

LEADING TEACHERS (DIRECTORS)

POSITION DESCRIPTION

At Mount Ridley Prep – Year 12 College, Leading Teachers are referred to as Directors and are key members of the Senior Leadership team. Directors possess high level skills that enable them to guide and support staff in delivering optimum levels of academic and social outcomes for students. Appointed under the tag of Educational Leadership, each Director is assigned an initial focus area after discussion with the College Principal. As successful applicants have demonstrated outstanding leadership qualities, they are expected to be flexible and willing to alter their role in line with changes to the College's Strategic Plan and needs, as well as having the opportunity to further develop their skills.

Directors have a commitment to the ethos of the College and the expectations of their roles. They take responsibility for specific outcomes in relation to both the Strategic and Annual Implementation Plans. PLCs (Professional Learning Communities) formulate the key driver of this work whereby Directors (and Learning Specialists) lead teams of staff in collectively developing curriculum, analysing data and ensuring teaching and learning strategies are meeting the needs of all students.

The following roles and responsibilities expected of Directors should be read in conjunction with MRC's Staff Code of Practice and the current Victorian Government Schools Agreement (VGSA) and outline the individual duties specified by the College for each Leading Teacher portfolio.

PROFESSIONAL RESPONSIBILITY

Directors are required to:

- Lead teams that focus on the academic, social and emotional development of all students.
- Attend and actively contribute to Leadership meetings/forums, including being committed to the optimum functioning of the Senior Leadership team.
- Actively participate in and lead professional learning within and beyond the College, including local and other learning networks.
- Work flexibly across a range of tasks and areas, including a willingness to alter their leadership role in line with changes to the needs of the College.
- Maintain a high profile at and commitment to College events and performances.
- Drive professional learning for themselves and others, including modelling and coaching in classrooms alongside students, teachers and support staff.
- Maintain high standards of supervision, professional conduct and confidentiality.
- Be conversant with current educational trends.
- Continue to develop professional competencies through participation in, along with leading, professional development activities.
- Be accountable for their role or position of responsibility within their job description.
- Be ethical, robust and rigorous in terms of self-reflection and a commitment to the work of the Senior leadership team.

TEACHING AND LEARNING PRACTICES

Directors are highly skilled classroom practitioners who also possess leadership skills, experiences and qualities to effectively lead and manage major programs and continuous improvement strategies across the College. As well as undertaking the teaching and learning practices expected from MRC teachers, Directors are required to:

- Utilise a common language and shared understanding of what underpins an effective learning environment in a Prep to Year 12 educational setting.
- Formulate the design, development and implementation of initiatives that support the operation of an effective performance and development culture at the College.
- Work on continually developing and improving the learning opportunities for all students through the utilisation of innovative approaches to teaching and learning.
- Lead the development, implementation and evaluation of innovative curriculum approaches that enable enhanced learning to take place.
- Use research findings to apply effective practices in the curriculum and organisational structure of the College.
- Develop, lead, manage and support high performing staff teams, including PLCs and the extensive use of student learning data.
- Continually lead accountability processes that ensure a guaranteed viable and clearly documented curriculum.

ASSESSMENT AND REPORTING

Directors are required to:

- Lead the implementation of effective student assessment and reporting practices.
- Maintain accurate records of student attainment outcomes, effort, achievement and attendance, as well as mentor staff in their effective use.
- Utilise a range of assessment and reporting strategies within the College's Assessment and Reporting policy.
- Report to students and parents in a meaningful, clear and accurate manner in accordance with College policy and practice. This also entails coaching staff on effective student feedback and reporting tools.

CONTRIBUTING TO THE GOALS OF MOUNT RIDLEY P-12 COLLEGE

Directors are required to undertake a range of responsibilities, including:

- A commitment to life-long learning.
- Assisting with communication and liaison tasks required to continually develop and maintain close and positive relationships between the College and the wider community. This involves leading and actively participating in Parent Information sessions, special projects, events, camps, excursions and official functions both within and outside normal school hours.
- Leading the articulation of educational issues within the College and wider community.
- Leading and supporting assigned staff teams through the annual performance and development process.
- Giving and receiving feedback as and from coaches, mentors, partners and peers.
- Proactively leading the development and implementation of College policies and programs.

- Leading partnerships and the involvement of parents and para-professionals (coaches, artists in residence, musicians, teacher assistants, etc.) in the teaching and learning programs at the College.
- Providing leadership and direction in focus areas of the College.
- Leading the implementation of a seamless transition program for students as they progress through their various stages of development.

There are 29 Directors at the College. Directors' roles are Prep to Year 12 based unless otherwise specified. An overview of the duties for each portfolio is provided as follows:

DIRECTOR OF ASSESSMENT AND MODERATION (YEARS 7 – 12)

The position of Director of Assessment/Moderation has a focus on:

1. Working collaboratively with the Principal Class team, other Directors and Learning Specialists in leading and supporting the development of high quality, curriculum-aligned assessments that support differentiated and data-informed teaching.
2. Facilitate moderation processes to ensure reliable and consistent teacher judgements across the College.
3. Build staff capacity in assessment literacy, moderation and data analysis through targeted professional learning and coaching.

DIRECTOR OF DATA SUPPORT AND ANALYSIS

The position of Director of Data Support and Analysis has a focus on:

1. Leading and supporting the management and centralised collation of school data.
2. Building the capacity of all staff to interpret, manage and effectively monitor school data.
3. Supporting and ensuring improvement strategies identified through the analysis of school data are employed.
4. Analysing and utilising data and current research trends so as to provide advice and evaluate the College's progress and developmental needs.

DIRECTOR OF EAL ADMINISTRATION, ENROLMENTS AND STUDENT WELLBEING

The position of Director of EAL (English as a Second Language) Administration, Enrolments and Student Wellbeing has a focus on:

1. Working collaboratively with the Principal Class team and other Directors in attending and managing the enrolment meetings of EAL students.
2. Working collaboratively with the Principal Class team and other Directors in supporting the ongoing wellbeing and transition of EAL students through the utilisation of a case management model and ongoing transition programs.
3. Working collaboratively with the Principal Class team, other Directors and the wider staff in managing the administration of EAL students at Mount Ridley College in relation to arrival dates, visas, prior schooling history, EAL reporting eligibility and VCE eligibility and disseminating that information to relevant parties.
4. Liaising with key external stakeholders in relation to EAL students such as local language schools, AMES, Foundation House or other relevant parties.

DIRECTOR OF EAL CURRICULUM STRATEGIES

The position of Director of EAL (English as a Second Language) Curriculum Strategies has a focus on:

1. Working collaboratively with the Principal Class team, other Directors and Learning Specialists in leading and supporting the development and implementation of innovative teaching and learning, reporting and assessment practices relating to EAL.
2. Leading effective teaching practices and curriculum programs in the EAL area; including managing professional learning, development programs and activities that are aimed at enhancing teacher capacity across the College.
3. Ensuring the effective purchasing and management of EAL teaching and learning resources and equipment.
4. Managing the tasks and operational procedures associated with the College's Multi-Cultural Aides.

DIRECTOR OF ENGLISH (YEARS 7 – 12)

The position of Director of English has a focus on:

1. Working collaboratively with the Principal Class team, other Directors and Learning Specialists in leading and supporting the development and implementation of innovative teaching and learning, reporting and assessment practices relating to English.
2. Leading effective teaching practices and curriculum programs in the English area; including managing professional learning, development programs and activities that are aimed at enhancing teacher capacity across the College.
3. Ensuring the effective purchasing and management of English teaching and learning resources and equipment.

DIRECTOR OF HEALTH/PHYSICAL EDUCATION (PREP – YEAR 12)

The position of Director of Health/Physical Education (Prep – Year 12) has a focus on:

1. Working collaboratively with the Principal Class team, other Directors and Learning Specialists in leading and supporting the development and implementation of innovative teaching and learning, reporting and assessment practices relating to Health and Physical Education.
2. Leading effective teaching practices and curriculum programs in the Health and Physical Education area - including managing professional learning, development programs and activities that are aimed at enhancing teacher capacity.
3. Ensuring the effective purchasing and management of Health and Physical Education teaching and learning resources and equipment.
4. Liaising with and managing the duties of the Sport Trainee (where applicable).

DIRECTOR OF HUMANITIES (YEAR 7 – 12)

The position of Director of Humanities has a focus on:

1. Working collaboratively with the Principal Class team, other Directors and Learning Specialists in leading and supporting the development and implementation of innovative teaching and learning, reporting and assessment practices relating to Humanities.
2. Leading effective teaching practices and curriculum programs in the Humanities area - including managing professional learning, development programs and activities that are aimed at enhancing teacher capacity.
3. Ensuring the effective purchasing and management of Humanities teaching and learning resources and equipment.

DIRECTOR OF INFORMATION SYSTEMS AND OPERATIONS

The position of Director of Information Systems and Operations has a focus on:

1. Leading the development and implementation of effective information and administrative systems that support the College's teaching and learning programs, including the optimal use of College resources.
2. Leading the coordination, development and implementation of the College's timetable and daily operations schedule.
3. Ensuring the College's information and operations systems support staff in meeting the needs of students and are aligned with the College's strategic direction of providing innovative teaching and learning practices.

DIRECTOR OF LITERACY (PREP – YEAR 6)

The position of Director of Literacy has a focus on:

1. Working collaboratively with the Principal Class team, other Directors and Learning Specialists in leading and supporting the development and implementation of innovative teaching and learning, reporting and assessment practices relating to Literacy.
2. Leading effective teaching practices and curriculum programs in Literacy; including managing professional learning, development programs and activities that are aimed at enhancing teacher capacity across the College.
3. Ensuring the effective purchasing and management of Literacy teaching and learning resources and equipment.
4. Building the capacity of Literacy staff to interpret, manage and effectively monitor school literacy data.

DIRECTOR OF MATHEMATICS (YEARS 7 – 12)

The position of Director of Mathematics (Years 7 – 12) has a focus on:

1. Working collaboratively with the Principal Class team, other Directors and Learning Specialists in leading and supporting the development and documentation of innovative teaching and learning, reporting and assessment practices relating to Mathematics.
2. Leading effective teaching practices and curriculum programs in the Mathematics area - including managing professional learning, development programs and activities that are aimed at enhancing teacher capacity.
3. Building the capacity of the Mathematics staff to interpret, manage and effectively monitor school numeracy data.

DIRECTOR OF NUMERACY (PREP – YEAR 6)

The position of Director of Numeracy has a focus on:

1. Working collaboratively with the Principal Class team, other Directors and Learning Specialists in leading and supporting the development and implementation of innovative teaching and learning, reporting and assessment practices relating to Numeracy.
2. Leading effective teaching practices and curriculum programs in Numeracy; including managing professional learning, development programs and activities that are aimed at enhancing teacher capacity across the College.
3. Building the capacity of Numeracy staff to interpret, manager and effectively monitor school numeracy data.
4. Ensuring the effective purchasing and management of Numeracy teaching and learning resources and equipment.

DIRECTOR OF PUNJABI AND LANGUAGE IMMERSION (YEARS 7 – 12)

The position of Director of Punjabi and Language Immersion has a focus on:

1. Leading the implementation of the College's Punjabi and Language Immersion Program.
2. Working collaboratively with the Principal Class team, other Directors and Learning Specialists in leading and supporting the development and documentation of innovative teaching and learning, reporting and assessment practices relating to the Punjabi and Language Immersion Program.
3. Leading effective teaching practices and curriculum programs in the areas of Punjabi and Language Immersion – including managing professional learning, development programs and activities that are aimed at enhancing teacher capacity.
4. Ensuring the effective purchasing and management of Punjabi teaching and learning resources and equipment.

DIRECTOR OF SCIENCE (YEARS 7 – 12)

The position of Director of Science has a focus on:

1. Working collaboratively with the Principal Class team, other Directors and Learning Specialists in leading and supporting the development and implementation of innovative teaching and learning, reporting and assessment practices relating to Science.
2. Leading effective teaching practices and curriculum programs in the Science area; including managing professional learning, development programs and activities that are aimed at enhancing teacher capacity across the College.
3. Ensuring the effective purchasing and management of science teaching and learning resources and equipment.

DIRECTOR OF SPECIALISED PROGRAMS – ACED and ESP (YEARS 7 – 12)

The position of Director of Specialised Programs – ACED and ESP has a focus on:

1. Leading the effective implementation of the College's ACED (Academic Select Entry) and ESP (Elite Sports) programs.
2. Enhancing learning and pathways experiences for ACED and ESP students through the establishment and maintenance of meaningful partnerships.
3. Building the capacity of ACED and ESP staff in relation to highly effective teaching and learning practices.
4. Ensuring the effective purchasing and management of ACED and ESP teaching and learning resources and equipment.

DIRECTOR OF STUDENT ADVOCACY

The position of Director of Student Advocacy has a focus on:

1. Leading and enhancing the capacity of both our student leaders and student body to become active participants in the College's decision-making processes.
2. Leading and promoting a sense of community through the College's House system.
3. Promoting and implementing student advocacy initiatives which enhance student engagement and connectedness with the College.

DIRECTOR OF STUDENT DISABILITY AND INCLUSION

The position of Director of Student Disability and Inclusion has a focus on:

1. Working collaboratively with the Principal Class team and other Directors and Learning Specialists in leading and supporting the implementation of the Disability and Inclusion Profile Program.
2. Leading the effective use of modifications and adjustments required for students with additional needs.
3. Building the capacity of staff to identify, manage and accurately document special needs of students and adjust learning programs accordingly.
4. Liaising with and co-ordinating the Disability and Inclusion Profile of students identified across the College.

DIRECTOR OF STUDENT MANAGEMENT (MINI SCHOOL OR YEAR LEVEL BASED)

The position of Director of Student Management has a focus on:

1. Working conjointly with the Principal Class team and fellow Directors in leading College wide student management practices.
2. Liaising closely with the Principal Class team and other Directors to support the continued development and implementation of student engagement and management practices in line with the College's Instructional Model and Positive Behaviour and Relationship (PBR) framework.
3. Managing high level student behaviour and crisis issues/situations.

There are 6 Directors of Student Management (one assigned to the Early Years Mini School [Prep – Year 4]; one assigned to the Years 5 and 6 cohorts; and one assigned to each year level from Years 7 to 10). Each Director is responsible for ensuring students' specific needs in their assigned area are being met through personalised programs, as well as prioritising a safe and orderly learning environment.

DIRECTOR OF STUDENT MANAGEMENT AND ACCOUNTABILITY (YEARS 11 AND 12)

The 2 positions of Director of Student Management and Accountability have a focus on:

1. Working conjointly with the Principal Class team and fellow Directors in leading College wide student management practices.
2. Liaising closely with the Principal Class team and other Directors to support the continued development and implementation of student engagement and management practices in line with the College's Instructional Model and Positive Behaviour and Relationship (PBR) framework.
3. Managing high level student behaviour and crisis issues/situations.
4. Managing the assessment and reporting requirements outlined by the Victorian Curriculum Assessment Authority (VCAA), including the Case Management of 'high' risk VCE/VM students.

Each Director is responsible for ensuring students' specific needs in their assigned area are being met through personalised programs, as well as prioritising a safe and orderly learning environment.

DIRECTOR OF STUDENT PATHWAYS

The position of Director of Student Pathways has a focus on:

1. Leading and managing a College wide high quality careers counselling program.

2. Leading the implementation of an effective Managed Individual Pathways (MIPs) and case management system.
3. Coordinating and monitoring the College's Work Experience, Structured Workplace Learning, ASBA, VET processes and plans which support student vocational pathways and development.

DIRECTOR OF STUDENT SERVICES

The position of Director of Student Services has a focus on:

1. Leading and supporting the implementation of student wellbeing practices and programs across the College.
2. Leading the implementation of intervention programs for special needs students and students deemed to be 'at risk'.
3. Creating and maintaining effective working relationships with a range of student and family support agencies.

DIRECTOR OF TECHNOLOGY / STEM

The position of Director of Technology / STEM has a focus on:

1. Working collaboratively with the Principal Class team, other Directors and Learning Specialists in leading and supporting the development and implementation of innovative teaching and learning, reporting and assessment practices relating to Technology / STEM (including Digital Technologies).
2. Leading effective teaching practices and curriculum programs in the Technology / STEM (including Digital Technologies) area.
3. Ensuring the effective purchasing and management of Technology / STEM (including Digital Technologies) teaching and learning resources and equipment.
4. Being responsible for the management and implementation of Occupational Health and Safety (OHS) and safe work practices associated with their Learning Area.

DIRECTOR OF THE ARTS

The position of Director of The Arts has a focus on:

1. Working collaboratively with the Principal Class team, other Directors and Learning Specialists in leading and supporting the development and implementation of innovative teaching and learning, reporting and assessment practices relating to The Arts.
2. Leading the implementation of high-quality programs that enhance the learning opportunities of students from across the College through exhibitions, productions and showcases.
3. Liaising with and managing the duties of the Arts trainee (when applicable).
4. Maintaining and managing the College's Arts facilities and resources.

DIRECTOR OF VOCATIONAL MAJOR (CURRICULUM)

The position of Vocational Major (Curriculum) has a focus on:

1. Working collaboratively with the Principal Class team, other Directors and Learning Specialists in leading and delivering an innovative teaching and learning program, reporting and assessment practices relating to the VCE Vocational Major program that align with VCAA guidelines.
2. Leading effective teaching practices and curriculum programs, with a focus on applied learning pedagogy in the VCE Vocational Major area.
3. Ensuring the effective purchasing and management of teaching and learning resources and equipment relating to the VCE Vocational Major Program.