A Learning Leader provides professional leadership and management for a key learning area or individual subjects, to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all students.

Position: Learning Leader: VCE Science Coordinator

Responsible to: Deputy Principal

Tenure: 3 years

CORE LEADERSHIP BEHAVIOURS

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.

**RELEVANT SKILLS, KNOWLEDGE AND EXPERIENCE**

The Learning Leader will be conversant with:

- the Luther College Mission, Vision, Strategic Design, aims and priorities;
- the College’s Teaching and Learning policies and procedures;
- the relationship of the key learning area(KLA)/subject area to the curriculum as a whole;
- any statutory curriculum requirements for assessment, recording, monitoring and reporting of students’ attainment and progress;
- the characteristics of high-quality teaching and the most effective strategies for improving and sustaining high standards of teaching, learning and achievement for all students;
- effective leadership and management practices as outlined above;
- how to best meet the learning needs of students with Special Educational Needs.

**SPECIFIC DUTIES**

**Management of Student Learning:**

The Learning Leader ensures that:

- the curriculum for the KLA/subject area is documented appropriately as per the needs of the KLA/subject area’s own teaching programs and the College’s requirements;
- the curriculum is continually evaluated against student outcomes and that documentation is therefore updated as appropriate;
- there is appropriate curriculum breadth and depth, continuity and progression in the subject(s) for all students, including those students of high ability and those with special educational needs;
- teachers are clear about learning outcomes to be achieved within individual lessons, units and courses;
- the KLA/subject area develops appropriate interdisciplinary and integrated curriculum with other KLA/subject areas;
- guidance is provided on the choice of appropriate teaching and learning methods to meet the needs of the subject and of students with different abilities;
- excursions and activities that are approved are beneficial to the learning of students;
- learning activities develop, as appropriate to the subject and students’ developmental stage, students’ literacy, numeracy, ICT skills and effective approaches to learning.
Management of Self and Others:

The Learning Leader:

- prioritises and manages their own time effectively, particularly in relation to balancing the demands made by teaching, KLA/subject leadership and management, and involvement in overall school development;
- sets and takes responsibility for achieving challenging personal professional goals;
- builds a highly effective professional team able to manage change through the promotion and acknowledgment of individual contributions;
- considers team members holistically by acknowledging the full range of their needs, interests and aspirations;
- establishes, maintains and promotes a cohesive, inclusive team-based approach: a Learning Community based on respectful dialogue, the generation of and sharing of resources, and rich professional conversations;
- promotes and helps guide the professional growth of each team member, including the coordination of their appraisals;
- assists team members to identify and achieve their own challenging professional goals;
- induces and monitors new teachers and participates in the College probationary appraisal procedures for new teachers;
- establishes strategies for supporting new and existing team members;
- plans and coordinates professional learning activities for team members, in consultation with the Deputy Principal;
- assists the Principal, Deputy Principal and Human Resources Coordinator in the management of underperforming staff within their KLA/subject area.

Communication:

The Learning Leader:

- promotes the sharing of relevant educational literature and resources within the KLA/subject area to ensure that all members are aware of current educational thinking and agendas in order to enable them to make credible contributions to discussions and to stimulate debate.
- chairs and schedules KLA/subject area meetings and ensures that minutes are taken and distributed to the members of the meeting, and to the Deputy Principal via the Academic Services Administration Assistant;
- ensures that the members of the KLA/subject area are informed of curriculum issues under discussion and decisions taken at Learning Leader meetings;
- ensures that the members of the KLA/subject area are aware of, and helps to facilitate the sharing of, discussions and decisions taken at the various Teaching and Learning Team meetings;
- ensures that appropriate curriculum documentation about courses and assessment is shared with students, parents and the wider community.

Assessment and Evaluation:

The Learning Leader:
• implements College policies and practices for assessing, recording, monitoring and reporting, and uses this information to recognise achievement and to assist students in setting targets for improvement;
• implements the College’s strategic direction regarding assessment, especially increasing the use of formative assessment and the broadening of the repertoire of assessment practices.
• ensures the development of agreed upon, appropriate and common assessment tasks across the course of each year level;
• provides overall monitoring of assessment processes and the assigning of grades to ensure valid and reliable assessment. Where appropriate, this will involve ensuring that effective moderation procedures occur;
• uses quantitative and qualitative data to evaluate the effectiveness of the teaching of the subject and uses this evaluation to identify strategies for improvement;
• uses data effectively to identify students who are underachieving and, where necessary, creates and implements effective plans of action to support these students.

Management of Resources:

The Learning Leader:

• establishes staff and resource needs and advises the Principal, Deputy Principal or Human Resources Coordinator of future staffing needs;
• in close consultation with the Principal, Deputy Principal and HR Coordinator, strives to achieve effective, harmonious and equitable outcomes in terms of the allocations of teaching allotments, through clear, transparent and on-going communication with members of the KLA/subject area, and other Learning Leaders where they have teachers in more than one discipline;
• prepares an annual budget (together with the relevant Learning Leader where more than one Learning Leader is responsible for the KLA) for submission to the Business Manager and Accountant, to meet the objectives of the KLA/subject and of the College budget as set by the College Council;
• maintains oversight of expenditure in line with the approved budget;
• participates in the selection process of new teachers and non-teaching staff where appropriate;
• organises and coordinates the deployment of learning resources, including information and communications technologies, and monitors their effectiveness;
• maintains existing resources and explores opportunities with the team members of the KLA/subject area to develop or incorporate new resources;
• ensures that work undertaken by members of the KLA/subject area is performed safely and in accordance with College’s Health & Safety and Welfare procedures.

KLA/Subject Area Specific Responsibilities and Duties:

• Oversee the Science programs, resources and staffing across VCE;
• Work with the 7-10 Science Coordinator to plan for sequential and developmental learning in Science across the College, with a particular focus on Year 10, as a crucial transition year;
• Ensure all VCE teachers are constantly reviewing and renewing their VCE courses;
• In collaboration with the 7-10 Science Coordinator, be responsible for the direction, oversight and management of the duties and performance of the Science Laboratory Technician and the Laboratory Assistant, including promoting and guiding their professional growth and the coordination of their appraisals;

• Drawing upon the skills and expertise of the Science Laboratory Technician, be responsible for the science laboratories (including Occupational Health and Safety regulations compliance) and associated store/preparation areas, and all the materials and equipment within the department, including particular responsibility for the secure storage and safe use of all approved chemicals;

• Oversee approved department VCE off-campus activities, including Year 11 Biology camp;

• Promote and organise student involvement in opportunities provided for VCE science students in regional/ state/ national/ international science competitions (e.g. Australian Schools Science Competition) and programs for talented students;

• Participate in and promote the Science Teachers Association of Victoria (STAV), and other relevant associations.

Other duties as required by the Principal or Deputy Principal.

Teaching Component:

In addition to the responsibilities and duties of this role, the incumbent will be required to undertake a classroom teaching component.

Qualifications:

• The Learning Leader 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.

• Commitment to, and competence in the use of technology in the classroom is required.

Confirmation of documentation:

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Principal  (Signature)

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Learning Leader appointed (Signature)