



# Saint Ignatius College Geelong

## Positions of Leadership – Pedagogy Leader

• Pedagogy Literacy Leader	
<b>Tenure:</b>	3 year term
<b>Reports to:</b>	Deputy Principal (Learning and Teaching)
<b>Classification:</b>	POL 3
<b>Reduction in scheduled class time (up to a max. number of periods of):</b>	Upto 8 – Pedagogy Literacy Leader
<b>Direct Reports:</b>	Teaching 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.

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."*



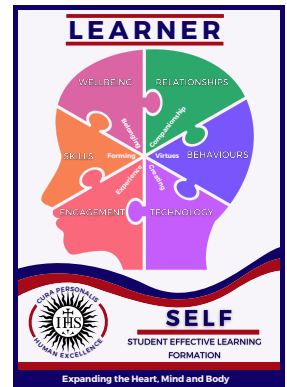
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All staff members at Saint Ignatius College Geelong provide the best possible child safe learning environment and pastoral care for each student according to the College Mission Statement and the Characteristics of Jesuit Education.

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 Leaders of Pedagogy work with the Deputy Principal (Learning and Teaching) and Director of Teacher Development. A key aspect of the role is to lead the school in building staff capacity in the areas of pedagogy, literacy, curriculum, assessment and reporting and student engagement.



The Leaders of Pedagogy are members of the Teacher Development Team, Curriculum Team and Learning Area Leaders Team. They work with the Deputy Principal (Learning and Teaching) and Director of Teacher Development 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.

They commit to the vision and values of the College as articulated in the College Mission and Vision Statement and School Improvement Plan. The Leaders of Pedagogy work with and support 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

**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.

## 2. Educational Leadership

**2.1.** Work collaboratively with the Director of Teacher Development and the Learning Area Leaders Team, to investigate best practices and the most up to date educational research into effective pedagogical approaches within the Ignatian context

**2.2.** Work collaboratively with the Deputy Principal (Learning and Teaching), the Director of Teacher Development, and the Learning Area Leaders Team to lead the implementation of consistent effective pedagogical approaches across the school within the Ignatian context

**2.3.** Keep abreast of current educational research in the areas of curriculum, literacy, assessment and reporting and share with the Learning Area Leaders, Learning Focus Teams and individual teachers to assist with the delivery of high quality teacher instruction

**2.4.** In collaboration with the Director of Teacher Development, support the curriculum review and in the design and development of new curriculum and unit design to meet the School Improvement and Annual Action Plans.

**2.5.** Work collaboratively with the Director of Teacher Development to; plan, and implement professional learning sessions to enhance learning and teaching across the College and promote professional dialogue, reflective practice and collaboration

**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

**2.8.** Work collaboratively with the College Executive 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.** Establish, maintain and circulate resources and relevant material from professional associations, conferences, regional networks and other networks

**2.11.** To work with and support all Pedagogy 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 and support Learning Focus 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 enhancing 21<sup>st</sup> century skills



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- 3.3.** Lead and support Learning Focus Teams and individual teachers to evaluate and adapt 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. This can include facilitating Learning Walks and Learning Conversations
- 3.4.** Lead and work collaboratively with the teaching staff to implement the effective use of data to inform teaching and wellbeing practices for student growth and success in curriculum development, learning, literacy and assessment across cohorts
- 3.5.** In collaboration with the Director of Teacher Development lead and support the ARM process as a Companion Leader
- 3.6.** Work with the Director of Teacher Development to establish a program where Learning Focus Teams and individual teachers evaluate and adapt their teaching practice according to student and peer feedback
- 3.7.** Support Learning Focus Teams and individual teachers in continuing to develop their skills in utilising Canvas for student learning and assessment
- 3.8.** Support Learning Focus Teams and individual teachers with updating student centred learning and teaching resources on Canvas
- 3.9.** Support the Director of Teacher Development and Learning Area Leaders to continue to develop teaching programs that integrate the Victorian Curriculum Capabilities
- 3.10.** Promote the integration of information and communication technologies to enhance learning and teaching and support Learning Focus Teams in the area of digital learning.

#### 4. Specific Responsibilities

##### 4.1. Pedagogy Curriculum Leader

- 4.1.1.** In collaboration with the Curriculum Team lead Curriculum design for the College within the Ignatian context
- 4.1.2.** In collaboration with the Curriculum Team lead targeted staff professional learning in curriculum and unit design to enhance student learning
- 4.1.3.** 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 levels
- 4.1.4.** 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
- 4.1.5.** In collaboration with the Curriculum and Wellbeing Team review the current Year 9 program and propose a more contemporary approach for our Ignatian context
- 4.1.6.** Support Learning Focus Teams and individual teachers through regular classroom visits and provision of formative and summative feedback to teachers about effective teaching practices
- 4.1.7.** Be an exemplary classroom teacher.

##### 4.2. Pedagogy Literacy Leader



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- 4.2.1.** In collaboration with the Curriculum Team lead the implementation of school-wide literacy goals for improved student growth and success through the use of relevant pedagogies and strategies
- 4.2.2.** In collaboration with the Curriculum Team lead targeted staff professional learning in developing and implementing literacy strategies to enhance student learning
- 4.2.3.** In collaboration with Learning Focus Teams and individual teachers develop, review, write and adapt units of work at Years 7 to 10, specifically with a focus on literacy to improve student growth and achievement
- 4.2.4.** Work with Learning Focus Teams and individual teachers to gather and analyse classroom data on literacy progress to identify areas for improvement in their literacy teaching practices
- 4.2.5.** Support Learning Focus Teams and individual teachers through regular classroom visits and provision of formative and summative feedback to teachers about effective literacy practices
- 4.2.6.** Be an exemplary classroom teacher.

### **4.3. Pedagogy Assessment and Reporting Leader**

- 4.3.1.** In collaboration with the Curriculum Team lead Assessment and Reporting design for the College within the Ignatian context
- 4.3.2.** In collaboration with the Curriculum Team lead targeted staff professional learning in developing and implementing assessment and reporting strategies, summative and formative to enhance student learning
- 4.3.3.** In collaboration with Learning Focus Teams and individual teachers develop, review, write and adapt units of work at Years 7 to 10, specifically with a focus on formative assessment and effective feedback strategies to improve student growth and achievement
- 4.3.4.** Work with Learning Focus Teams and individual teachers to gather and analyse classroom assessment data to identify specific areas for differentiated classroom instructional practices
- 4.3.5.** Support Learning Focus Teams and individual teachers through moderation of student work about effective assessment and feedback practices
- 4.3.6.** In collaboration with the Year Level Coordinators, Heads of House, Learning Area Leaders manage external testing such as NAPLAN, ACER and PISA.
- 4.3.7.** In collaboration with the Teacher Development Team, Year Level Coordinators, Heads of House, Learning Area Leaders lead staff professional learning to build staff capacity in using external testing data for student growth
- 4.3.8.** Be an exemplary classroom teacher.

### **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



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- 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.