

# Emmaus College, Jimboomba

## Position Statement

### Learning & Teaching Leader – Senior School Tier 4

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This position statement documents the title and purpose of the position of *Learning & Teaching Leader – Senior School*, and the responsibilities, typical duties and attributes of the person holding the position. It is to be read in conjunction with the document entitled *Role Description – Teacher* which is the overarching role description for all teachers within the Catholic Education Archdiocese of Brisbane.

#### **POSITION TITLE**

Learning & Teaching Leader – Senior School

#### **PURPOSE OF THE POSITION**

The Learning & Teaching Leader - Senior School, as a member of the Emmaus College Middle Leadership Team, assists the Principal, Head 7-12 (HOS), the Assistant Principal Administration – Curriculum and Teaching (AP-C&T), Learning & Teaching Leaders and teachers create a dynamic, high quality learning environment that maximises student learning outcomes and caters for diversity. The role has a particular focus on the enhancement of effective and innovative pedagogies that consider the latest research in senior schooling, learning pedagogies, and Catholic education, as well as frameworks and statements about learning from the Queensland Curriculum and Assessment Authority (QCAA), the Australian Curriculum Assessment and Reporting Authority (ACARA) and Brisbane Catholic Education (BCE).

While the Assistant Principal Administration – Curriculum and Teaching (AP-C&T) and Learning & Teaching Leaders are concerned with broader planning, implementation and accountability aspects of curriculum, the Learning & Teaching Leader - Senior School focuses solely on learning and teaching practice, especially 'best practice' pedagogy and the development of appropriate professional learning communities to achieve this. While the role directly encompasses the Years 10-12 curriculum, links with Year 9 curricula, Vocational Education & Training curricula and tertiary institutions are also relevant.

The Learning & Teaching Leader - Senior School holds a highly visible position in the school with plans, statements of progress, demonstration of pedagogical techniques, and evidence of success, research and evaluation reports available on the college's internal networks. The role is also flexible, responding to demographic, technological and curriculum changes and to the dynamism of an evolving college.

The role specifically provides leadership in the Educative dimension directly supporting Leaders, Teaching Leaders, teachers, senior years' students and parents. An important part of the role is to support the implementation of the College's Vision for Learning.

## **RESPONSIBILITIES AND TYPICAL DUTIES**

The leadership and direction provided by the Learning & Teaching Leader - Senior School will be consistent with the Archdiocesan Vision Statement for Catholic Education; teachings, principles and values of the Churches involved in the Emmaus ecumenical partnership; Brisbane Catholic Education Strategic Renewal Framework and the Brisbane Catholic Education Leadership Framework and published policies and practices.

The Learning & Teaching Leader - Senior School provides strategic leadership in support of the Principal, Head 7-12 and Assistant Principal – Curriculum & Teaching and other members of the Senior Leadership team of the College, mindful of the mission and goals of the Emmaus community, as outlined in the Strategic Renewal Plan.

### **Religious Leadership**

#### Responsibilities

The Learning & Teaching Leader - Senior School, in collaboration with the Assistant Principal Religious Education (APRE) and other members of the senior leadership team provides religious leadership, through personal example, to foster the religious life of the College, support the ecumenical mission of Emmaus College and work collaboratively with the pastors of the local Anglican, Catholic, Lutheran and Uniting Churches.

#### Typical Duties

The Learning & Teaching Leader - Senior School will

- articulate and promote the Archdiocesan vision of Jesus, Communion and Mission
- nurture the Christian life of the school and the integration of beliefs and values of the Anglican, Catholic, Lutheran and Uniting Churches
- promote the vision of the College: *Excellence in learning within a contemporary Christian community*
- help develop learning strategies appropriate to young adolescents in areas of faith, Christian ethics, and broader areas of religious education
- highlight and promote the links between the beliefs and values of the College and learning and teaching
- identify those development aspects of middle to late adolescence which impact upon the learning and teaching of religious values, and share those with the APRE and teachers of Religious Education

- promote preferential options for students and families with particular needs
- develop and promote an ecumenical educational vision
- contribute to the Vision for Learning at Emmaus

## **Educative Leadership**

### Responsibilities

By focusing on effective and innovative pedagogies, the Learning & Teaching Leader - Senior School, in consultation with the Principal, Head 7-12 and AP-C&T assists with the implementation of QCAA, ACARA and BCE policies and programs with senior school students in mind, ensuring alignment between policy and praxis. The collaborative development of effective and innovative learning and teaching techniques, generic or subject-specific, is fundamental to the role.

### Typical Duties

The Learning & Teaching Leader - Senior School will

- audit and report upon pedagogies currently in use
- collaborate with teachers and Learning & Teaching Leaders for evidence of effective and innovative pedagogies currently in use at Emmaus College
- research and report on the variety of pedagogies recommended by QCAA Senior syllabuses
- research effective and innovative pedagogies and share findings with staff
- create research reports about the types of pedagogies deemed valuable for students
- form links with curriculum specialists in universities and BCE
- develop an annual plan for the identification, sharing, reporting upon, trial and implementation and evaluation of effective and innovative pedagogies. This plan will use data collected from surveys linked to Visible Learning research, student learning data and feedback from various sources.
- assist teachers and Learning & Teaching Leaders with curriculum planning, ensuring that effective and innovative pedagogies and 'rich tasks' are included in every curriculum unit plan
- present demonstration lessons in collaboration with senior school staff and have these filmed and stored for future professional learning opportunities
- develop a range of professional learning communities specific to particular subjects, groups of subjects, teaching methodologies and groups of methodologies
- explore, develop, share ideas about, and help implement and evaluate 'authentic assessment', as well as a range of assessment genres that naturally emanate from effective and innovative teaching methods
- collaborate with librarians to audit resources for effective and innovative senior years teaching, and recommend the purchase and use of new resources
- focus (among other things) on ACARA's General Capabilities and Cross-curricular Priorities, Multiple Intelligences, and Bloom's Revised Taxonomy
- assist Learning & Teaching Leaders and librarians develop planning documents and 'How Tos' to assist senior years' learners research, develop specific communication genres, and develop metacognitive skills

- assist Learning & Teaching Leaders to develop student guidelines for the kinds of assessment genres expected at tertiary institutions
- assist in the development and monitoring of SET Plans for senior students
- assist in the development and implementation of appropriate transition programs into and out of the senior school
- assist senior school learners with study, time management, goal setting, and strategic homework skills
- assist senior school learners develop the kind of relative independence and resilience required for success in tertiary institutions
- help all teachers develop 'thinking classrooms' and 'smart learners'
- provide advice via reports and meeting minutes and recommendations to Senior Executive about the special niche of senior schooling and the curriculum issues that ensue
- demonstrate how effective and innovative learning and teaching techniques help students achieve greater success with their learning outcomes
- have an important role in the development of professional learning communities within the College
- have a key role in the implementation of new syllabi

## **Staff and Community Leadership**

### *Responsibilities*

The Learning & Teaching Leader - Senior School is a beacon for innovative, moral, distributive, and transformational leadership. Through appropriate collaboration they encourage the establishment and operation of functioning teams and forge a variety of school and community relationships. As a pedagogical mentor for Learning and Teaching Leaders and senior school teachers they contribute to the ethic of continuous improvement by mobilising communities of professional practice.

### *Typical Duties*

The Learning & Teaching Leader - Senior School will

- be guided by the Principal, Head 7-12 and AP-C&T, and in turn provide them with advice about effective and innovative pedagogies
- collaborate and communicate regularly with Learning & Teaching Leaders, including surveys and audits of existing practice and future goals, discussions of effective and innovative pedagogies, and planning and evaluation meetings
- help develop a positive and productive staff culture – one that values continuous improvement, innovation, and curriculum flexibility
- develop professional communities of practice
- value, model and engage in professional mentoring to disseminate ideas about effective and innovative pedagogies
- utilise the skills of staff in professional learning, ensuring that staff are praised, encouraged and rewarded for their professional efforts and contributions

- design and support processes to enhance the wellbeing of students – working collaboratively with Senior Leadership, Middle Leaders, Support Teachers, and Counsellors - in order to maximise learning outcomes
- assist and mentor pre-service and beginning teachers in the area of pedagogy
- have an awareness of and support teachers in the enactment of their professional learning plans

## **Strategic Leadership**

### Responsibilities

The Learning & Teaching Leader - Senior School contributes to the development of the College's vision, mission and strategic goals, and also to policy development, especially in the areas of senior schooling and innovative and effective pedagogies. Assisting with the development and enactment of College curriculum policies ensuring alignment with Commonwealth and State government requirements and with the vision, mission, goals and frameworks of Brisbane Catholic Education, the position demonstrates and utilises an understanding of change management processes while modelling the attitudes and values of professional improvement and constant striving for continuous improvement of student learning outcomes. The Learning & Teaching Leader - Senior School seeks to identify successes and problems with senior years' curriculum and pedagogy, acting collaboratively and strategically to resolve issues.

### Typical Duties

The Learning & Teaching Leader - Senior School will

- give local vision to the Archdiocesan Vision and the Vision Statement for Brisbane Catholic Education to *Teach Challenge Transform*
- constantly promote and model serious academic endeavour, academic excellence, purposeful learning, rich tasks, and authentic assessment – in keeping with policies and principles of BCE, ACARA and other appropriate organisations about learning and teaching
- promote a culture of reflection, self-review and continuous improvement
- collaborate with the Principal, Head 7-12 and AP-C&T to facilitate appropriate change in learning and teaching to meet College goals
- develop partnerships with parents
- utilise opportunities to promote and market the College in the wider community
- model lifelong learning by attending appropriate professional learning experiences and disseminating information to relevant staff
- develop a budget for the role

## **Organisational Leadership**

### *Responsibilities*

The Learning & Teaching Leader - Senior School, in consultation with the Principal, Head 7-12 and AP-C&T develops policies and procedures to establish appropriate meetings, meeting procedures, lines of communication, processes of operation, and methods of evaluation.

### *Typical Duties*

The Learning & Teaching Leader - Senior School will

- attend staff meetings and briefly report on innovative pedagogies, often in collaboration with other Learning & Teaching Leaders or teachers
- develop a regular system of meetings with Learning & Teaching Leaders and senior years teachers, issue agendas, organise the recording of minutes, follow up on recommendations, and ensure that all information is posted on the appropriate college network
- liaise with other key staff regarding external testing programs and SET Plans
- liaise with the E Learning Leader to develop an effective system for electronically storing examples of pedagogical 'best practice', as well as valuable research information on effective and innovative pedagogies
- maintain a public record of processes and achievements
- prepare and monitor an annual budget

Within all dimensions, the Principal may assign other duties as required.

## ATTRIBUTES

The position of Learning & Teaching Leader - Senior School requires leadership capabilities that could be considered generic for all educational leaders but also those needed for developing communities of practice and for creating a culture of continuous improvement and innovation. The capabilities indicated below incorporate the qualities, attitudes, dispositions and observed behaviours that aim to inform, inspire and motivate others. It is imperative that role holders will be committed to demonstrating and developing these capabilities.

The Learning & Teaching Leader – Senior School Tier 4:

### ***Leading and Inspiring***

- Situates work within the faith community of the Church
- Shares personal faith experiences and is an example of faith, hope and love
- Embodies the Christian vision in the college's goals, policies, programs, structures and operations
- Engages in personal theological reflection and takes time to reflect on personal motivations, beliefs, values and behaviours
- Possesses leadership capacity holding and disseminating a broad vision of holistic curriculum
- Exemplifies honesty and integrity, acts as a thoughtful, caring person to embody the principles of moral and servant leadership
- Develops the skills, gifts and talents of others

### ***Engaging Others***

- Displays confidence, curiosity, enthusiasm, optimism and resilience
- Displays emotional intelligence in working with individuals and groups
- Affirms the work of others and demonstrates a genuine interest in and concern for people and acts as a thoughtful, caring person
- Builds an inclusive community by forging personal and professional bonds with others and cultivates productive working relationships
- Cultivates productive working relationships
- Demonstrates Christian and other forms of professional ethics in all forms of personal behaviour and communication

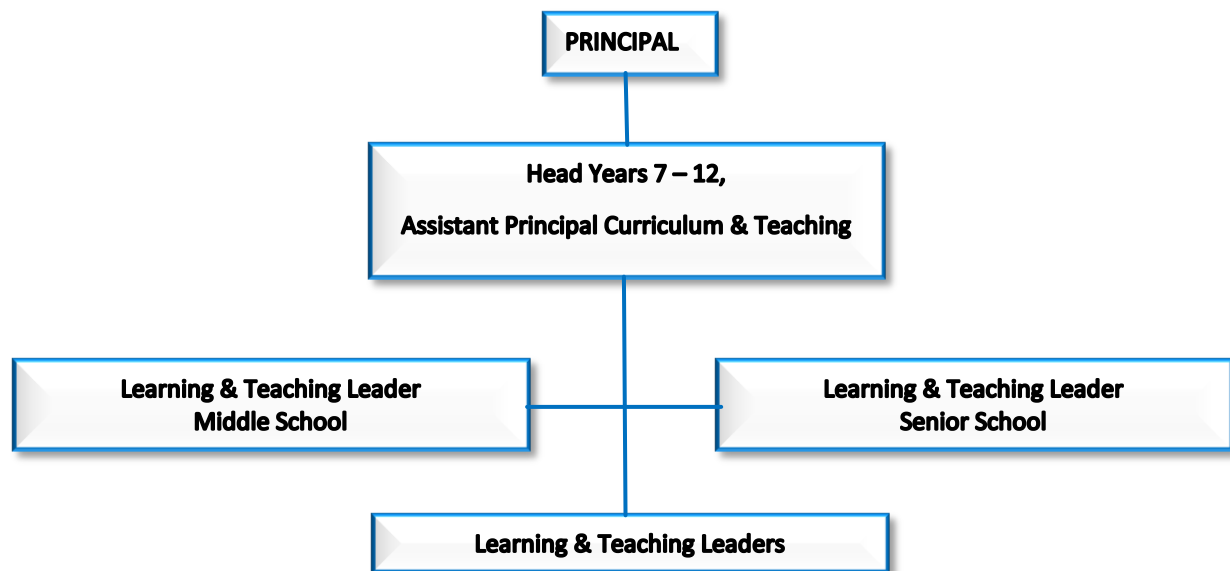
### ***Thinking Clearly***

- Is knowledgeable about contemporary directions and specific issues in education, specifically Australian curriculum, effective and innovative pedagogies, middle schooling and professional learning
- Applies ethical standards to complex and value-sensitive situations
- Displays accountability for work and focuses on intended results
- Displays a clear vision of and support for the school's mission and its underlying values and ethos

***Delivering Outcomes***

- Engages in transformational leadership using initiative and perseverance to help others reach their potential and deliver outcomes
- Accepts responsibility, has effective organisational skill and the ability to engage in professional discourse to communicate appropriately
- Fosters cooperation and collegiality in order to reach objectives
- Analyses whole school educational data to determine areas of success and areas for improvement and to develop plans to address these
- Ability to relate professionally to other staff members so as to provide a role model of the successful classroom teacher and to challenge inappropriate teaching practice
- Is appropriately experienced, particularly in the areas of effective learning and teaching practice
- Demonstrates professional activity through membership of professional associations and on-going professional development.
- Shares professional information and experiences with College teachers, leaders and parents as well as external agencies e.g. BCE workshops
- Contributes to the College prospectus, renewal evaluations, and website
- Provides articles on senior schooling pedagogy to local newspapers and BCE publications
- Uses senior schooling and innovative practice exemplars to assist with college marketing and celebration

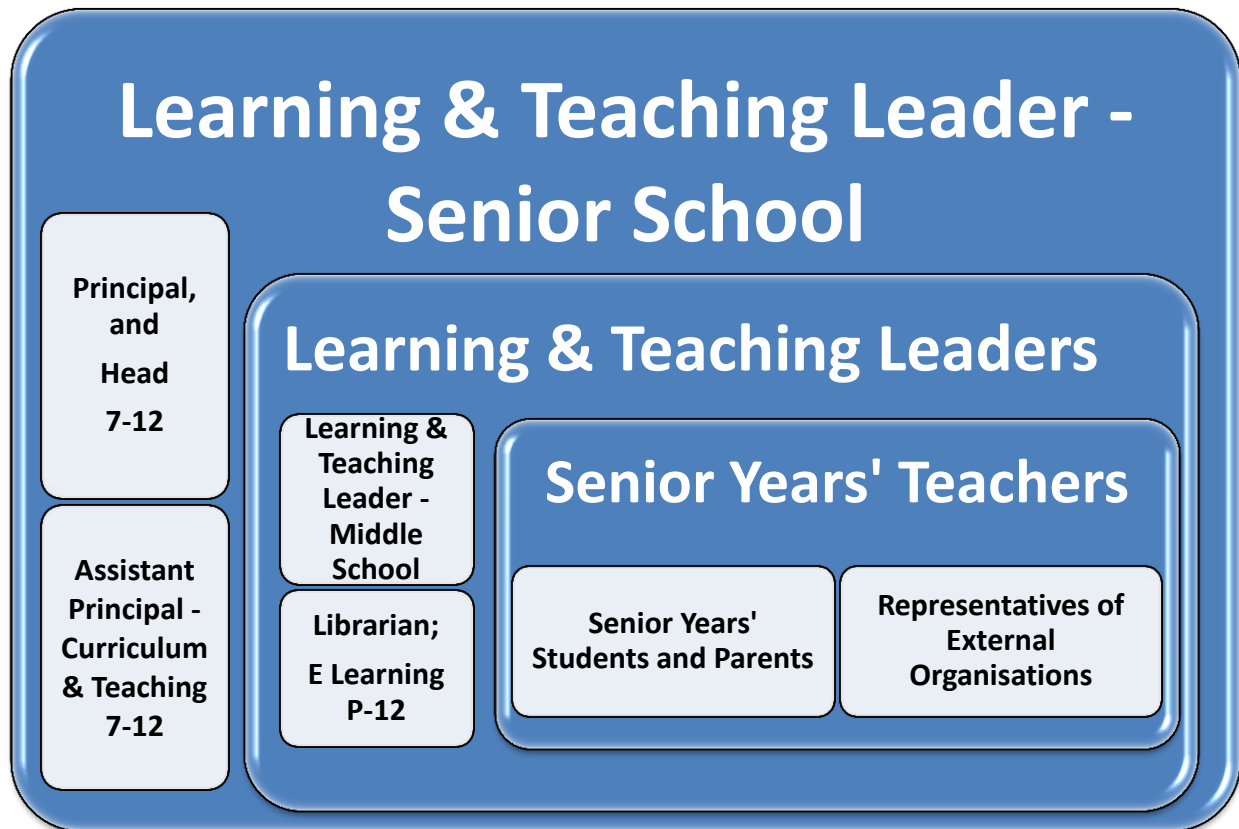
## Appendix 1 – Line Management



## Appendix 2 – Role of the Learning & Teaching Leader - Senior School



## Appendix 3: Professional Networks for the Learning & Teaching Leader – Senior School



## Appendix 4 – BCE Leadership Capabilities Index

