



ST MARY OF THE ANGELS SECONDARY COLLEGE NATHALIA

DEPUTY PRINCIPAL – LEARNING & PROFESSIONAL PRACTICE CATEGORY B ROLE SPECIFICATION

Rationale

The position of Deputy Principal – Learning & Professional Practice has at its centre the education and development of our students. This role has elements of leadership, development and management. The position also entails a commitment to Gospel values, a shared wisdom and a highly collaborative approach to leadership.

This position works closely with the senior leadership positions of Deputy Principal – Catholic Identity and Deputy Principal – Student Wellbeing & Development to ensure that St. Mary of the Angels is able to deliver a holistic approach to the education, development and mentoring of our students. Together, these positions lead and manage the day to day operations of the College.

Supporting the AITSL framework is at the heart of this key senior leadership role:

- *Know students and how they learn*
- *Know the content and how to teach it*
- *Plan for and implement effective learning and teaching*
- *Create and maintain supportive and safe learning environments*
- *Provide feedback and report on student learning*
- *Engage in professional learning*
- *Engage professionally with colleagues, families and the community.*

Purpose of the Position

The position of Deputy Principal – Learning & Professional Practice compliments the positions of Deputy Principal – Catholic Identity and Deputy Principal – Student Wellbeing & Development to support the Principal in the quest to provide a dynamic and engaging educational vision and spiritual program for the students attending St Mary of the Angels Secondary College.

This senior leadership position brings with it; membership of the Executive Team and all responsibilities associated with the role of a Deputy Principal. The Executive Team is responsible for bringing the College Vision Statement to life, honouring the Graduate Outcomes, enacting the School Improvement Plan and leading a culture of continual improvement, innovation and change. Each member of the Executive Team is also responsible for Faith leadership and development at the College and bringing to life our Catholic and Franciscan values.

This position also has responsibility for the development of a **positive learning culture** founded in contemporary research and accurate data. Improving student learning outcomes is the ongoing quest of this position.

Organisational Relationships

- Direct report to the Principal
- Member of the College Executive Team
- Member of the College Board

- Liaison and co-operation with the Deputy Principal – Catholic Identity and Deputy Principal - Student Wellbeing & Development
- Leader of the Curriculum Team to form and establish the professional practice of our staff
- Liaise with the Learning Support Team Leader and Learning Support Team to engage our NCCD students in their learning journey
- Liaise with the Pathways Leaders
- Liaise with and oversee the role of the Learning Leader to support the professional practice of our staff
- Liaise with Learning Advisors to support the learning journey of their students and families
- Liaise with the IT Manager regarding our blended approach to learning and the College timetable
- Liaise with the College Business Manager regarding CLA budgets

Specific Responsibilities

Leading the Catholic School

- Articulate and model a contemporary understanding of theology and foster the Catholic and Franciscan identity of the College
- Support the Principal, staff and College community to provide the best possible Catholic education for each student
- Show witness through active participation in College liturgical events and personal development in faith and spirituality

Leading a Well Community

- Be familiar with and actively promote compliance with the College Child Safe Policy, Code of Conduct and any other policies and procedures pertaining to Child Safety
- Promote a safe, engaging and inclusive curriculum as a pre-condition for learning
- Liaise with the Learning Support Leader to facilitate teachers and Learning Support Officers working together to enable learning supports for NCCD students and other vulnerable students in our community
- Liaise with the Learning Support Leader, NCCD team and relevant Diocesan staff to ensure compliance with all NCCD requirements
- Oversee and guide processes for alternate student programs to ensure learning success for all students

Leading Learning and Professional Practice

- Be the key point of reference for advice and direction when working with Learning Area Leaders, Learning Support staff and Pathways staff
- Ensure the cohesion, mapping, documentation and implementation of the College's curriculum to meet or exceed VRQA and VCAA minimum requirements
- Liaise with the College IT Manager, who constructs the timetable, and Principal regarding curriculum and subject provision, inclusive of review opportunities, future learning opportunities for students, and staffing
- Liaise with Pathways staff and the Learning Support Leader as required to ensure comprehensive access to educational opportunities outside the College
- Liaise with outside agencies including Virtual School Victoria, Victorian School of Languages, Nathalia Secondary College and St Augustine's College to facilitate access to additional VCE and VET subject opportunities

- Oversee and guide where appropriate extra-curricular opportunities inclusive of off-campus excursions, in conjunction with the Health and Safety Officer
- In conjunction with the Learning Leader, oversee and actively promote the intentional use of student data, including NAPLAN, Insight SRC, VCE and other on-demand testing (e.g. ACER) within the College to guide appropriate classroom-based strategies, including to improve literacy and numeracy levels amongst students
- Oversee the implementation of internal examination periods and head start programs
- Organise and chair regular meetings of the Curriculum Committee
- Be a key leader and role model in any Nathalia Learning Community (NLC) initiative relating to curriculum and pedagogy.
- In conjunction with the Learning Leader oversee the development, operation and growth of our Learning Area based Professional Learning teams as a part of the broader professional learning community

Developing Self and Others

- Model personal and professional leadership at all times, fostering a culture which respects and values all members of the College community
- Be willing to enrol in appropriate post graduate study toward formal qualifications in Educational Leadership and Religious Education; and other relevant professional learning opportunities to promote personal growth and an improved learning culture at the College
- Engage in professional learning on an ongoing basis and when necessary work with the Executive Team to provide in-house professional learning opportunities for staff
- Intentionally develop the leadership skills and capacity of Curriculum Learning Area Leaders
- Promote and facilitate the College Middle Leaders Formation Program
- Be familiar with and able to utilise and speak to the work of contemporary, accredited educational researchers (e.g. John Hattie, Michael Fullan, Carol Dweck, the DuFour model of Professional Learning Teams), as well as other research based, contemporary pedagogical practices
- Oversee the implementation and review of the Teacher Professional Practice Review Program, inclusive of student voice opportunities (e.g. Pivot student surveys)
- Facilitate collegial processes and/or external Diocesan support as required, to support professional practice development inclusive of classroom management, instructional model, differentiation and curriculum development
- Oversee and promote staff professional learning opportunities, inclusive of study tour opportunities relevant to the College Strategic Intention Plan. This is consistent with an outwards looking focus for continual improvement
- Oversee Professional Learning Team / Community development and leadership

Leading Improvement, Innovation and Change

- Identify and apply appropriate change management processes to ensure effective improvements in the College's student learning and staff professional practices delivery
- Be conversant with trends in education (including ICT), applications of data, educational literature and learning theories and be able to lead discussions in these areas
- Actively support and encourage contemporary pedagogies inclusive of:
 - Co-teaching approaches
 - Learning and teaching in flexible learning spaces
 - Online learning, including but not limited to flipped learning
 - Formative assessment
 - Practices that encourage student self-efficacy
 - Awareness of and adaptability to student learning preferences including kinaesthetic

- Blended learning via remote learning opportunities
- Liaise with the College IT team to oversee the review and implementation of appropriate technologies to support staff and students in student learning inclusive of:
 - implementation of the College iPad program inclusive of the appropriate pedagogical 'shifts'
 - learning tools such as G suite
 - ongoing training in the capabilities of the College LMS and when necessary, make arrangements for the adoption of a new or upgraded LMS
 - support for other learning tools e.g. formative assessment tools, remote learning technologies
- Overseeing and enacting Professional Learning based on pedagogy, professional practice and student learning outcomes

Leading the Management of the School

- Deputise for the Principal when required
- Deputise for colleague Deputy Principals when required
- Report to and advise the College Board on Curriculum and other pertinent matters
- Liaise with relevant Diocesan staff as appropriate to further support student learning and staff professional practice
- Participate in the Diocesan school review process and be responsible for the area of Learning & Teaching of the COSSI review
- Active membership of the Diocesan Deputy Principals and Learning & Teaching Networks
- Consult with key individuals regarding the review/writing and implementation of policies, procedures and protocols that relate specifically to learning and teaching, curriculum review and development and other educational opportunities
- Oversee the daily, term and annual organisation of the College calendars
- Ensure the College organisation is shared with other schools in the NLC as appropriate, particularly Nathalia Secondary College
- Oversee the College's staff meeting program including agendas, professional learning activities, guest speakers etc
- Contribute relevant articles to the College Newsletter and website
- Liaise with the Business Manager to oversee processes for Learning Area budgeting

Engaging and Working with the Community

- Oversee Learning Advisor and subject teacher interview opportunities with parent/carers and students
- Assist with and attend Parent Information Evenings and Open Days as required, with direct responsibility for any learning and teaching based presentations
- Attend and speak, as required at formal College functions
- Work with parents and students in a pro-active and respectful manner when following through learning and teaching practices, subject selections and pathways issues

Additional Note: This role description is organic and agile by nature and may change in consultation with the Principal depending on the needs of the College.