



POSITION DETAILS:

Position Title:	Director of Teaching & Learning
Groups:	Teaching & Learning Senior Leadership Team
Supervisor:	Deputy Principal
Direct Reports:	Curriculum Leaders Head of Career Pathways Head of Library Services Administrative Assistant – Teaching & Learning Administrative Assistant – Krebs Reception, Curriculum, Data & Logistics
Date of Last Review:	June 2024

POSITION SUMMARY:

The Director of Teaching & Learning has responsibility for the strategic and inspirational leadership of the teaching and learning program at St Paul's School and requires inspirational leadership, enabling teachers to achieve quality and excellence in student outcomes and the importance of collaboratively developing a renewed vision for learning.

The School recognises and values the critical role our teachers play in student achievement. Fostering teacher professional learning, teacher research and teacher leadership, are important responsibilities of this role. The Director will lead a culture of continuous improvement characterised by a supportive environment, the fostering of creativity and innovation, capacity building, leadership of engagement with, and use of research-evidence, developing an openness to critique and feedback by colleagues, ownership of learning, and focus on student growth and enhancement in professional practice.

The Director of Teaching & Learning has significant collaborative and distributed leadership responsibilities in relation to the design, development, and delivery of academic programs from P-12. As a senior member of staff and working collaboratively with leaders across the School, the Director will contribute to the strategic planning, leadership, and management of the School.

KEY ACCOUNTABILITIES:

Teaching and Learning

- Develop and articulate clarity of vision for what teaching and learning should look like now and into the future.
- Develop a contemporary professional culture of learning throughout the School community.
- Be an active leader, remaining abreast of, and sharing research and latest developments in teaching, learning and assessment.
- Build connections across various educational contexts beyond the School.

- Establish supportive learning relationships with members of the teaching staff for the enhancement of learning and teaching.
- Coach, mentor and collaborate with Curriculum Leaders in their role of enabling and monitoring student growth and developing their teachers within their areas.
- Model contemporary pedagogy and assessment practices and promote a clear understanding and common language for effective teaching and learning.
- Develop innovative approaches in building the confidence and skills of teachers to inspire, engage and challenge students to reach their potential.
- Collaborate with Curriculum Leaders to ensure students and teachers are equipped with the skills that will enable them to be confident users of digital technologies.
- Lead Curriculum Leaders meetings and other committees as requested.
- Monitor pedagogical practice and teacher capacity for alignment with frameworks and practices articulated by key organisations such as the QCT, QCAA and the AITSL.

Professional Learning

- Through an appreciative inquiry model, build the capacity of Curriculum Leaders and teachers.
- Remain abreast of evidence-based and evidence-informed research and practice to promote excellence in teaching, including keeping up to date with developments in knowledge and practice related to teacher professional learning.
- Quickly and effectively gain an understanding of past and present approaches to curriculum, teaching and learning towards shaping future focused pedagogy and learning opportunities.
- In collaboration with the Deputy Principal, develop a whole school professional learning framework.
- Develop communities of learning across P-12 staff that facilitate the sharing of evidence and practice insights and encourage collaboration to enhance student outcomes.
- In collaboration with the Deputy Principal, create professional development and learning plans for teachers, that align with the Australian Professional Standards for Teachers.
- Build the capacity of teachers through a collaborative, consultative and directional approach, recognising past endeavours yet focusing on continuous improvement.
- Establish a professional culture that is openly research and data-informed, reflective, supportive of innovation and has a clear focus on building data literacy skills.
- Establish key relationships and partnerships with tertiary sectors. Develop and manage opportunities for teachers to collaborate with university partners, including the opportunity to publish action research and to present at conferences.
- Develop a team that leads best practice in e-learning through establishing and maintaining an online professional learning resource centre and disseminate key resources to teachers and leaders as required.
- Lead ongoing evaluation of the impact of professional learning policies and frameworks on teacher capacity and student learning.
- Support Curriculum Leaders to work with their staff to develop individual professional learning plans.
- In collaboration with the Deputy Principal and Senior Leadership Team, plan for professional learning days and for the incorporation of professional learning activities.
- Proactively manage positive and strategic preservice practical experience partnerships with tertiary institutions to attract talented graduate students to the School.
- In partnership with the Deputy Principal, coordinate and facilitate sustained teacher induction activities pertaining to teaching, learning, assessment and professional duties for teachers.
- In collaboration with the Director of Wellbeing, ensure new staff receive and are supported with pastoral and wellbeing approaches and initiatives.
- In order to model continuous learning and improvement, take own initiative to broaden professional knowledge and practice. Flexible work options may be available.
- Other key responsibilities appropriate to this position as determined by the Deputy Principal and Principal.

KEY SELECTION CRITERIA:

Technical / Professional Qualifications

- Master's Degree or above in Education or Leadership and/or extensive professional experience in leading educational change that improved teacher practice and student outcomes.

Desirable

- Change and project management skills.
- Expertise in adult learning theory and approaches.
- Comprehensive knowledge of contemporary educational research in the areas of pedagogy, differentiation, professional learning, school improvement, educational data and research use, and evaluation methodologies.
- Understanding and experience of a range of coaching/mentoring models.
- Leading school teams and working with Senior Leadership to develop strategic and operational plans.
- Leading the implementation of school-wide initiatives and innovations relating to teaching, learning and assessment.
- Leading effective professional learning for teachers and school leaders.
- Responsibility for the development of teams and individuals.
- Experience and expertise in working with the Australian Professional Standards for Teachers.
- Engagement with The Australian Performance and Development Framework and the Australian Charter of Professional Learning for Teachers and School Leaders Experience in leading educational research.
- Experience in using educational data and evidence to shape practice and policy.

General Terms

- Comply with all requirements of the Anglican Church Southern Queensland Policy and Procedures Manual - Safeguarding Our Students.
- Comply with all requirements of the Anglican Church Southern Queensland Policy – COVID 19 Vaccination in Anglican Education.
- Comply with requirements of Queensland Workplace Health and Safety (WH&S) Legislation and related WH&S responsibilities and procedures within St Paul's School.
- Take full responsibility for compliance with all St Paul's policies, procedures and risk management strategies.
- Comply with the Anglican Church of Southern Queensland Code of Conduct for Anglican Schools and Education and Care Services.
- The nature of teaching necessitates that the successful applicant may be required to be present on the campus before and beyond the regular nominated hours of duty. As such, this position also has an after-hours component.
- All employees recognise and accept that multi skilling is an essential component of the School and may be required to undertake duties that are outside their normal position description but within their skills, competency and capability.

AUTHORISATION:

I hereby agree that this Position Description accurately reflects work requirements.

Acting Principal

John O'Sullivan Williams

Name

Signature

Date

**Director of Teaching
& Learning**

Name

Signature

Date

ETHOS STATEMENT

The School’s Purpose is “to prepare resilient, global citizens, who are innovative thinkers, with a heart for servant leadership.”

The School’s Vision is “Transforming educational thinking and practice.”

The School’s Values are:

By **Faith** and by **Learning** we strive to grow in **Community** with God and each other, valuing each person and celebrating individual excellence.

We value Faith believing where:

- Each person is a unique creation of a loving, redeeming God and able to be empowered and sustained by the Holy Spirit through the teaching and life of Jesus Christ.
- Each person can have a relationship with God, through Jesus Christ, demonstrated by modeling one’s life on Christ, serving others and participating in the traditions and practice of the Anglican Church.

We value Learning where:

- Students are encouraged and supported as they strive to reach their intellectual, creative, physical, social, moral, emotional, and spiritual potential in a balanced and disciplined way.
- Students fully explore a range of topics, themes and concepts which have relevance, real-world application and a focus towards the future.

We value Community where:

- Students, staff, and families support the aims, purpose, and mission of the School and serve one another using their God-given gifts.
- Students, staff, and families grow together in faith and learning, promoting love, justice, and mercy - at home, at School and in the wider world.
- Students remain connected to the St Paul’s community when they graduate, through a vibrant Past Students’ Association.

SCHOOL EXPECTATIONS

All employees are bound by the requirements of the School's policies and procedures as they apply from time to time, and are expected to act with integrity, and in a way that demonstrates a proper concern for the public interest expressed with a framework of a Christian educational organisation.

As such, employees at St Paul's School are expected to embrace the following statements.

As well as comply with all federal and State legislation as they apply from time to time as well as any relevant Canon Laws or Diocesan policies.

Much of the information gleaned by employees during the course of their duties is confidential and should be treated as such. Employees shall not use confidential information to gain advantage for themselves, their related persons or for any other person or body, in ways which are inconsistent with their obligation to act impartially. Nor should such information be used improperly and cause harm or detriment to any person, body, or the School.

Proof of qualifications as well as a disclosure on any matter which may affect your employment in this position will also be required prior to commencement.

ANGLICAN SCHOOLS COMMISSION - STATEMENT OF COMMITMENT

Anglican Schools and Education & Care Services are committed to providing environments where children and young people receive the highest standard of care, where their rights are supported, and they have the opportunity to thrive and be fruitful. Such environments nurture and safeguard the intelligence, dignity, safety and wellbeing of each child or young person, by placing them at the centre of thought, values and actions.

As reflected in our Ethos, our vocation is education, driven by a vision of humanity, shaped by the image of God made visible in Jesus, present in every human being.

- Every child: made in the image and likeness of God
- Every child: loveable and loved, unique and unrepeatable
- Outstanding education for the flourishing of people and the good of community

Our faith is lived. We are hospitable and welcoming communities, who embody compassion, kindness, fairness, justice and love, and where exceptional pastoral care is practised.

Working and serving the best interests of children and young people is in everyone's best interest. This is achieved through sustaining living and learning environments that are safe, supportive and stimulating. Specifically, we:

- place emphasis on genuine engagement with children and young people;
- create conditions that reduce the likelihood of harm to children and young people;
- create conditions that increase the likelihood of identifying harm; and
- respond to any concerns, disclosures, allegations or suspicions.

This commitment is sought to be consistently reflected through the decisions and behaviour of all persons within the School or Service, who are guided by effective governance, policies, tools and processes. This fosters a child safe culture, where acting in children and young people's best interests is at the heart of what we do.