Learning Specialist – Curriculum, Assessment and Reporting

Position Description

Position Level Learning Specialist – Curriculum, Assessment and Reporting
1 Position

Role

Learning Specialists will be highly skilled classroom practitioners who continue to spend the majority of their time in the classroom delivering high-quality teaching and learning and have a range of responsibilities related to their expertise, including teaching demonstration lessons, observing and providing feedback to other teachers and facilitating school-based professional learning. Learning Specialists are expected to have deep knowledge and expertise in high quality teaching and learning in delivering improved achievement, engagement and wellbeing for students. The role of the Learning Specialist will be to model excellence in teaching and learning through demonstration lessons and, mentoring and coaching teachers in improving the skill, knowledge and effectiveness of the teaching workforce.
The Learning Specialist role is aimed at building excellence in teaching and learning within the Teaching Service.

Introduction

The focus of this College wide position is on leading, managing and improving the learning program through the processes of curriculum planning, assessment, moderation and feedback. The Learning Specialist will be responsible for our total curriculum (Year 7 through to 12) as well as providing intellectual and coaching support to the Domain Leaders. This position also involves leading, managing and improving curriculum systems and structures.

Learning Specialist Responsibilities

- Demonstrating high-level expertise in teaching and learning practice
- Providing significant presence as a member of the School's Leadership Team
- Providing a child safe environment in accordance with the child safe standards
- Modelling exemplary classroom practice including through teaching demonstration lessons
- Working with the school leadership team to develop a shared view of highly effective teacher practice
- Leading and modelling the implementation of whole-school improvement strategies related to curriculum planning and delivery
- Playing a key role in the provision of professional learning, including through developing processes and protocols for observation and feedback of teacher practice and peer collaboration
- Modelling effective learning practice and supporting teachers to seek, analyse and act on feedback on their practice
- Providing evidence-based feedback to teaching staff to inform their effectiveness and development
- Providing expert advice about the content, processes and strategies that will shape individual and school professional learning
- Supervising and training one or more pre-service teachers, and mentoring and, or coaching teachers
- Modelling exemplary use of student data to inform teaching approaches
- Developing and promoting school-wide professional learning structures, processes and protocols through professional learning communities, and
- Modelling exemplary professional learning practice including through seeking feedback from other teachers and leaders on their own classroom practice as part of critical reflection and inquiry to improve practice
- Building and maintaining collaborative teams and developing cooperative working relationships that produce excellence in teaching and learning.

- Providing high level professional assistance to other teachers and to participate in actively promoting and supporting the College Performance and Development Process; including opening your classroom to other teachers, carrying out observations and walkthroughs and providing critical and constructive feedback.
- Actively contributing to and supporting a broad range of extra-curricular activities including: EXPLORE Evening, Parent Information Evenings, Pastoral Care Programs, College celebrations and other events.
- Demonstrating high level communication skills and professional behaviour when interacting with parents, students, colleagues and community.
- Showing a strong commitment to developing their own ICT skills and actively use and encourage the use of ICT by others within the classroom.
- Actively contributing to the implementation of the Strategic Plan, Annual Implementation Plan, along with a broad range of other activities.
- Adopting a flexible attitude to the Leadership position description and complete other duties as required by the College Principal.

Building School capacity and learning culture

- Leading the implementation of a guaranteed and viable curriculum at Greensborough College aligned with the Victorian Curriculum 2.0, the Victorian Teaching and Learning Model 2.0 and the Senior School Reforms.
- Leading and modelling the implementation of whole-school improvement strategies related to curriculum planning and delivery
- Initiating and leading the Assessment and Reporting program in the College
- Leading Curriculum committee and Learning Area Leaders in building team capacity, accountability and a collaborative approach to the development and implementation of programs to meet the needs of the school community
- Leading Learning Area Leaders to achieve Strategic Plan goals regarding monitoring, development and documentation of curriculum, including:
    - Consistent curriculum design including common assessment tasks and timelines
    - Consistent practices across the school informed by evidence-based research
    - Curriculum design, documentation and delivery that incorporates best practice teaching and learning theories and strategies, with a view to improving student outcomes
    - Full documentation and publication of programs
    - Implementation of Learning Tasks for reportable assessment tasks
- Leading the implementation of the interdisciplinary Victorian curriculum domain to ensure student growth and development and build staff capacity in understanding and implementing Victorian Curriculum elements and capabilities.
- Leading the initiation, planning and management of significant change in response to new educational directions and the Strategic Plan.
- Collaborating with the Senior School Student Engagement and Wellbeing Leader in leading the development of a VCE/Vocational Major/Vocational Pathways Program which caters for the diverse needs of the students and prepares them for their chosen pathways and VCE assessments and exams.
- Ensuring key processes such as assessment, moderation and feedback are effectively supporting curriculum delivery
- Coaching Learning Area Leaders to deliver high quality curriculum and learning outcomes
- Strengthening our school culture of CARE – Courage, Aspiration, Respect and Equality.
- Ensuring all curriculum programs are documented, online and in publications for staff, parents and the community to access.
- Liaising with the Department of Education, regional or other consultants to facilitate the college's effective participation in relevant curriculum programs and activities.
- Drawing on the support of experts to evaluate the college curriculum and performance data and responding to the findings.

Building Teacher Capacity

- Building capacity of teachers in assessment and moderation practices informed by evidence-based research
- Developing and leading a whole school assessment processes that drives consistent teaching practice across the school.
- Promoting understanding and ensuring consideration of factors including student engagement, differentiation, inclusion, student voice, digital technologies and interdisciplinary skills in all curriculum development
- Initiating and Supporting staff in the processes of curriculum development, planning and review, specifically in relation to the Victorian Curriculum 2.0, VCE, VETiS and VCE Vocational Major/Vocational Pathways study designs.
- Disseminating Department of Education guidelines, research and materials to ensure all key staff are kept informed, to stimulate debate and provide teachers with models of quality teaching.
- Ensuring that the Learning Area Leaders produce agendas and minutes for meetings and run effective meetings which allow planning and moderation time.
- Leading, supporting, mentoring and coaching Learning Area Leaders in undertaking their roles as leaders of teaching and learning.

Building Student Capacity

- Ensuring that there are common assessment tasks across all Learning Areas and all year levels and that these assessment tasks address all learning styles and needs.
- Embedding a pastoral care/social emotional learning programs and providing an outline of roles and responsibilities to teachers.
- Reviewing and auditing curriculum offerings and gathering feedback through the use of data to ensure students are being given every opportunity to access all available pathways
- Leading the ongoing review of electives and developing curriculum design that provides for diverse learners and diverse pathways.

Building Parent and Community Capacity

- Developing a College Curriculum Handbook which contains the College Learning Programs for the staff and the community.
- Liaising with the Business Manager, Learning Area Leaders and Sub-school leaders to ensure that booklists and curriculum documentation are accurate and meeting Department of Education financial compliance requirements
- Providing regular curriculum information, advice and reports on college curriculum developments and decisions to leadership team, staff, council and the community.
- Collaborating with the Vocational Pathways Coordinator to ensure the delivery of the College VET program including VETis.
- Performing duties, at the request of the Principal Class, that will assist in the management and welfare of students and the efficient functioning of the College.