

POSITION DESCRIPTION

Position:	Head of Learning Area
Reporting to:	This position reports directly to the Director of Teaching and Learning
Position Tenure:	Position of Responsibility (POR) for a three-year term with a substantive full time teaching position

PRIMARY PURPOSE

The Head of a Learning Area provides professional leadership and management of the key learning area from 7-12 and is responsible for oversight of the curriculum, administration, management and professional development of teachers within their area. The Head of Learning Area supports high quality teaching and learning consistent with the ACARA and VCAA curriculum frameworks and the College's Strategic Plan through a focus on continual improvement. Heads of Learning areas will work collaboratively with each other as well as Coordinators and members of the College Executive to enhance school improvement in all areas of teaching and learning.

KEY RESPONSIBILITIES

Excellence in Learning

As a leader of academic learning, the Heads of Learning Areas will work with the Director of Teaching and Learning to:

- Place learning at the centre of the Key Learning Area's strategic action planning to ensure that there is a diverse and flexible curriculum that is informed by the ACARA curriculum framework, underpinned by national and state curriculum directives and supported by creative, responsive approaches to teaching and learning, together with an effective learning environment that aims to optimise student learning.
- Support staff to plan and implement teaching and learning programs using contemporary knowledge and understanding of curriculum, assessment and reporting requirements that is in keeping with the college's pedagogical approach.
- Lead the pedagogical development of staff within the department and assist them to select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students.
- Support staff to develop and apply a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements and align with college expectations.
- Educate and equip teachers to use formal and informal data to monitor and plan for effective teaching and learning. This includes the use of external data generated by

standardised testing such as NAPLAN and the use of data longitudinally to track and enhance the learning outcomes of individual students and cohorts.

- Enhance the capacity of teachers to use formative and summative assessment in the personalisation of learning.
- Support staff to implement effective teaching strategies to improve students' literacy and numeracy achievement.
- Enhance student ownership and direction of their learning, ensuring that there is student voice in the direction, review and enhancement of student learning outcomes.
- Assist staff to create, select and use a wide range of resources, including ICT, to 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.
- Establish, maintain and promote a cohesive, inclusive team-based approach as a Learning Community based on respectful dialogue, the generation of and sharing of resources, and rich professional conversation.
- Collaborate with colleagues across teams to create learning opportunities that allow students to engage in authentic experiences where connections between subjects are made.

Ongoing Improvement and Innovation

As a leader of academic learning, the Heads of Learning Areas are expected to work with the Director of Teaching and Learning 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 targets.
- Engage with current research associated with effective teaching and learning.
- Enhance an effective culture of professional learning that is in alignment with the college's teaching and learning framework and goals. This includes the provision of professional development and coaching of members of the key learning area and the support of teacher engagement in reflection, collaborative planning, monitoring and review.
- Ensure the vision and strategic plan for teaching and learning within the key learning area has a focus on the improvement of student learning outcomes and that its goals and intentions are aligned with whole school 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.
- Work collaboratively with the Teaching & Learning team to support the Heads of Year in the tracking of cohort and individual academic progress and data storytelling.

Strengthening Lutheran Identity

- Actively support the mission, vision, values and strategic plan of the college through personal example and professional leadership. This includes participation in chapels, staff devotions and retreats.
- Be supportive of the Lutheran theology of the college and be able to apply this in the undertaking of this role.

Community Building

As a leader within the college, the Heads of Learning Areas are expected to:

- Develop and maintain positive partnerships and collaboration with Lutheran Education Australia, LEVNT, Independent Schools Victoria, VCAA, students, parents, carers and the wider community. This includes links and partnerships with other learning agencies, universities and professional education networks.
- Promote and value the key learning area as a rich and effective learning community within the college and in the broader community, including the promotion of the key learning area and its subjects.
- Professionally enhance, encourage and support the teaching and learning leadership team, staff, students and parents to enhance student learning outcomes and wellbeing.
- Demonstrate responsiveness in all communications with parents about their children's learning needs.
- Actively promote and support the broad range of co-curricular offerings of the college, seeking integration with teaching and learning programs.
- Encourage and nurture student agency, choice and voice.

Leading Effective Organisation and Management

The Heads of Learning Areas are expected to:

- Model effective leadership and be committed to their own ongoing professional development.
- Have an awareness of personal health and wellbeing for themselves and their team.
- Model and share with colleagues a flexible repertoire of strategies for classroom practice to ensure all students are engaged in purposeful learning activities.
- Ensure that consistent and comparable judgements of student learning are made. This includes the moderation of student work across and within year levels.
- Liaise with the ELC and other staff as required in ensuring all student learning needs are met appropriately.
- Produce and implement a learning program that is consistent with ACARA curriculum and assessment requirements and follows the pedagogical approach of the college.
- Ensure that the key learning area meets all VRQA, VCAA and Lutheran Education requirements and college curriculum policies.
- Produce and implement a key learning area development plan that aligns with the teaching and learning goals and targets in the strategic plan.
- Conduct an annual key learning area review, providing a written report to the Director of Teaching and Learning.
- Establish and maintain key learning area teacher resources.
- Prepare and oversee the key learning area budget.

Teaching Component

- The duties and responsibilities of this position are in addition to the incumbent's teaching position and associated classroom teaching responsibilities.

These descriptors are considered the key duties and responsibilities of the position, however, the position description is considered dynamic and is subject to change. You may be required to perform other duties in this role as required to meet the needs of our students and the college.

KEY INTERNAL RELATIONSHIPS AND ACCOUNTABILITIES

This role reports directly to the Director of Teaching and Learning and is expected to work collaboratively with the following positions within the school:

Associated Relationships

- Director of Student Engagement & Metrics
- Heads of Learning Areas
- Heads of Year
- Head of Middle Years
- Head of Senior Years
- Teaching Staff

ESSENTIAL EXPERIENCE AND QUALIFICATIONS

- Heads of Learning Areas 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.
- A Master qualification in Education would be advantageous but is not essential.

PERSONAL QUALITIES

The successful candidates 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.

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.

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.

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.

CORE LEADERSHIP BEHAVIOURS

The following core leadership behaviors 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

The successful applicant will need to demonstrate or have the demonstrated capacity to develop the capabilities described below:

- SC 1.** Demonstrated ability to support the Lutheran identity and Christian ethos of the college.
- SC 2.** Knowledge and demonstrated skills in the leadership and management of a team of discipline specific teachers which includes the supervision and development of staff. High levels of pedagogical expertise including the ability to model and lead the ongoing development of personalised learning, including skills and knowledge in the writing and implementation of curriculum programs will be expected. A deep understanding of the ACARA curriculum framework and the VCAA VCE Study Designs is required.
- SC 3.** Demonstrated ability to grow and promote the standing of your Learning Area within the college and the wider community.
- SC 4.** Demonstrated commitment to continual improvement in practice and expertise in future-focused innovations in teaching and learning.
- 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 with a high standard of pastoral care. An understanding of restorative practice and the psychology of positive education will be highly regarded.