



## **PATHWAYS LEARNING DIRECTOR (POL 6)**

### **POSITION DESCRIPTION**

**Our Vision:** 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.

**Our Touchstone Statement:** *Inspiring members of our community to be learners impelled to thrive and serve.*

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 school committed to promoting and adopting an integrated curriculum approach to sustainable living including respecting, conserving, and renewing our global environment.

### **POSITION SUMMARY**

The Pathways Learning Director has the overall responsibility for oversight of the College's VCE, VET, Vocational Major, inclusive of the management of offsite VET programs.

This includes working closely with and reporting to the Assistant Principal - Learning and Teaching, the Year 10-12 Year Level Leaders and Learning Leaders, to ensure students are supported throughout completion of their relevant course pathways.

The Pathways Learning Director leads the VCE/VET/VM including ensuring the College is meeting all VCAA and legislative requirements.

The Pathways Learning Director leads the various staff who support students in relation to pathways and senior certificates including Careers Practitioners, and the Pathways Administrator.

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

### **ESSENTIAL DUTIES & RESPONSIBILITIES**

#### **Leadership of VCE/VET/VM**

- To work with the Assistant Principal - Learning and Teaching to ensure senior assessment and reporting comply with Government requirements.
- To work with other College Leaders and the staff to ensure that procedures are put in place, adhered to, and meet VCAA requirements for senior certificates.
- To ensure that the VCE (including Vocational Major Specialisation and VET) procedures and practices are consistent with the ethos of the College.
- To review and evaluate these procedures within the College and to recommend and implement changes as appropriate.
- To co-ordinate, organise and implement the senior examinations, including internal and external.
- To oversee the release and analysis of VCE results

	<ul style="list-style-type: none"> <li>● To work with other Learning Leaders to guide and support students and families in relation to senior certificate course selection.</li> <li>● To ensure that all students enrolments in senior certificate subjects lead to a pathway where they can meaningfully gain the relevant certificate(s).</li> <li>● To work with the Assistant Principal - Learning and Teaching on the subject selection procedures in the College.</li> <li>● Supporting students at risk of failing senior certificates by working with Learning Leaders and Year Level Leaders, parents and students on identifying: <ul style="list-style-type: none"> <li>a) Students not performing to capability</li> <li>b) Students requiring further support or attention</li> <li>c) The most appropriate pathway</li> </ul> </li> <li>● To facilitate and provide ongoing support for students studying subjects through Distance Education or other external educational providers.</li> <li>● To ensure VCE policies and procedures are reviewed and updated as necessary and are aligned with the VCAA policies and procedures guided by the VCAA handbook.</li> <li>● To work with the VASS administrator and subject teachers to ensure that all relevant data is entered.</li> <li>● Utilises relevant data from the VCAA and VASS to support ongoing review of programs, student and teacher trends, and work with other leaders to develop strategies for improvement based on this data.</li> <li>● To co-ordinate and manage special provision applications and conditions for students in collaboration with Yr Level Learning Leaders</li> <li>● To organise, implement and publish the senior assessment schedule.</li> <li>● To guide and support staff undergoing subject audits from the VCAA.</li> <li>● To assist with the planning/preparation and implementation of Pathways / Information Evenings.</li> <li>● To represent the College on appropriate educational and curriculum forums.</li> <li>● Support all relevant staff in updating them on matters relating to senior certificate programs on a needs basis.</li> </ul>
<b>Resource and Plan for Engaging Learning</b>	<ul style="list-style-type: none"> <li>● Evaluate and improve teaching programs – conduct regular reviews of teaching and learning programs using multiple sources of evidence including: student assessment data, curriculum documents, teaching practices and feedback from parents/carers, students and colleagues.</li> <li>● Lead the development of staff and students in implementing an understanding of deeper learning, targeting teaching, differentiation, skills and knowledge continuums, community partnerships and preparing students for life after CMC.</li> <li>● Collaborate with Year Level Leaders to develop, promote and share best pedagogical practices across the College.</li> </ul>
<b>Leading teaching and learning / applied learning</b>	<ul style="list-style-type: none"> <li>● As a member of the Learning and Teaching Team, lead the implementation of the VCE, Vocational Major, and VET certificates.</li> <li>● Coordinate the SWL structure with the Careers team to ensure appropriate SWL is in place to provide effective integrated learning.</li> <li>● Coordinate school-based apprenticeships/traineeships.</li> <li>● Lead the audit and quality assurance processes that are part of Applied Learning Programs.</li> <li>● Develop a robust approach to reviewing the curriculum and pedagogy to ensure a consistently high-quality environment for learning. Develop a coaching culture that encourages honest feedback to and from students and teachers based on evidence.</li> <li>● Lead a school-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 lead to personal improvement of both students and staff.</li> <li>● Lead high aspirations in learning and inspire the same in students, staff and parents and share successful strategies with the school community.</li> </ul>
<b>Develop self and others</b>	<ul style="list-style-type: none"> <li>● 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</li> </ul>

	professional learning that is clearly linked to school goals and seek support from others as appropriate.
<b>Leading improvement, innovation and change</b>	<ul style="list-style-type: none"> <li>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.</li> <li>Take account of the impact of change on others, providing opportunities for regular feedback so that change is owned by the school community. Distribute leadership and encourage staff to build consensus across the College community and to take individual responsibility for implementing change.</li> </ul>
<b>Leading the management of the school</b>	<p>Specific to the role:</p> <ul style="list-style-type: none"> <li>Align management procedures and processes to the educational goals and the vision and values of the school. Clarify for staff the relationship between the school's vision and values and the operational tasks that support them.</li> <li>Model exemplary professional behaviour and promote ethical standards throughout the school community.</li> <li>Use a consultative approach with students, staff and the wider school community to develop formal strategic plans.</li> <li>Identify trends and influences that will have an impact upon the school and plan for them.</li> <li>Review the effectiveness of processes and use of data to improve school performance.</li> <li>Embed a culture of review, responsibility and shared accountability to achieve high standards for all.</li> </ul>
<b>Engaging and working within the community</b>	<ul style="list-style-type: none"> <li>Promote parental and carer engagement as a key aspect of raising the achievement of all students.</li> <li>Build partnerships with the local community and external stakeholders so they are aware of the vision and values of the school and can contribute to its success.</li> <li>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.</li> <li>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 school practices and inform decision-making.</li> <li>Comply with legislative, administrative and organisational requirements. Initiate, develop and implement relevant policies and processes to support colleagues' compliance with and understanding of existing and new legislative, administrative, organisational and professional responsibilities.</li> </ul>
<b>Teaching Duties</b>	Uphold the professional standards expected of a teacher, as outlined in the Australian Professional Standards for Teachers - Lead Teacher.

## KEY SELECTION CRITERIA

<b>Qualifications and Experience</b>	<p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>Teaching qualifications</li> <li>Current Victorian Institute of Teaching (VIT) registration</li> <li>Accreditation to teach in a Catholic school (or be working towards such accreditation)</li> </ul>
	<p><b>Desirable Other:</b></p> <ul style="list-style-type: none"> <li>Accreditation to Teach Religious Education</li> <li>Demonstrated understanding and experience of the learning and teaching pedagogy associated with the Victorian Curriculum.</li> </ul>

	<ul style="list-style-type: none"> <li>• Commitment to the AITSL standards and willingness to work within the standards framework.</li> <li>• Preference for experience in inquiry-based learning and use of student data to maximise learning outcomes.</li> <li>• Relevant postgraduate studies (or working towards such qualifications)</li> <li>• Demonstrated understanding and experience of the learning and teaching pedagogy associated with the Victorian Curriculum</li> <li>• Demonstrated experience in using ICT to teach subject area including but not limited to Google Applications, SIMON, Microsoft suite.</li> </ul>
<b>Skills and Attributes</b>	<ul style="list-style-type: none"> <li>• Demonstrate professional and collegiate relationships with colleagues.</li> <li>• Personal sense of initiative, innovation, and enthusiasm.</li> <li>• Outstanding communication and interpersonal skills to build relationships with key stakeholders such as children, parents and the school community.</li> <li>• Experience and proven record in effective learning and teaching skills, including management of composite classes/mixed ability classes.</li> <li>• Ability to demonstrate an understanding of appropriate behaviours when engaging with children.</li> <li>• Demonstrated capacity to participate in a range of school activities, e.g. school sports, sacramental programs, liturgies, school camps/excursions.</li> <li>• Ability to work as part of a team.</li> <li>• Ability and willingness to follow College policies and policy directives, including the Mercy Code of Conduct.</li> <li>• Demonstrated ability to liaise effectively and regularly with the Directors regarding issues relating to leadership of the College;</li> <li>• Understanding, apply and share contemporary education research theory, practice in pedagogy, assessment and reporting, including relevant State and National policies and compliance requirements;</li> <li>• Demonstrate and share the importance of emotional intelligence and empathy in building trust and a positive learning community across the College.</li> <li>• Demonstrated understanding and knowledge of current and educational trends, issues, policies and directions;</li> <li>• Develop strategies to ensure education opportunities for all students to reach their full potential;</li> <li>• Provide effective communication and feedback opportunities to parents, students and other members of the school community;</li> <li>• Receive and administer parent and student enquiries regarding learning and teaching, particularly those related to Applied Learning.</li> <li>• Ensure the College promotes outstanding achievement and recognition of students.</li> <li>• Personal sense of initiative, enthusiasm and high energy;</li> <li>• Outstanding communication and interpersonal skills to build relationships with key stakeholders;</li> <li>• Excellent organisational skills, planning, analytical and data mining capabilities;</li> <li>• Ability to balance the demands of competing projects;</li> <li>• Commitment to professional learning and continuous improvement;</li> <li>• A resourceful team member who is able to operate in a mentoring, collaborative and inclusive manner;</li> <li>• The highest level of loyalty and discretion, and the capacity to maintain the strictest levels of confidentiality;</li> <li>• Demonstrated interest in ongoing personal professional development.</li> </ul>
<b>Commitment to Catholic Education</b>	<ul style="list-style-type: none"> <li>• A demonstrated understanding of and commitment to lead the ethos of a Catholic school and its mission.</li> <li>• A demonstrated understanding of and commitment to lead the Church's teachings and the Catholic teacher's role in the mission of the Church.</li> <li>• A demonstrated capacity to lead and instil in students and staff a respect for each other in accordance with the teachings of Jesus Christ.</li> <li>• A capacity to integrate the Church's teachings into all aspects of curriculum.</li> </ul>

<b>Commitment to Child Safety</b>	<ul style="list-style-type: none"> <li>• A demonstrated understanding of child safety.</li> <li>• A demonstrated understanding of appropriate behaviours when engaging with children.</li> <li>• Provide students with a child-safe environment and proactively monitor and support student wellbeing.</li> <li>• Familiarity with legal obligations relating to child safety (e.g. mandatory reporting) and comply with the College's child safe policy and code of conduct and any other policy, procedures or legislation related to child safety.</li> <li>• Be a suitable person to engage in child-connected work.</li> </ul>
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## EMPLOYMENT CONDITIONS

<b>Appointment</b>	This position is appointed by Catherine McAuley College Bendigo and the incumbent is an employee of Mercy Education Limited. The role is subject to the College's Policies and Procedures as provided as part of the Induction Program and ongoing Training Program.
<b>Reports to</b>	Principal, Executive Deputy Principal – Staff and Administration, Assistant Principal – Learning and Teaching.
<b>Conditions</b>	<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 Leadership tenure cycle is for three years, 28 January 2022 – 28 January 2025.</p>
<b>Review and Appraisal</b>	<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.</p>
<b>Professional Development</b>	Undertake professional development in line with the College Professional Learning policy.

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.