POSITION DESCRIPTION for Leader of Learning and Pedagogy (VCE)

LUTHER COLLEGE MISSION STATEMENT
Luther College positively endeavours to provide the best education possible in a Christian setting where the whole person can grow and develop with confidence and dignity.

Position: Leader of Learning and Pedagogy (VCE)
Responsible to: Principal through the Head of Senior School
Tenure: Initial 3 year appointment
Responsible for: VCE Learning Leaders

PRIMARY ROLE PURPOSE

The position of Leader of Learning and Pedagogy (VCE), has the primary focus of improving the academic educational outcomes for all students through the provision of a contemporary VCE curriculum.

The Leader of Learning and Pedagogy (VCE) will work with the Deputy Principal, VCE Learning Leaders, the Learning Enhancement Coordinator and Year Level Coordinators to ensure that excellence in learning occurs within each classroom, consistent with strategic priorities of the College.

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.

GENERAL RESPONSIBILITIES

The Leader of Learning and Pedagogy (VCE) will focus on the implementation of the strategic priorities of the College as outlined in the College’s Strategic Design and relevant to academic learning within the VCE. The position includes the following duties and responsibilities:

- Lead the establishment and communication of specific student learning priorities and targets.
- Implement strategies for the systematic improvement, development and evaluation of student learning achievement.
- Ensure high expectations and standards for student learning are established, communicated and supported.
- Implement a plan and associated processes for the ongoing and systematic collection, analysis and communication of relevant VCE student learning data to monitor school wide process and improvement.
- Lead, model and participate in professional learning within the College.
- Foster a learning culture and environment that supports collaboration, communication, continual improvement and innovation.
- Ensure that the assessment and reporting processes are aligned with curriculum, are beneficial in improving student learning and meet compliance requirements.
- Ensure processes exist to guarantee that individual student learning is closely monitored by the teacher and ever increasingly by students, to ensure they monitor their own learning.
- Ensure strategies are in place to provide VCE teachers with feedback on their classroom, assessment, moderations and assessment practices.
• Proactively build partnerships between teachers, parents and students to improve opportunities and outcomes for students.

SPECIFIC DUTIES:

Some specific duties of the role include, but are not limited to, the following:

• Oversee VCAA VCE Curriculum, and any forthcoming Senior Australian Curriculum, working closely with the Learning Leaders, in consultation with the Deputy Principal and Head of Senior School.

• Oversee the year level transitions from a learning perspective including the coordination of Jumpstart and liaise closely with Assistant Head of Middle School (Curriculum and Pedagogy) to ensure a smooth transition between the Australian Curriculum (7-10) and VCE.

• Coordination and enhancement of academic processes within the Senior School including the academic calendar, subject selection advice and information sessions, handbooks and the VCE assessment program.

• Model learning and collaboration with the contribution of regular articles to internal and external publications to enhance the overall learning profile within the College.

• Working closely with the Careers Practitioner and Learning Enhancement Coordinator to ensure that there are appropriate student pathways from the end of Year 9 through to graduation from Year 12 and onto tertiary study.

• Other duties as required by the Principal, Deputy Principal or Head of Senior School.

RELATIONSHIPS AND AUTHORITY

Key relationships:

• Reports directly to the Head of Senior School

• Works in conjunction with the Deputy Principal, Assistant Head of Middle School (Curriculum and Pedagogy) and the various Teaching and Learning Teams

• Is responsible for VCE Learning Leaders and teachers

Meetings:

• Post Compulsory Teaching and Learning Team (Chair)

• Luther Executive Learning Team – LELT (member)

• Year 10 Teaching and Learning Team (member)

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 Leader of Learning and Pedagogy (VCE) have a proved track record as an effective classroom practitioner, academic leader and change agent.
- 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 is required.

Confirmation of documentation:

_____________________________  ...../...../.....
Principal (Signature)

_____________________________  ...../...../.....
Leader of Learning and Pedagogy (VCE) appointed (Signature)