



YEAR LEVEL LEARNING LEADER (POL 4)

POSITION DESCRIPTION

Vision Statement: *To inspire members of our community to be learners impelled to thrive and serve.*

Mission Statement: Catherine McAuley College Bendigo (CMCB) lives out the Mercy charism, striving to make Jesus Christ known and loved by all. Our learning community identifies, values and develops the gifts of each young person and provides them with educational opportunities to experience personal success.

We are dedicated to developing students who are critical and creative thinkers, with the skills to be self-motivated in the pursuit of knowledge. Our students are empowered to see themselves as positive agents of change, who are called to participate actively and ethically in society as young people of Mercy.

The College is a reGEN College committed to promoting and adopting an integrated curriculum approach to sustainable living including respecting, conserving, and renewing our global environment.

POSITION SUMMARY

The Year Level Learning Leaders (YLLs) have oversight for the learning and teaching, including faith development, at their delegated year level - Year 7, 8, 9 or 10. They are responsible to the Assistant Principal Learning & Teaching.

YLLs have the overall responsibility for the professional learning culture of students and teachers at the College. YLLs lead and support the implementation of a rigorous and engaging curriculum by promoting, developing, and implementing professional learning with teachers, and rigorously reviewing and evaluating our learning areas and teaching practices to ensure the learning and teaching is reflective of the College Learning and Teaching policy.

The YLLs will work closely with the Learning Diversity Leaders, Year Level Coordinators, Pathways Learning Director and the Student Support Team to ensure that students are appropriately placed in classes and interventions are allocated and maintained.

With the support of the other Learning Leaders, they are responsible for developing, nurturing, and coaching a culture where teachers engage in frequent, ongoing formal and informal conversations associated with pedagogy and teaching practice. YLLs will assist teachers to engage in regular classroom observation and feedback to ensure that individual and collective measures are in place to provide evidence of skill growth and improvement. They will ensure there is collective ownership of learning goals and outcomes, for both the individual student and whole College.

The YLLs will advise and recommend professional learning to the Professional Learning Committee.

The YLLs will propose capital and resource developments in the learning area in collaboration with Learning Leaders.

As members of the Learning and Teaching Team, YLLs have a shared responsibility for the development, promotion and review of all curriculum programs, and the assessment and reporting of these programs. They will ensure that staff are teaching engaging, rigorous and progressive units that promote growth and success

for all students. Members of the Learning and Teaching Team will ensure that the curriculum is in accord with the whole College direction and meeting assessment and reporting compliance obligations.

ESSENTIAL DUTIES & RESPONSIBILITIES

<p>Leadership of Year Level Learning</p>	<ul style="list-style-type: none"> • Lead the implementation of year level strategies related to curriculum planning and delivery. • Work with the Learning Leaders to lead the development of an integrated curriculum and participate in curriculum development across all areas. • Lead the integration of learning and teaching across the year level with Learning Leaders. • Work closely with other Year Level Teams, Learning Diversity and Wellbeing to build, review, modify and expand their repertoire of learning strategies within the year level. • Work collaboratively with Year Level Coordinators to facilitate the transition of students between year levels. • Support the careers and Vocational Major programs. • Evaluate the effectiveness of curriculum programs and timetables. • Lead the implementation of an integrated social emotional learning program across the year level. • Embed College wide approaches such as SELs (Social Emotional Learning), Australian Students Wellbeing Framework, and School Wide Positive Behaviour Scheme (SWPBS) into formal curriculum. • Collaborate with Learning Leaders to make a significant contribution to procedural development relating to teaching and learning. • Manage the provision of professional learning and develop individual and team plans for teaching staff within the priorities of the College. • Monitor student progress across subject areas and work closely with Learning Diversity Leaders and Learning Leaders to improve student achievement. • Monitor student data such as non-submission of work. • Lead the learning and teaching program of the year level such as NAPLAN, exams, etc. • Lead Education Support Staff in their work supporting the year level programs. • Coach and mentor staff to establish and maintain safe, inclusive, and rigorous learning environments that support all students in their academic and personal growth. • Collaborate with Learning Leaders to lead the collection and analysis of data, ensuring that insights are used to inform teaching practices and drive student achievement. • Lead and manage with Learning Leaders and Year Level Coordinators the organisation and administration of testing and exam sessions. • With the Assistant Principal Learning and Teaching, support the management, utilisation and professional learning across College testing platforms. • Lead and support year level specific and learning and teaching College events.
<p>Leading teaching and learning</p>	<ul style="list-style-type: none"> • Ensure the College values underpin and support high-quality inclusive practices and set expectations that all activities are focused on improving student learning outcomes, prioritising the creation and sustainment of a student-centred learning environment. • Lead staff and students in identifying and planning high-quality teaching and learning and share current developments in pedagogy and student engagement with all staff. • Develop a robust approach to reviewing the curriculum and pedagogy to ensure a consistently high-quality environment for learning. • Lead a College-wide focus on individual student achievement, implementing strategies that secure educational provision for all. Ensuring that reflective practices, structured feedback, peer review and use of the Australian Professional Standards for Teachers (AITSL) lead to personal improvement of both students and staff. • Lead an inclusive curriculum and College culture that promotes understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages and other culturally and linguistically diverse communities.

	<ul style="list-style-type: none"> • Ensure interventions are in place to reduce gaps in attainment, communicating high aspirations and expectations for all, celebrate success and challenge underperformance. • Lead high aspirations in learning and inspire the same in students, staff and parents and share successful strategies with the College community. • Model collaborative leadership and engage with other schools and organisations to share and improve practice and encourage innovation in the education system.
Develop self and others	<ul style="list-style-type: none"> • In conjunction with the Leadership Team, oversee Annual Review Meetings (ARMs). • Foster peer observation amongst teachers to observe each other's practice and learn from each other, creating the opportunity to give and receive feedback about teaching practice and develop awareness about their own teaching. • Promote the benefits of professional learning to all staff and ensure that their willingness and efforts to learn and improve are recognised. Work with staff to identify and prioritise their professional learning needs based on any gaps between the requirements of their roles and their current knowledge, understanding and skills. • Model personal and professional learning that is clearly linked to College goals and seek support from others as appropriate. • Develop a coaching culture that encourages honest feedback to and from students and teachers based on evidence. • Seek leadership potential in others and provide opportunities for their development. • Identify and implement professional learning opportunities with staff that are aligned with staff learning plans and College priorities. Provide staff with regular and effective feedback on their performance, determining together how they can improve and remove any obstacles to learning. • Build capacity by creating a culture of empowerment, responsibility and self-directed research that leads to the development of a professional learning community. • Evaluate whether professional learning undertaken by self and staff has had the desired impact on students and has been shared with others.
Leading improvement, innovation and change	<ul style="list-style-type: none"> • Identify the need for innovation and improvement that is consistent with the College vision and values and is informed by student learning outcomes and communicate this effectively with staff, students, and families. • Take account of the impact of change on others, providing opportunities for regular feedback so that change is owned by the College community. Distribute leadership and encourage staff to build consensus across the College community and to take individual responsibility for implementing change. • Maintain own values whilst working to secure the ongoing improvement of the College. Lead and implement the appropriate use of new technologies in all aspects of the College's development. Embed collaborative and creative practices in the College, allowing everyone to contribute to improvement and innovation. • Embed a culture of continuous improvement, ensuring research, innovation and creativity are core characteristics of the College.
Leading the management of the College	<ul style="list-style-type: none"> • Align management procedures and processes to the educational goals and the vision and values of the College. Clarify for staff the relationship between the College's vision and values and the operational tasks that support them. • Model exemplary professional behaviour and promote ethical standards throughout the College community. • Use a consultative approach with students, staff and the wider College community to develop formal strategic plans. • Identify trends and influences that will have an impact upon the College and plan for them. Review the effectiveness of processes and use of data to improve College performance. • Embed a culture of review, responsibility and shared accountability to achieve high standards for all.
Engaging and working	<ul style="list-style-type: none"> • Promote parental and carer engagement as a key aspect of raising the achievement of all students.

within the community	<ul style="list-style-type: none"> • Build partnerships with the local community and external stakeholders so they are aware of the vision and values of the College and can contribute to its success. • Identify and implement strategies to meet the diverse needs of students and their families, challenge low expectations and close gaps in achievement for specific groups. Understand the strengths and needs of their communities, promoting high expectations and achievement for all. • Work with other agencies to support the health, wellbeing and safety of students and their families. Establish innovative processes to gather regular feedback from families and the local community that is systematically used to review College practices and inform decision-making. • Lead the College as an inclusive outward facing organisation. Draw on best practice nationally and internationally to embed a culture of inclusion and high expectations for all and take steps to tackle the effects of disadvantage on learning.
Resource and plan for engaging learning	<ul style="list-style-type: none"> • Manage, review and maintain relevant curriculum budgets, including resource requests for consumables. • Investigate and propose capital purchases for contemporary learning across relevant learning areas. • With the Learning and Teaching Team, develop, review and implement the booklist so that students have necessary resources for optimal learning while balancing the financial burden on families.
Teaching duties	Uphold the professional standards expected of a teacher, as outlined in the Lead Teacher Position Description.

KEY SELECTION CRITERIA

Qualifications and Experience	<p>Essential:</p> <ul style="list-style-type: none"> • Teaching qualifications • Current Victorian Institute of Teaching (VIT) registration • Accreditation to teach in a Catholic school (or be working towards such accreditation). • Commitment to the AITSL standards and willingness to work within the standards framework. • Demonstrated understanding and experience of the learning and teaching pedagogy associated with the Victorian Curriculum and Assessment Authority (VCAA). • Demonstrated understanding that VCAA is a registered Senior Secondary Awarding Body with the Victorian Registration and Qualifications Authority (VRQA).
	<p>Desirable Other:</p> <ul style="list-style-type: none"> • Accreditation to Teach Religious Education. • Preference for experience in inquiry-based learning and use of student data to maximise learning outcomes. • Relevant postgraduate studies (or working towards such qualifications). • Demonstrated understanding and experience of the learning and teaching pedagogy associated with the Victorian Curriculum. • Demonstrated experience in using ICT to teach subject area including but not limited to Google Applications, SIMON, Microsoft suite.
Skills and Attributes	<ul style="list-style-type: none"> • Evidence of capacity to meet the required essential duties and responsibilities as detailed in this position description. • Demonstrate professional and collegiate relationships with colleagues. • Personal sense of initiative, innovation, and enthusiasm. • Outstanding communication and interpersonal skills to build relationships with key stakeholders such as children, parents and the College community.

	<ul style="list-style-type: none"> • Experience and proven record in effective learning and teaching skills, including management of composite classes/mixed ability classes. • Ability to demonstrate an understanding of appropriate behaviours when engaging with children. • Demonstrated capacity to participate in a range of College activities, e.g. College sports, sacramental programs, liturgies, College camps/excursions. • Commitment to professional learning and continuous improvement.
Commitment to Catholic Education	<ul style="list-style-type: none"> • A demonstrated understanding of and commitment to lead the ethos of a Catholic College and its mission. • A demonstrated understanding of and commitment to lead the Church's teachings and the Catholic teacher's role in the mission of the Church. • A demonstrated capacity to lead and instil in students and staff a respect for each other in accordance with the teachings of Jesus Christ. • A capacity to integrate the Church's teachings into all aspects of curriculum.
Commitment to Child Safety	<ul style="list-style-type: none"> • A demonstrated understanding of child safety and in particular the 11 Child Safe Standards under the Commission for Children and Young People (CCYP). • A demonstrated understanding of appropriate behaviours when engaging with children. • Demonstrated capacity to provide students with a child-safe environment and to proactively monitor and support student wellbeing. • Familiarity with legal obligations relating to child safety such as the critical PROTECT actions (e.g. mandatory reporting, reportable conduct scheme) and comply with the College's child safe policy and code of conduct and any other policy, procedures or legislation related to child safety. • Be a suitable person to engage in child-connected work.

EMPLOYMENT CONDITIONS

Appointment	<p>This position is appointed by Catherine McAuley College Bendigo and the incumbent is an employee of Mercy Education Limited.</p> <p>Mercy Education Limited is an incorporated ministry of Mercy Ministry Companions (MMC). MMC is responsible for ensuring, as faithfully as Catherine McAuley and her sisters, that the Catholic identity, charism and spirituality of schools previously under the stewardship of the Institute of Sisters of Mercy of Australia and Papua New Guinea (ISMAPNG), thrive into the future.</p> <p>Mercy Education Ltd is a school proprietor and is one of the 19 members of Catholic Religious Institute and ministerial Public Juridic Person Victorian Schools Ltd (CRMV Ltd) which represents the interests of Catholic Schools in Victoria which historically were owned and governed by Congregations or Religious Institutes.</p> <p>The peak body for Catholic school education in Victoria is the Victorian Catholic Education Authority (VCEA).</p> <p>Catherine McAuley College Bendigo is situated in the Diocese of Sandhurst (CESL).</p>
Reports to	<p>Assistant Principal Learning and Teaching</p> <p>Executive Deputy Principal – Staff and Administration</p>
Conditions	<p>Conditions are in accordance with the Catholic Education Multi Enterprise Agreement (CEMEA) 2022.</p>

	<p>This is a full-time, leadership position. The current College position of leadership tenure cycle is for three years, 28 January 2025 – 26 January 2028.</p> <p>The role is subject to the Policies and Procedures as provided as part of the induction program of the College including those encompassed by VIT, CESL, MEL, and VCEA.</p>
Review and Appraisal	<p>As an employee of Mercy Education Limited this appointment will comply with the contract of employment.</p> <p>The incumbent is subject to the College's Annual Review Policy which is established from the Australian Professional Standards for Teachers (AITSL)</p>
Professional Development	<p>Undertake professional development in line with the College Professional Learning policy.</p>

No position description can be entirely comprehensive. The incumbent will be expected to carry out such other duties as may be required from time to time and are broadly consistent with the position description and the status of the post within the College. The position encompasses participation in decision-making processes and other activities relevant to the role which may require occasional involvement outside the currently designated school hours. (CEMEA 2022 Clause 59.3 applies)