

# Virtual Learning Leader

STATEMENT OF DUTIES

JUNE 2024

Number	Generic
Portfolio	Development and Support
Branch	Senior Secondary Provision
Section/Unit/School	N/A
Supervisor	Principal – Tasmanian eSchool
Award/Agreement	Teaching Service (Tasmanian Public Sector)
Classification	Band 3 (ap03)
Employment Conditions	<p>Permanent/Fixed-term, Full-time/Part-time Up to 70 hours per fortnight, 52 weeks per year including approximately 11 weeks annual leave.</p> <p>Teachers are part of a statewide public education system and may, in accordance with the provisions of the State Service Act 2000, and the Transfer and Isolated Locations Incentives Agreement 2000 as incorporated into the Teaching Service (Tasmanian Public Sector) Award 2005, be transferred to any other location on a temporary or permanent basis. If permanently transferred to meet Departmental requirements, reasonable expenses will be met. If the fixed-term assignment is available for greater than 12 months the successful applicant will be required to relinquish their current substantive appointment and at the end of the assignment they will return to a classification the same as the one relinquished.</p>
Location	South, North

## Context

Centralised Virtual Learning Services are currently delivered through Virtual Learning Tasmania at the Tasmanian eSchool. Virtual Learning Services provide curriculum and program access to DECYP students in schools across Tasmania.

## Primary Purpose

To manage the operational functions of virtual learning services as part of a statewide support model within a school context. Tactically support the implementation of changes in order to flexibly manage operational responses to ensure virtual learning services meet changing needs of learners and schools across the state. To assist the principal in educational leadership, management and administration of virtual learning services as they align with Virtual Learning Tasmania (or its successor service).

## Level of Responsibility/Direction and Supervision

Receives supervision and operational direction from the Principal, and receives tactical and strategic direction for the service provision from the Manager – Digital Inclusion.

Responsible for the coordination of operational management of Virtual Learning Tasmania (or its successor service) within the school context. The occupant is expected to acquire and maintain a high level of professional knowledge and expertise in the area of virtual learning and digital inclusion.

It is the responsibility of the occupant to actively participate, promote and model behaviours which are consistent with the Department's commitment to the safety and wellbeing of children and young people. This includes the prevention, identification and reporting of child abuse and behaviours which are not consistent with the Department's values.

The occupant is responsible for complying with all Agency policies and procedures, including those relating to fraud and corruption control, record management, confidentiality, conduct and behaviour, mandatory reporting, education, training and assessment.

The Department has a range of delegations across the operational portfolio's which include Finance, People Services and Support (HR) and Facilities. The occupant is responsible for ascertaining the delegations that are assigned to these duties and is expected to exercise any applicable delegations prudently and in accordance with a range of Acts, Regulations, Awards, administrative authorities and functional arrangements.

In the delivery of the department's activities, the occupant must ensure that:

- Within the occupant's area of organisational responsibility, appropriate strategies are in place to minimise the risk of fraud; and
- Decisions and actions are made ethically and with integrity, on the basis that such is lawful and reasonable, based on an objective standard; and
- Decisions and actions promote a culture that upholds the rights of children and young people, to keep them at the centre of the Department's work, and protect them from harm.

## Primary Duties

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1. Work collaboratively with the Manager – Digital Inclusion and Principal in the implementation of educational policy and processes related to virtual learning services and Digital Inclusion, including curriculum delivery, resource allocation (including recruitment) and the establishment of appropriate learning environments.
2. Support the operationalisation of key aspects of the Digital Inclusion strategy to ensure a flexible and responsive service which aligns with the the organisations objectives.
3. Lead the delivery of Virtual Learning Tasmania (or its successor) service, including liaison with base schools and communicating student progress with families and learners.
4. Use and analyse data to inform continuous improvement and refinement of the service, and implement change management approaches as required to support the enhancement of virtual learning services in school-based contexts.
5. Deputise for the Principal as required on all matters pertaining to the organisation and functioning of the school or college and undertake teaching duties as required
6. The incumbent can expect to be allocated duties, not specifically mentioned in this document, that are within the capacity, qualifications and experience normally expected from persons occupying positions at this classification level.
7. In accordance with the *Work Health and Safety Act 2012* the incumbent will actively participate in and contribute to the maintenance of safe working conditions and practices, including the development and implementation of improvement initiatives, safeguarding practices and all mandatory training requirements.

## Selection Criteria

The following specific selection criteria must be addressed by candidates. The nominated position objective and duties contained in this statement of duties must also be used to assist in the interpretation of these selection criteria.

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1. Demonstrated knowledge and understanding of current relevant educational guidelines, policies, practices and research including those related to best practice virtual learning services and the capacity to take a leadership role in putting these into effect.
2. Outstanding performance in a leadership role within the field of education in a wide variety of situations, including virtual learning, with a high level of skill and experience in planning, coordinating and managing relevant educational activities including the development of close links with stakeholders and the community.
3. High-level of interpersonal skills with particular emphasis on negotiation and supervision skills including high level communication skills for dealing with students,

teachers, parents and the general community as well as the ability to work collaboratively with other stakeholders.

4. Significant personal skills such as adaptability, initiative, versatility and evidence of high-level change management and staff management skills pertaining to data-driven and digitally inclusive approaches in DECYP schools.
5. Demonstrated capacity to assist staff in reviewing their teaching effectiveness and planning their professional development, with a specific focus on virtual learning best practice and pedagogy.
6. Experience and high-level skills in dealing with matters relating to student welfare, retention, and engagement across a range of student ability levels as well as outstanding achievement as a teacher, counsellor or administrator and a demonstrated commitment to the principles of equal opportunity in curriculum, leadership and consultative management practices.
7. A demonstrated capacity to commit to the Department's values, with the ability to apply them through individual behaviours and actions.

## Requirements

Registration/licences that are essential requirements of this role must remain current and valid at all times whilst employed and the status of these may be checked at any time during employment. It is the employee's responsibility to advise the Department if there is any change to the status of a registration/licence. This includes notifying the Department of any new criminal charges or convictions and/or if a registration/licence is revoked, cancelled or has conditions applied.

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### Essential

- Current Tasmanian Registration to Work with Vulnerable People (Registration Status – Employment)
- A registered teacher with full registration within the meaning of the *Teachers Registration Act 2000*.
- Qualifications as established by the Tasmanian Industrial Commission in the Teaching Service (Tasmanian Public Sector) Award, 2005.

### Desirable

- Nil

## Working within the Department for Education, Children and Young People

Our values of **Connection, Courage, Growth, Respect, Responsibility** represent the foundation of our Department's culture and guide us in all that we do to ensure **Bright lives. Positive futures** for every child and young person in Tasmania.

We bring our values to life through our everyday behaviours and actions. We want to attract, recruit and retain people who uphold these values and are committed to building a strong values-based culture.

Our Department is committed to building inclusive workplaces and a workforce that reflects the diversity of the community we serve. We do this through a culture that ensures everyone is respected, and has equal access to opportunities and resources. We recognise and respect individual differences as well as people's career path, life experiences and education, and we value how these differences can have a positive influence on problem solving, team dynamics and decision making within our organisation.

We are committed to providing a safe workplace for all employees and have zero tolerance to all forms of violence, including child abuse and harm. The Department is a smoke-free work environment, and smoking is prohibited in all State Government workplaces, including vehicles and vessels.

Employment within the Department is governed by the *State Service Act 2000*. All employees are responsible for ensuring that the standards of behaviour and conduct specified in the State Service Principles and Code of Conduct are adhered to. All employees are expected to act ethically and with integrity in the undertaking of their duties. Employees who breach the code of conduct may have sanctions imposed.

The State Service Principles and Code of Conduct are contained in the *State Service Act 2000* and can be found on the State Service Management Office website at <http://www.dpac.tas.gov.au/divisions/ssmo> together with Employment Direction No. 2 *State Service Principles*. All employees must read these and ensure they understand their responsibilities.

All employees are expected to utilise information management systems in a responsible manner in line with the DECYP Condition of Use policy statement located at [Department for Education, Children And Young People: Information technology policies](#)

## Commitment to Children and Young People

This is a Department built entirely for children, young people and their communities. Our ultimate goal is to work together to ensure that every child and young person in Tasmania is known, safe, well and learning. The child is at the centre of everything we do, and the way we do it.

The Department is committed to providing a culturally safe environment which upholds the safety and wellbeing of all children and young people in Tasmania. The Department's Safeguarding Framework, *Safe. Secure. Supported.* underpins this commitment.

All employees must demonstrate and model behaviours which value and respect children and young people, show a commitment to child safety and wellbeing, and display an

understanding of the developmental needs of children and culturally safe practices relevant to their position.

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**APPROVED BY PSS DELEGATE:**

Request:

Date Duties and Selection Criteria Last Reviewed: 06/24 SW

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