



Director of Junior Learning Marist-Sion College Warragul Position Description

Position Information	
POL Classification Level	POL 4 under the DOSCEL Schools and Secretariat Agreement 2022
Strategic Pillar and Organisational Strand	Learning and Teaching
Team Membership	Pedagogical Practices Team Curriculum Implementation Team Literacy Collective
Reports to	Deputy Principal – Student Learning Culture and Growth
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	
Leading Strategically and with Purpose	<ul style="list-style-type: none"> • In conjunction with the Deputy Principal – Student Learning Culture and Growth, develop plans for the College learning program which identify clear targets, timelines and success criteria for its development and/or maintenance in line with the College Strategic Improvement Plan. • Ensure the Curriculum, Assessment and Reporting, and Learning Adjustment and Inclusive Education Policies are realised.
Leading Systemic Curriculum Delivery, Assessment and Reporting	<ul style="list-style-type: none"> • Collaborate with the Curriculum Implementation Team provide direction on the development of curriculum scope and sequence. • Build Learning Leader capacity to understand and develop targeted assessment and rubrics that include provision of Universal, Targeted and Intensive strategies. • Research and remain current on educational trends to ensure learning programs reflect VCAA Study Designs/Victorian Curriculum. • Develop and promote literacy and Learning adjustment opportunities within the curriculum, including promoting opportunities for high achieving students. • Build positive community relationships through Information Evenings to engage students, parents, guardians, and carers in partnerships within the school's learning pathway process.
Leading Expert Teacher Practice in Differentiation	<ul style="list-style-type: none"> • Lead the Curriculum Implementation Team to build Learning Leader capacity to support teachers to develop a greater understanding of evidence-based teaching strategies. • Build Learning Leader capacity to enhance skills in leading the development of literacy and numeracy and curriculum learning progressions. • Lead the development of a learning culture, through establishing routines for learning to create a learning environment that is safe, predictable and known. • Share evidence base strategies, such as the High Impact teaching Strategies with the Curriculum Implementation team and support the Learning Leaders to build teacher expertise within their teams. • Develop a whole college approach to support the implementation of Teaching Sprints and contribute to the Pedagogical Practices Team.
Leading Data for Impact to Improve Senior Learning Outcomes	<ul style="list-style-type: none"> • Monitor formative, summative and anecdotal qualitative and quantitative data to measure student learning growth, seeking ways to support Learning Leaders and teachers to work towards improving learning outcomes. • Lead the Learning Leaders to develop understanding of how to read, interpret and analyse data (including NAPLAN, PAT, VC, teacher judgement and anecdotal) to inform Learning and Teaching decisions and to analysis data to improve Junior Learning Outcomes. • Research and remain current on educational trends to ensure learning programs reflect Victorian Curriculum, are data driven, reflective of student learning need, and provide opportunities for teachers to demonstrate evidence-based teaching strategies to improve literacy, numeracy and pathways outcomes for students.
Activating a Culture of Leadership	<ul style="list-style-type: none"> • Embrace an inquiry approach that aligns, activates, and fosters collaboration among teaching teams. • Ensure a shared vision, cohesive efforts, and measurable maximum impact. • Embrace the targeted strategies from the DOSCEL Teaching and Learning Network meetings to enhance leadership across all Learning Leaders. • Utilise data to inform and enhance professional practices, leading to evidence based decision-making and improved outcomes.

Capabilities and Responsibilities

- Any other duties as directed by the College Executive consistent with the skills and experience required for this position.

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.
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