



Kilbreda College

## LEARNING LEADER

**AUGUST 2025**

### ROLE DESCRIPTION

Kilbreda College is governed by Kildare Ministries and administered by the Kildare Education Ministries Board.

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| <b>Position of Leadership</b> | Learning Leader  |
| <b>Tenure:</b>                | 3 Years (2026 – 2028)  |
| <b>Remuneration:</b>          | POL 3  |
| <b>Reports To:</b>            | Assistant Principal: Learning and Teaching Principal   |
| <b>Direct Reports:</b>        | Domain based staff (teaching and education support staff where applicable)   |
| <b>Key Internal Liaisons</b>  | Assistant Principal: Performance and Development<br>Leader of Learning – Middle Years (7 – 9)<br>Leader of Learning – Senior Years (10 – 12)<br>Head of Learning Diversity<br>Head of College Organisation |

At Kilbreda College, every staff member is called to support Catholic education in the Brigidine tradition, living out the College's vision and mission in their daily work. Leaders are entrusted with reflecting the values of Kildare Ministries through the way they lead, the culture they shape, and the relationships they nurture across the community. Each role is understood as a contribution to the flourishing of students, the strengthening of our community, and the careful stewardship of the College's resources.

Within this context, Learning Leaders are key drivers of student learning and achievement in their domains. In partnership with the Assistant Principal – Learning and Teaching, the Assistant Principal – Performance and Development, and the wider Leadership Team, they provide clarity of vision and direction for both teaching and non-teaching staff. Learning Leaders cultivate a culture of unity, growth, and collaboration, working alongside subject teachers to design and deliver rich and engaging learning experiences. They steward the effective use of resources, talent, and facilities, ensuring that innovation, evidence-informed practice, and continuous improvement are embedded so that the strategic priorities and curriculum goals of the College are realised.

**Child safety:** It is an expectation that every staff member be familiar and comply with, the College's Child Protection and Safety Policy, Code of Conduct and any other policies or procedures relating to child safety.

# KEY RESPONSIBILITY AREAS

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## 1.0 College Leadership

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- 1.1 Work with the College Leadership Team to actively and publicly promote the Catholic, Kildare Ministries and Brigidine ethos of the College
- 1.2 Provide leadership by championing the College's Vision and Mission Statement and by implementing the College's Strategic Plan and Annual Action Plan within the area of responsibility
- 1.3 Embed high expectations of staff and students within the learning area, fostering a culture of excellence where curiosity, confidence, and resilience are nurtured through rich and rigorous learning experiences
- 1.4 Develop authentic and respectful relationships with students, staff and parents, fostering trust, collegiality and open dialogue that strengthens the learning partnership
- 1.5 Engage with parents and carers as appropriate on matters relating to student learning, engagement, and pathways, ensuring open communication, transparency, and a shared partnership in supporting each student's growth
- 1.6 Be a positive role model for colleagues and students, demonstrating integrity, professionalism, and a commitment to life-long learning
- 1.7 Work in partnership with the Assistant Principal: Learning and Teaching, the Assistant Principal: Performance and Development, and fellow Learning Leaders to drive a culture of continuous improvement, where innovation, evidence-informed practice, and collaboration enhance learning opportunities and strengthen outcomes for students
- 1.8 Collaborate with the Assistant Principal: Learning and Teaching, the College Leadership Team, and fellow Learning Leaders to co-create and embed strategic learning and teaching priorities that build collective responsibility across the College and within the learning area
- 1.9 Play an active role in the College's Performance and Development Appraisal annual process, supporting the professional growth, formation, and reflective practice of colleagues in alignment with College goals and priorities
- 1.10 Promote professional dialogue, reflective practice, collaboration focused on improving the educational outcomes of students, encouraging innovation and evidence-informed practice
- 1.11 Support individuals to engage constructively with change, while critically evaluating and refining its impact to ensure it strengthens both student experience and staff practice
- 1.12 Engage in ongoing professional learning to remain future-focused and agile, maintaining up-to-date knowledge of innovative, evidence-informed practices in curriculum, pedagogy, assessment, and student engagement.
- 1.13 Contribute to the development, implementation and review of College policies and charters on curriculum, learning and teaching, and assessment and reporting, ensuring they remain responsive, rigorous and future-focused
- 1.14 Establish, maintain and share resources and insights from professional associations, conferences and regional networks with all relevant staff, ensuring collective capacity and expertise are strengthened

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## 2.0 Leadership of Learning Area

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- 2.1 Lead at least one initiative within the Learning Area during the tenure that enhances student agency, promotes active learning, and fosters personal excellence through innovative curriculum design and pedagogy.
- 2.2 Support the Assistant Principal: Performance and Development in leading Professional Learning Communities and facilitating action research projects that foster innovation, build staff capacity, and enhance learning and teaching within the learning area.
- 2.3 Design and oversee curriculum within the Learning Area that not only meets Victorian Curriculum and VCAA requirements but also integrates cross-curriculum capabilities in innovative and future-focused ways, preparing students with the knowledge, skills, and dispositions to thrive in a rapidly changing world
- 2.4 Work collaboratively with subject teachers to develop strong, effective learning teams that foster a climate of trust, shared purpose, and professional dialogue, drawing on contemporary research, emerging trends, and evidence-based practices
- 2.5 Lead Learning Area meetings that foster collaboration, professional dialogue, and the sharing of practice, using data to drive continuous improvement in curriculum and assessment. Prepare and circulate agendas in advance, and provide minutes to the Principal, Assistant Principals, and learning area staff to ensure transparency, alignment, and follow-through
- 2.6 Work with Learning Area staff to develop and enact an annual Learning Improvement Plan, promoting collaboration, professional dialogue, and reflective practice to drive continuous improvement in learning and teaching
- 2.7 Ensure all Year 7–10 units of work are designed using a Backward Design/Understanding by Design approach and are fully documented in alignment with the Kilbreda College template.
- 2.8 Leverage a range of data – including internal assessments, NAPLAN, and VCE results – with Learning Area teams to drive evidence-informed innovation, foster reflective practice, and build a culture of continuous improvement in teaching and learning
- 2.9 In consultation with the Assistant Principal: Performance and Development, lead the Professional Practice and Review (PPRR) process for designated members of the Learning Area, fostering professional growth, reflective practice, and a culture of continuous improvement
- 2.10 Support and monitor staff in fulfilling their professional responsibilities, ensuring alignment with College expectations, and follow up constructively where concerns arise
- 2.11 Lead subject teams and individual teachers to ensure courses of study are implemented with consistency and quality, that assessment moderation processes are embedded, and that learning and teaching resources are regularly updated and accessible on the College network
- 2.12 Guide subject teams and teachers in the development and implementation of formative and summative assessment, including the preparation of examination papers, to ensure alignment, fairness, and rigour
- 2.13 Mentor new staff in the Learning Area, supporting their induction, transition, and integration into the College community.
- 2.14 Actively contribute to the collective leadership of the College through participation in Learning Leader Team meetings, modelling collaboration and shared responsibility
- 2.15 Supervise and direct the daily and long-term duties of education support staff (e.g. Laboratory Technicians, Art/Textiles Technician, Food Technology Assistant, Sports Assistant, Language Assistants) where relevant, ensuring clarity of expectations and effective use of resources.
- 2.16 Demonstrate tact, respect, and discretion in all interactions, upholding confidentiality, and fostering a culture of trust and professional integrity

- 2.17 Assist the Principal with the recruitment and selection of new staff as required, ensuring alignment with the College's vision, mission, values, and strategic priorities.

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### **3.0 Management and Administration**

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- 3.1 Coordinate Learning and Teaching Proposals within the Learning Area, ensuring clarity, alignment, and a focus on innovation and student outcomes
- 3.2 Work with the Assistant Principal: Learning and Teaching to coordinate the publication and dissemination of subject information, including at key events such as the Pathways Expo and through subject handbooks
- 3.3 Promote and celebrate student learning within the Learning Area through College communications (e.g. newsletter, yearbook, digital platforms) and by curating displays for events such as Open Events, Pathways Expo, and Learning Showcases
- 3.4 Develop and manage the annual Learning Area budget in collaboration with the Assistant Principal: Learning and Teaching and the Business Manager, ensuring responsible stewardship of resources.
- 3.5 In consultation with subject teachers and the Head of Information Services, compile booklists that reflect curriculum requirements and resource priorities
- 3.6 Oversee the day-to-day organisation of the Learning Area, including the ordering and maintenance of resources, repair and security of equipment, and ensuring appropriate learning materials are provided in the absence of classroom teachers
- 3.7 Assist the Leader of Learning: Middle Years and/or Senior Years with the identification and selection of students for accelerated studies, ensuring decisions are guided by data, teacher insights, and transparent criteria that support student growth and success
- 3.8 Promote the Learning Area across the College by coordinating events and co-curricular activities that showcase student learning and achievement

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### **4.0 Other Duties**

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- 4.1 Undertake other responsibilities related to the role as directed by the Principal and/or the Assistant Principal: Learning and Teaching, contributing to the shared leadership and smooth operation of the College
- 4.2 Actively engage in professional learning programs arranged by the College, including those scheduled outside normal teaching hours or days, as part of a commitment to continuous growth and leadership formation
- 4.3 Support and attend key College events such as Open Events, the Pathways Expo, and relevant Information Evenings, as directed by the Principal and/or the Assistant Principal: Learning and Teaching, modelling presence, hospitality, and service to the wider community

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## 5.0 Key Responsibilities for all Staff

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- 5.1 Demonstrate alignment and support for the Catholic, Kildare Ministries and Brigidine ethos of the College
- 5.2 Support and enact the Vision, Mission and Values of the College
- 5.3 Commit to and actively support the College's agenda for continuous improvement as outlined in the Strategic Plan and participate in school improvement planning
- 5.4 Be well informed and comply with all College policies and procedures, including obligations in relation to the Child Safe Standards and processes for reporting suspected abuse
- 5.5 Demonstrate duty of care to students in relation to their physical and mental wellbeing
- 5.6 Demonstrate professional and collegial relationships with colleagues
- 5.7 Adhere to the College's professional dress code for staff
- 5.8 Attend all relevant staff meetings, assemblies, College masses, College Open events, information evenings, community days etc. and professional learning days / sessions

This statement of duties is not intended to be an exhaustive or exclusive list of duties assigned to the position. They are intended as a guide as to the responsibilities of the role. The position is subject to review and modification by the Principal (or nominee), in negotiation with the appointee, in response to the evolving needs of the College, and experience and expertise of the appointee.

Any significant additions to the responsibilities may be requested by the Principal (or nominee) through consultation and mutual agreement with the appointee.

## SELECTION CRITERIA

- Demonstrated commitment to Catholic Education and an understanding of the importance of charism and spiritual tradition in shaping the life and mission of an order-owned Catholic school.
- Experienced and highly effective teacher, with a proven capacity to inspire student engagement and achievement within their learning area.
- Demonstrated capacity for proactive educational leadership, with highly developed skills in leading and managing continuous improvement in curriculum, pedagogy, and assessment.
- Deep knowledge and understanding of contemporary educational research, issues, trends, practices, and policies, and the ability to translate these into innovative and evidence-informed practice within the learning area.
- Articulates and enacts a future-focused vision for the learning area that inspires staff, engages students, and highlights the relevance and value of the discipline in a rapidly changing world.
- Experienced in the effective use of data to inform teacher practice, monitor student progress, and implement strategies that enhance student learning outcomes.
- Demonstrated capacity to uphold high expectations of staff and students, cultivating a culture of excellence, innovation, and continuous improvement.
- Committed to their own ongoing professional learning and growth, modelling reflective practice and lifelong learning.
- Committed to fostering a collaborative learning community, with the ability to engage staff, students, and families in enhancing learning and teaching across the middle years.
- Highly developed interpersonal and communication skills, including a proven ability to build, develop and support effective learning teams