

<b>POSITION TITLE:</b>	Position of Leadership- Learning and Teaching
<b>REPORTS TO:</b>	The Principal
<b>CLASSIFICATION:</b>	Remuneration in accordance with the <i>Catholic Employing Authorities Single Enterprise Collective Agreement – Diocesan Schools of Queensland</i>
<b>AUTHORISATION:</b>	Executive Director

## Catholic Education – Diocese Of Cairns

Catholic Education - Diocese of Cairns (CEDC) is a dynamic and growing organisation that is actively inviting schools to co-create with us, schools that are places of rich learning for now and into the 22nd Century.

Our vision is to offer every student in every school a world class education enriched by their lived encounter with the Catholic Faith.

CEDC is committed to this vision through Co-Leadership with schools to build communities of learning that provide a safe, nurturing and academically challenging environment. Our schools are places where we create opportunities for every student and every staff member so that they are inspired to contribute to our society, innovate, explore possibilities, and achieve excellence.

CEDC embraces thirty (30) schools including twenty (20) primary schools, two (2) Prep to Year 12 colleges and eight (8) secondary colleges. One of these colleges is a Special Assistance College with campuses in Cairns, Cooktown, and Edmonton. This community also includes Catholic Education Services located in Cairns itself. Over the next five years there are two new schools planned.

All schools and colleges, except three, are within a two-hour drive of Cairns. Cooktown, Waibeni Island (Thursday Island) and Weipa are accessed by daily flights and located in some of the most beautiful parts of the country. In total, there are 11 500 students and 1500 staff.

Leadership and strategic management is the responsibility of the Executive Director of CEDC. Through a team of professionals, and in Co-Leadership with principals, the Executive Director manages and facilitates a number of significant delegations which include:

- Support of the mission of the Church as delivered through Catholic Education
- Support of schools by providing services that strengthen school capacity
- Provision of leadership and forward planning to develop organisational capability
- Distribution to schools of government allocated funds and their accountability
- Monitoring quality of schools and compliance/accountability with requirements of governments, Church, and parents
- Within limits, provision of some centralised, specialised student services, where this is the most effective and efficient approach

Our staff are supported to experience success and satisfaction in their vital role.

Cairns also offers many lifestyle opportunities that can be found in few other places and is surrounded by World Heritage listed areas including the Great Barrier Reef and the Daintree Rainforest, all within an hour's journey from the growing City of Cairns. It is the gateway to our Asian neighbours with direct flights to China, Japan and Singapore as well as having direct flights to all the east coast capital cities, Darwin, and Queensland's Sunshine and Gold Coasts.

## Purpose Of The Role

The role of the Position of Leadership – Learning and Teaching (LLT) is to support the vision and mission of the school through the co-leadership of learning and teaching and an aspect of operations. This involves leading the development of appropriate curriculum, pedagogy, assessment and reporting in line with national and local requirements.

The role of Position of Leadership – Learning and Teaching has two areas of focus:

- Leading and supporting teachers in using data to inform learning and teaching and effective evidence-based pedagogical approaches to enable academic growth and achievement, contributing to learner wellbeing; an
- Lead the school in the improvement of literacy and numeracy outcomes

The LLT will work working under the direction of the Assistant Principal Administration (APA) across all levels of the school, providing guidance, mentoring, coaching and leading Professional Learning Teams while collaborating with the Assistant Principal Religious Education (APRE), Leader of Diversity (LoD), classroom teachers, diversity staff and consultants.

This role is aimed at supporting teachers to improve the Literacy and Numeracy skills of our learners through consistent use of data and evidence-based pedagogical approaches across the school. It involves working with teachers to review and analyse learning data and implement quality teaching strategies that enable growth and positive learning outcomes.

Working with the school leadership team, the LLT works to develop the teacher's craft in teaching Literacy and Numeracy to enable academic growth and achievement, contributing to learner wellbeing. This will involve researching and leading the implementation of contemporary pedagogical practices of effective Literacy and Numeracy learning and teaching.

The LLT is supported by Catholic Education Diocese of Cairns (CEDC) to enhance school capacity in using data to inform teaching. They will engage in regular Professional Learning and system networks to stay engaged with system processes and initiatives across the Diocese of Cairns.

## Essential Duties and Responsibilities

*Typical duties performed may include, but are not limited to:*

### *Leadership*

- Implement, coordinate, maintain and review the Learning Framework and the School Curriculum Delivery and Effective Pedagogical Practices documents.
- Induct and mentor new teachers on all matters pertaining to learning and teaching.
- Contribute to the leadership of the school through active participation in staff and leadership meetings.
- Engage in targeted professional conversation with staff.
- Provide professional insight to the School Leadership Team on the effectiveness of all matters pertaining to learning and teaching.
- Assist with the formulation of budgets, the management of human and material resources, and expenditure of allocated funds.
- Develop and implement school-wide practices to meet legislation and policies, especially in relation to students with disability:
  - Disability Discriminations Act 1992 (DDA).
  - Disability Standards for Education 2005.



### ***Curriculum and Pedagogy***

- Coordinate and support the development of planning.
- Promote 21st century skills and contemporary learning.
- Develop the quality of teaching practice through activities such as collegial planning, moderation, classroom observation, demonstration and facilitation of reflective teaching practice.
- Identify additional key personnel to assist with the learning needs of all students.
- Contribute where required to the development of Personalised Learning Plans in collaboration with the LoD.

### ***Assessment and Reporting***

- Monitor and develop assessment (for, of and as learning), moderation (incl CTJ) and reporting based on system expectations and the school's agreed practices.
- Coordination of SRS student reporting package.
- Manage the collation and storage of all learning and teaching records.
- Monitor and analyse student performance data and address areas of concern through appropriate interventions.

### ***Professional Learning***

- Identify and deliver professional learning that reflects the needs of the school in relation to learning and teaching.
- Assist with the monitoring of TRS in relation to professional learning and school goals.
- Keep abreast of contemporary learning and teaching through on-going professional reading and research.
- Provide and engage staff with professional reading that is in-line with the latest research.
- Maintain appropriate behaviours when engaging with children

### ***Networking***

- Attendance at Diocesan and Cluster Curriculum Support Teacher meetings.
- Developing appropriate partnerships within and outside of the school
- Promoting collaborative and collegial teams within (eg PLTs) and across schools (eg specific networks)
- Networking with Curriculum Support Teachers in other schools to support the development and implementation of Diocesan initiatives.
  
- Build teacher capacity through the development of knowledge and skills of effective, evidence-based teaching practices to improve student learning
- Audit literacy and numeracy planning for quality differentiated teaching and provide feedback to the APA and LoD
- Lead the development of data literacy across the school of through leading the collection, interpretation, and analysis of learning data
- Collaborate with teachers on the development, updating and use of Data Walls
- Under the guidance of the APA to implement aspects of the SAIP pertaining to the role
- Contribute to school data systems that maintain and analyse learning data
- Assist APA and LoD with the skilling of teachers in, and the administration of standardized and diagnostic assessments
- Additional Tasks as Delegated by the Principal



## Genuine Occupational Requirements

In addition to specific knowledge and skills required for the position, the LLT will demonstrate the following in the course of their duties:

- Share in the Church as a professional within the school faith community
  - Support the Catholic ethos of our schools
  - Participate in worship and prayer in our schools
  - Develop in students an appreciation and acceptance of Catholic values through teachings and by personal example, integrity and behaviour
- Plan, prepare and implement for effective learning and teaching (Refer to National Professional Standards for Teachers, Number 1, 2, 3 & 5)
  - Appropriate knowledge to plan and prepare teaching and learning programs which meet the diverse characteristics, needs and learning styles of students, and are consistent with relevant curriculum and policies
  - Implement effective and inclusive teaching and learning processes, including the use of technology, to establish a challenging learning environment to encourage students to work toward their full potential
- Create and maintain safe, supportive and caring environments (Refer to National Professional Standards for Teachers, Number 4)
  - Communicate effectively with students including using appropriate interpersonal skills
  - Plan and apply appropriate behaviour management strategies that contribute to the establishment and maintenance of a safe and supportive learning environment
- Engage in professional learning and reflection (Refer to National Professional Standards for Teachers, Number 6)
  - Model continuous learning through participation in professional development activities
  - Review and evaluate personal teaching practices to improve student learning
  - Engage with colleagues to discuss teaching practices to improve educational outcomes
- Engage professionally with colleagues, parents/carers and the community (Refer to National Professional Standards for Teachers, Number 7)
  - Comply with professional ethics and understanding
  - Understand the need to work collaboratively with school staff, parents and members of the wider community to establish effective partnerships and achieve educational outcomes
  - Contribute to the school community
- Facilitate the prevention of child harm by recognising and responding appropriately
- Ability to communicate in English both verbally and in writing to meet necessary standards with respect to clarity, accuracy and professionalism appropriate to the position
- Ability to locate appropriate and relevant information from multiple sources and convey, integrate and implement knowledge in practice
- Ability to prioritise workloads and manage multiple tasks with competing timelines
- Ability to accept responsibility for own work
- Intermediate to advanced skills in Microsoft applications necessary to demonstrate the required range of skills and tasks



- Competent use of digital technologies necessary to demonstrate the required range of skills and tasks
- Accountable and responsible for creating a positive workplace culture and reducing the risks to physical and mental health in the workplace

### **Physical requirements of the position:**

- Work is normally performed in a typical interior office and/or classroom environment
- Frequent access to and movement within multilevel buildings that may include open spaces e.g. balconies
- Work may be performed in an outdoors environment and may involve frequent exposure to elements such as weather (sun/wind/rain), dust, dirt, fumes and/or loud noises
- Manoeuvring within the office/school environment appropriate to the position
- Frequent use of telecommunication and electronic equipment

## **Mandatory Qualifications And Requirements**

- Experience working with students who have diverse learning needs and those requiring learning support in a school setting
- Capacity to understand and implement Duty of Care and Workplace Health and Safety requirements
- Current drivers licence
- A strong demonstrated commitment to the objectives, vision, and ethos of Catholic Education
- Promote child safety at all times
- Formal qualifications in Education at Degree level are required, along with relevant post graduate qualifications or extensive and relevant experience as required by the employer
- Have a minimum of 5 years of teaching experience

## **Related Documents**

- Statement of Principles for Employment in Catholic Education
- Code of Conduct for Employees of Catholic Education
- Catholic Employing Authorities Single Enterprise Collective Agreement Diocesan Schools of Queensland

## **Additional Information**

The incumbent will need:

- The appointee to this position will be required to complete a period of 6 months' probation, in accordance with The Fair Work Act 2009.
- An in-depth understanding of and commitment to the mission and objectives of Catholic Education in the Diocese of Cairns
- A sound working knowledge of the Catholic Education context and an appreciation for Catholic Education issues.

