Director of Learning

Emmaus College is a proudly co-educational Catholic secondary college, established in 1980 through the amalgamation of St Thomas More College, a Christian Brothers' school for boys (1969 – 1979) and Chavoin College, a Marist Sisters' school for girls (1966 – 1979). The next stage of the amalgamation, 2025, with Holy Saviour Primary School, Vermont South and St Timothy's Primary School, Vermont. The College operates over multiple campuses in Vermont South, Vermont and Burwood. One campus is dedicated to Years 7, 8, 10, 11 and 12, another campus is designated to the Year 9 program, Y9@E, and another is a dedicated Junior School K to Year 6. All staff at Emmaus may be required to work at any of our campuses.

Our school motto: To Know Christ

College Vision: To foster a community that nurtures the full flourishing of each learner, inspiringexcellence as they come 'To Know Christ' on their own road to Emmaus

College Mission: Emmaus College, as a Christ centred Community, has fundamentally at the heart of itsspirituality, the person of Jesus Christ. The story of the Walk to Emmaus in the Gospel of Luke and fromwhich the College is named, nourishes our spirituality. Students are encouraged to live by the key core values of faith, community, respect, excellence, integrity and service and to empower them to achieve their best academically. Emmaus aims to ensure that learners acquire and utilise the knowledge and skills to be future-ready. Our mission as a Christ-centred community provides a caring and supportive environment that enables students to develop their full potential in all areas of life. Pastoral care is a key focus of the College and promotes and enhances student wellbeing of a personal, social, physical, emotional, cognitive and spiritual nature.

Expectations of Staff in a Child Safe School

Emmaus College is committed to the creation and maintenance of a child safe school environment. The care, safety and welfare of students are embedded in policies and procedures, which ensure a commitment to zero tolerance of child abuse. All actions, and programs will maintain high ethical standards and work in accord with child safety standards and child protection reporting guidelines. All employees have a shared legal responsibility to contribute to a safe working environment for staff and students in their area. Emmaus College is an equal opportunity employer.

Teachers at Emmaus College

Teachers at Emmaus College work together in a spirit of cooperation in the best interests of all students within the confines of College policies and procedures to achieve the curriculum and student wellbeing goals of the College.

The Position

The Director of Learning reports directly to the Deputy Principal - Learning and Innovation, with a specific focus on improving learning and educational outcomes across the College. The role seeks to build upon programs already operating effectively within the College and introduce key initiatives that will positively impact learning and educational outcomes.

Key Responsibilities and Duties:

Developing a strategic approach to school improvement by:

- implementing the College's Learning and Teaching Strategic Plan to ensure that a clear, effective and sustainable school improvement strategy is operational across the College
- analysing 'school culture' and providing recommendations that positively influence student learning, staff collaboration and overall educational outcomes
- identifying areas of need, leading change and facilitating innovation across curriculum design, pedagogy, assessment and student achievement
- articulating and promoting an evidence-based, whole-school approach to teaching and learning using the Emmaus College Instructional Playbook as a guiding framework
- supporting teachers' understanding and application of the Victorian Curriculum, AITSL Standards, High Impact Teaching Strategies (HITS), MACS' Vision for Instruction and Engagement and other evidence-based practices

- collaborating with the Learning and Teaching Team to ensure a consistent, cohesive approach to improving student outcomes across year levels and subject areas
- reviewing key aspects of student learning and wellbeing, including formative and summative assessment practices, examination structures, and the intersection of academic progress with student wellbeing
- fostering a culture of continuous improvement among staff and students, and, where appropriate, involving parents in the improvement process

Working with the Deputy Principal - Learning and Innovation, contribute to the strategic oversight of:

Curriculum Development by:
- supporting inclusive education by working closely with Learning Diversity Coordinators to ensure the provision of personalised and differentiated learning programs for students with additional learning needs
- designing and implementing professional learning processes that build teacher capacity, align with College priorities and promote contemporary, research-informed teaching practices
- developing and monitoring operational plans that align with strategic goals, ensuring the effective implementation and regular review of initiatives to enhance learning and teaching
- fostering a culture of reflective practice by embedding data-informed decision-making, encouraging the use of student learning data, staff feedback and evaluative tools to drive continual improvement
- building and empowering collaborative teams by facilitating staff participation, nurturing professional dialogue and supporting leadership development at all levels of the College
- maintaining regular communication with the Deputy Principal - Learning and Innovation, providing updates on key achievements, challenges and priorities for ongoing development

Literacy by:
- developing an authentic and embedded whole-school approach to literacy across the curriculum and working with the Director of the Junior School to ensure a consistent and coherent whole-school approach to literacy learning
- demonstrating exemplary classroom literacy practice and a deep understanding of literacy theory to support staff development and improve student literacy achievement
- promoting the integration of literacy strategies across all curriculum areas to support students in developing transferable skills in reading, writing, speaking, and listening
- leading the development, implementation and review of teaching and learning strategies that reflect best practice in literacy instruction
- preparing a range of written materials, in collaboration with the Learning and Teaching Team, to showcase high-quality literacy practices; these may include lesson plans, assessment tools, curriculum documents, classroom resources and research-informed materials
- building the capacity of staff teams to use evidence-based assessment to inform and strengthen literacy instruction
- utilising student voice to inform the teaching and learning of literacy, ensuring that student perspectives contribute to a responsive and engaging literacy approach

Instructional Coaching by:
- using evidence-based coaching methods to assist teachers and leaders in identifying areas for professional growth and instructional improvement
- aligning coaching goals with whole-school teaching and learning priorities, ensuring consistency with the College's strategic direction and Instructional Playbook
- providing teachers with opportunities to rehearse strategies, receive feedback and develop habits that lead to sustained improvement in classroom practice
- supporting teachers by sharing a range of instructional strategies and processes during planning sessions and Learning Area meetings
- observing lessons in a non-evaluative capacity and providing feedback focused on professional growth and improved student learning
- assisting teachers with access to resources, materials and tools that support effective classroom instruction and planning, including innovative approaches to curriculum delivery
- guiding teachers in the planning and pacing of lessons, development of differentiated instruction and selection of best-practice strategies aligned with the College's Instructional Playbook
- modelling high-impact pedagogical practices regularly to demonstrate effective instructional approaches

- reviewing pedagogical practices and providing clear, explicit feedback and actionable guidance to support growth
- leading teachers through a continuous improvement cycle aligned with the College's goals for teaching and learning
- helping teachers to analyse and apply data to inform pedagogy and tailor instruction to meet student needs
- developing individual coaching plans focused on improving learning outcomes and teacher efficacy
- building the coaching capability of staff to create a sustainable, peer-led coaching culture across the College
- planning and coordinating teacher observation teams to promote ongoing peer feedback and collaboration through an instructional coaching model
- maintaining accurate, up-to-date records of teacher progress and coaching outcomes
- staying informed about current research and developments in instructional coaching and evidence-based pedagogical practices

Technology Enhanced Learning by:
- leading and supporting colleagues in the development, implementation and evaluation of digital learning projects that enhance student engagement and outcomes
- exploring emerging technologies (e.g. generative AI, AR/VR, assistive technologies) and their implications for teaching, learning and equity
- ensuring digital learning strategies are inclusive, accessible and responsive to diverse learner needs, including adjustments for students with disabilities
- supporting staff in the innovative and purposeful application of learning technologies across all Learning Areas
- identifying and promoting opportunities for the use of digital tools to personalise learning and support improved outcomes for students with individual learning needs
- planning and organising the Year 7 Digital Learning Induction Program at the beginning of each academic year, ensuring a strong foundation in responsible technology use and core digital skills
- consulting with the Deputy Principal – Learning and Innovation to plan and facilitate targeted professional learning that empowers staff to embed digital technologies into curriculum delivery and school operations
- identifying and implementing digital tools and systems that enhance the efficiency, accessibility and effectiveness of curriculum delivery, assessment, reporting and program administration
- managing and promoting the effective use of the College's Learning Management System (EmmLink) to support communication, collaboration, feedback and resource access
- encouraging the development of digital fluency and capabilities through competitions, workshops and engagement with external learning opportunities

Assessment and Reporting by:
- maintaining the relevance and appropriateness of assessment and reporting procedures in the College, including continuous reporting to parents/guardians
- ensuring assessment practices are aligned with the Victorian Curriculum, VCE Study Designs and College learning and teaching priorities
- assisting the VCE Coordinator with the organisation and supervision of the Term 3 holiday practice exams for VCE Unit 3 & 4 studies
- promoting a balanced and comprehensive approach to assessment that emphasises ongoing formative feedback and timely, actionable insights to support and enhance student progress
- supporting staff in developing high-quality assessment tasks that are valid, reliable, differentiated and clearly linked to learning intentions and success criteria
- monitoring the consistency and accuracy of assessment and reporting practices across Learning Areas, year levels and assessment types
- facilitating moderation processes within and across Learning Areas to ensure consistency and fairness in teacher judgments and grading
- using assessment data to inform teaching programs, identify trends and guide targeted intervention and extension
- collaborating with Learning and Teaching Teams to ensure that assessment and reporting practices are transparent, accessible and equitable for all learners
- encouraging the use of digital platforms to enhance the visibility of student progress and streamline reporting processes

- supporting the development of student agency by promoting opportunities for self-assessment, goal-setting and reflection on learning
- reviewing and refining assessment and reporting structures regularly, in consultation with staff and key stakeholders, to ensure ongoing relevance and effectiveness
- constructing and distributing a clear assessment and reporting timeline to staff each semester to ensure coordinated planning, consistent communication and alignment across subjects and year levels

Data Analysis by:
- implementing the College data plan to support the regular and purposeful use of data analysis in informing and refining teaching practice
- normalising the use of data analysis as a routine part of day-to-day teaching and learning processes
- overseeing the administration and delivery of NAPLAN, PAT, and all other learning and diagnostic assessments within the College
- analysing school-wide data trends to identify areas of strength and areas for improvement
- encouraging the integration of multiple data sources, including formative assessments, attendance records, and wellbeing indicators, to gain a comprehensive understanding of student progress and needs
- using data analysis to identify students requiring targeted support or enrichment and collaborating with relevant teams to implement appropriate interventions
- assisting with the student subject selection process by providing informed guidance and support to students and parents/guardians
- performing other duties as assigned by the Principal or Deputy Principal - Learning and Innovation to support College priorities

Additional Duties:
- preparation and presentation to the School Advisory Council where required
- attending evening functions and meetings of a general nature concerning the College is expected
- actively role modelling effective teaching and differentiation
- involvement in co-curricular programs of the College is expected
- contributing appropriate articles to the College newsletter, other school publications and the wider community as required, paying particular attention to regular communication via the College's Instagram and Facebook feeds
- developing and maintaining, at all times, collegial and professional relationships with colleagues
- contributing to a healthy and safe work environment
- ensuring the safety of our community by attending to OH&S issues in an appropriate and timely manner
- supporting a performance and development culture
- modelling a professional approach for all staff, this includes conduct, professional dress, and in dealing with all members of the school community
- attending meetings as required, this may mean more meetings per week than for non-POL holders
- being available as needed for consultation with other staff and parents in additional to class and scheduled meeting times
- following the College's financial requirements in relation to budgeting, record keeping, ordering and deliveries
- contributing to the life of the College by participating in College functions, events, camps, excursions, etc.
- undertake other duties as required by the Principal from time to time

Committees, Teams and Meetings

The Director of Learning is a member of the following committees and teams, and as such, is required to attend any associated meetings and action the minutes accordingly:
- Directors of Learning Meeting with the Deputy Principal - Learning and Innovation
- Learning and Teaching Team (LTT): Co-Chair with Directors of Learning
- STAR meetings as required
- Program Support Meetings for students listed on the NCCD register as required
- Computer Committee as required
- Such other committees as may be required from time to time

Accountability

- the Director of Learning is accountable to the Principal via the Deputy Principal Learning and Innovation

Skills and Qualities Required

- a positive and proactive approach to leadership and management of people
- the ability to communicate the vision and to generate ideas and strategies to support its implementation
- an understanding of the school culture and the ability to generate ideas and strategies that will support and enhance its development
- skills in planning, organising, implementing, and reviewing programs and activities
- the ability to encourage and empower others
- the ability to use a variety of decision-making skills, seeking consensus through collaboration and consultation
- a positive approach to reflective practise and continuing professional growth
- personal qualities including integrity, resilience, and good humour

Essential Qualifications and Accreditations

- full Registration with the Victorian Institute of Teaching, including a current National Criminal Record Check
- relevant tertiary qualifications

Teaching staff are required to hold an *Accreditation to Teach and Lead in a Catholic School* or, upon employment, to be working towards such accreditation within a five-year period. Professional learning opportunities for this purpose will be provided.

Please note that in accordance with *Ministerial Order No. 1359,* both *VIT* Registration and relevant tertiary qualifications must be sighted by the school.

In addition to a teaching qualification, it is desirable for the Director of Learning to have or to be working towards a post-graduate qualification in the area of learning and curriculum, or another related field.

Terms and Conditions

This is a POL 4 position (650 mins time release per week). Positions of Leadership are reviewed and re-advertised regularly (usually every three years).

Professional Review

This Position Description is intended as a framework for review.

This position statement is a guide only and is not intended to be an exhaustive or exclusive list of the duties attached to this position. It is subject to review and modification by the Principal in response to the changing needs of the College and the development of skills and knowledge.