



# Saint Ignatius College Geelong

## Position of Leadership

### Director of Learning

<b>Tenure:</b>	The term of appointment is for the remainder of the current POL cycle (2024 & 2025).
<b>Reports to:</b>	Reports to Deputy Principal (Teaching & Learning)
<b>Classification:</b>	POL 4
<b>Reduction in scheduled class time (up to a max. number of periods of):</b>	12 per week

#### 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 and manage the day-to-day functioning of the College. 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** – Supportive Leadership by building trust, respect, and understanding
- **Clarity** – Role Clarity by building dialogue, discussion, focus and accountability
- **Engagement** – building teamwork, empowerment, and shared ownership
- **Learning** – 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.

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.





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### Overview of the proposed role

The Director of Learning (DL) is a Senior leadership position.

The Director of Learning works with the Deputy Principal (Learning and Teaching) to build the capacity of staff to influence student learning and pathways. A key aspect of the role is to support the Learning Area Leaders and their staff to review, design, develop and evaluate learning programs to meet the contemporary needs of all students to enhance student pathways and outcomes, develop a positive and effective student learning culture and to promote and acknowledge student learning achievements.

#### 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
- 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 a member of the College Leadership Team.

#### 2. Educational Leadership

- 2.1.** In collaboration with the Deputy Principal (Learning and Teaching), support and work with Learning Area Leaders and teaching staff to engage in professional dialogue and collaboration about learning and teaching to enhance students' learning outcomes.
- 2.2.** In collaboration with the Deputy Principal (Learning and Teaching), lead curriculum review and in the design and development of new curriculum to meet strategic goals and compliance requirements
- 2.3.** In collaboration with the Deputy Principal (Learning and Teaching) and the Curriculum team, investigate contemporary approaches to implement relevant learning pathway opportunities.



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- 2.4.** In collaboration with the Deputy Principals and Directors, support the Learning Area Leaders and teaching staff to embed the SELF framework to build a culture of learning and wellbeing in the Ignatian context.
- 2.5.** In collaboration with the Deputy Principal (Learning and Teaching) to develop opportunities for student and parent voices to support learning and teaching programs.
- 2.6.** In collaboration with the Deputy Principal (Learning and Teaching), design and lead the implementation of a 'Learning to Learn' program based on educational research into best practice within the Ignatian context.
- 2.7.** In collaboration with the Deputy Principal (Learning and Teaching), lead the implementation of new learning and teaching initiatives and manage change.
- 2.8.** Contribute to the development, implementation and review of College policies, frameworks and procedures specifically relating to student learning and pathways.
- 2.9.** Engage in ongoing personal and professional learning to support College priorities, the implementation of the College's Strategic Plan, and enhance leadership skills.
- 2.10.** Work with the Deputy Principals to develop strong and effective professional learning teams.
- 2.11.** In collaboration with the Pedagogy Leader (Assessment & Reporting), analyse student learning achievement and progress data and develop recommendations for improvement actions.
- 2.12.** Monitor, review and evaluate improvement actions designed to increase student learning achievements and progress.
- 2.13.** Provide support to the Learning Diversity Coordinator and staff involved in the development of Individual Learning Plans.

### **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) and Curriculum Team, lead the teaching staff in the implementation of a revised and contemporary curriculum
- 3.3.** In collaboration with the Deputy Principal (Learning and Teaching), support and work with Learning Area Leaders and staff on the development of a comprehensive scope and sequence of the College curriculum and learning pathways.
- 3.4.** In collaboration with the Deputy Principal (Learning and Teaching), lead Learning Area Leaders and teaching staff in the implementation of the 'SICG Learning to Learn' program.
- 3.5.** Lead relevant staff in the Subject Selection process, including the development of the subject handbooks and Canvas pages, the acceleration process and coordinating staff training to lead the Subject pathway information sessions.
- 3.6.** In collaboration with the Director of Teacher Development, lead and support the ARM process as a Companion Leader.
- 3.7.** Lead and support Leaders of Pedagogy and Learning Area Leaders to continue to develop teaching programs that integrate the Victorian Curriculum Capabilities.
- 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.** Be an exemplary classroom teacher.



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### 4. Specific Responsibilities

- 4.1. Chair the Learning Areas Team
- 4.2. Be a member of the Teacher Development Team, Curriculum Team and the Learning Area Leaders Team
- 4.3. Oversee the Internal and External Curriculum related excursion applications to ensure that they fit in within our strategic plan
- 4.4. Overall responsibility for Parent/Student/Teacher Conferences.
- 4.5. In collaboration with the Senior Pastoral Care Team, College Timetabler, Pathways/VETIS Coordinator, and Learning Area Leaders, liaise with parents and students in relation to senior pathways, subject options and subject selection.
- 4.6. In collaboration with the Deputy Principal (Learning and Teaching) and Director of Senior School, oversee the Year 9, 10 and 11 Semester examination process.
- 4.7. Establish vibrant 'learning' displays to promote and celebrate learning.
- 4.8. Provide advice to the Deputy Principal (Learning and Teaching) about teaching allocations
- 4.9. Circulate resources and relevant material from professional associations, conferences, regional networks, and other sources
- 4.10. Write reports for the College newsletter, the Magis, Annual Report and other publications as appropriate.
- 4.11. Develop and administer the annual Director of Learning budget in collaboration with the Deputy Principal (Learning and Teaching), and College Business Manager.
- 4.12. In collaboration with the Deputy Principal (Learning and Teaching) manage the College Awards for student learning and the publication of these Awards (this includes Mosaic, Assemblies and other opportunities for recognising student learning achievement.)
- 4.13. In collaboration with the Curriculum Team lead Curriculum design for the College within the Ignatian.
- 4.14. In collaboration with the Curriculum Team lead targeted staff professional learning in curriculum and unit design to enhance student learning.
- 4.15. In collaboration with Learning Area Leaders implement a cyclical Curriculum Review process to ensure a curriculum that is 'viable and guaranteed' and meets the needs of the students across year level.
- 4.16. In collaboration with Learning Focus Teams and individual teachers develop, review, write and adapt units of work to reflect a 'viable and guaranteed' curriculum at Years 7 to 8, specifically in relation to student engagement and 21st century skills to improve student growth and achievement.
- 4.17. In collaboration with the Curriculum and Wellbeing Team review the current Year 9 program and propose a more contemporary approach for our Ignatian context.
- 4.18. Support Learning Focus Teams and individual teachers through regular classroom visits and provision of formative and summative feedback to teachers about effective teaching practices.



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### **5. Other duties as directed by an Executive member.**

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

### **6. General Accountabilities of all Staff**

- 6.1.** Attend all relevant staff meetings, assemblies, College masses, community days and staff professional learning days
- 6.2.** Demonstrate professional and collegial relationships with colleagues
- 6.3.** Commit to and actively support the College's agenda for continuous improvement through participation in school improvement planning
- 6.4.** Adhere to the College's professional dress code for staff
- 6.5.** Demonstrate alignment and support for the Catholic and Ignatian ethos of the College
- 6.6.** Support the Mission, vision and values of the College as articulated in the School Improvement Plan
- 6.7.** Be familiar with and comply with College policies and procedures
- 6.8.** There is responsibility, incumbent on all staff, to ensure that the regulations associated with Occupational Health and Safety are adhered to.

### **7. Commitment to Child Safety**

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