

Position description

DIRECTOR OF TEACHING, LEARNING & INNOVATION



REPORTING TO:	Executive Principal
APPOINTMENT:	Leadership POR - 5 years (with ongoing teacher role)
CLASSIFICATION:	PVCC Enterprise Agreement 2025

ABOUT THE COLLEGE

Plenty Valley Christian College (PVCC) is a Kindergarten to Year 12, co-educational Christian College of approximately 1,100 students in 2027. We are one College operating across Primary and Secondary campuses.

The College is situated in a magnificent setting on the edge of Melbourne's northeastern growth corridor, enjoying spectacular views across the Kinglake Ranges while remaining at the heart of the vibrant and flourishing communities of Doreen and Mernda.

Plenty Valley Christian College is committed to developing high-quality effective Christian education and is an active member of a national network of Christian schools in Australia known as Christian Education National. We are committed to the establishment of a close partnership with parents in the education of their children. Our aim is to offer quality education with a fully integrated Christian worldview, develop a strong sense of community amongst the students, parents and staff with every staff member playing a role in the pastoral care of the students.

EMPLOYEES

Staff at PVCC are selected on the basis of outstanding professional and personal qualities. Expectations include:

- Appropriate qualifications, training and experience for their role
- Participate in, and be willing to lead, Christian devotions for whole staff meetings
- A clear sense of calling and desire to work with and teach students within a Christian school
- The ability to model the values and character qualities of biblical Christianity in their personal life and within the College community as part of their professional duties
- A demonstration of high standards of personal presentation, preparation, communication with other staff and parents, and respect for the ethos and protocols of the College
- A commitment to ongoing development and maintenance of a Child Safe culture within the College

THE ROLE

The Director of Teaching, Learning & Innovation is a key member of the executive leadership team role responsible for shaping the future of learning at Plenty Valley Christian College. Reporting to the Executive Principal, the Director provides strategic leadership for teaching, learning, assessment, innovation, curriculum, pedagogy, educational technology, data-informed practice and academic performance across the College.

The Director is not simply a leader of curriculum and systems but a leader of people, building the capability, confidence and effectiveness of teachers and leaders through encouragement, coaching, mentoring and purposeful professional growth. Through visible and relational leadership, the Director creates a culture where staff are inspired to pursue excellence, embrace innovation and continually improve their practice for the benefit of every learner.

DIRECTOR OF TEACHING, LEARNING & INNOVATION



This role exists to ensure that every aspect of learning at PVCC reflects both educational excellence and a distinctly Christian vision of human flourishing. The Director champions a culture where students are challenged academically, nurtured spiritually, known personally and prepared purposefully for the future.

The Director leads the development of a coherent College-wide Learning Framework, drives continuous improvement in classroom practice, strengthens academic outcomes, expands pathways for diverse learners, and ensures learning is informed by sound evidence, emerging research and innovative practice. The role also provides leadership in the thoughtful adoption of artificial intelligence, digital systems, and emerging technologies, ensuring innovation remains grounded in Christian convictions about truth, wisdom, relationships, human agency and what it means to be created in the image of God.

POSITION OBJECTIVES

This role's purpose is to lead the deliberate improvement of PVCC's educational product by strengthening curriculum, pedagogy, assessment, data-informed practice, innovation and senior pathways. To provide a high standard of service at Plenty Valley Christian College in accordance with College policies and procedures.

KEY AREAS OF RESPONSIBILITIES

Strategic Leadership of Teaching & Learning

- Develop and implement a whole-school vision for teaching and learning aligned with the College's Strategic Plan and Christian mission.
- Lead the development and implementation of a comprehensive PVCC Learning Framework.
- Ensure consistency and excellence in pedagogy across all year levels.
- Foster a culture of continuous improvement, innovation and professional inquiry.
- Remain informed by leading educational research and emerging best practice.
- Lead initiatives that improve student engagement, achievement, wellbeing and future readiness.
- Provide strategic oversight of curriculum design, implementation and review.

Academic Excellence & Student Achievement

- Drive improved academic outcomes across the College, including a deliberate focus on strengthening VCE performance and assessment expertise.
- Develop a culture of high expectations, academic challenge and learner growth.
- Build teacher capability in curriculum design, assessment literacy, moderation and evidence-based instruction.
- Strengthen VCE assessment practices and encourage engagement with VCAA assessor opportunities.
- Monitor and analyse academic performance data to identify trends, opportunities and areas for improvement.
- Build and oversee intervention and extension programs to maximise student growth and achievement.
- Support teachers to personalise learning while maintaining rigorous academic standards.

Pathways & Future-Focused Learning

- Working with the Deputy Principal, lead the development of expanded and meaningful pathways beyond traditional scored VCE.

DIRECTOR OF TEACHING, LEARNING & INNOVATION



- Strengthen student readiness for university, vocational training, employment, entrepreneurship, ministry and lifelong learning.
- Develop learner profiles that provide a richer picture of readiness for future pathways and life beyond school.

Assessment & Reporting

- Lead the reimagining of assessment and reporting practices across the College.
- Develop assessment approaches that demonstrate both academic achievement and broader learner growth.
- Draw on contemporary research, including approaches such as Melbourne Metrics, to assess capabilities including communication, collaboration, creativity, critical thinking, learner agency, character and leadership.
- Develop reporting processes that provide families with meaningful understanding of academic growth, learner development and future readiness.
- Create systems that intentionally recognise and celebrate the diverse gifts and strengths of every learner.
- Ensure assessment practices remain rigorous, valid and aligned to curriculum requirements.
- Strengthen Continuous Reporting across the College

Pedagogical Excellence

- Lead the development of evidence-based teaching practices across the College.
- Align pedagogy, curriculum, assessment and feedback through a coherent instructional model.
- Build staff capability in pedagogy
- Cultivate strong professional learning communities focused on student growth.
- Establish clear expectations for teaching excellence and classroom practice.
- Promote innovation while ensuring teaching practices remain grounded in evidence and effectiveness.
- Strengthen teacher understanding of how students learn and how growth can be measured effectively.

Data-Informed Practice

- Lead the strategic use of learner data to improve educational outcomes.
- Develop College-wide data literacy among staff.
- Ensure teachers effectively use assessment, wellbeing and engagement data to inform planning and instruction.
- Implement systems that support early identification of learning needs, extension and targeted intervention.
- Develop processes for monitoring student growth over time.
- Use evidence to guide decision making, resource allocation and educational priorities.

Learning Systems & Digital Transformation

- Partner closely with the IT Manager to undertake regular reviews of learning systems and educational technologies.
- Lead the strategic review and ongoing evaluation of the College's Learning Management System (LMS).
- Ensure digital platforms effectively support teaching, learning, assessment, reporting and parent engagement.
- Develop an integrated ecosystem connecting curriculum, assessment, reporting, learning analytics and student wellbeing.
- Identify opportunities to improve efficiency, reduce duplication and enhance user experience.

DIRECTOR OF TEACHING, LEARNING & INNOVATION



- Ensure systems support personalised learning and data-informed decision making.
- Develop a future-focused roadmap for digital learning infrastructure.

Artificial Intelligence & Innovation

- Lead the responsible and strategic implementation of Artificial Intelligence across teaching, learning and administration.
- Develop a College-wide framework for AI use that balances innovation, ethics and educational integrity.
- Equip staff and students to utilise AI confidently, responsibly and effectively.
- Facilitate ongoing professional conversations regarding the impact of AI on pedagogy, assessment, creativity, relationships and human agency.
- Ensure AI enhances learning without diminishing authentic thinking, discernment, wisdom or character formation.
- Explore how AI may support differentiation, learner feedback, data analysis and personalisation.
- Promote a posture of both excitement and discernment regarding emerging technologies.
- Lead discussions informed by a Christian understanding of humanity, ensuring technology remains a servant rather than a substitute for human flourishing.

Christian Education & Transformation by Design

- Provide strategic leadership in the implementation of Christian Education National's Transformation by Design framework.
- Strengthen the College's understanding and practice of Teaching Christianly.
- Ensure the Biblical narrative informs educational philosophy, curriculum design, assessment, pedagogy and school culture.
- Build staff capacity in worldview formation, faith-learning integration and Christian discipleship.
- Lead reflection on how emerging educational trends align with a distinctly Christian understanding of truth, wisdom, knowledge and flourishing.
- Strengthen the integration of faith, learning, leadership and community throughout the College.
- Partner with CEN and other Christian education networks to position PVCC as a leader in Christian educational innovation.
- Ensure educational transformation remains deeply connected to the formation of young people as disciples of Christ.

Staff Leadership, Coaching & Culture

- Lead, inspire and encourage teaching and learning staff across the College, cultivating a culture of excellence, growth, trust and professional fulfilment.
- Model Christ-centred servant leadership, demonstrating humility, relational warmth, encouragement and a deep commitment to the flourishing of others.
- Build strong relationships with staff, being a visible and accessible leader who actively engages in the life of classrooms, teams and the broader College community.
- Develop the leadership capacity of others through intentional mentoring, coaching and succession planning.
- Establish a coaching culture where professional growth is supported through observation, feedback, reflection, collaboration and continuous improvement.
- Work alongside leaders and teachers to identify strengths, remove barriers to success and support the achievement of personal and professional goals.

DIRECTOR OF TEACHING, LEARNING & INNOVATION

- Lead a highly effective instructional coaching program that strengthens teacher practice and improves student learning outcomes across the College.
- Provide constructive challenge and support, fostering high expectations while maintaining a deep commitment to staff wellbeing and care.
- Celebrate excellence, recognise contribution and create opportunities for staff to grow in confidence, capability and influence.
- Facilitate professional learning that is practical, evidence-informed and directly connected to improved classroom practice.
- Nurture a culture of curiosity, innovation and professional inquiry where staff feel empowered to learn, experiment and improve.
- Foster unity and collaboration across Primary and Secondary schools, strengthening a shared vision for teaching and learning across Prep to Year 12.
- Cultivate future leaders through deliberate leadership development pathways and meaningful opportunities for growth and responsibility.

Other Duties

It should be noted that this Position Description outlines the primary responsibilities and accountabilities of the role and is not intended to be exhaustive. The Executive Principal may, from time to time, adjust responsibilities to meet the strategic and operational needs of the College, provided they remain consistent with the scope and purpose of the position.

ACCOUNTABILITY AND EXTENT OF AUTHORITY

As the College's senior educational leader, this role is accountable for the quality, consistency and continuous improvement of the College's educational product across Prep-12. It exercises significant authority to drive educational excellence, innovation and student outcomes through the following key accountabilities:

- Sets, communicates and monitors high expectations for excellent classroom practice so students experience a stronger, more consistent educational product across Prep-12.
- Develop and lead the implementation of the new PVCC Learning Framework
- Leads curriculum development, assessment, pedagogy and professional learning to lift academic rigour, teacher capability and student learning growth.
- Drives evidence-informed improvement through purposeful use of learning data, instructional coaching and targeted intervention so teaching decisions translate into improved student outcomes.
- Guides responsible innovation, including AI-enabled practice, where it enhances learning design, teacher effectiveness, student engagement and educational quality.
- Strengthens Secondary senior pathways ensuring students have clear, credible and aspirational learning pathways.
- Ensures timetabling, staffing and resource decisions actively support educational priorities, program quality and the strongest possible learning experience for students.
- Works with the Director of Christian Formation on Transformation by Design so PVCC's educational product is both academically strong and deeply shaped by a Christian worldview.
- Actively coaches teaching staff through regular classroom engagement, providing practical support and feedback to strengthen practice.

Position description

DIRECTOR OF TEACHING, LEARNING & INNOVATION



Accountability for these outcomes is exercised through the leadership of key educational portfolios and personnel across the College. The following roles report directly to this position:

- Head of Teaching, Learning & Innovation - Secondary
- Head of Teaching, Learning & Innovation - Primary
- Timetable staff
- Daily Organiser
- Library Services staff

KEY LEADERSHIP OUTCOMES

The Director of Teaching, Learning & Innovation will:

- Develop a highly engaged, capable and flourishing staff culture where teachers and leaders are encouraged, coached and equipped to grow in effectiveness and influence.
- Establish a strong coaching culture that results in improved teaching practice, leadership capability and student outcomes.
- Build leadership capacity and succession pathways that strengthen the College for the future.
- Foster a culture of encouragement, collaboration and professional excellence aligned with the mission and values of PVCC.
- Raise academic achievement and strengthen VCE outcomes.
- Expand meaningful pathways that better serve diverse learners.
- Develop a coherent and distinctive PVCC Learning Framework.
- Improve teaching quality and pedagogical consistency across the College.
- Reimagine assessment and reporting to reflect both achievement and learner growth.
- Embed a culture of data-informed decision making.
- Lead strategic adoption of AI and emerging technologies.
- Strengthen learning systems and digital capability.
- Advance Christian educational transformation through Teaching Christianly and Transformation by Design.
- Ensure every student is known, challenged, supported and equipped to flourish in Christ.

ESSENTIAL SKILLS AND COMPETENCIES – KEY SELECTION CRITERIA

Essential requirements

- Supportive member of College spiritual life, including active participation in and occasional leading of Bible-centred Christian growth devotions and prayer times
- Exemplary demonstrated life of Christian ethics and faith
- Good understanding of, and commitment to, the vision and philosophy of the College
- Hold an approved undergraduate qualification in Education
- Hold a Master of Educational Leadership, Master of Instructional Leadership, currently studying a Masters or a willingness to begin one
- Hold a current VIT Registration
- Hold and maintain an approved:
 - first aid qualification
 - emergency asthma management qualification
 - management of anaphylaxis qualification

DIRECTOR OF TEACHING, LEARNING & INNOVATION



Specialist skills and knowledge

- An innovative thinker. Someone who thinks out of the box and is willing to challenge the status quo in education.
- Deep understanding of Christian education and the integration of faith, learning and student formation.
- Expertise in leading educational excellence through strategic curriculum, pedagogy, assessment and instructional leadership.
- Proven capacity to drive whole-school improvement through evidence-informed practice, data analysis and organisational change.
- Demonstrated capability in developing leadership capacity, fostering professional growth and building high-performing teams.
- Advanced understanding of educational innovation, emerging technologies and AI-enabled learning.
- Strong knowledge of senior secondary pathways, strategic workforce planning and resource optimisation.

Interpersonal skills

- Exceptional interpersonal, communication and relationship management skills, with the ability to engage, influence and build trust across staff, students, parents, executives and external stakeholders.
- Demonstrated ability to lead through influence, fostering a culture of collaboration, accountability, professional growth and high performance.
- Highly developed emotional intelligence, sound judgement and the capacity to navigate complex and sensitive situations with professionalism, discretion and integrity.
- Proven ability to build and sustain productive partnerships across all levels of the organisation and broader community.
- Demonstrated commitment to teamwork and collaboration, while confidently leading strategic initiatives and organisational change.
- Strong self-awareness, resilience, initiative and adaptability, with the capacity to operate effectively in a dynamic environment.
- Maintains the highest standards of confidentiality, trustworthiness and ethical conduct.
- Outstanding written and verbal communication skills, with the ability to tailor messages to diverse audiences and present with credibility and authority.

CHILD SAFETY RESPONSIBILITIES

Commitment to Child Safety PVCC is committed to child safety and the wellbeing of all children and young people. All staff are required to uphold the school's Child Safety and Wellbeing Policy and Child Safety Code of Conduct, and must take all reasonable steps to promote the safety and wellbeing of children.

Key Responsibilities — Child Safety

- Model and champion child-safe behaviours at all times, consistent with the school's Child Safety Code of Conduct
- Maintain awareness of, and comply with, all child safety policies, procedures and legal obligations, including mandatory reporting obligations under the Children, Youth and Families Act 2005 (Vic)
- Report any concerns about the safety or wellbeing of a child to the Child Safety Officer / Principal without delay
- Complete mandatory child safety induction training prior to or upon commencement, and participate in ongoing child safety education and training

Position description

DIRECTOR OF TEACHING, LEARNING & INNOVATION



- Maintain a current Working with Children Check (WWC) clearance or VIT registration at all times during employment
- Contribute to the school's child-safe culture by identifying and reporting risks to child safety

Selection Criteria — Child Safety

- Demonstrated understanding of, and commitment to, child safety and the Child Safe Standards
- Knowledge of, or willingness to develop knowledge of, mandatory reporting obligations and child protection legislation in Victoria
- Ability to identify and respond appropriately to child safety risks and concerns
- Understanding of appropriate professional boundaries when working with children and young people

COMPLIANCE RESPONSIBILITIES

All staff are required to comply with all policies, procedures and requirements for:

Risk management – report identified hazards that may pose a risk to employees or the public, and/or may give rise to an insurance claim, taking into consideration the risk for safety, security, vandalism, burglary/theft and fire/arson.

Occupational health and safety – take reasonable care to protect their own health and safety and the health and safety of others in the workplace – it is a requirement to immediately report any incidents, hazards or near misses to the relevant supervisor and actively participate in hazard elimination where required.

Equal opportunity – undertake work and activities in a manner that ensures the workplace is free from harassment, bullying behaviour and discrimination.

Code of conduct and dress code – comply with all standards.

The terms, conditions and other obligations of your employment are covered under the Plenty Valley Christian College Enterprise Agreement 2025.

This Position Description is a guide only and is not intended to be an exhaustive or exclusive list of the duties attached to this position. The Position Description is subject to review and modification in response to the strategic direction of the College, and the development of the skills and knowledge of the position.

Position description

DIRECTOR OF TEACHING, LEARNING & INNOVATION



POSITION ACCEPTANCE

I accept the position description as stated above, and acknowledge that it may need amending and updating periodically due to changes in responsibilities and organisational requirements. Changes to position descriptions will be in accordance with the position classification and consistent with the purpose for which the position was established.

Employee:

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Manager:

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