

St Margaret's School and Berwick Grammar School

Position Description

Title:	Director of Staff Learning and Research
Campus:	St Margaret's and Berwick Grammar School
Reports to:	Principal
Tenure:	3 years (with an annual review)
Responsibility allowance:	This position is on the School Executive and will have a small teaching load

Primary purpose

The Director of Staff Learning and Research is directly accountable to the Principal and is entrusted with the overall responsibility for staff learning and educational research at St Margaret's and Berwick Grammar School.

Together with the other members of the leadership team, the Director of Staff Learning and Research is responsible for leading and implementing the School's Strategic Plan and ensuring that the relationships within the School are consistent with the ethos of St Margaret's School and Berwick Grammar School.

St Margaret's and Berwick Grammar School is a child safe environment. Our School actively promotes the safety and wellbeing of all students, and all school staff are committed to protecting students from abuse or harm in the school environment, in accordance with their legal obligations including child safe standards.

Focus: Excellence in Educational Support Staff and Teaching Staff – staff learning systems that incorporate research, partnerships and career advancement in a global context.

Position in context

The Director of Staff Learning and Research is a member of the School's Executive and as such:

- Assists and supports the Principal and School Executive in all aspects of school leadership.
- Is responsible, along with the Director of Curriculum and Innovation, for the establishment and successful running of the **Centre for Excellence in Learning and Teaching**, a facility that will focus on the provision of outstanding teaching at St Margaret's and Berwick Grammar School and educational research that will inform education globally.
- Is responsible for the creating a positive culture of challenge and support, enabling effective teacher and education support staff learning that promotes enthusiastic, independent learners, committed to life wide learning for both Teaching and Educational Support Staff.
- Has a responsibility for the development of key research projects in line with national and international priorities and the School's Strategic Plan.
- Is cognisant of current developments in teacher learning and education generally and regularly informs the community of these developments.
- Is directly involved in the sourcing and development of projects that enable SMS and BGS to contribute to the knowledge base of the broader educational space.
- Has a responsibility for the wellbeing of teaching and education support staff.
- Has a key responsibility for developing a culture of effective teaching, for leading, designing, monitoring and managing the quality of teaching and learning.

- Sets high expectations for the whole school staff through careful collaborative planning, monitoring and reviewing of programs for teachers and education support staff.
- Sets high standards of staff behaviour and attendance, encouraging active engagement and contribution to the School and educational landscape.
- Is enthused by developments in education globally and is thirsty for the SMS/BGS community to be a part of new thinking.
- Works to develop and implement induction, mentoring and coaching programs for teachers and education support staff.
- Assists the Director of Curriculum and Innovation in leading the Leaders of Learning.

The Australian Professional Standards for Teachers make explicit the elements of high quality teaching and learning and, along with the Australian Charter for the Professional learning of Teachers and School Leaders, and the Australian Teacher Performance and Development Framework work to promote the learning and development of Australia's teachers.

Plan for and implement effective teaching and learning

- Demonstrate exemplary practice, high expectations and lead colleagues to encourage students to pursue challenging goals in all aspects of their education.
- Demonstrate a deep understanding of Instructional Teaching Models and their application.
- Demonstrate a deep understanding of evidence based theories that underpin teacher-learning and adult-learning programs.
- Demonstrate an understanding of the principles of andragogy.
- Exhibit exemplary practice and lead colleagues to plan, implement and review the effectiveness of their learning and teaching programs to develop students' knowledge, understanding and skills.
- Has an understanding of project management skills that maximise engagement and contribution of colleagues.
- Manage Pre-Service Teacher placements (OH & S training, University liaison and administration) with the VCE and Data Compliance Administrator.
- Work with colleagues to review, modify and expand their repertoire of teaching strategies to enable students to use knowledge, skills, problem solving and critical and creative thinking.
- Model exemplary skills and lead colleagues in selecting, creating and evaluating resources, including ICT, for application by teachers within or beyond the School.
- Demonstrate and lead by example including verbal and non-verbal communication using collaborative strategies and contextual knowledge to support students' understanding, engagement and achievement.
- 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.

Create and maintain supportive and safe learning environments

- Demonstrate and lead by example the development of productive and inclusive learning environments across the School by reviewing inclusive strategies and exploring new approaches to engage and support all students.
- Initiate strategies and lead colleagues to implement effective classroom management and promote student responsibility for learning.
- Assist with the evaluation of the effectiveness of student wellbeing policies and safe working practices using current school and/or system, curriculum and legislative requirements and assist colleagues to update their practices.

- Assist with the review or implement new policies and strategies to ensure the safe, responsible and ethical use of ICT in teaching.

Assess, provide feedback and report on student learning

- Assist with the evaluation of school assessment policies and strategies to support colleagues with: using assessment data to diagnose learning needs, complying with curriculum, system and/or school assessment requirements and using a range of assessment strategies.
- Model exemplary practice and initiate programs to support colleagues in applying a range of timely, effective and appropriate feedback strategies.
- Coordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice.
- Assist with the evaluation and revise teacher accountability mechanisms in the School to meet the needs of teachers, students, parents/carers and colleagues.

Engage in professional learning

- Use comprehensive knowledge of the Australian Professional Standards for Teachers to plan and lead the development of professional learning policies and programs that address the professional learning needs of colleagues and pre-service teachers.
- **Lead the development and administration of the SMS/BGS Staff Learning Performance and Development Review Framework.** This will include the identification and monitoring of key competencies and future skill requirements for staff.
- Initiate collaborative relationships to expand professional learning opportunities and engage in research. Coordinate and arrange school-based and inter-school professional learning programs and activities for staff.
- Implement professional dialogue within the School or professional learning network(s) that is informed by feedback, analysis of current research and practice to improve the educational outcomes of students.
- Advocate, participate in and lead strategies to support high-quality professional learning opportunities for colleagues that focus on improved student learning.
- Be actively involved in relevant professional associations, national and international, and seek opportunities for cooperation.
- Provide advice and development opportunities for staff regarding professional and career development needs and interests.

Engage professionally with colleagues, parents/carers and the community

- Model exemplary ethical behaviour and exercise informed judgements in all professional dealings with students, colleagues and the community.
- 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.
- Identify, initiate and build on opportunities that engage parents/carers in both the progress of their children's learning and in the educational priorities of the School.
- Take a leadership role in professional and community networks and support the involvement of colleagues in external learning opportunities.

Roles, Responsibilities and Accountabilities

Teaching and Learning practices and programs

With the Director of Curriculum and Innovation:

- Monitor and review the development and implementation of learning programs across the School to ensure consistency with curriculum objectives and appropriate recognition of individual differences in line with the School's Strategic Plan.
- Actively promote and coordinate research with the School.
- Maintain a comprehensive and current knowledge of learning trends and developments nationally and internationally; advise, recommend and initiate the introduction of relevant and appropriate changes.
- Develop, recommend and introduce new learning technologies and associated support structures within the School.
- Provide leadership, feedback and advice to Leaders of Learning (LLs) regarding learning program content, consistency and application.
- Develop theoretical and practical systems for teachers and support staff performance and development.
- Monitor teacher performance and development in conjunction with LLs and participate in individual performance issues where appropriate.

Curriculum development and management

- Assist the Director of Curriculum and Innovation with the consultative review of the School curriculum, when necessary, making appropriate recommendations to the Principal and Executive for development and presentation to the staff and Council.
- Provide advice and recommendations to the Principal, Executive and LLs on curriculum issues.
- Publish regular updates of staff research and regularly share educational and other research relevant to the School's strategic direction.
- Support the presentation of papers and articles for journals and conferences/seminars on curriculum related matters.
- Establish appropriate links between the School campuses and other organisations, and represent the School externally and at conferences / Professional Learning seminars.

Administration and marketing

- Participate in information sessions and open days to ensure understanding of School programs and objectives.
- Seek opportunities to communicate School program features and student achievements within and outside the School (i.e. newsletters, journals, conferences, staff seminars).
- Explore community seminar opportunities that engage and excite our local and broader community.
- Develop and manage a Staff Learning budget in consultation with the Chief Financial Officer.

Meetings

- Attendance and contribution to meetings as required by the Principal and Heads of School. These may include but are not limited to:
 - School Council
 - School Executive
 - School Campus Leadership
 - Wellbeing Coordinators

- Leaders of Learning
- Staff meetings and briefings
- Parent meetings
- Community meetings

Key relationships

- **Principal** – to discuss and advise staff learning practices, programs and curriculum development.
- **Director, Curriculum and Innovation** – work closely to derive whole school models of i) contemporary learning, ii) exemplary teaching including preferred instructional teaching models.
- **Heads of School** – communication and planning, policies, regarding all major issues, school programs and curriculum development.
- **School Psychologists** – to liaise about student support to optimise academic performance.
- **Council** - through Principal, to advise on research, staff performance and development, curriculum development, VCE data and Academic Improvement Plans.
- **Leaders of Learning and Assistant Learning Leaders at St Margaret's and Berwick Grammar School** – to lead and advise curriculum, timetable, learning programs, teacher performance and use of technology.
- **Director Operations, HR, Compliance and Risk Management** – School policies, timetabling issues, logistics and curriculum organisation.
- **Chief Financial Officer** – establishing, negotiating and the management of budgets suitable for the development of school programs and the professional learning of staff.

Skills, experience and key competencies

The Director of Staff learning and Research:

- Is excited by the scope and power of adult learning.
- Shows commitment to the School's philosophy, values, policies and procedures.
- Provides inspirational leadership to the staff and students.
- Has a record of active contribution to professional associations and the broader educational community.
- Is experienced in whole school change management.
- Has experience in data analysis.
- Has a demonstrated capacity to conduct and communicate educational and organisational research effectively.
- Is well networked with educational and other organisations.
- Is innovative and can see possibilities for collaboration that have not previously existed.
- Has a wide range of experience across all year levels, in particular, a thorough understanding of VCE and ideally the International Baccalaureate (IB).
- A professional attitude, dedication and commitment to the conduct and completion of duties and responsibilities of the position.
- Demonstrate excellent interpersonal skills to enable effective communication at all levels.
- Demonstrated ability to work in an honest, open, creative and flexible manner that contributes positively to the effectiveness of the School Executive.
- Ability to balance short term priorities with longer term plans and requirements.
- Ability to respond appropriately under times of great demand.
- Demonstrated ability to develop excellent relationships and liaise professionally with staff, students and parents.

- Demonstrated experience in dealing appropriately with highly confidential and sensitive information.
- The ability to build positive and enduring rapport with people and display enthusiasm and desire to positively promote the School and its students, parents, staff, achievements and programs.
- Believes themselves to be an active and engaged global citizen.

Other duties from time-to-time as may be required by the Principal and Heads of School.