



Learning Leader Marist-Sion College Warragul Position Description

Position Information	
POL Classification Level	POL 2 under the DOSCEL Schools and Secretariat Agreement 2022
Strategic Pillar and Organisational Strand	Learning and Teaching
Team Membership	Curriculum Implementation Team Learning Area Teams
Reports to	Directors of Junior and Senior Learning
Time-release minutes per fortnight cycle	English, Humanities, Mathematics, Religious Education, Science and Technology – 480 minutes Digital Technology, Health and Physical Education, Languages, Music Performance, Performing Arts and Visual Arts – 360 minutes

Our College

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.

Our mission is to provide an innovative education which integrates faith, learning and life in a welcoming community.

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.

Leadership Statement

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.

Leaders at Marist-Sion College:

- 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.

Leaders at Marist-Sion College are living witnesses to the Gospel who activate:

- **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.

“Everyone’s talents and involvement are needed” (Pope Francis – Laudato Si’ 14)

Capabilities and Responsibilities

<p>Leading Strategically and with Purpose</p>	<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 Annual Implementation Plan. • Ensure the Curriculum, Assessment and Reporting, and Learning Adjustment and Inclusive Education Policies are realised.
<p>Leading Systemic Curriculum Delivery, Assessment and Reporting</p>	<ul style="list-style-type: none"> • Audit Learning Area Curriculum Documentation to ensure learning programs reflect VCAA Study Designs/Victorian Curriculum, are data driven, reflective of student learning needs, and provide opportunity for teachers to demonstrate evidence-based teaching strategies to improve literacy, numeracy and pathways outcomes for students. • Ensure that all curriculum documentation for the Learning Area subjects and are comprehensively completed and available on the College online platforms. • Collaborate with the Curriculum Implementation Team to review and evaluate curriculum scope and sequence, skills development and inclusion of capabilities and employability skills. • Collaborate with the Learning Adjustment Team and Academic Support Office to ensure appropriate adjustments are made for students undertaking VCE exams.
<p>Leading Expert Teacher Practice in Differentiation</p>	<ul style="list-style-type: none"> • Lead the Learning Area teachers in Learning Area meetings and planning meetings to support teachers to develop a greater understanding of evidence-based teaching strategies and to initiate, support and facilitate innovation and best practice pedagogy in alignment with the College’s Learning Framework. • Foster collegial responsibility for continual improvement in teaching strategies and learning outcomes in a team environment. • Encourage the inclusion of digital resources within the delivery of curriculum programs. • Monitor teacher application of Universal, Targeted and Intensive strategies to promote positive learning and assessment for all. • Facilitate Teaching Sprints and support team members to enable expert teachers to enhance their expertise. • Foster opportunities for enrichment, talent development and excellence.
<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. • Lead discussions within Learning Teams to regularly review data on achievement, growth, strengths and challenges of individual students to cater to difference. • Utilise Learning Area meetings to support teaching teams to develop their understanding of data to facilitate learning growth for students. • 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 Improvement 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. • Ability to build staff capacity through coaching and mentoring, promoting a culture of continuous improvement and learning.
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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