

### **2. Educational Leadership**

**2.1.** In collaboration with the Deputy Principal (Learning and Teaching), support and work with Leaders of Pedagogy, Learning Area Leaders and teaching staff to engage in professional dialogue and collaboration about learning and teaching to enhance students' learning outcomes

**2.2.** Keep abreast of new developments and contemporary research in learning and teaching, and lead discussion with Leaders of Pedagogy, Learning Area Leaders and teaching staff to assist with the delivery of high quality teacher instruction

**2.3.** In collaboration with the Deputy Principal (Learning and Teaching), lead curriculum review and in the design and development of new curriculum and resources to meet strategic goals and compliance requirements

**2.4.** Work with the Deputy Principal (Learning and Teaching) to introduce new learning and teaching initiatives and to manage change

**2.5.** In collaboration with the Deputy Principals, support the Leaders of Pedagogy, Learning Area Leaders and teaching staff to embed the SELF framework to build a culture of learning and wellbeing in the Ignatian context

**2.6.** In collaboration with the Deputy Principal (Learning and Teaching), Leaders of Pedagogy, Learning Area Leaders, lead consistent effective pedagogical approaches across the school based on educational research into best practice within the Ignatian context

**2.7.** In collaboration with the Deputy Principal (Learning and Teaching), Leaders of Pedagogy, Learning Area Leaders, lead the evaluation of pedagogical approaches against student learning outcomes

**2.8.** In collaboration with the Deputy Principal (Learning and Teaching), lead innovation and facilitate action research teams in their investigations, trials, reflections, and feedback to enhance learning and teaching across the College

**2.9.** Contribute to the development, implementation and review of College policies specifically relating to curriculum, learning and teaching, and assessment and reporting

**2.10.** Engage in ongoing personal professional learning to support College priorities, the implementation of the College's Strategic Plan, and to enhance leadership skills

**2.11.** Work with the Deputy Principal (Learning and Teaching), to develop strong and effective professional learning teams.



# Saint Ignatius College Geelong

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### 3. Leadership of Staff

- 3.1. Demonstrate excellent interpersonal skills and the capacity for effective communication
- 3.2. In collaboration with the Deputy Principal (Learning and Teaching), Leaders of Pedagogy and Learning Area Leaders, plan and implement a teaching staff professional learning program supporting the College priorities
- 3.3. Lead and work with Leaders of Pedagogy and Learning Area Leaders to support Subject Teams and individual teachers to identify, develop, implement and embed the use of a broad range of evidence based high impact teaching strategies in their everyday practice to ensure a learning centred school
- 3.4. Lead and work with Leaders of Pedagogy and Learning Area Leaders to support Subject Teams and individual teachers to evaluate and modify their teaching practice according to the effectiveness of their practices; lead staff to trial new practices, monitor student learning and seek feedback to gauge the impact of changed practices
- 3.5. Lead and support Leaders of Pedagogy and Learning Area Leaders to work collaboratively with Subject Teams and individual teachers to use assessment data to track the impact of their teaching practice and on the use of specific strategies on student outcomes
- 3.6. Oversee, lead and support Companion Leaders in the Annual Review process for teachers
- 3.7. Extend the culture of reflective practice by working with Leaders of Pedagogy to establish a program where Learning Focus Teams and individual teachers evaluate and adapt their teaching practice according to student and peer feedback
- 3.8. Lead and support Leaders of Pedagogy and Learning Area Leaders to continue to develop teaching programs that integrate the Victorian Curriculum Capabilities
- 3.9. Promote the integration of information and communication technologies to enhance learning and teaching and support Subject Teams in the area of digital learning
- 3.10. Be an exemplary classroom teacher.

### 4. Specific Responsibilities

- 4.1. Chair the Teacher Development Team
- 4.2. Be a member of the Curriculum Team and the Learning Area Leaders Team
- 4.3. Oversee the teaching staff professional learning application process
- 4.4. Oversee the VIT process for Graduate teachers
- 4.5. Provide advice to the Deputy Principal (Learning and Teaching) about teaching allocations
- 4.6. Circulate resources and relevant material from professional associations, conferences, regional networks, and other sources
- 4.7. Write reports for the College newsletter, the Magis and other publications as appropriate
- 4.8. Develop and administer the annual Director of Teacher Development budget in collaboration with the Deputy Principal (Learning and Teaching), and College Business Manager.
- 4.9. Provide articles for newsletter, Magis and Annual Report
- 4.10. Other duties as directed by an Executive member.



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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 a 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.