



Learning Leader – Vocational Marist-Sion College Warragul Position Description

Position Information	
POL Classification Level	POL 3 under the DOSCEL Schools and Secretariat Agreement 2022
Strategic Pillar and Organisational Strand	Learning and Teaching
Team Membership	Curriculum Implementation Team Learning Area Team – Vocational
Reports to	Director of Senior Learning
Time-release minutes per fortnight cycle	960 minutes
Our College	
<p>Marist-Sion College, Warragul, is a Catholic co-educational secondary school, inspired by the traditions of the Marist Brothers and the Sisters of Our Lady of Sion.</p> <p>Our mission is to provide an innovative education which integrates faith, learning and life in a welcoming community.</p> <p>Our vision is that students experience an education where they are known and loved, grow as life-long learners, and live as active citizens inspired by the principles of Catholic Social Teaching.</p>	
Leadership Statement	
<p>At Marist-Sion College leaders develop a culture of effective learning and teaching which is future focused and based in a vibrant Catholic learning community. We are impactful leaders, building capacity and driving school improvement.</p> <p>Leaders at Marist-Sion College:</p> <ul style="list-style-type: none"> • Are visionary and inspire a learning culture of high expectations. • Build a team-based culture that is self-reflective and build positive relationships with others. • Adopt an evidence-based approach, supporting targeted professional learning and monitoring progress in school improvement. • Create a sustainable future by working with data to change, adapt and grow. <p>Leaders at Marist-Sion College are living witnesses to the Gospel who activate:</p> <ul style="list-style-type: none"> • Improvement: Leaders inspire team members to support the pursuit of school improvement. • Growth: Helping others to flourish, promoting a climate of challenge, support, and effective learning. • Learning: Engaging in continuous professional learning and development. • Reflection: Fostering staff wellbeing to enable/encourage others to shine through reflective practice. <p style="text-align: center;"><i>“Everyone’s talents and involvement are needed” (Pope Francis – Laudato Si’ 14)</i></p>	

Capabilities and Responsibilities

<p>Leading Systemic Curriculum Delivery, Assessment and Reporting</p>	<ul style="list-style-type: none"> • Audit and review Vocational Learning curriculum documentation to ensure learning programs reflect Study Designs, are data driven, are reflective of student learning needs, and demonstrate evidence-based teaching strategies to improve pathways outcomes for students. • Ensure curriculum documentation for subjects and projects within the Vocational Learning Program are comprehensive and available for students and parents/guardians on SIMON. • Implement, oversee and evaluate the Structured Workplace Learning (SWL) Program. • Develop a program for Years 7 – 9 that builds wellbeing, engagement, and attendance by creating opportunities for students to discover their talents and experience success through authentic hands-on projects. • Present at Parent Information Evenings to engage students, parents, guardians and carers in partnerships within the school's learning pathway process.
<p>Building Expert Teacher Practice in Differentiation</p>	<ul style="list-style-type: none"> • Lead the Vocational Learning teachers in Learning Area meetings and support teachers to develop a greater understanding of evidence-based teaching strategies and use of data to inform decisions. • Lead the Vocational Learning Team and encourage use of assessment tasks that are targeted to reflect the learning needs of students and include provision of Universal, Targeted and Intensive strategies. • Set learning and teaching goals with Vocational Learning staff and students to develop a culture that strives to achieve goals.
<p>Using Data for Impact to Improve Learning Outcomes</p>	<ul style="list-style-type: none"> • Monitor formative, summative and anecdotal qualitative and quantitative data to measure student learning growth, seeking ways to support students to improve learning outcomes. • Review and research current educational developments and data that impact Vocational Learning, including the transition to the Victorian Senior Secondary Certificate Reform. • Liaise with TAFE providers regarding student performance and communicate “at risk” concerns with students and parents. • Liaise with the Director of Senior Learning and where necessary jointly monitor student academic performance and progress (VM students enrolled in VCE Units).

Selection Criteria	
Catholic Identity	<ul style="list-style-type: none"> • Ability to promote and uphold the Catholic Identity of the College. • Accreditation to teach in a Catholic school, or a willingness to undertake accreditation to teach in a Catholic school.
Skills and Attributes	<ul style="list-style-type: none"> • Ability to lead the people and lead the work in alignment with the Marist-Sion College Strategic Implementation Plan and Leadership Statement. • Lead the activation of staff voice in student outcomes and school improvement. • Displays a professional mindset and character to effectively lead staff to cater for the diverse needs of learners. • Ability to lead collegial teams underpinned by a team-based culture. • Inspiring and motivating team members towards achieving shared goals and objectives. • Building staff capacity through coaching and mentoring, promoting a culture of continuous improvement and learning. • Effective verbal and written communication abilities, encompassing.
Education and Experience	<ul style="list-style-type: none"> • Victorian Institute of Teaching (VIT) full registration. • An appropriate qualification in education. • Demonstrated understanding and experience of the learning and teaching pedagogy associated with the Victorian Curriculum.
Child Safety	<ul style="list-style-type: none"> • Experience working with children. • Commitment to and understanding of child protection and child safety issues in schools. • Demonstrated understanding of appropriate behaviours when engaging with children. • Be a suitable person to engage in child-connected work. • Demonstrated understanding of Mandatory Reporting.
Last Updated	June 2024