MacKillop College
Learning Area Leader

Position Description

Classification (CEMEA 2022)	Teacher T2 1-6
Position of Leadership	POL 2 + 200 minutes time release
Area	**Design Technology**
Position reports to	Directors of Learning

About MacKillop College

MacKillop is a Catholic college in the Josephite tradition. Inspired by the spirit of St Mary of the Cross MacKillop, we strive to:

- encourage individuals to reach their full potential as lifelong learners by providing an innovative, challenging and collaborative learning and teaching environment in a rapidly evolving society;
- foster leadership by empowering and developing all members of the school community;
- enhance positive relationships in a supportive community by promoting justice and a sustainable future;
- support wellbeing by affirming the intrinsic dignity of each individual, embracing diversity and empowering active citizenship;
- witness the presence of God amongst us by celebrating our Catholic heritage as a faith community.

Overview of the Role

In consultation with the Directors of Learning, the Learning Area Leader supports, coordinates, facilitates and directs the activities across the subjects within Design Technology at the College. Through skilful, purposeful and efficient leadership, this role encourages and challenges Educators to be more creative and effective teachers and leaders.

The Learning Area Leader displays a passion for learning, be an excellent classroom teacher, display innovative and inspiring classroom practices and be well versed in contemporary educational pedagogy. The ideal candidate will develop curriculum and learning programs which are academically rigorous and provide the appropriate challenge for a diverse range of standards.

Commitment to Catholic Education

- demonstrate an understanding of the ethos of a Catholic school and its mission
- demonstrate an understanding of the Church's teachings and the Catholic teacher's role in the mission of the Church
- demonstrate a capacity to instil in students a respect for each other in accordance with the teachings of Jesus Christ willingness to Church's teachings into all aspects of curriculum

Commitment to Child Safety

- ensure students are provided with a child safe environment
- be familiar with and comply with the MacKillop College child safe policy and code of conduct, and any other policies or procedures relating to child safety
- demonstrate a duty of care to students in relation to their spiritual, physical and mental wellbeing
- implement strategies that promote a healthy and positive learning environment
- demonstrate an understanding of child safety standards and obligations (e.g. mandatory reporting)
- demonstrate an understanding of appropriate behaviours when engaging with children
- report any concerns relating to child safety immediately

Accountabilities

Learning Area Leadership

- create a clear and compelling vision for the Design Technology within the College's Vision, College Improvement Plan, Educational Goals, Priorities and Key Strategies
- lead the development, implementation and evaluation of a comprehensive curriculum in line with the requirements of the Victorian Curriculum and Assessment Authority (VCAA) and Melbourne Archdiocese Catholic Schools (MACS)
- maintain knowledge of current educational trends and evidence-based research to improve learning outcomes and pedagogy
- ensure all curriculum documentation, including assessment, learning resources and reporting, is accessible and available via College systems (preferably via a singular platform)
- continuously evaluate resources and learning materials e.g. textbooks, videos and programs
- lead the analysis of NAPLAN, PAT, VCE and standardised testing data applicable to Design Technology, to inform teaching practice and pedagogy
- provide reports and updates to the Directors of Learning and the College Leadership Team as required
- coordinate an annual review of the learning area curriculum, including assessments and pedagogy
- coordinate the collation of data and provide analysis on student progress and learning outcomes
- facilitate moderation between classes and within year levels
- ensure the curriculum is inclusive and accessible to all students with differentiated learning needs
- ensure appropriate and consistent assessment and reporting procedures are in place
- ensure that specialist learning tools and facilities are appropriately used, maintained and used to maximum effect
- lead the development, implementation and evaluation of policies and procedures relevant to Design Technology
- facilitate purposeful and planned Design Technology meetings, including the development of priority action plans

Building a Learning and Teaching culture

- be a positive and professional role model for Teachers within Design Technology
- maintain currency of pedagogical practices for the Learning Areas
- support the induction of new teachers and provide specific and regular support for early career teachers
- foster a culture of professional collaboration which draws on the expertise and research from the wider educational community to improve student outcomes.
- ensure there is regular collaboration with the Learning Diversity Team to ensure teachers can provide differentiated learning
- oversee and support the development of rigorous formative and summative assessments
- oversee and ensure the timeliness and professionalism of feedback to students
- ensuring that appropriate documentation and reporting on student progress is completed and detailed in SEQTA
- lead and participate in Design Technology activities e.g. expos, promotion weeks etc.
- collaboratively engage with subject teachers to ensure classwork, examinations and other assessments are developed, implemented, and evaluated to ensure optimal learning experiences for students
- provide guidance and direction in the development, implementation, and evaluation of learning resources
- promote the use of digital technologies to support learning
- support the trialling and implementation of a range of learning practices
- assist with development of appropriate resources to enhance examination/assessment preparation

Supporting Teachers

- lead and encourage collaboration with teachers across Design Technology and beyond
- develop a professional learning community where good practices are shared, and under-performance challenged
- conduct classroom observations and provide feedback to teachers as required
- assist with the subject selection process for students
- mentor and coach individual teachers to improve their teaching
- coordinate programs and strategies that address the needs of individual students and classroom structures
- assist teachers to develop their professional knowledge and understanding of Design Technology
- model evidence-based practices to improve student learning though in-class modelling and co-design of curriculum
- coordinate teacher participation in excursions and camps/retreats to assist students, as required

Differentiated learning

Work with teachers to:
- identify students with differentiated learning needs and provide appropriate support
- identify any barriers within the classroom environment and implement appropriate mitigation actions
- implement or adapt goals according to a student's ability
- provide targeted literacy and/or numeracy support plans
- provide direct and timely support to students who need additional support

Communication

- communicate with the Directors of Learning to provide meaningful and regular feedback
- initiate and lead family contact as required
- respond promptly to teacher and family requests for information, return phone calls and answer direct messages (DMs) and emails
- respond promptly and empathetically to students
- ensure clear and timely communication to families about student progress and challenges
- ensure all allocated marking for student work and assessment tasks is completed
- provide written reports for families that clearly reflect the student's approach to learning, performance on a range of assessment tasks, strengths, challenges, and recommended future learning strategies
- participate in Student Progress Interviews as required

Learning Environment

Work with Teachers to:
- develop a learning culture that is inclusive and supportive of students, especially those with diverse learning needs
- create and maintain a safe learning environment
- promote positive, respectful, and encouraging relationships
- implement appropriate and respectful behaviour management strategies in the classroom
- use appropriate restorative practices
- establish clear expectations for student behaviour
- create a stimulating learning environment by using a variety of activities

Professional Development

- provide teachers with opportunities for wider and more challenging professional experiences, especially in priority areas
- support a performance and development culture
- actively participate in professional development both internal and external
- participate in appraisal/feedback processes to receive constructive feedback, as required
- commit to ongoing professional development
- maintain required ICT skills required for the role

General Expectations

- support the Victorian Catholic Education Authority (VCEA) 'Statement of Principles Regarding Catholic Education'
- act as a role model for students and staff
- actively contribute to the achievement of the School Improvement Plan
- stay informed by reading the Principal Memo, all College emails/direct messages and other correspondence on at least a weekly basis, responding appropriately
- abide by all College policies and procedures
- work collaboratively and build effective working relationships
- ensure MacKillop Colleges' public image, professional reputation and best interest is represented through all interactions and activities
- model a professional approach for all staff and students, including conduct, language and professional dress
- attend all relevant school meetings, functions, events, liturgies, open days, staff faith proceedings and professional development as required by the Principal
- observe the strictest confidentiality for all sensitive and private information

- participate in duty supervision as rostered, and other supervision duties as required
- actively contribute to the care of all College facilities, grounds, equipment, and resources

Work Health and Safety

- take reasonable care of your own health and safety
- take reasonable care for the health and safety of others who may be affected by your acts or omissions
- cooperate with any actions MacKillop College implements to comply with Safety requirements
- comply with all Safe Working Procedures
- use appropriate Personal Protective Equipment (PPE) as required
- periodically update MacKillop College about any medical condition that:
  - is life threatening or may require Emergency Services to be called
  - could impact on your ability to perform your duties
- complete safety training courses as required and participate in compliance briefings or inductions as required
- do not 'intentionally or recklessly interfere with or misuse' anything provided at the workplace to support health, safety and welfare
- report all hazards (e.g. unsafe working conditions) and incidents (e.g. injuries, illnesses, etc.)
- work cooperatively and consult with Health and Safety Representatives to resolve workplace safety changes and issues
- undertake all work activities in a manner that ensures the workplace is free from harassment, bullying and discrimination and supports workplace diversity
- contribute to a healthy and safe work environment, and comply with all safe work policies and procedures

Other Duties

It is not the intention of this role description to limit the scope or accountability of the position but to highlight the most important aspects. All employees are required to undertake reasonable duties commensurate with their skills and training from time to time in accordance with the needs of the College or as directed by the Principal.

Required Capabilities

Qualification	- VIT registered - Post graduate qualifications (preferred)

Duty of Care	- must maintain currency qualifications in:
	  - First Aid and CPR
	  - Mandatory reporting
	  - Anaphylaxis management
	  - Asthma management
	- an ability to identify and assess risks for students and implement appropriate mitigation responses/actions
	- provide appropriate direction, supervision and support to staff and students

Emotional intelligence	- a demonstrated understanding of social and emotional issues connected to student life - an ability to build positive and meaningful relationships with students - an ability to set clear behavioural expectations - an understanding of trauma informed practice (preferred) - an understanding of emotional regulation of self and others
Communication	- excellent written and oral communication skills, including ability to communicate with students, staff, and families - excellent interpersonal and communication skills - an ability to provide clear instructions in a timely manner to staff and students
Organisation	- ability to manage tasks with minimal supervision - capacity to work to timelines - demonstrated organisational skills including strong attention to detail - proven time-management skills - exhibited self-motivation
Learning Support	- use of multiple teaching techniques to engage students in learning - contemporary knowledge of the subject matter being instructed

Approachable	• a demonstrated ability to foster a welcoming and calm learning environment that promotes positive behaviour • be enthusiastic and professional
Teamwork	• ability to work as part of a team • flexible and willing to help and support others • ability to collaborate with the teachers, staff, and students • ability to develop and maintain excellent working relationships with key stakeholders
Catholic Identity	• a demonstrated commitment to working in a Catholic Education environment • demonstrated pastoral approach towards student and staff relationships

Qualifications, Education and Experience

Essential

- current Victorian Institute of Teaching (VIT) registration
- demonstrated understanding and experience of the learning and teaching pedagogy associated with the Victorian Curriculum
- a contemporary understanding of the Design Technology curriculum
- current experience working in Design Technology subjects
- a commitment to teaching in a Catholic school environment

Desirable

- relevant postgraduate studies (or working towards such qualifications)
- demonstrated experience in working with students in a secondary school setting
- accreditation to teach in a Catholic school
- demonstrated experience in contemporary learning technologies within Design Technology
- experience in inquiry-based learning and/or project-based learning and use of student data to maximise learning outcomes

Declaration

I accept the above duties for the position at MacKillop College.

Name: _____

Signature: _____

Date: _____