Mary MacKillop College

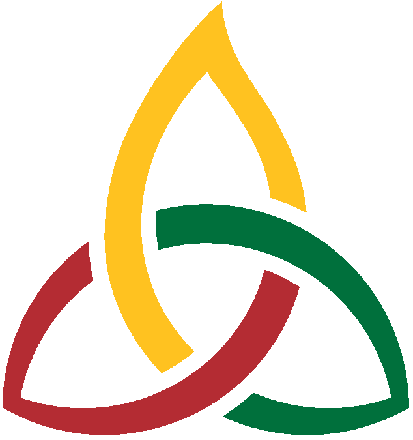
Middle Leader Position Duty Statement

Pastoral Leader

**Head of House**

**Tier 3**

St Mary of the Cross MacKillop dared to dream big for each and every young person enrolled in her Josephite schools. We do the same. Mary transformed dreams to practical reality. We do the same. We teach our students to do likewise.



The Christ-centred Celtic knot symbolises much that is integral to a MacKillop education:

* **The centrality of faith.** We are animated by resurrection hope. We educate our young women to be people of light who are compassion, justice and peace for the world. In so doing, we are particularly inspired by the life and spirit of Jesus and St Mary of the Cross MacKillop.
* **Relationship.** We are one with all of creation and with God. A MacKillop education is an holistic education wherein pastoral, curriculum and program elements are each integral to the whole.
* **Interconnectedness.** Just as each aspect of a MacKillop education depends upon, and impacts, each other aspect, so too is a MacKillop education part of a much broader educational context. We are called to both be both responsive and proactive in that realm.
* **Diversity and inclusion.** The colours represent our multiple stories, pathways, dreams, potentialities, backgrounds and aspirations. We value difference that is celebrated and welcomed as vital to wholeness of community.

Middle leaders of Mary MacKillop College stand on the shoulders of all those who have gone before during more than 50 years of College history. 2018-2020 is a time of immense change and new possibility. You are called, in this emerging context, to exercise confident, creative, faith-filled leadership.

**1.Purpose**

Mary MacKillop College is proudly part of Brisbane Catholic Education. We are inspired by and responsible for the realisation of the BCE Strategic Vision 2017-2020.

**Strong Catholic Identity**

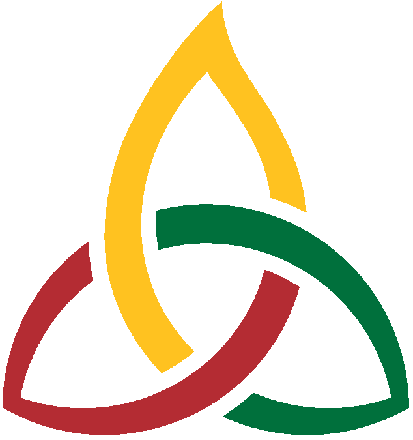
Strengthen capacity to lead, engage and teach with a re-contextualised Catholic world-view within each school and office community.

**Excellent Learning and Teaching**

Grow engagement, progress, achievement and wellbeing for each student.

**Building a Sustainable Future**

Build sustainability through people and capability. Ensure stewardship pf resources with transparency, accountability and compliance.



Mary MacKillop College defines its particular priority areas coherent with the BCE Strategic Vision. This cascades to the particular context of **Head of House** where the Middle Leader is responsible and accountable for the definition and implementation of systems and processes coherent with the College strategic vision and hence with that of Brisbane Catholic Education.

**2. Scope**

The **Middle Leader – Head of House** supports the Principal and staff in ensuring high expectations for the well-being, engagement, learning progress and achievement of each student. The Head of House role holder is responsible for staff engagement and the monitoring and proactive promotion of students’ holistic development and for addressing areas of concern through appropriate interventions. Effective and expected practices are embedded through the implementation of carefully planned, sequenced and resourced programs and strategies.

**3.Key Result Areas**

3.1 *Key Result Area 1* **An Explicit Improvement Agenda**: There is an evidence-based plan for learning growth for all students with clear and explicit targets.

The **Middle Leader - Head of House** will:

* Facilitate collaborative creation of annual pastoral area Learning Growth Plan coherent with College and system priorities. These to include concise, evidence based explicit goals, strategies and trend data/evidence (including feedback data). Strong emphasis on pedagogical practice for improved student learning outcomes.
* Facilitate teachers’ design and review of their individual, annual learning growth plans coherent with learning area, College and system priorities. These to include concise, evidence based explicit goals, strategies and trend data/evidence (including feedback data). Strong emphasis on pedagogical practice for improved student learning outcomes.
* Lead Learning Growth Plan review conversations with individual staff.
* Ensure regular staff collaborative time is explicitly linked to improvement agenda.
* Maintain up to date, clear, accessible documentation of all improvement agenda data and information coherent with College and system expectations.
* Liaise with the Deputy Principal - Students and Assistant Principal - Learning and Teaching in identifying effective practice and areas for improvement.
* Report at least annually to the College Leadership team in relation to pastoral area improvement agenda.
* Understand student achievement levels and how these have changed over time, including for students in social inclusion priority groups and students at risk of disengagement from schooling.
* Set specific targets for student learning and engagement improvement and ensure these are communicated to the parents, staff and wider school community and that they are regularly monitored and updated.
* Communicate clearly and consistently that we expect all students to learn and have high expectations for student attendance, engagement and outcomes.
* Name and celebrate student improvement achievement.

3.2 *Key Result Area 2* **Analysis and Discussion and Data**: Data is systematically collected, discussed and analysed to build a culture of self-evaluation and to drive improvement.

The **Middle Leader – Head of House** will:

* Monitor student achievement data and attendance data in collaboration with Heads of Departments.
* Analyse data and enact strategies in relation to student attendance, achievement and engagement to improve learning outcomes.
* Analyse learning data and similar in collaboration with Middle Leader -Learning Enrichment and other middle leaders to inform teaching practices and to support individual student plans.
* Implement comprehensive wellbeing data system. Maintain thorough, up to date records.
* Provide professional development to build staff skills in analysing and interpreting data and in creating strategies in response to data analysis. (Review and Response).
* Use data to inform practice for attendance, learning needs, behaviour management and wellbeing.

3.3 *Key Result Area 3* **A Culture that Promotes Learning**: High expectations and a commitment to rigour and excellence are evident in positive, collegial and trusting relationships. There are mutually owned high levels of responsiveness and demandingness applied to all aspects of practice.

The **Middle Leader – Head of House** will:

* Possess, share and nurture growth mind frames that do not place limitations on learning potential and realisation thereof.
* Cultivate a hope-filled, faith-filled, inclusive culture inspired by the resurrection truth embodied in the College motto – My Faith is My Light.
* Build mutually respectful relationships across the College community.
* Value and champion the varying cultural backgrounds of students and work to build cultural competence of staff.
* Assist teachers and other staff to grow their capability in promoting appropriate student behaviour and to implement strategies and responses that are respectful of the person’s core goodness, their capacity for healing, growth and reconciliation.
* Use the Mary MacKillop College learning analogy to inspire staff and students to be self-directed, resilient, creative, curious and compassionate learners.
* Engender a focus on intellectual rigour evident in authoritative teaching.
* Encourage healthy, open critique in a feedback culture that welcomes opportunity for improvement.
* Be an active, life-long learner readily sharing new insights and similar with staff.

3.4 *Key Result Area 4* **Targeted Use of School Resources**: Resources including staff time, expertise, funds, facilities and materials are applied to best meet the learning and wellbeing needs of students.

The **Middle Leader – Head of House** will:

* Prepare, monitor and periodically review annual house and well-being budget in negotiation with the College Business Manager.
* Apply utmost integrity in all spending decisions. Stewardship of resources is given primacy.
* Design and implement clear, accountable processes for allocation, maintenance and care of all material resources.
* Allocate resources to address particular student learning needs and well-being in collaboration with Deputy Principal - students
* Support school officer/s to attain efficient, quality work outcomes which best support great student learning. *As applicable.*
* Ensure that excursions and similar that are mandatory are costed accurately in the annual budget and planned with strict adherence to all WHS, resourcing and related College requirements.
* Works with the Deputy Principal- students to ensure there are processes and systems to identify and assist students requiring additional or specialist support.

*3.5 Key Result Area 5* **An Expert Teaching Team.** Great teachers enable great learning. Teaching team shares responsibility for student learning and success. The team co-creates a dynamic culture of continuous professional improvement.

The **Middle Leader – Head of House** will:

* Induct new teachers into the pastoral and well-being aspects of the school.
* Support early career teachers using the QCT parameters as a guide.
* Prioritise staff collaborative time/space utilised for sharing and improving practice.
* Model effective teaching practice and continuously learn alongside teachers.
* Take personal and collective responsibility with other staff for the wellbeing and learning of all students.
* Value and implement collaborative learning within and between the pastoral team.
* Address concerns in relation to staff promptly and in consultation with the College Leadership Team.
* Understand BCE formal processes for managing unsatisfactory performance and work with the College Leadership Team as required.
* Conduct regular house staff gatherings/collaborative with an emphasis on professional learning. Administrative items should be minimised.
* Facilitate aspects of Staff Collaborative
* Work collaboratively with all College Middle Leaders; participate in and contribute to the Middle Leaders Collaborative.
* Meet regularly with the Deputy Principal- students to review the improvement agenda and to build leadership capacity.
* Work with Deputy Principal –Students and the Assistant Principal Learning and Teaching in ensuring sustained prioritisation of staff commitment to improved teaching and learning.
* Keep abreast of the best practice in the area of student care and welfare through on-going professional reading and research, and providing for the professional learning of staff in line with these developments.
* Supervise the quality of staff pastoral practice through collegial support, advice, observation and facilitation of reflective response to issues.
* Engage in professional discourse with staff on an individual and group basis and provide regular feedback.

*3.6 Key Result Area 6* **Systematic Curriculum Delivery**: There is a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring learning across year levels.

The **Middle Leader – Head of House** will:

* Design, implement and regularly review the quality, coherence, and relevance of wellbeing programs and similar for House and designated Year levels.
* Work closely with Middle Leaders– Health and Physical Education, Learning and Teaching, Pathways Learning, Learning Enhancement and with Deputy Principal – Students in the provision of high quality wellbeing and associated programs.
* Develop a rigorous and comprehensive program of monitoring and evaluation of programs, student wellbeing and engagement and similar.
* Ensure year/semester/term and individual student wellbeing plans are regularly reviewed, up to date, and clearly referenced to appropriate ACARA/QCAA reference documents and available online for staff, students and families as applicable.
* Ensure that learning intentions and success criteria are clearly delineated in pastoral documents, sequences and lesson plans.
* Design and implement clear processes and procedures in relation to all organisational aspects of student well-being and learning. This includes the maintenance of an up to date and highly efficient system of data storage and retrieval including pastoral databases.
* Design and integration of excursions and similar which are directly referenced in pastoral/curriculum plans and contribute to student learning success.
* Design and implement clear processes and procedures in relation to organisation for House Group Teachers and year groups.

3.7 *Key Result Area 7* **Differentiated Teaching and Learning**: In day-to-day teaching, teachers identify and address the learning needs of individual students, including high achieving students.

The **Middle Leader -** **Head of House** will:

* Support and promote differentiated teaching and response to individual learning requirements as integral to all teaching.
* Assist teachers to use data to understand where students are in their learning and to inform differentiated practice in collaboration with Learning Enrichment.
* Ensure teachers are implementing individual education plans as devised by Head of Learning Enrichment.
* Plan for intervention and extension programs/activities and review their impact on learning.
* Notify Counsellor of student requirement for special provision and related adjustments Converse with parents, students and teachers to ensure that reasonable adjustments are made for students with disabilities and similar.
* Give priority to teachers’ encouragement of students to monitor their own learning and set goals for future learning.
* Analysis and forecast trends, for example in attendance, exclusions and behaviour to identify opportunities for improvement.
* With the Deputy Principal – Students and Leader of Learning Enrichment develop and implement personal learning plans for underachieving/under-engaging students.

3.8 *Key Result Area 8* **Effective Pedagogical Practices**: Use of research-based teaching practices in all classes to ensure that every student is engaged, challenged and learning successfully.

The **Middle Leader -** **Head of House** will:

* Articulate a clear understanding of the characteristics of great, evidence-based pedagogical practice and a strong conviction that improved teaching is the key to improved student learning.
* Lead the implementation of all aspects of the BCE Pedagogical Framework – expected and effective practices.
* Keep abreast of research on effective teaching practices.
* Articulate a clear understanding of the characteristics of great, evidence-based pedagogical practice and a strong conviction that improved teaching is the key to improved student learning.
* Regularly communicate with stakeholders (students, parents, staff) to affirm student growth and to collaborate in addressing issues of concern.
* Monitor year levels and support classroom management to engage and challenge students.
* Keep abreast of research on effective behaviour management and teaching practices to improve learning.
* Provide assistance to staff in relation to classroom management and behavioural strategies particularly pertaining to the wellbeing program.

3.9 *Key Result Area 9* **School Community Partnerships**: Partnerships, networks and connections are established to enhance student learning and well-being.

The **Middle Leader -** **Head of House** will:

* Develop community partnerships, networks and connections that give our students opportunities to expand their thinking, enhance their love of learning, improve their learning outcomes and be co-contributors beyond the College gates.
* Engage parents/families in student learning through a variety of means.
* Actively participate in relevant professional associations.
* Make connections with leaders and staff in cluster schools, other BCE schools and beyond.
* Contribute learning stories and accounts to MacKillop News, the College Annual and other publications.
* Demonstrate interest and be actively involved in the total life of the College including parent information nights, open events, enrolment interviews, orientation and induction activities, family engagement events and similar.

**4. Other Duties/Tasks**

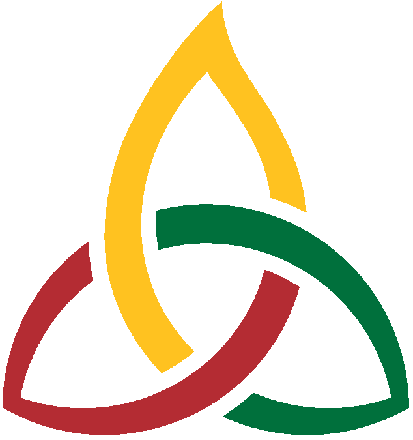
* Undertake other duties that emerge or are directed by the Principal that pertain to the role.

**5. Accountability and Authority Limits**

The **Middle Leader – Head of House** is responsible to the Principal in all matters pertaining to the position and reports regularly to the Deputy Principal – Students.

The **Middle Leader – Head of House** meets regularly as a member of the Middle Leadership Collaborative.

At Mary MacKillop College and in the Josephite spirit, you are called to keep hope alive and thriving in a world where messages of hate, disunity and fear of difference can threaten to overwhelm. You are called to do this inspired by Jesus who never shirked a challenge. You are called to do this inspired by St Mary MacKillop who, with faith and audacious pragmatism, created an educational legacy entrusted to us. It is sacred work that you are called to do. Do it well!



4**. Other Duties/Tasks**

5. Other

6. Accountability and authority Limits