



POSITION DESCRIPTION LEARNING & PEDAGOGY LEADER (TYABB YEAR 7-9 CAMPUS)

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 Learning and Pedagogy Leader (LaP) has a key role in the implementation of the College’s Learning and Teaching Framework, Padua’s Instructional Model and Educational Strategic Plan. As a member of the Learning and Teaching Executive they set the direction for student learning across all year levels on the Campus, ensuring every student’s opportunities for success are maximised. They provide leadership in curriculum development and support a learning environment that enables staff and students to strive for growth and personal excellence in recognising and utilising their God-given talents.

Effective leadership of learning and teaching explicitly connects high quality teaching to student engagement, successful learning, and positive student outcomes. At Padua, the Learning and Pedagogy Leader will work in partnership with the Instructional Coaches and the Director of Innovation to guide and support staff across the Campus to ensure that every student’s learning positions them for success. The position is focused on leadership of curriculum and program development, evaluation, and refinement. The AHOC – LaP works with the Director of innovation to lead innovation in learning and curriculum design, implementation, and evaluation.

The LaP is a key member of the Learning and Teaching Team under the direction of the Vice Principal – Learning and Teaching and reports directly to the Head of Campus.

PROFESSIONAL LEADERSHIP RESPONSIBILITIES:

As a Position of Leadership Level 4, teachers should be at a 'Lead' career stage. Position of Leadership Level 4 Teachers in the role of Learning and Pedagogy Leader 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
- Evaluate and revise school learning and teaching programs, using expert and community knowledge and experience, to meet the needs of students with diverse linguistic, cultural, religious, and socioeconomic backgrounds. Standard 1.3.4
- Develop teaching programs that support equitable and ongoing participation of Aboriginal and Torres Strait Islander students by engaging in collaborative relationships with community representatives and parents/ carers. Standard 1.4.4
- Lead colleagues to evaluate the effectiveness of learning and teaching programs differentiated for the specific learning needs of students across the full range of abilities. Standard 1.5.4
- 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 initiatives that utilise comprehensive content knowledge to improve the selection and sequencing of content into coherently organised learning and teaching programs. Standard 2.2.4
- Lead colleagues to develop learning and teaching programs using comprehensive knowledge of curriculum, assessment, and reporting requirements. Standard 2.3.4
- Lead initiatives to assist colleagues with opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures, and languages. Standard 2.4.4
- 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
- Lead and support colleagues within the school to select and use ICT with effective teaching strategies to expand learning opportunities and content knowledge for all students. Standard 2.6.4
- 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
- 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. Standard 3.3.4
- Model exemplary skills and lead colleagues in selecting, creating, and evaluating resources, including ICT, for application by teachers within or beyond the school. Standard 3.4.4
- Demonstrate and lead by example inclusive verbal and non-verbal communication using collaborative strategies and contextual knowledge to support students' understanding, engagement, and achievement. Standard 3.5.4
- 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
- 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

- Lead and evaluate moderation activities that ensure consistent and comparable judgements of student learning to meet curriculum and school or system requirements. Standard 5.3.4
- 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 Learning and Pedagogy Leader's major areas of responsibility include but are not limited to:

- i. in partnership with the Instructional Coaches, the LaP assumes a lead role in developing capacity and cultivating the learning culture on Campus by modelling and embedding the principles of the College's Learning and Teaching Framework;
- ii. overseeing the learning and teaching program to ensure each student's learning and assessment is challenging, authentic, engaging, and continuous;
- iii. leading a learning environment where programs are future focused in theory, practice, and design;
- iv. assuming one of the special areas of responsibility outlined in the College's Educational Strategic Plan; and
- v. performing other duties and implementing decisions as requested by the Principal or the College Improvement Team.

STATEMENT OF DUTIES

The following duties are aligned to the Learning and Pedagogy Leader's major areas of responsibility:

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| i. Capacity building and learning culture | <p>In partnership with the Instructional Coaches, the LaP assumes a lead role in building capacity and cultivating the learning culture on Campus. Modelling the principles of the College's Learning and Teaching Framework they will:</p> <ul style="list-style-type: none"> • set professional standards for teaching and learning and develop the capabilities of teaching staff to achieve those standards; • foster the development of a cohesive, student-focused teaching and learning environment that is positive, empowering, and flexible; • utilise coaching approaches to enhance the quality and efficacy of professional conversations; • develop collegiality and encourage professional development with staff, including building and enhancing professional conversations and practice; • reflect with colleagues on the successes of a culture and learning environment that connects high levels of engagement and high expectations with student responsibility for their learning; • identify learning needs across the Years 7-9 campus, initiate change and facilitate innovation to improve student outcomes; • facilitate regular and effective meetings that ensure professional dialogue around student learning, professional practice, curriculum quality and learning outcomes; |
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| | <ul style="list-style-type: none"> ● inform and invite feedback from colleagues, parents, and students about the educational direction of the Campus, curriculum issues and reporting and accountability processes; ● identify, initiate, and build on opportunities that engage families in both the progress of their children's learning and in the educational priorities of the College; ● enable students to have the opportunities and skills to express their views about their learning and educational environment, to participate in strategic planning and play an active role in developing their learning; ● support graduate teachers in moving toward Proficient Standard; ● contribute to committees, working parties and professional learning groups exploring and addressing the learning and teaching needs of the Campus and the College; and ● provide effective role modelling to the staff using appropriate communication, conflict resolution and negotiation skills as required. |
| ii. Student Learning & Assessment | <p>Student success at the College is predicated on their learning being challenging, authentic, engaging, and continuous. The LaP's leadership of student learning involves:</p> <ul style="list-style-type: none"> ● supporting the coordination of the learning programs to ensure they are aligned to support continuity and progression of student learning; ● overseeing and guiding Learning Leaders and staff to ensure that the curriculum is aligned with Victorian Curriculum requirements; ● leading the coordination of assessing the Victorian Curriculum Capabilities across Years 7-10 Curriculum in consultation with the Learning and Teaching Committee; ● advocating for continual improvement of student outcomes; ● leading the coordination of Allwell (or equivalent) testing for all incoming Year 7 students and current Years 7-10 across campuses; ● leading the NAPLAN preparation, timeline, and communication across campuses; ● assisting staff with the analysis and utilisation of student achievement data to inform learning and teaching, develop plans for differentiated curriculum, and develop effective teaching and assessment strategies with an aim to improve student engagement and learning outcomes; ● ensuring student performance data is appropriately analysed and used to inform the teaching and learning programs and practice using Padua DIGS; ● supporting teachers' access to and understanding of the profile of each student and applying this knowledge to focus on the growth of the 'whole person'; ● demonstrating exemplary practice and high expectations, leading colleagues to encourage students to pursue challenging learning goals and build inter and intrapersonal capacity of students; ● ensuring the delivery and documentation of an inclusive and differentiated curriculum that is accessible to all and demonstrates a common language for literacy and where applicable numeracy that is visible in all classrooms; ● assisting Learning Leaders to develop strategies that ensure the curriculum across parallel classes at each year level is consistently delivered, inclusive and engaging; ● exploring and evaluating emerging technologies to enhance curriculum development and delivery, and student learning opportunities; |

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| | <ul style="list-style-type: none"> ● collaborating with Learning Enhancement to ensure particular student needs are met and opportunities for students are provided beyond the curriculum – internally and externally; ● leading the coordination of the Online and Oral Progress Reporting process in conjunction with the Learning Leaders across campuses, including the development of timelines, processes for staff and notification to parents; ● liaising with the Wellbeing Leaders, House Coordinators, and Homeroom Teachers regarding students at risk, and collaborating on support strategies; ● maintaining accurate, accessible records of students': <ul style="list-style-type: none"> – subject selections (and alterations), – academic performance, and – College correspondence to parents; ● assisting in the management of the production and distribution of handbooks, booklists, and other related materials; ● supporting the Learning Enhancement staff to contribute to the NCCD; and ● administering selection and/or application processes for scholarships, prizes and awards offered internally or by external institutions. ● |
| iii. Future focused in theory, practice, and design | <p>The LaP, in conjunction with the Director of Innovation, leads a learning environment where programs are future focused in theory, practice, and design. The LaP will:</p> <ul style="list-style-type: none"> ● support Learning Teams to collaboratively design, implement and maintain a scope and sequence of essential skills and knowledge for Years 7–12, with a focus on evidence of progression of learning; ● ensure the learning and teaching program embeds the knowledge and skills needed for students to prosper in the future; ● set annual goals for the learning and teaching program centred on best practice and successful student outcomes, and planning how the goals will be successfully achieved and evaluated; ● set annual goals with colleagues that connect them to improvement within the APST Framework that is informed by consultation and collaboration with key stakeholders and educational research to improve student outcomes; ● advocate for, participate in, and lead high quality professional learning opportunities for colleagues that focus on improved professional practice and student learning; ● generate professional learning opportunities for staff by: <ul style="list-style-type: none"> – circulating professional reading, – promoting involvement with appropriate educational associations, – encouraging attendance at applicable conferences, seminars, and workshops, – sharing of best practice and provision of training opportunities; ● ensure curriculum for all learning areas is of a high standard and accessible via the College's online learning management system; ● lead the resolution of issues and concerns relating to curriculum and pedagogy and facilitating informed decision with individuals and teams; ● conduct course and program evaluations and recommendations using multiple sources of evidence, data, and feedback; ● ensure each learning area complies with relevant external curriculum accreditation requirements; ● maintain teaching competencies and currency of knowledge of relevant research and evidence-based practices and actively attend and participate in appropriate professional learning; and |

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| | <ul style="list-style-type: none"> ● produce content on learning and teaching for various College forums, publications, reports, and online platforms. |
| iv. Special Responsibility | <p>The LaP undertakes one leadership project in one of the following areas aligned with the College's Educational Strategic Plan:</p> <p>Evolution of Educational Journey:</p> <ul style="list-style-type: none"> ● Elective Option: Reflection, Evaluation, Refinement ● Padua Capability Units ● Expanding Digital Literacies & Technologies ● Accelerated Learning <p>Senior Pathways:</p> <ul style="list-style-type: none"> ● Senior Secondary Certificate ● VET <p>Retreats & Trips:</p> <ul style="list-style-type: none"> ● Camps ● Immersion Trips ● Retreat <p>Environmental and Social Stewardship</p> <ul style="list-style-type: none"> ● Social Stewardship Action ● Sustainability Project |
| v. Expectations | <p>The Learning and Pedagogy Leader is expected to:</p> <ul style="list-style-type: none"> ● act as the Head of Campus as required; ● work towards attaining Lead Teacher Certification and/or HALT Assessor Certification during the tenure; ● at times, be required to undertake other duties related to the role as requested by the Principal or the Principal's Delegate; ● be available outside of normal campus hours to assist with College events, the Daily Organiser (as and when required), and emergency situations, and is expected to have the flexibility required of a senior Position of Leadership Level 4; ● lead the Campus' compliance with the requirements of Ministerial Order No 1359 and the Victorian Government's Child Safe Standards. This includes the implementation of the Padua College Child Safety and Wellbeing Policy and Code of Conduct, and other College policies and procedures relating to child safety; ● attend planning days prior to the start of school each year and following the conclusion of planned staff days; ● 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; ● 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; ● maintain currency of all relevant legislated and required College Occupational Health and Safety modules, and all First Aid and CPR Qualifications; ● 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; ● attend College and Campus Staff Meetings as requested by the Principal or his/her nominee; and ● perform any other day-to-day duties as requested by the Principal or his/her nominee. |

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 as 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 |
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| Principal College Improvement Team Vice Principal – Learning & Teaching Head of Campus AHoC - SWAG Director of Innovation Instructional Coaches Learning Leaders Learning Enhancement Team Transition Coordinator | Parents MACS VCAA Learning Support Agencies | Campus Administration Team Learning and Teaching Executive Learning & Teaching Committee Student Management |

CRITERIA FOR EFFECTIVE LEADERSHIP

The effective performance of the LaP 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
- passion for teaching and learning
- a vision for exemplary practice and student engagement informed by Padua's Teaching and Learning Framework
- openness to change and commitment to improvement
- optimism, confidence, and enthusiasm when leading staff and students and managing change
- approachability as an active listener, negotiator, and advocate
- behaves in ways that respect and advance the profession (VIT Code of Ethics, 2021)
- positive role model in education settings, in the community and online (VIT Code of Conduct, 2021, P.2.1)
- acts with discretion and maintains confidentiality in all communications (VIT Code of Conduct, 2021, P. 2.1)

Knowledge & Understandings

- thorough knowledge of contemporary best practice approaches to teaching and learning
- excellent knowledge of innovations in pedagogy, technologies influencing the learning landscape and learning environments
- up-to-date knowledge of learning and assessment policy and procedures as interpreted and implemented by the VCAA, ACARA, CEM and the CECV
- knowledge of the appropriate avenues and resources for seeking information, support, and clarification in relation to the responsibilities of the role
- knowledge of the College's policies and procedures that impact on learning and teaching
- understanding the need for accountability as a member of the Campus Administration Team
- demonstrated commitment to ongoing learning through post graduate studies

Skills & Capabilities

- demonstrated record as a Lead Teacher in reference to the Australian Professional Standards for Teachers
- the ability to analyse data and trends so as to monitor developments in learning and teaching, provide feedback and plan for continuous improvement
- demonstrated success in developing, implementing, and evaluating educational policy and practice
- excellent capabilities in the application of SIMON (or similar learning management system)
- ability to form teams and sustain teamwork
- track record of skillfully fostering positive relationships between teachers
- versatility to communicate clearly, personably, and effectively in a variety of settings
- capacity to multi-task and pay close attention to detail
- ability to keep to timelines and manage multiple deadlines
- ability to implement the College Improvement Team's long-term plans for continuous improvement in learning and teaching
- excellent capabilities in the application of learning management systems
- capacity to reflect on one's own leadership performance and style

TENURE, CONDITIONS AND REQUIREMENTS

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| CLASSIFICATION: | POL 4 15 of 39 periods |
| TENURE | 1-year appointment 2026 |
| APPRAISALS | Annual Review Meeting Formal review |
| 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 toward CECV Accreditation to Teach in a Catholic School Completion of OHS Modules |

Authorised by: _____
(Principal)

Date: _____

Signed by: _____

Date: _____

Name: _____

Date of Document: August 2025

Date for Review: August 2026