

Learning Area Leader

Mater Christi College, Belgrave is a Catholic School established by the Sisters of the Good Samaritan of the order of St Benedict in 1963. The College is a company limited by guarantee, governed by a Board and owned by Good Samaritan Education. Mater Christi is a proud leader in educational innovation and strives to educate young women to be *Informed, Compassionate* and *Creative*. This role description is written in light of the Mission and Vision statements of the College and the associated School Improvement goals set each year.

Position Overview

The Learning Area Leader (LAL) has a key role in implementing the Vision and Mission of Mater Christi College. This position provides a significant opportunity to exercise educational leadership with a particular focus on evidence based approaches to improving learning and teaching within a Learning Area. The LAL is key to promoting and facilitating the developmental approach to standards based curriculum within the Learning Area. All positions of leadership at Mater Christi College are employed under the conditions set out in the CEMEA (2022) and subsequent agreements. The LAL reports to the Principal through the Deputy Principal – Learning.

Commitment to Mission

All staff in a Good Samaritan School have an indispensable role to play in furthering the mission of Good Samaritan Education and of the Church as a whole. It is expected of all employed at Mater Christi College that they:

- Familiarise themselves with and accept the Good Samaritan Educational Philosophy of the school within the wider context of Catholic Education.
- Develop and maintain an adequate understanding of those aspects of Catholic teaching that touch upon their subject areas and other aspects of their work.
- Avoid, whether by word, action or public lifestyle, influence upon students that is contrary to the teaching and values of the Church community in whose name they act.
- Comply with the accreditation policy of the VCEA to teach in a Catholic School.

Mater Christi College is a Child Safe School

Mater Christi College holds the care, safety and wellbeing of its students to be at the core of all we do. The College is resolutely committed to ensuring that all staff of the College act in a manner that promotes the inherent dignity of each of our students and their fundamental right to be respected and nurtured in a safe school environment. This commitment includes regular and appropriate learning opportunities in relation to child safety and young people's protection and wellbeing. We also commit to listening to, and taking seriously all concerns voiced by students, staff, parents and caregivers, volunteers, contractors and members of the community. We commit to continuously reviewing and improving our systems to protect children from abuse. Our commitment is drawn from and inherent in the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the Gospel.

Attributes and Competencies

It is expected that all staff will

- Show a lively and practical support of the Catholic, Good Samaritan and Benedictine nature of the College.
- Have a firm belief in, and commitment to, the mission and vision of the College and an ability to articulate and promote these.
- Have a clear focus on student learning and wellbeing in and beyond the classroom.
- Actively support and demonstrate loyalty to the leadership of the College and show practical understanding of the nature of confidentiality as required.
- Understand the importance of positive workplace relationships and practice leadership that promotes psychological safety.
- Exhibit ongoing professional growth on a personal level and for the benefit of the College community.
- Demonstrate a high level of ability to articulate educational issues and perspectives in communication with colleagues and others, particularly in public forums.
- Demonstrate an understanding of key priorities of the legal requirements surrounding Child Safety.
- Display initiative, exercise creativity and adaptability; be able to work autonomously and as part of a team.

| Key accountabilities and specific duties | |
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| Mission and Identity | <ul style="list-style-type: none"> • Actively support the Principal and College Executive to develop the spiritual growth of all staff and students at the College. • Ensures that programs and events are in keeping with the Catholic Benedictine Good Samaritan identity of the College |
| Leadership for Learning | <p>Curriculum Development</p> <p>In collaboration with Learning Area staff and under the guidance of the <i>Deputy Principal – Learning</i> and the <i>Curriculum Assessment Learning Leader (CALL)</i>, <i>Curriculum Pedagogy Learning Leader (CPLL)</i> and <i>VCE Learning Leader</i>:</p> <ul style="list-style-type: none"> • Leads the development, documentation and implementation of coherent, challenging and rich learning programs according to Victorian Curriculum and VCE requirements. • Ensures learning programs conform to Mater Christi College policies particularly with respect to the Child Safety Policy, Child Safety Code of Conduct and the Learning and Teaching Policy. • Ensures that teachers within the Learning Area meet the expectations of curriculum guidelines in relation to content, assessment and reporting methodology. • Ensures that teachers in the Learning Area meet expectations of assessment and reporting policies and the those outlined in the College Charter. • Leads the evaluation of learning programs within the Learning Area <u>each year</u>. • Identifies and promotes opportunities for community and service activities arising from the curriculum and the Learning Area. • Identifies and promotes opportunities for students to engage with learning opportunities beyond the classroom. |

Key accountabilities and specific duties

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| | <p>Pedagogy</p> <p>In collaboration with Learning Area staff, the <i>CALL</i>, <i>CPLL</i> and <i>VCELL</i> and under the guidance of the <i>Deputy Principal – Learning</i>:</p> <ul style="list-style-type: none"> Leads improvement through the monitoring and support of evidence based approaches to teaching, learning, feedback and assessment within the Learning Area, including but not limited to: <ul style="list-style-type: none"> Developing evidence based Learning Area pedagogical practices which are shared and reviewed according to the whole school commitment to evidence based teaching. Leading learning focussed meetings. Regularly focussing on student artefacts and other learning data. Articulating developmental progressions specific to the Learning Area. Cross marking and moderating to facilitate reliability of assessment judgements. Professional reading. Engages in effective communication with key staff in Learning Diversity to develop adjustments suitable for students with diverse learning needs. Sets goals with the Learning Area in line with the College Annual Action Plan and reports on the progress of these goals each Term. |
| <p>Administrative Duties</p> | <p>Takes responsibility for all matters in the Learning Area including but not limited to:</p> <ul style="list-style-type: none"> Identifying and supporting the arrangement of appropriate excursions/incursions for different year levels and seeks the appropriate approval in light of competing school requirements. Consulting with Learning Area staff on the selection of resources (according to College policies) and makes recommendations as appropriate. Circulating the agenda and minutes of meetings in a timely manner. Ensuring that replacement teachers are provided with curriculum, lesson plans and resources to begin teaching. Ensuring that marking and reports are completed in a timely manner by all staff. Supporting classes during teacher absence, including assessment and reporting entry. Oversees the VCAA subject audit processes. Reviews and orders commercial SACs and trial exams as required by VCE teachers. Working closely with the <i>Learning Commons Leader</i> in relation to selection of resources. Preparing and monitoring the Learning Area budget in conjunction with the Business Manager and the Deputy Principal - Learning. Coordinating promotional activities and informational requirements for the College Website, Year Book, Subject Selection information, Curriculum Guide, enrichment activities and subject competitions. |

| Key accountabilities and specific duties | |
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| | <ul style="list-style-type: none"> • Taking responsibility for the ordering, care, and repairs of all relevant College equipment. • Where applicable, overseeing the Education Support Staff associated with the Learning Area. • Working with the Deputy Principal - Learning, Timetable and Operations Leader and others as required to coordinate examinations. • Supports Awards processes throughout the year. |
| Professional Growth and Appraisal | <ul style="list-style-type: none"> • A formative appraisal will be conducted midway through the tenure of this role. |
| Policies, professional standards and legislative requirements | <ul style="list-style-type: none"> • Inspired by the Rule of St Benedict and guided by College policies, uphold professional standards and legislative requirements as expected of all staff. • All staff are expected to demonstrate professional conduct by fostering a supportive environment, encouraging positive interactions and avoiding overly critical or judgemental behaviours. |
| Commitment to Child Safety | <ul style="list-style-type: none"> • All teachers, include those with positions of leadership should demonstrate an ongoing understanding of child safety requirements, including understanding appropriate behaviours when engaging with young people in and beyond the classroom. • This commitment should extend beyond the legal obligations relating to child safety (such as mandatory reporting, Ministerial Order 1359) and include pastoral care of the whole person. |
| Other duties | <ul style="list-style-type: none"> • As directed by the Principal or delegate |

Requirements

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| Essential | <ul style="list-style-type: none"> • Current teaching qualifications and Victorian Institute of Teaching (VIT) registration. • Accreditation to teach in a Catholic school (or be working towards such accreditation) • Relevant post-graduate studies (or working towards such qualifications) • Demonstrated experience and confidence in a range of ICT platforms |
| Desirable Other | <ul style="list-style-type: none"> • Accreditation to Teach Religious Education |
| Tenure | To end 2028. |
| POL | 2 |
| Time Release | 0.22 FTE (8 x 60 mins per 10 day cycle) |

Please note that time release is an indication only and should not be regarded as equivalent to the time required to complete a leadership role. Further time and support can be negotiated during peak periods.