

## Leader of Learning and Teaching (3 Point): Role Description and Essential Criteria

Effective leaders create cultures of high expectations, provide clarity about what teachers are to teach and students are to learn, establish strong professional learning communities and lead ongoing efforts to improve teaching practices. [National School Improvement Tool](#)

### Role Description

The Leader of Learning and Teaching provides authoritative, instructional leadership to KLA Coordinators, teachers, support staff and students. This role assumes professional capabilities consistent with 'Highly Accomplished' and/or 'Lead' [National Professional Standards for Teachers](#) descriptors developed by the [Australian Institute of Teachers and School Leadership](#), though accreditation at this level is not a requirement.

<http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/list>

The Leader of Learning and Teaching works to improve the technical core of learning and teaching, with a focus on increasing teacher capacity to improve student learning. The Leader of Learning and Teaching, along with other Leadership team members, works to ensure that the College is characterised by:

1. A relentless focus on learning for all students.
2. A collaborative culture and collective effort to support student and adult learning.
3. A results orientation to improve practice and drive continuous improvement.

The Leader of Teaching and Learning, with the Principal and Assistant Principal, leads teacher capacity building by overseeing:

1. KLA Coordinator team-building and capacity-building.
2. Initiatives to build an expert teaching team, including Coaching conversations and Professional Learning Plans.
3. Inquiry cycle planning, implementation and refocusing (whole-school, KLA, Year Group, class teams, classes).
4. Whole-school initiatives and associated professional learning.
5. Increased effective analysis and discussion of data to improve student learning.
6. New Scheme teacher processes.

### Essential Criteria include:

- ◆ Category C: Accreditation for Leadership. The successful applicant must hold this certificate, be working towards gaining it or be prepared to work towards gaining it within 4 years of appointment. [Accreditation to Work, Teach and Lead in Catholic education in the diocese of Wagga Wagga Policy and Guidelines](#)
- ◆ Demonstrated expertise as a classroom practitioner.
- ◆ Appropriate qualifications and experience.
- ◆ An appropriate mix of pedagogical, content and technological knowledge.
- ◆ An informed understanding of the impact of teaching strategies on student learning.
- ◆ An informed understanding of inclusive, learner centred pedagogy.
- ◆ An informed understanding of the role of formative and summative assessment in providing feedback that advances student learning.
- ◆ A capacity to lead and professionally develop staff in areas of pedagogy, quality assessment, inquiry cycle planning, use of technology to support learning and other aspects of contemporary education and pedagogy.
- ◆ A comprehensive understanding of, and ability to articulate, the nature of contemporary, learner-centred pedagogy.
- ◆ An ability to work as part of a team, build a model team and contribute positively to staff professional culture.
- ◆ An understanding of the nine domains of highly effective schools outlined in the [National School Improvement Tool](#), and a capacity to lead to 'High' and 'Outstanding' performance levels.
- ◆ Knowledge of relevant NSW Board of Studies curriculum documentation, practices and procedures.
- ◆ A capacity for authoritative instructional leadership.

## Leader of Student Learning (3 Point): Role Description and Essential Criteria

Effective leaders create cultures of high expectations, provide clarity about what teachers are to teach and students are to learn, establish strong professional learning communities and lead ongoing efforts to improve teaching practices. [National School Improvement Tool](#)

### Role Description

The Leader of Student Learning provides authoritative, instructional leadership to Academic Care and Wellbeing Coordinators, Homegroup teachers, teachers and students. This role assumes professional capabilities consistent with 'Highly Accomplished' and/or 'Lead' [National Professional Standards for Teachers](#) descriptors developed by the [Australian Institute of Teachers and School Leadership](#), though accreditation at this level is not a requirement.

<http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/list>

The Leader of Learning and Teaching, along with other Leadership team members, works to ensure that the College is characterised by:

1. A relentless focus on learning for all students.
2. A collaborative culture and collective effort to support student and adult learning.
3. A results orientation to improve practice and drive continuous improvement.

The Leader of Student Learning, with the Principal and Assistant Principal, leads teacher and student capacity building by promoting and sustaining health and wellbeing, academic care, resilience, and a supportive, collaborative environment. Specific responsibilities include:

1. Academic Care and Wellbeing Coordinator team-building and capacity-building.
2. Whole-school academic care and wellbeing initiatives and associated professional learning.
3. Planning of targeted initiatives/interventions for groups and individuals, including Class and Individual Behaviour Plans and Learning Plans.
4. Working with outside agencies on intensive, individual interventions.
5. Promotion of Positive Behaviour for Learning initiatives and Teach More Manage Less professional learning.
6. Increased effective analysis and discussion of data to improve student learning.

### Essential Criteria include:

- ◆ Category C: Accreditation for Leadership. The successful applicant must hold this certificate, be working towards gaining it or be prepared to work towards gaining it within 4 years of appointment. [Accreditation to Work, Teach and Lead in Catholic education in the diocese of Wagga Wagga Policy and Guidelines](#)
- ◆ An understanding of and commitment to the mission and purpose of Catholic Education.
- ◆ Demonstrated expertise as a classroom practitioner.
- ◆ Appropriate qualifications and experience.
- ◆ An appropriate mix of pedagogical, content and technological knowledge.
- ◆ An informed understanding of the impact of teaching strategies on student learning.
- ◆ An informed understanding of inclusive, learner centred pedagogy.
- ◆ An informed understanding of the role of formative and summative assessment in providing feedback that advances student learning.
- ◆ A capacity to lead and professionally develop staff in areas of pedagogy, academic care, Positive Behaviour Support, inquiry cycle planning, use of technology to support learning and other aspects of contemporary education and pedagogy.
- ◆ A comprehensive understanding of, and ability to articulate, the nature of contemporary, learner-centred pedagogy.
- ◆ An ability to work as part of a team, build a model team and contribute positively to staff professional culture.
- ◆ An understanding of the nine domains of highly effective schools outlined in the [National School Improvement Tool](#), and a capacity to lead to 'High' and 'Outstanding' performance levels.
- ◆ Knowledge of relevant NSW Board of Studies curriculum documentation, practices and procedures.
- ◆ A capacity for authoritative instructional leadership.

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## Leader of Curriculum (3 Point): Role Description and Essential Criteria

Effective leaders create cultures of high expectations, provide clarity about what teachers are to teach and students are to learn, establish strong professional learning communities and lead ongoing efforts to improve teaching practices. [National School Improvement Tool](#)

### Role Description

The Leader of Curriculum provides authoritative, instructional leadership to KLA Coordinators, teachers, support staff and students. This role assumes professional capabilities consistent with 'Highly Accomplished' and/or 'Lead' [National Professional Standards for Teachers](#) descriptors developed by the [Australian Institute of Teachers and School Leadership](#), though accreditation at this level is not a requirement.

<http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/list>

The Leader of Curriculum works to improve the technical core of learning and teaching, with a focus on increasing teacher capacity to improve student learning. The Leader of Curriculum, along with other Leadership team members, works to ensure that the College is characterised by:

1. A relentless focus on learning for all students.
2. A collaborative culture and collective effort to support student and adult learning.
3. A results orientation to improve practice and drive continuous improvement.

The Leader of Curriculum, with the Principal and Assistant Principal, leads teacher and student capacity building by overseeing:

1. Development of an explicit, coherent plan for systematic curriculum delivery.
2. Continuity and progression of learning across Stages and KLAs, including cross curricular skills of literacy, numeracy and ICT capability.
3. Initiatives to maximise curriculum access and opportunity.
4. Whole-school curriculum initiatives and associated professional learning.
5. Increased effective analysis and discussion of data to improve student learning.
6. Development of highly effective assessment, reporting and compliance practices.

### Essential Criteria include:

- ◆ Category C: Accreditation for Leadership. The successful applicant must hold this certificate, be working towards gaining it or be prepared to work towards gaining it within 4 years of appointment. [Accreditation to Work, Teach and Lead in Catholic education in the diocese of Wagga Wagga Policy and Guidelines](#)
- ◆ An understanding of and commitment to the mission and purpose of Catholic Education.
- ◆ Demonstrated expertise as a classroom practitioner.
- ◆ Appropriate qualifications and experience.
- ◆ An appropriate mix of pedagogical, content and technological knowledge.
- ◆ An informed understanding of the impact of teaching strategies on student learning.
- ◆ An informed understanding of inclusive, learner centred pedagogy.
- ◆ An informed understanding of the role of formative and summative assessment in providing feedback that advances student learning.
- ◆ A capacity to lead and professionally develop staff in areas of pedagogy, academic care, quality assessment, inquiry cycle planning, use of technology to support learning and other aspects of contemporary education and pedagogy.
- ◆ A comprehensive understanding of, and ability to articulate, the nature of contemporary, learner-centred pedagogy.
- ◆ An ability to work as part of a team, build a model team and contribute positively to staff professional culture.
- ◆ An understanding of the nine domains of highly effective schools outlined in the [National School Improvement Tool](#), and a capacity to lead to 'High' and 'Outstanding' performance levels.
- ◆ Knowledge of relevant NSW Board of Studies curriculum documentation, practices and procedures.
- ◆ A capacity for authoritative instructional leadership.

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## Leader of Mission (3 Point): Role Description and Essential Criteria

Effective leaders create cultures of high expectations, provide clarity about what teachers are to teach and students are to learn, establish strong professional learning communities and lead ongoing efforts to improve teaching practices. [National School Improvement Tool](#)

### Role Description

The Leader of Mission provides authoritative, instructional leadership to the teachers, support staff and students. This role assumes professional capabilities consistent with 'Highly Accomplished' and/or 'Lead' [National Professional Standards for Teachers](#) descriptors developed by the [Australian Institute of Teachers and School Leadership](#), though accreditation at this level is not a requirement.

<http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/list>

The Leader of Mission, along with other Leadership team members, works to ensure that the College is characterised by:

1. A relentless focus on learning for all students.
2. A collaborative culture and collective effort to support student and adult learning.
3. A results orientation to improve practice and drive continuous improvement.

The Leader of Mission works with the Principal and Assistant Principal to promote and support the development of the College as a faith community, with a particular emphasis on shaping collective and individual responses to the challenge and invitation of [Continuing the Adventure: Bishop Hanna's Mandate to all involved in Catholic Schools in the Diocese of Wagga Wagga](#). Specific responsibilities include:

1. Promoting and supporting a whole-of-Church Diocesan approach to issues of Catholicity, Catholic Identity and the evangelising mission of the College as an educational ministry of the Church.
2. Overseeing an integration of learning and evangelisation in College daily life, through liturgy, prayer life, Retreats and Reflection Days and targeted approaches for groups and individuals.

Essential Criteria include:

- ◆ Category E: Accreditation for Senior Leadership. The successful applicant must hold this certificate, be working towards gaining it or be prepared to work towards gaining it within 4 years of appointment. [Accreditation to Work, Teach and Lead in Catholic education in the diocese of Wagga Wagga Policy and Guidelines](#)
- ◆ An understanding of and commitment to the mission and purpose of Catholic Education.
- ◆ Demonstrated expertise as a classroom practitioner.
- ◆ Appropriate qualifications and experience.
- ◆ An appropriate mix of pedagogical, content and technological knowledge.
- ◆ An informed understanding of the impact of teaching strategies on student learning.
- ◆ An informed understanding of inclusive, learner centred pedagogy.
- ◆ An informed understanding of the role of formative and summative assessment in providing feedback that advances student learning.
- ◆ A capacity to lead and professionally develop staff in areas of spirituality, Catholicity, prayer life and the integration of learning and evangelisation in College daily life.
- ◆ A comprehensive understanding of, and ability to articulate, the nature of contemporary, learner-centred pedagogy.
- ◆ An ability to work as part of a team, build a model team and contribute positively to staff professional culture.
- ◆ An understanding of the nine domains of highly effective schools outlined in the [National School Improvement Tool](#), and a capacity to lead to 'High' and 'Outstanding' performance levels.
- ◆ A capacity for authoritative instructional leadership.