



## POSITION DESCRIPTION DIRECTOR OF INNOVATION

### CONTEXT

Padua College provides a contemporary Catholic secondary co-education for young people within the regions of the Mornington Peninsula and Western Port Bay. Our College was founded by the Sisters of Mercy and is named after St Anthony of Padua. In partnership with our students, staff, parents, parishes and the wider community, Padua College gives witness to the Christian faith in our Catholic tradition. We aim to be a positive, creative, hope-filled learning community where Catholic values and spirit are shared and the sacred dignity of each person is nurtured.

The **North Star** is our guiding direction. It encompasses our “why” at Padua College as we align our vision and action. It inspires, challenges, and provides direction.

We want every person to:

- recognise and utilise their God-given talents;
- be the best they can be; and
- make a positive impact on their world.

### Our Core Values:

- a) We welcome and affirm
- b) We inspire growth of the whole person
- c) We create a love of learning
- d) We build positive relationships
- e) We embrace diversity
- f) We show compassion for those in need
- g) We reconcile and forgive
- h) We work for a just and peaceful world

Those in positions of leadership on each campus shape and drive the development of a College-wide attitude that engenders the Padua College Mission and Values.

### OVERVIEW OF THE ROLE

The Director of Innovation is a College-wide position at the forefront of the implementation of our Mission and Vision and Educational Strategic Plan. The Director of Innovation will be a future-focused and collaborative leader, driven by a passion for educational innovation and committed to implementing forward-thinking pedagogy, programs, and technologies that enhance student outcomes, engagement, and professional practice. The Director of Innovation will contribute to shaping and advancing key elements of student learning across all year levels—particularly those connected to future-ready capabilities, including career development, personalised learning opportunities, and emerging educational pathways and platforms.

The Director of Innovation reports to the Vice Principal - Staff, Strategy and Development and is a key member of the Learning and Teaching Executive.

### PROFESSIONAL LEADERSHIP RESPONSIBILITIES:

As a Position of Leadership Level 6, teachers should be at a ‘Lead’ career stage. Position of Leadership Level 6 Teachers in the role of Director of Innovation are expected to specifically:

- Lead colleagues to select and develop teaching strategies to improve student learning using knowledge of the physical, social, and intellectual development and characteristics of students. Standard 1.1.4
- Lead processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn. Standard 1.2.4

- Lead initiatives within the school to evaluate and improve knowledge of content and teaching strategies and demonstrate exemplary teaching of subjects using effective, research-based learning and teaching programs. Standard 2.1.4
- Lead colleagues to develop learning and teaching programs using comprehensive knowledge of curriculum, assessment, and reporting requirements. Standard 2.3.4
- Monitor and evaluate the implementation of teaching strategies within the school to improve students' achievement in literacy and numeracy using research-based knowledge and student data. Standard 2.5.4
- Demonstrate exemplary practice and high expectations and lead colleagues to encourage students to pursue challenging goals in all aspects of their education. Standard 3.1.4
- 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. Standard 3.2.4
- 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. Standard 3.6.4
- Initiate contextually relevant processes to establish programs that involve parents/carers in the education of their children and broader school priorities and activities. Standard 3.7.4
- 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. Standard 4.1.4
- Lead and implement behaviour management initiatives to assist colleagues to broaden their range of strategies. Standard 4.3.4
- Evaluate 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. Standard 4.4.4
- Evaluate 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. Standard 5.1.4
- Initiate collaborative relationships to expand professional learning opportunities, engage in research, and provide quality opportunities and placements for pre-service teachers. Standard 6.2.4
- 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. Standard 6.3.4
- Advocate, participate in and lead strategies to support high-quality professional learning opportunities for colleagues that focus on improved student learning. Standard 6.4.4
- Model exemplary ethical behaviour and exercise informed judgements in all professional dealings with students, colleagues, and the community. Standard 7.1.4
- 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. Standard 7.3.4
- Take a leadership role in professional and community networks and support the involvement of colleagues in external learning opportunities. Standard 7.4.4

## MAJOR AREAS OF RESPONSIBILITY

The Director of Innovation's major areas of responsibility include, but are not limited to:

- i. managing the investigation, development, implementation, and evaluation of programs/school improvement projects/initiatives to maximise student learning and engagement across the College;
- ii. in consultation with the Learning and Teaching Executive, and other relevant Executive Teams, investigate, design, and implement innovative learning programs and models across the College;
- iii. in conjunction with the Learning and Teaching Executive, leading the analysis of data to evaluate the effectiveness of teaching and learning practices to enhance teaching practices and student outcomes;
- iv. maximising programs, curriculum design and instructional practices to challenge and enhance all learners;

- v. in collaboration with the Executive Vice Principal - Staff, Strategy and Development, implementing and leading whole school staff professional learning; and
- vi. performing other day-to-day duties and implementing decisions as requested by the Principal or the College Improvement Team.

## STATEMENT OF DUTIES

The specific focus of the Director of Innovation may vary depending on College Priorities. The following duties are aligned to the Director of Innovation's major areas of responsibility:

<p><b>i. investigation, development, implementation, and evaluation of programs</b></p>	<p>The Director of Innovation will manage the investigation, development, implementation, and evaluation of learning programs to maximise student learning and engagement across the College by:</p> <ul style="list-style-type: none"> <li>• developing and implementing future-focused learning programs that support continuous school improvement and development;</li> <li>• assisting the College in the implementation of Padua College Learning and Teaching Framework in conjunction with MACS Vision for Instruction;</li> <li>• investigating the latest educational research, pedagogy, and curriculum design to inform, review, and explore innovative learning models—such as vertical, interdisciplinary, or flexible structures or platforms—that enhance engagement, deepen learning, and respond to the evolving needs of students and educators.</li> <li>• using analytical tools to audit existing programs;</li> <li>• evaluating the effectiveness of current programs, including feedback from stakeholders, and use of data to inform and implement future learning initiatives;</li> <li>• collaborating with researchers and educational partners to contribute to the design, implementation and delivery of effective learning programs and innovations; and</li> <li>• regularly profiling student learning priorities and actions to staff, students, and parents/guardians to build understanding and ensure the learning needs of students are identified and supported.</li> </ul>
<p><b>ii. Investigating, designing, and implementing innovative learning program</b></p>	<p>The Director of Innovation will investigate, design, and implement innovative learning programs and models across the College by:</p> <ul style="list-style-type: none"> <li>• investigating the latest educational research, pedagogy, and curriculum design to inform the development of engaging and inclusive programs that support the learning and growth of all students in Years 7–9, recognising the richness of their varied strengths, backgrounds, and needs;</li> <li>• exploring innovative curriculum and project-based opportunities within the Years 10–12 environment, including the integration of synchronous and asynchronous learning models, to enhance student agency, engagement, and career pathways, in alignment with future-focused pedagogies and the College's commitment to personalised and purposeful learning;</li> <li>• collaborating with key stakeholders to develop a comprehensive framework for vertical and interdisciplinary learning that is aligned with the Padua College Learning and Teaching Framework and MACS Vision for Instruction and Vision for Engagement;</li> <li>• leading the development of learning environments and programs that promote inquiry, critical and creative thinking, collaboration, and real-world application of skills;</li> <li>• identifying and trialling emerging technologies and digital tools that enhance teaching and learning across all year levels, with a focus on improving access, differentiation, and student engagement;</li> </ul>

	<ul style="list-style-type: none"> <li>• supporting staff capacity-building through professional learning and collaborative partnerships that promote contemporary and evidence-informed teaching practices; and</li> <li>• fostering a culture of innovation and reflective practice across the College by encouraging experimentation, piloting of new approaches, and ongoing evaluation of student programs.</li> </ul>
<b>iii. Enhancing a Culture of Continuous Improvement</b>	<p>The Director of Innovation will lead the analysis of data to evaluate the effectiveness of education practices and programs to enhance teaching practices and student outcomes by:</p> <ul style="list-style-type: none"> <li>• driving the enhancement and continuous improvement of college-wide initiatives, ensuring all innovation aligns with and advances the strategic direction of the school;</li> <li>• monitoring and assessing the effectiveness of educational innovation initiatives on an ongoing basis, including collection and analysis of feedback and outcomes to make informed recommendations and decisions for improving and refining educational practices and strategies;</li> <li>• providing professional guidance on incorporating learner-centred approaches, project-based learning, and interdisciplinary learning to foster deep learning and critical thinking;</li> <li>• in collaboration with Instructional Coaches and Learning and Pedagogy Leaders, working with teachers to create innovative and engaging curriculum materials;</li> <li>• building the capacity of all staff to improve the learning outcomes of the students and to provide collegial support and advice that assists staff to reflect on ways to build engagement and student agency;</li> <li>• utilising coaching and coaching approaches to enhance the quality and efficacy of professional conversations, fostering reflective practice, building relational trust, and strengthening a culture of continuous improvement that ultimately enhances professional practice and student outcomes; and</li> <li>• leading a supportive and productive environment for classroom observation, effective feedback, Goal Setting, Annual Review Meetings, coaching conversations, and formal performance appraisals.</li> </ul>
<b>iv. Maximising programs, curriculum design and instructional practices to challenge and enhance all learners</b>	<p>The Director of Innovation will maximise programs, curriculum design and instructional practices to challenge and enhance all learners by:</p> <ul style="list-style-type: none"> <li>• developing and supporting innovative practices that respond to the full range of learner needs, interests, and aspirations—ensuring that every student is engaged, challenged, and supported to grow;</li> <li>• working collaboratively with leaders across learning, wellbeing, faith, and student leadership to embed inclusive and student-centred approaches in all aspects of school life;</li> <li>• using data, evidence, and educational research to inform the review and development of programs and practices that extend and enrich learning for all students, not only in the classroom, but also through co-curricular and service-based learning;</li> <li>• identifying and promoting opportunities for differentiated, interdisciplinary, and flexible learning experiences that connect to real-world contexts and deepen student engagement;</li> <li>• supporting the development of staff capacity to design and deliver contemporary learning experiences that reflect high-impact teaching strategies and the College’s commitment to excellence for all learners; and</li> <li>• fostering a culture of collaboration, reflection, and shared responsibility for student learning, encouraging innovation across all domains of the College.</li> </ul>

<p><b>v. Implementing and leading whole school staff professional learning</b></p>	<p>In conjunction with the Executive Vice Principal – Staff, Strategy and Development, the Director of Innovation will implement and lead whole school staff professional learning by:</p> <ul style="list-style-type: none"> <li>● planning and leading the development of professional learning programs aligned to the professional learning needs of teaching staff using the AITSL Standards, Padua’s Learning and Teaching Framework, MACS Vision for Instruction and MACS Vision for Engagement;</li> <li>● exposing and developing teaching staff in innovative instructional design and practices;</li> <li>● building staff capacity to support and extend students;</li> <li>● leading professional learning and support Staff Teams and individual teachers to identify, develop, implement, and embed the use of a broad range of evidence-based high-impact teaching strategies in their curriculum design and everyday practice to ensure a learning-centred school;</li> <li>● working with the Learning Enhancement Department to ensure staff receive professional learning in supporting students with diverse learning needs;</li> <li>● leading staff to trial new practices, monitor student learning and seek feedback to gauge the impact of changed practices;</li> <li>● exploring and recommending professional development opportunities that enable teaching staff to keep pace with the direction of the College;</li> <li>● conducting, promoting, and facilitating action research at the College;</li> <li>● leading high-quality professional learning opportunities for colleagues that focus on improved curriculum, professional practice, and student learning;</li> <li>● planning, implementing and evaluating the delivery of the targeted professional learning opportunities;</li> <li>● generating further professional learning opportunities for staff by: <ul style="list-style-type: none"> <li>● circulating professional reading;</li> <li>● promoting involvement with appropriate educational associations; and</li> <li>● encouraging attendance at applicable conferences, seminars, and workshops; and</li> </ul> </li> <li>● maintaining their teaching competencies and currency of knowledge of relevant research and evidence-based practices and actively attending and participating in appropriate professional learning.</li> </ul>
<p><b>vi. Expectations</b></p>	<p>The Director of Innovation is expected to:</p> <ul style="list-style-type: none"> <li>● undertake other duties related to the role as directed by the Principal or the Principal’s nominee;</li> <li>● attend planning days prior to the start of the school each year;</li> <li>● be familiar with and comply with Padua College’s Child-Safety and Wellbeing Policy and Code of Conduct, and any other policies or procedures relating to child safety;</li> <li>● be familiar with and comply with legislated Occupational Health and Safety practices and participate in consultative processes to ensure workplace safety for staff and students;</li> <li>● maintain currency of all relevant legislated and required College Occupational Health and Safety modules, and all First Aid and CPR Qualifications;</li> <li>● undertake regular professional learning to maintain a high level of awareness of current and best practice in the major areas of responsibility associated with the role;</li> <li>● attend College and Campus Staff Meetings as requested by the Principal or his/her nominee; and</li> </ul>

	<ul style="list-style-type: none"> <li>perform any other day-to-day duties as requested by the Principal or his/her nominee.</li> </ul>
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This statement of duties is not intended to be an exhaustive or exclusive list of duties assigned to the position. They are intended as a guide to the responsibilities of the role. The position is subject to review and modification by the Principal (or nominee), in negotiation with the appointee, in response to the evolving needs of the College, and experience and expertise of the appointee. Any significant additions to the responsibilities may be requested by the Principal (or nominee) through consultation and mutual agreement with the appointee.

## CHILD SAFETY

Padua College is committed to the safety, wellbeing, and inclusion of all our students. The school has zero tolerance for child abuse and is committed to the protection of all children from all forms of child abuse. Particular attention is paid to the most vulnerable children (Aboriginal and Torres Strait Islander, culturally and/or linguistically diverse backgrounds and children with a disability). In this context, Padua College implements a regular and comprehensive Child Safety and Protection program across the entire Padua College community.

All staff at Padua College take an active role and are well informed of their obligations in relation to Child Safety under Ministerial Order No. 1359 "Implementing The Child Safe Standards – Managing The Risk Of Child Abuse In Schools And School Boarding Premises ". Employment at Padua College is subject to school policies, including the Child Safety Policy, Child Safety Code of Conduct and Child Protection – Reporting Obligations Policy, being read, understood, and adhered to by being proactive in reporting any concerns or identified risk. Where students are under staff care, there is an obligation to take all practical steps to protect students where a risk to students' safety has been identified.

## KEY ORGANISATIONAL RELATIONSHIPS

INTERNAL	EXTERNAL	COMMITTEES
Principal College Improvement Team Vice Principal - Staff, Strategy & Development Heads of Campus Director of College Operations Director of eLearning & Library Services Instructional Coaches AHoC Learning & Pedagogy AHoC Student Wellbeing & Growth House Coordinators Teachers Students	Parents VCAA MACS Learning Leaders Network	Learning & Teaching Executive

## CRITERIA FOR EFFECTIVE LEADERSHIP

The effective performance of the Director of Innovation will be due to their capabilities across a comprehensive range of the following:

### Attributes & Dispositions

- commitment to the Mission, Vision, and Catholic identity of Padua College
- perseverance, sensitivity, compassion, and patience in the face of complex and difficult situations
- high level of discretion when handling confidential and sensitive information
- optimism, confidence, and enthusiasm when motivating staff and students

- collaborative and flexible in professional settings
- openness to change and to learning in all situations
- dependability and reliability

#### Knowledge & Understandings

- knowledge and understanding of contemporary trends and research into student wellbeing, engagement, and learning outcomes
- knowledge and understanding of student engagement data and impact on student achievement and wellbeing at Padua
- understanding of the issues that most concern the students and their parents
- knowledge of the appropriate avenues and resources for seeking information to support staff, parents, and students in the wellbeing of young people
- demonstrated commitment to ongoing learning through postgraduate studies

#### Skills & Capabilities

- demonstrated record as a Lead Teacher in respect of the Australian Professional Standards for Teachers
- track record of skilfully fostering positive relationships between teachers and students
- demonstrated success in developing, implementing, and evaluating educational policy and practice
- ability to form teams and sustain teamwork
- ability to implement effective and efficient pastoral practices across the team
- excellent capabilities in the application of SIMON (or similar learning management system)
- demonstrated ability to communicate clearly, personably, and effectively
- capacity to maintain professional relationships within the College community and with other organisations on behalf of the College where necessary
- capacity to reflect on one's own leadership performance and style
- capacity to negotiate
- capacity to multi-task and pay close attention to detail

#### TENURE, CONDITIONS AND REQUIREMENTS

CLASSIFICATION:	POL 6 23 of 39 periods
TENURE	21 July 2025 - 26 January 2027
APPRAISALS	Annual Review Meeting Formal review in second year of appointment
ENTITLEMENTS	Entitlements under the <i>Catholic Education Multi Enterprise Agreement 2022</i> (or its successors)
REQUIREMENTS	Victorian Institute of Teaching – Full Registration Have or be working towards Accreditation to Teach Religious Education in a Catholic School, or have or working towards CECV Accreditation to Teach in a Catholic School Completion of OHS Modules

Authorised by: \_\_\_\_\_  
(Principal)

Date: \_\_\_\_\_

Signed by: \_\_\_\_\_

Date: \_\_\_\_\_

Name: \_\_\_\_\_

Date of Document: May 2025

Date for Review: July 2026