

POSITION DESCRIPTION

Position:	Service Learning Coordinator
Key Relationships:	This position reports to the Director of Faith and Formation. All positions at the college ultimately report to the Principal.
Primary Role Purpose:	The Service Learning Coordinator is responsible for the oversight, development and implementation of service learning initiatives across the college. The Service Learning Coordinator supports the development of programs that equip students to develop their God-given talents so they can shape and enrich their world. Students involved in service learning are challenged to grow as caring, responsible global citizens who can recognise and respond to the needs of others and the needs of our planet. The Service Learning Coordinator works collaboratively to enhance our learning community that gives to, receives from, and serves one another.

KEY RESPONSIBILITIES

Excellence in Learning

As a leader of service learning, the Service Learning Coordinator is expected to:

- Develop, lead and implement a comprehensive and contemporary co-curricular service learning program.
- Seek avenues and opportunities to incorporate elements of service learning in all aspects of the curriculum.
- Coach and guide Heads of Learning Areas with ways to integrate service learning in their KLA to further engage students in their learning.
- Foster an encouraging and challenging learning environment that focuses on the development of the whole person.
- As a classroom teacher, model high levels of pedagogical expertise, collaboration and teamwork in the enhancement of student outcomes.

Ongoing Improvement and Innovation

As a leader of service learning, the Service Learning Coordinator is expected to:

- Engage and model engagement in ongoing learning, development and growth in the academic, spiritual and wellbeing dimensions in line with the college's goals and priorities.
- Engage with current research associated with effective service learning.
- Enhance an effective culture of professional learning that is in alignment with the college's teaching and learning framework and goals.
- Ensure the vision and program for service learning has a focus on the improvement of student learning outcomes and that its goals and intentions are aligned with whole school strategic goals.

- Model and facilitate reflection and action to improve outcomes.
- Initiate and engage in professional discussions with colleagues in a range of forums to evaluate and enhance professional knowledge and practice and improve educational outcomes for students.

Strengthening Lutheran Identity

As a leader within a Christian school, the Service Learning Coordinator is expected to:

- Support our Lutheran ethos by guiding and encouraging our community to participate actively in service learning initiatives and contribute through their God-given gifts and abilities.
- Support and contribute to the growth of a strong Christian faith community through personal example and professional leadership. This includes participation in chapels, staff and student devotions and retreats.

Community Building

As a leader within the college, the Service Learning Coordinator is expected to:

- Actively promote and value service learning within the college and in the broader community.
- Develop and maintain positive partnerships and collaboration with Lutheran Education Australia, LEVNT, LCA, ALWS, students, parents, carers and the wider community. This includes links and partnerships with other service learning agencies, universities and professional education networks.
- Professionally enhance, encourage and support the teaching and learning leadership team, staff, students and parents to enhance student learning outcomes and wellbeing.

Leading Effective Organisation and Management

The Service Learning Coordinator is expected to:

- Develop and implement a service learning program that is consistent with our Lutheran ethos and follows the pedagogical and co-curricular program approach of the college.
- Produce and implement a service learning development plan that aligns with the goals and priorities in the strategic plan.
- Ensure that all events processes, duty of care and risk assessment requirements are adhered to and meet both best practice and college policies.
- Conduct an annual service learning area review, providing a written report to the Director Teaching and Learning.
- Establish and maintain service learning area teacher resources.
- Prepare and oversee the service learning area budget.
- Model effective leadership and be committed to their own ongoing professional development.

Other duties as required by the Principal and Director of Faith & Formation.

In addition to this Position Description teachers should be aware of the Victorian Institute of Teaching (VIT) Standards and the Australian Institute for Teaching and School Leadership (AITSL) Professional Standards for Teachers.

Key Internal Relationships and Accountabilities

Reporting directly to the Director of Faith and Formation. All positions ultimately report to the Principal.

Associated Relationships

- Principal
- Director of Teaching & Learning
- Director of Student Engagement & Metrics
- Head of Middle Years, Head of Senior Years
- Head of Learning Areas
- Heads of House

Teaching Component:

This is a Position Of Responsibility (POR) with a 3 year tenure in addition to an ongoing, full time teaching position. You will receive a time and salary allowance in addition to a full-time salary (commensurate with experience).

Essential Experience and Qualifications

- The Service Learning Coordinator will be an accomplished classroom teacher and be familiar with the duties and responsibilities of the role.
- All teachers must be registered (or able to be registered) with the Victorian Institute of Teaching.
- Commitment to, and competence in, the use of technology in the classroom is required.

Personal Qualities

The successful candidate will exhibit the following personal qualities:

- Exceptional interpersonal skills with demonstrated ability to work autonomously as well as be part of a team.
- Excellent time management, attention to detail and organisational skills.
- Proven ability to communicate effectively with teaching and operations staff.
- Excellent ICT skills, as well as an ability to adapt to multiple digital platforms with ease.
- A commitment to confidentiality executed with tact and discretion.
- Professional demeanor and ability to display ethical and respectful behaviour at all times.
- Be a role model and positive member of the college community including being fully supportive of the college.

Our Commitment to Child Safety

All students who attend Luther College have a right to feel and to be safe. The wellbeing and safety of all students in our care is our first priority and we have zero tolerance to child abuse. The college has a commitment to child safety and teaching staff will be responsible for understanding, applying and promoting the college's commitment to child safety, and its related policies and procedures.

Employment at Luther College is subject to school policies including the Child Safety and Wellbeing Policy and Child Safe Program – Child Safety Adult Code of Conduct and participating in all related mandatory training. To ensure the safety of all students, staff will take into account issues relating to Aboriginal students, students from cultural and linguistic diverse backgrounds, or students with a disability, in addressing child protection and disclosures.

Professional Expectations

All staff are expected to:

- All employees will commit to upholding and supporting the college's Lutheran ethos and the mission of the Lutheran Church.
- Demonstrate commitment to Ministerial Order No. 1359 "Child Safe Standards – Managing the risk of child abuse in schools and school boarding premises", the Child Safe Program – Child Safety and Wellbeing Policy and Child Safe Program – Child Safety Adult Code of Conduct.
- Have a shared responsibility for risk identification of child abuse and be well-prepared in how to respond to child safety concerns.
- Be responsive and maintain respectful communications and collaborative relationships with the Luther College community.
- Adhere to and implement all safe work practices and procedures in accordance with the Luther College Occupational Health & Safety Policy.
- Work safely and report any hazards in accordance with school procedures.
- Model exemplary ethical behaviour and exercise informed judgments in all professional dealings.
- Attend staff meeting/s and professional learning as scheduled each term.
- Meet expectations as set out in the Luther College Staff Handbook.

Core Leadership Behaviours

The following core leadership behaviours are expected of the person within the position.

Educational Expertise: Currency of professional knowledge within the local, national and global educational context as it influences pedagogy, policy and practice. Has a depth of disciplinary knowledge and disciplinary pedagogical understanding.

Professional Composure: Is a settling influence within a complex environment, is not easily irritated or quick to judge, can manage reasonable stress without it affecting professional performance.

Ethics and Values: Demonstrates Christ-like values, role models expected behaviours, demonstrates honesty and integrity in all situations irrespective of complexity.

Decision Quality: Makes good decisions, based on sound data, credible educational research, collective wisdom, experience and in alignment with the college's strategic aims and objectives.

Interpersonal Expertise: Relates well to all kinds of people, easily builds rapport and trust, is respectful and diplomatic in dealings with others, represents situations accurately without embellishment and displays a genuine empathy for others.

Communication: Can communicate with clarity and purpose within a variety of settings, is an active listener, is slow to judge and form opinions, is able to interpret and respond accordingly to the non-verbal responses of others. Provides consistent public support both within and outside of the college for school-wide policy initiatives and strategic priorities.

Organisational Agility: Knowledgeable about the relational and operational complexity of organisations, works effectively to achieve strategic priorities and learning goals of the college, and understands how best to motivate and align teams of people to achieve these.

Priority and Solution Focused: Can identify what is of strategic importance and prioritises focus of self and others accordingly, can limit distractions, overcomes blocks and barriers, is able to complete projects within required timeframes, consistently meets the goals of the organisation and

exceeds the expectations of others, creates opportunities and support structures for others to be internally motivated.

Self-Knowledge: Knows personal strengths and weaknesses, reflects upon previous experiences to facilitate personal and professional growth, regularly seeks feedback from others, values transparency and accountability.

Courage and Conviction: Speaks the truth with love, corrects communicated inaccuracies, provides direct feedback to others, faces difficult situations from a clear process perspective, does not personalise professional situations unnecessarily.

Key Selection Criteria

- SC 1.** Demonstrated ability to support the Lutheran identity and Christian ethos of the college through personal example and professional leadership.
- SC 2.** High levels of pedagogical expertise including the ability to model and lead the ongoing development of service learning programs, including skills and knowledge in the leadership and implementation of service learning programs will be expected.
- SC 3.** Demonstrated ability to grow and promote service learning within the college and the wider community.
- SC 4.** Demonstrated commitment to continual improvement in practice and expertise in future-focused innovations in service learning approaches and programs.
- SC 5.** Demonstrated interpersonal expertise that fosters effective learning partnerships with students, parents and members of the wider community. This includes high levels of self-knowledge and the ability to maintain a positive, focused environment.