



Director of Learning and Growth: Pedagogy

Reports to:	Deputy Principal: Learning and Teaching
POL Level	4
Time Allowance:	24 periods, per cycle (0.51)
Tenure:	2027-2029

Thomas Carr College is a dynamic Catholic learning community guided by our Gospel values. Our Catholic faith has a vital role to fulfil in the education of our students; it is at the very core of our purpose and identity. Each Thomas Carr College staff member bears witness to these values in their interactions with staff, students, families and the community.

This role description is written in light of the Mission and Vision Statements of the College. Our community is characterised by a strong set of values that underpin the way we live. We enact those values by respecting and honouring our collective heritage while looking with imagination to the future. All dimensions of life at the College, including the work of the Director of Learning and Growth: Pedagogy, are aimed at supporting the growing, learning person: the young people whom the College serves.

All leaders at the College accept responsibility for working with staff teams, through collaborative leadership for growth, in the development of a positive school climate supporting high expectations and high levels of success for all students.

COMMITMENT TO FAITH

All positions at Thomas Carr College are based on the Christian model of servant leadership exemplified by Jesus Christ and given witness to by our founder Archbishop Thomas Carr. It is expected of all employed at Thomas Carr College that they:

- Accept and model the Catholic educational philosophy of the school.
- Develop and maintain an adequate understanding of those aspects of Catholic teaching that touch upon their subject areas and other aspects of their work by their teaching and other work and by personal example, striving to help students to understand, accept and appreciate Catholic teaching and values.
- Comply with the accreditation policy of the VCEA to teach in a Catholic school.



THOMAS CARR IS A CHILD SAFE SCHOOL

Thomas Carr 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 young people 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 clergy. 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.

OVERVIEW

The role of the Director of Learning and Growth: Pedagogy is to provide a vision for and leadership in the provision of a quality educational program, consistent with a culture of transformation.

The responsibility of the Director of Learning and Growth: Pedagogy includes building a performance and development culture in the College by inculcating an enriching, supportive and motivating environment for staff, which encourages a sharing of skills, knowledge and ideas. The role has a strong focus on staff development and the creation of programs which encourage engaging and challenging learning and teaching. This necessarily incorporates current research, international best practice and understandings about contemporary education through 1:1 digital learning and pedagogical innovation.

This leader works in collaboration with the Deputy Principals, Director of Learning and Growth: Progression, Director of Learning and Growth: Curriculum and Director of Learning and Growth: Learning Diversity in developing and supporting innovation and high-quality learning and teaching in every classroom.

This leadership role oversees the classroom improvement programs through the focussed lens of learning and teaching. In this role, the Director acts to support teachers and other staff in utilising learning data to achieve improvements in student outcomes by adopting best instructional practice.



KEY RESPONSIBILITIES

DIRECTOR OF LEARNING & GROWTH RESPONSIBILITIES:

- Actively support the College's Mission and Vision Statement.
- Foster a culture of collaboration which draws on expertise and research from the wider educational community to improve student outcomes.
- Maintain a sound understanding of educational trends and draw upon education research and best practice to maintain a high degree of learning and teaching across the College.
- Foster a culture of excellence by assisting with the implementation of the key strategies identified in the College's School Improvement Plan for Learning and Teaching, focused on strategies to improve student outcomes and opportunities for all students to excel based on their individual learning pathway.
- Work collaboratively with the Deputy Principal: Learning and Teaching to:
 - develop, implement and review the College policies within the Learning and Teaching sphere on a cyclical basis.
 - establish common language and practice for learning and teaching.
 - support the development of the College's Master Plan in terms of the learning environment and use of pedagogical spaces at Years 7 to 12.
- Actively lead the College Learning Leadership Team in inspiring and motivating teachers to aim for excellence in their practice.
- Liaise with the other Deputy Principals and other Directors of Learning and Growth, to facilitate appropriate coaching and observation initiatives to drive overall school improvement.
- Work in collaboration with all Directors of Learning and Growth, in the use of student outcomes data at Years 7 to 12 to set goals and targets for improved student learning outcomes and to design improvement strategies.
- Work with all Directors of Learning and Growth to set high expectations for staff and students for improved learning outcomes.
- Mentor and support Learning Area Leaders in leading their teams and fulfilling their roles to improve student learning outcomes at Years 7 to 12.
- Work with key staff to develop and implement a whole-school approach to differentiated teaching and learning for all students, including:
 - students with disability
 - gifted and talented students
 - students who are learning English as an additional language or dialect (EAL/D).



- Work closely with the Learning Diversity Team to ensure that NCCD funding and programs meet the individual needs of funded and other supported students at Years 7 to 12.
- Contribute to a performance and development culture by collaborating on the Professional Learning Communities (PLC) structure, with a focus on developing collective teacher efficacy and action research into College-wide pedagogical practice.
- Provide recommendations to the Deputy Principal: Learning and Teaching to help develop the College's professional learning programs.
- Lead formal and informal meetings with staff as requested by the Principal and in accordance with industrially agreed processes.
- Support the induction of new staff across all aspects of learning and teaching operations.
- Assist with the interviewing and appointment of new staff, as required.
- Ensure an active and visible presence in the learning environment in support of teachers.
- Model strategic leadership practices.
- Manage the budgets within the allocated portfolio responsibilities of this role.
- Support case management resolution of relevant teacher/student issues.
- Support the College Executive Team in overseeing the application of the College's Child Safety Policy and Procedures, including being compliant with the Child Safety Code of Conduct.
- Be proactive in reporting any concerns or identified risks, always monitoring and supporting student wellbeing in a manner which reflects the College values.

PORTFOLIO RESPONSIBILITIES:

- Lead the development and implementation of an evidence-based College-wide approach to pedagogical practices.
- Initiate strategies for developing a climate for providing and accepting constructive feedback and recognition of achievement.
- Work with the Deputy Principal: Learning and Teaching, Instructional Leaders and Literacy Leader to support the growth of contemporary pedagogical practices into Professional Learning at the College.
- Work with the Deputy Principal: Learning and Teaching, Director of Learning and Growth: Learning Diversity, Instructional Leaders and Literacy Leader to develop and implement a College-wide classroom and Learning Support Officer observation and feedback program.
- Investigate, develop and implement an annual evidence-based classroom climate survey for classroom improvement across the College.



- Work with the Instructional Leaders and Literacy Leader to develop and implement a College-wide Coaching program where teachers use their classroom climate data to be coached on goal-setting and growth, for continued classroom improvement.
- Build teacher understanding of the AITSL Australian Professional Standards for Teachers.
- Establish and support Peer Coaching Programs for Senior Students.
- Work with the Literacy Leader in the identification of key literacy needs and the implications for developing staff capacity.
- Work with the Digital Learning Leader in the development of a College Digital Learning Strategic Plan.
- Work with the Digital Learning Leader to improve teacher and LSO understanding of contemporary pedagogical innovation in the area of ICT, particularly the use of CommBox in the classroom.
- Oversee the work of the Digital Learning Leader.
- Oversee the work of the Literacy Leader.
- Oversee the work of the Instructional Leaders.

TEAM ENGAGEMENT:

- Co-chair of the Learning Leadership Team
- Chair of the Instructional leadership Team
- Member of the Learning and Growth Team
- Member of the Digital Transformations Committee

Through mutual agreement some variation in the specified responsibilities may take place during the term of appointment as a part of a normal process of ongoing evaluation of the College's operations.

All employees at Thomas Carr College are to follow College policies and procedures, including the Occupational Health and Safety Act 2004, the Equal Opportunity Act and VCEA Commitment Statement to Child Safety.



ATTRIBUTES

1. A firm belief in and commitment to the Mission and Vision of the College and an ability to articulate and promote these.
2. Demonstrated ability to work in a collaborative environment skilled at developing sustained relationships with staff, students and parents.
3. A clear vision for learning and teaching based on contemporary educational thought and practice.
4. Demonstrated ability to develop and lead within a learning environment that enables the pursuit of excellence, including planning, implementation and evaluation.
5. Proven commitment to ongoing growth as a leader and teacher.
6. Demonstrated excellence in the use of digital technologies in an educational setting.
7. Excellent communication, administrative and organisational skills.

QUALIFICATIONS

- Appropriate tertiary qualifications
- VIT Registration
- VCEA Accreditation to Teach in a Catholic School (or working towards)

Thomas Carr College is an equal opportunity employer that promotes the safety, wellbeing and inclusion of all children.