

POSITION TITLE:	Leader – Curriculum and Pedagogy
REPORTS TO:	College Principal
CLASSIFICATION:	Remuneration in accordance with the <i>Catholic Employing Authorities Single Enterprise Collective Agreement – Diocesan Schools of Queensland</i> (Available at www.cns.catholic.edu.au) Middle Leader Tier 1.2
AUTHORISATION:	Executive Director

CATHOLIC EDUCATION SERVICES – DIOCESE OF CAIRNS

Catholic Education Services in the Diocese of Cairns 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.*

Catholic Education Services 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.

Catholic Education Services in the Diocese of Cairns 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 1,500 staff.

MacKillop Catholic College, Mount Peter, is a contemporary P-12 Catholic school. Founded in 2016 with Prep to Year 3, it will grow to Prep to Year 12 in 2025.

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

MacKillop Catholic College, Mount Peter

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Mount Peter QLD 4869
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w: www.mackillopcatholiccollege.qld.edu.au
ABN: 42 498 340 094

- 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.

MACKILLOP CATHOLIC COLLEGE, MOUNT PETER

MacKillop Catholic College (www.mackillopcatholiccollege.qld.edu.au), a master-planned Prep to Year 12 College, was established in 2016 with Prep-Year 3 classes. The College will progressively develop by year levels and the first Year 12 cohort graduating in 2025. Guided by the authentic discipleship of Saint Mary MacKillop of the Cross, and the Josephite tradition, our mission, to *inspire hearts, minds and spirits*, is grounded in the vision to provide quality 21st century education to the young people in our community.

Teachers play a crucial role at MacKillop Catholic College in the holistic education of the young person, and in promoting the mission and goals of the College, which are to:

- form confident and creative young people who value the ethic of love
- be a safe and welcoming community in which relationships are characterised by Gospel values
- offer the best quality pedagogy and curriculum for the creation and sharing of knowledge which is characterised by the good, the true and the beautiful.

The young people in our care should develop skills in building positive relationships and lifelong learning based on those modelled by College staff. As a new College, MCC utilises Innovative Learning Environments (ILEs) to shape student learning experiences and cultivate a school-wide culture of learning that gives primacy to individuated learning through inquiry, meta-cognition, collaboration and integration.

Learning and teaching at MacKillop Catholic College is committed to ongoing teacher development and capacity building to facilitate the continual development and enrichment of the educational experiences and outcomes for all students. A teacher at MacKillop Catholic College should see themselves as a member of the MacKillop family, working in cooperative partnership with parents and the Catholic Community, and seek to support the Josephite mission.

COLLEGE LEADERSHIP STRUCTURE

At this phase of its development, the College Leadership Team comprises all Senior Leadership roles: College Principal, Deputy Principal – Primary, Deputy Principal – Secondary, the Associate Principal – Religious Education, Associate Principal – Administration. The College Leadership Team is assisted by other pastoral and curriculum Leadership staff and the College Business Manager. The Leader of Curriculum and Pedagogy collaborates with fellow leaders in the strategic and operational leadership of all aspects of College life.

The role requires an energetic and enthusiastic leader, with a commitment to Catholic Education and to the embedding of the College's vision for learning and wellbeing throughout the important founding phase. The **Leader of Curriculum and Pedagogy (Primary)** will possess the skills and commitment to contribute positively to the Leadership Team in taking the College forward on its exciting journey of establishment as a P-12 Catholic learning community.

PURPOSE OF THE ROLE

The **Leader of Curriculum and Pedagogy (Primary)** will:

- be an active leader within the College community will demonstrate an open, flexible and creative approach, working to ensure that MacKillop Catholic values, goals and Mission Statement are reflected in practice across the College and are promoted within our wider community.
- work collaboratively with the Leadership Team and staff to promote this College as a centre of quality learning and teaching and encourage a climate of excellence where students are engaged and empowered to develop their knowledge, skills, and capabilities and thus achieve their potential.
- work collaboratively with the Leadership Team and staff to promote and enhance the Catholic identity and Josephite ethos of the College and ensures that all College practices and procedures reflect the Vision, Mission and Values of the College;
- have significant experience in a leadership position in a school setting or similar, preferably in the areas of curriculum development and pedagogic practices;
- have current knowledge of curriculum development delivery and experience with contemporary Innovative Learning Environment (ILE) pedagogy
- have expertise and understanding in using data to improve student learning with a demonstrated ability to gather, process and analyse educational and other performance data to inform decision making around curriculum, pedagogical practices and school improvement;
- be capable of inspiring others to share and enact the strategic vision of the College.

ESSENTIAL DUTIES AND RESPONSIBILITIES

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

- Implementing College policy, procedures and processes that ensure continuity of practice and expectation across the school, including:
 - documentation of the school curriculum (Prep - Years 6)
 - documentation of student outcomes
 - accessing data to track, report, analyse, and strategize for student learning progress
 - monitoring of teachers' planning and programs, and recording of student progress
 - the overseeing of assessment procedures and schedules
 - arranging special curriculum provisions for students with particular needs
- providing excellent role modelling for teaching staff through their own teaching practice and fostering and promoting pedagogic excellence in learning and teaching;
- collaborating with the Leader of Diversity and Inclusion regarding the support of students by Student Learning Assistants' (Teacher Aides) with curriculum;
- working collaboratively with the Timetabling co-ordinator and the eLearning co-ordinator as required;
- working with students, parents and staff in the specialist areas of primary curriculum and Innovative Learning Environment (ILE) pedagogy;
- supporting the Deputy Principal in the facilitation and development of teaching staff with ongoing formative and summative performance reviews;
- monitoring the quality of classroom practices by all teaching staff, with special emphasis on contemporary pedagogy in Innovative Learning Environments (ILEs), and providing direction, guidance and support to teachers in pedagogical matters;

- ensuring that all teaching staff are kept fully aware of current policies and practices from ACARA, QCAA and Catholic Education authorities;
- supervising curriculum planning and evaluation, including the management and implementation of future curriculum changes;
- encouraging an environment which is conducive to life-long learning in the College community;
- working co-operatively with outside educational groups and organizations and maintaining effective communication with them;
- providing structures for appropriate staff in-service and professional development;
- ensuring that all leaders and teachers responsible for Learning and Teaching engage in a program of regular goal setting and review, guided by the College Strategic Plan;
- developing strategies to support staff in developing digital literacy, including regular use of BI Tools, to enhance student learning outcomes;
- ensuring that the Assessment Schedule is managed appropriately through consultation with the Leadership Team and overseeing assessment and reporting processes;
- facilitating and overseeing NAPLAN and other forms of testing;

1. Faith Leadership

To share in the essential Mission of the Church as a leader within the school Faith community, the Leader of Curriculum and Pedagogy (Primary):

- supports and enacts the Catholic Ethos of MacKillop Catholic College and actively promotes its Mission;
- gives personal witness to Catholic and College Values in their known lifestyle and in carrying out daily routines and responsibilities;
- participates in the development of policies, processes and programs that create a learning climate in the school that is permeated by the spirit of the Gospel and ensures compliance with legislative and educational requirements.

2. Educational Leadership

To support learning and teaching, the Leader of Curriculum and Pedagogy (Primary):

- works towards achieving the key educational goals and values of the College and assists in the implementation and review of the College's Strategic Annual Improvement Plans (SAIP);
- meets regularly with the College Leadership Team to share information regarding curriculum, pedagogical practice development, student learning and school organisation and to plan events and activities as needed and develop the College Calendar;
- establishes effective procedures for communication with colleagues in the College Leadership Team with regard to learning and teaching;
- initiates, supports and monitors curriculum development across key learning areas in keeping with developments across State and National jurisdictions;
- identifies and acts upon opportunities for improving teaching and learning, and strives to embed the Innovative Learning Environment (ILE) pedagogy across the college;
- tracks student educational outcomes at all levels and ensures the appropriate action is taken to maximise student achievement and improve learning and teaching;
- supports and implements procedures to ensure regular consultation and feedback is undertaken with staff, parents and students in relation to curriculum issues;
- encourages staff to improve the quality of learning and teaching by ensuring access to appropriate professional learning through collaboration with the Deputy Principal;
- is responsible for leading students towards attainment of their potential through planning and preparing units of work to meet the individual needs of students; supporting students through interaction with them in a variety of settings and giving advice and providing feedback in the forms of diagnostic and formative assessment.

3. Staff Leadership

To develop self and others, the Leader of Curriculum and Pedagogy (Primary):

- works with the College Leadership Team to ensure the appropriate induction of new staff and assists with ongoing support for new teachers with curriculum and developing their pedagogical knowledge and practice;
- provides excellent role modelling to staff in terms of dress, communication, punctuality, commitment and professional manner and assists with implementing procedures in relation to appropriate standards in dress, uniforms, application to work, respect and appropriate social behaviour;
- maintains ongoing communication with the Principal and Deputy Principal to ensure familiarity with College issues and events;
- oversees, monitors and supports the work of all teachers in relation to curriculum development, curriculum implementation, development of pedagogy across the school and organisational matters;
- supports opportunities for collegial reflection, discussion and planning;
- supports and mentors teachers new or returning to the profession;
- assists the Deputy Principal, as appropriate, in supervising teaching staff in their teaching roles.
- collaborates with the Deputy Principal in providing opportunities for coaching and mentoring teachers through school based initiatives and professional development

4. Organisational Leadership

To support the Principal and Deputy Principals in the management of the school, the Leader of Curriculum and Pedagogy (Primary):

- presents a positive image of the school in all communication and interactions with parents, caregivers, colleagues and the local community;
- critically reflects on personal performance and shows a commitment to own ongoing learning in order to improve performance;
- articulates and models ethical behaviour in all professional communication and relationships;
- maintains good communication processes with staff and between staff and members of the Leadership team
- maintains a consultative approach in relation to responsibilities and the work of teams;
- actively supports and contributes to the work of the various College leaders in a manner that supports school goals;
- develops annual plans for curriculum that are reviewed and evaluated on a regular basis to meet changing needs;
- ensures the provision of adequate resources for learning and teaching by contributing to annual budget processes with the Leadership Team;
- participates as fully as possible in the spiritual, cultural and social life of the college;
- assists with organising staff meetings and professional development for curriculum and pedagogical practices
- assists the College Leadership Team through participation in decision-making including the development of policy and overall curriculum and pedagogy planning and development.

5. Strategic Leadership

To lead improvement, innovation and change as determined by the Principal, the Leader of Curriculum and Pedagogy (Primary):

- oversees the implementation of curriculum throughout Prep – Year 6;
- prepares rosters, meeting schedules and curriculum timelines as required for the efficient and smooth implementation of curriculum and pedagogy;
- contributes to the development of the school timetable to maximise curriculum choices and learning outcomes for students and to ensure efficient use of resources and facilities;
- initiates and leads the development of policies, programs and processes relating to curriculum matters;
- participates in the College's Annual Goal Setting Process, sets and reviews personal goals and reflects on these with the Principal / Deputy Principal;
- fulfils the responsibilities associated with QCAA and compliance with QCAA data and certification;

- contributes to Professional Development through participation in relevant professional learning courses, conferences and seminars;
- undertakes other leadership tasks as delegated by the Principal / Deputy Principal, including attendance at events and enrolment interviews.

KEY RELATIONSHIPS

College Leadership Team	Students	MCC Colleagues	QCAA/ACARA
MCC Curriculum Leaders	Parents	Catholic Education Services staff	Peer Curriculum and Pedagogy Leaders in Cairns CE network

GENUINE OCCUPATIONAL REQUIREMENTS

- Share in the Church as a professional within the College faith community
 - Support the Catholic ethos of our Colleges
 - Participate in worship and prayer in our Colleges
 - Develop in students an appreciation and acceptance of Catholic values through teachings and by personal example, integrity and behavior
- 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*)
 - Facilitate the prevention of child harm by recognising and responding appropriately
 - 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 College staff, parents and members of the wider community to establish effective partnerships and achieve educational outcomes
 - Contribute to the College community
 - Accountable and responsible for ensuring professional behaviour
 - Ability to cope with own emotions and behaviour effectively
 - Ability to comply with legislation and professional regulations to reduce the risk of harm to self and others
 - Ability to maintain an appropriate level of confidentiality

- 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
- Adequate visual acuity necessary to demonstrate the required range of skills and tasks, and to ensure care of self and others.
- Adequate auditory ability necessary to demonstrate the required range of skills and tasks, and to ensure care of self and others.
- Ability to sustain physical and mental performance consistently to complete the range of skills and tasks required and to the required standard.
- Ability to prioritise workloads and manage multiple tasks with competing timelines.
- Ability to accept responsibility for own work.
- Intermediate to advanced skills in Microsoft Office 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.
- Responds pastorally to human and interpersonal issues.
- Facilitate the prevention of child harm by recognising and responding appropriately.

Physical requirements of the position:

- Work is normally performed in a typical interior office and/or classroom environment.
- Work may be performed in an outdoors environment and may involve exposure to elements such as weather (sun/wind/rain), dust, dirt, fumes and/or loud noises.
- Manoeuvring within the College environment appropriate to the position.
- Frequent use of telecommunication and electronic equipment.
- Work environment may involve exposure to potentially dangerous materials and situations that requires following safety precautions and may involve the use of protective equipment.
- Work environment may involve the use of tools, machinery and other equipment that requires following safety precautions and may involve the use of protective equipment.

MANDATORY QUALIFICATIONS AND REQUIREMENTS

- Professional qualifications in Education
- Registered or eligible to register with Queensland College of Teachers
- Leadership experience:
- Demonstrated ability in religious and education leadership
- Demonstrated administrative ability
- Demonstrated skills in interpersonal relationships
- Demonstrated ability in curriculum development, including knowledge of contemporary education issues in state and national jurisdictions;
- Demonstrated ability to lead /coach/mentor teaching professionals in the domain of pedagogic practice.
- Demonstrated commitment to the Pastoral Care of members of the College community.
- A strong demonstrated commitment to the objectives, vision and ethos of Catholic Education.
- Willingness to achieve Accreditation to Teach in a Catholic School and Accreditation to Teach Religion in a Catholic School (Teachers of Religious Education)
- Willingness to support and participate in the prayer, liturgy and sacramental life of the Church in the school community
- Written and verbal communication skills of a high order.
- Skills for building community including facilitation, delegation and consultation.

- Understanding and commitment to education in the Catholic tradition.
- Participate in professional associations and activities.
- Promote child safety at all times
- Capacity to understand and implement Duty of Care and Workplace Health and Safety requirements.
- Current drivers licence

Highly Desirable:

- A Master's Degree in Education of associated field

RELATED DOCUMENTS

- National Professional Standards for Teachers
- Policy – Accreditation to Teach and Accreditation to Teach Religious Education
- School Effectiveness Framework in the Cairns Diocese
- Leadership Framework in the Cairns Diocese
- Learning Framework in the Cairns Diocese
- 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 2010.
- 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.

Please note:

- A non-smoking policy is effective in Catholic Education Services buildings, offices and motor vehicles.

EMPLOYEE ACCEPTANCE

The employee's signature signifies an understanding and acceptance that the content contained herein and forms an integral part of their employment terms and conditions.

I have read and acknowledge receipt of this Position Description:

Employee Name: _____

Signature: _____ **Date:** _____