



NAZARETH COLLEGE

ROLE DESCRIPTION

INSTRUCTIONAL LEADER - RELIGIOUS EDUCATION (FAITH AND MISSION)

<p>POSITION REPORTS TO: Principal Deputy Principal (Teaching and Learning)</p>	<p>AWARD: Entitlements under the Victorian Catholic Education Multi Enterprise Agreement 2018 (or its successor)</p>
<p>CLASSIFICATION: POL 2 6 x 75 minutes periods per 10 day cycle</p>	<p>TERMS OF EMPLOYMENT: Two-three years (Depending on Appointee)</p>
<p>ANNUAL LEAVE: As per VCMEA Award</p>	<p>REQUIREMENTS:</p> <ul style="list-style-type: none"> ○ On Commencement, Instructional Leaders will meet with the Deputy Principal (Teaching and Learning) to set goals; ○ Annual Review Meeting; ○ Formal Appraisal in Semester 2 of penultimate year of appointment; ○ Victorian Institute of Teaching – Full Registration; ○ CECV Accreditation to Teach in a Catholic School; ○ Criminal Record Check/VIT/Working with Children Check.
<p>COMMENCEMENT DATE: 27 January 2021</p>	<p>TO BE REVIEWED BY AND DATE: The Principal in the penultimate year of the contract</p>

CONTEXT

Nazareth College is a Catholic Coeducational Regional Secondary College established in 1986. It is a learning community centred on the person of Jesus Christ. The Nazareth Community is committed to the safety, wellbeing and inclusion of all students in its care.

Through learning and teaching in the Catholic tradition, we foster a culture of faith, wisdom and knowledge.

'He returned to Nazareth and became strong, filled with wisdom; And the favour of God was upon Him.' (Luke 2:40)

OVERVIEW OF INSTRUCTIONAL LEADERS

Instructional Leaders are accountable to the Principal through the Deputy Principal (Teaching and Learning). They are responsible for the staff and students within their instructional area to:

- Work with teachers to provide innovative pedagogical approaches to deliver optimal learning outcomes for students;
- Coordinate and oversee the delivery of relevant, appropriate and high quality curriculum within the instructional area;
- Lead and implement College learning innovations.

Instructional Leaders hold overall responsibility for the leadership of teaching and learning activities and resources in their instructional area. Instructional Leaders are committed to the development of consistent and continuous curriculum design, development and improvement to extend and enhance learning outcomes for students. They promote student learning by planning and implementing curriculum strategies within the school improvement framework.

The Instructional Leader will be committed to the implementation of best practice in teaching and learning to meet the needs of every learner and will work with their instructional area to ensure the implementation to improve student learning outcomes.

The Instructional Leader in consultation with the Deputy Principal (Teaching and Learning) will be a member of either the Student Growth, Student Engagement or Curriculum Differentiation Learning Innovation Team. The responsibilities for these teams are to meet regularly, conduct action research and upskill staff in the area of innovation. All Innovation Teams convene as a combined team regularly. Further information on the teams can be found in Appendix One.

Catholic schools are places where the sacred dignity of each person is recognised, respected and fostered. Nazareth College take an integrated and collaborative approach to building and strengthening a safe and respectful school community which is safe. The partnerships between staff are pivotal in the learning, wellbeing and empowerment of Nazareth College students.

Nazareth College is committed to the safety, wellbeing and inclusion of all children and young people. All employees of and volunteers to the College must be committed to providing the highest level of safety and care.

The successful candidate for this position will commence 27 January 2021. They have the option of nominating a two or three year period of appointment. For the nominated tenure, an ongoing teaching position is associated with this appointment.

INSTRUCTIONAL LEADER – RELIGIOUS EDUCATION - (FAITH AND MISSION)

The Religious Education (Faith and Mission) Instructional Leader is a Middle Leadership position and is responsible to the Principal through the Deputy Principal (Teaching and Learning) for providing leadership and direction of the College's Religious Education Program. They will interact with all levels of staff within the College and relevant external parties to ensure students actively participate in Religious Education.

The role has overall responsibility for the leadership and management of Religious Education across the school, ensuring high teaching standards. The Instructional Leader oversees classroom teachers who contribute to a rich and diverse curriculum within Religious Education.

The Religious Education Leader supports the growth and development of the College by contributing to the College's strategic vision and continuous improvement. They will support the development and implementation of the School Improvement Plan, particularly with regards to the Education in Faith and the Learning and Teaching spheres. They also have a responsibility in leading, developing and maintaining the College's ethos and values.

The Religious Education (Faith and Mission) Instructional Leader acts to facilitate decision making, provide proactive leadership of learning and teaching pedagogy of Religious Education, conduct instructional area meetings, review performance of staff and be accountable for appropriate standards in educational delivery.

They are responsible for ensuring that the College's Religious Education program is supported by a comprehensive curriculum and effective learning and teaching, as well as faith and mission opportunities that are integrated in the Religious Education curriculum.

The Religious Education (Faith and Mission) Instructional Leader has the primary responsibility for ensuring quality learning and teaching across the curriculum. They will be responsible for fostering a sense of unity, growth and development. They will work closely with instructional area staff to provide a broad, coherent and innovative curriculum that engages students in thinking and learning and meets their needs to learn and succeed.

The Religious Education (Faith and Mission) Instructional Leader is responsible for the staff and students within their instructional area. They will work with teachers to provide innovative pedagogical approaches designed to deliver optimal learning outcomes. They also coordinate and oversee the delivery of relevant, appropriate and high quality curriculum in line with the College Strategic Plan.

The Religious Education (Faith and Mission) Instructional Leader will actively support and promote the values inherent in a Catholic school, be highly professional in all aspects of the role and display proficiency in areas of organisation, communication, consultation and decision making. They must have a capacity to develop an understanding, rapport and trust with young people recognising different stages of development and different learning styles.

The Religious Education (Faith and Mission) Instructional Leader is required to be familiar with and comply with the College's Child Safety Policy and the Code of Conduct. They will provide students with a child safe environment, which proactively monitor and support student wellbeing and exercise pastoral care in a manner which reflects school values.

GENERAL STATEMENT OF DUTIES/RESPONSIBILITIES

CURRICULUM DESIGN

- Actively and effectively participate in curriculum planning that is aligned with the School's vision and values;
- Sound knowledge of various content and process requirements of the Nazareth College Learning Framework, Victorian Certificate of Education and Victorian Curriculum which are within the auspices of the instructional area;
- Have an outcomes based focus that is backed by appropriate student outcomes and up to date course documentation;
- Models, inspires and supports staff and students with a clear focus on continually improving student learning and wellbeing outcomes;
- Fosters and promotes reflective practice, professional dialogue and a collaborative approach with the staff they lead;
- Achieve continuous improvement in curriculum design and delivery;
- Gather and analyse data relevant to the instructional area to inform curriculum development;
- Lead the development of curriculum within the instructional area, including processes of review for continual improvement and ensuring externally mandated curricular are implemented effectively (eg Victorian Curriculum, VCE Study Designs);
- Work with teachers in the instructional area to use data to inform pedagogy;
- Work in collaboration with instructional staff to ensure all required curriculum documentation is developed and maintained;
- Under the Deputy Principal (Teaching and Learning), lead and manage assessment and reporting requirements as directed by government and Catholic Education;
- Possess knowledge of current curriculum and assessment practices;
- Implement an innovative curriculum that allows students the opportunity to experience a broad, challenging and stimulating curriculum that caters for individual needs across the full range of student abilities from Year 7 to 12;
- Ensure that the aims and objectives of the Curriculum program are being met;
- Maintain a well documented, up to date and resourced curriculum that includes the integration of revision techniques that are specific and skill focused;
- Oversee content and application of all learning within the instructional area both on and off campus by leading a team to maximise student learning outcomes;

- Ensure instructional area staff apply a range of assessment items on which reliable judgements of students' achievements can be made and which meet the school's goals;
- Demonstrate the interconnected processes between planning, teaching and assessment.

TEACHING AND LEARNING PRACTICES

- Develop a strong learning culture within Religious Education;
- Ensure that teaching/learning is of the highest standard and caters for the needs of all students;
- Teach classes and model a wide range of teaching and learning practices, including cooperative learning, action learning, strategies for coping with differences in preferred learning styles, and enhanced opportunities for skills based learning;
- Work with staff to promote a broad range of contemporary teaching and learning strategies;
- Exemplify leading pedagogies in classroom practice and promote learning innovations;
- Promote continuous improvement and growth in practice and pedagogy amongst staff through the use of peer observation, coaching, feedback and self reflection;
- Oversee the organisation, and coordination of activities pertaining to Religious Education;
- Develop positive working relationships with members of the Student Growth, Student Engagement and Curriculum Differentiation Teams;
- Plan for suitable interventions or opportunities to address identified needs by liaising with appropriate staff (eg Learning Diversity, Counsellor);
- Encourage instructional area teaching staff to adapt teaching practice on the basis of student assessment data;
- Develop an Annual Action Plan (AAP) for the instructional area in line with the College's AAP and review it with the Deputy Principal (Teaching and Learning);
- Develop and implement new learning initiatives that focus on delivering an innovative and engaging curriculum;
- Attend and prepare (eg update handbooks) for Information Evenings and be available for parents to discuss pathways in the instructional area;
- Hold regular formal and informal meetings with staff focussed on improving student outcomes;
- Have regular meetings with the Deputy Principal (Teaching and Learning) to ensure that instructional area decisions and procedures are being followed at each year level;
- Ensure that assessment, feedback and reporting are completed in line with College guidelines;
- Ensure assessment of student learning is contemporary and informed by best practice;
- Review relevant policies to support the engagement and participation of students;
- Support the smooth and efficient operation of internal examinations and other assessment tasks by collaborating with instructional area staff to ensure examinations and other assessments are constructed and organised effectively to ensure optimal learning experiences for students;
- Analyse, interpret and use data in order to detect gaps in student outcomes with a view to identifying potential needs;
- Inform teachers of Professional Learning opportunities (including professional reading);
- Ensure feedback is given to assist and support teaching growth;
- Demonstrate explicit teaching and learning outlined in the learning policy;
- Improve student engagement and learning through differentiation and student ownership;
- Evaluate and revise learning and teaching programs to meet the needs of students.

RELIGIOUS EDUCATION

- Be visionary in the teaching and leadership of Religious Education;
- Oversee the organisation of the Religious Education curriculum and ensure material is refreshed and updated as required;
- Promote student participation in Religious Education in conjunction with staff and students;
- Provide opportunities for incursions, excursions, and cocurricular activities;

- Apply technology to learning within Religious Education;
- Develop, support and encourage a teaching team conversant with best practice in Religious Education;
- Lead initiatives to evaluate and improve knowledge of content and teaching strategies and demonstrate exemplary teaching of Religious Education using effective, research based learning and teaching programs;
- Be continuously involved in reflective practice and professional growth;
- Ensure that the implemented curriculum is challenging, flexible and adaptable, while facilitating deep learning and learning progression so that all students can achieve and experience success in their learning;
- Seek opportunities for developing in all students' confidence in and ownership of learning, self assessment skills, cooperative and collaborative learning, and explicit thinking skills;
- Work with Deputy Principal (Teaching and Learning) to initiate change and facilitate the implementation of innovative approaches to learning, and contemporary pedagogical approaches and processes;
- Ensure the programs of work within the instructional area are documented and sequential, such that the instructional team is aware of what is happening in the learning program from term to term and that programs are revised regularly;
- Prepare and update course material for handbooks and relevant school publications;
- Ensure that all safety requirements are met in terms of OH&S legislation and school policy;
- Develop cross curricular teaching teams where potential exists;
- With the support of relevant staff, lead and facilitate the design, development, implementation and evaluation of the College's learning and teaching program within RE in accordance with the Guidelines of the Archdiocese of Melbourne;
- Collaborate with the Deputy Principal (Teaching and Learning) to lead staff in developing curriculum materials and lessons that integrate technology and address compliance requirements and guidelines provided by ACARA, VCAA and CEM;
- Ensuring consistency in the standard, development and implementation of the learning and teaching program across Years 7 to 12 within the RE Department;
- Being an active member of the Learning Innovations and Instructional Leader Team;
- In collaboration with and under the Director of Faith and Mission, develop Year Level Reflection Days, Year 12 Retreat and associated ministry options;
- Develop clear links between Reflection Days and the RE curriculum;
- Be an active participant in cocurricular Community Service activities eg Soup Kitchen;
- Encourage prayer and reflective opportunities across the College;
- Promote the Catholic Ethos within the wider College Community;
- Provide support to staff wishing to become accredited to teach RE in a Catholic School;
- Ensure that the affective elements of the RE curriculum are present in relevant and meaningful liturgical and ministry opportunities that are incorporated in the RE program;
- Provide and model leadership, direction, strategy and innovation in learning and teaching within RE to improve student outcomes;
- Provide support and professional learning to build staff capacity to effectively implement the learning and teaching program within the RE Department;
- Provide advice regarding teaching allocations and the selection of new staff members;
- Engage in professional reading and research to support and model personal commitment to lifelong learning and nourishing one's faith journey;
- Oversee the development and implementation of a future focused learning and teaching program with the RE department;
- A demonstrated capacity to instil in students a respect for each other in accordance with the teachings of Jesus Christ;
- Establish positive relationships with all students and support their spiritual, physical, intellectual, social, emotional and moral development;
- Participate in religious celebrations including masses, retreats and community service;

- Understanding of and commitment to improving student learning experiences through the synthesis of faith development, education and wellbeing of all students;
- Support and participate in the faith life of the College including a commitment to the Mission Statement, ethos of the College and personal formation;
- Assist staff and students to develop their sense of belonging as members of the school through participation in rituals and celebrations that foster the development of a relationship – with each other, with God and with the Community;
- Work to create a culture of service;
- Articulate his/her own Catholic faith in a contemporary and accessible way;
- Demonstrate a deep appreciation of Catholic beliefs and values, with a commitment to uphold, contribute to and ensure that all areas of life at Nazareth College are consistent with, and reflective of the Catholic ethos;
- Promote an awareness of, and commitment to, issues of social justice;
- Support Leadership in the organisation, coordination and attendance of year level events, such as retreats, parent information nights, camps and orientation activities;
- Plan and promote Learning Area in service programs, meetings, observation days, and guest speakers etc to assist staff development;
- Ensure a prayer table and relevant decorative features are arranged in every classroom to enhance the learning environment and provide a welcoming atmosphere;
- Ensure time is allowed for prayer and make every effort to create a quiet reflective tone.

RESOURCE MANAGEMENT

- Together with the Business Manager, prepare and manage the budget for Religious Education;
- Oversee and manage the use of resources, to support curriculum delivery;
- Purchase, maintain and develop student resources and e-resources related to learning and teaching within the RE Department;
- Distribute resources/information to staff, students and parents as required.

CLASSROOM MANAGEMENT

- Apply effective behaviour management with a focus on PBS and restorative practices which are consistent with the College's Behaviour Management Policy;
- Have knowledge of and advise students of the School's policies and procedures;
- Encourage student cooperation, emphasising respect for others and observation of school rules and expectations for appropriate behaviour;
- Form working relationships with students which are positive, consistent and fair;
- Take responsibility for managing inappropriate student behaviour;
- Be punctual, manage time, lesson planning and assessment schedules efficiently;
- Establish a learning environment where students feel safe and are encouraged to be fully engaged;
- Monitor student progress and liaise with relevant staff regarding individual needs;
- Take responsibility for the pastoral needs, duty of care and standards of behaviour of all students inside and outside the classroom;
- Protect the safety and wellbeing of each student;
- In conjunction with the Child Safety Officers, implement the child safe policy and code of conduct and any other policies or procedures relating to child safety;
- Report irresponsible or improper behaviour that is beyond normal classroom management to the Heads of House or Director of Wellbeing.

LEADERSHIP

- Provide positive, strong and supportive leadership through appropriate peer observation, mentoring, feedback and support for staff members;
- Implement decisions and procedures as directed by College Leadership which assist in the efficient organisation of the College;
- Exercise a shared responsibility to ensure that the mission of the Catholic Church is brought to life in the College. The role is predicated on the belief that to be effective, the

work will be informed by a vision of Catholic education that is Gospel based, people centred, inclusive and holistic;

- Ensure that teaching is of the highest standard and caters for the needs of all students;
- Hold staff accountable for understanding and following college procedures and policies;
- Convene and facilitate regular Instructional Area Meetings, ensuring appropriate agenda and minutes are distributed in a timely manner to all relevant staff members;
- Manage and lead programs within the instructional area to promote a safe workplace and optimal learning opportunities for students;
- Lead the instructional area in the organisation of school events (eg Open School, Subject Selection, Information Evenings);
- Leaders are of one voice and supportive of each other in all initiatives and messaging to staff, students and parents;
- Foster an environment of professional trust, empowerment and learning;
- Know the strengths and areas for growth of the instructional team and work in collaboration where students are the priority;
- Actively promote collective efficacy through a shared commitment to the improvement of practice and an openness to feedback;
- Be aware of, address and manage all aspects of OHS within the instructional area;
- Demonstrate an active and supportive interest in College events, particularly those in which students are involved (eg swimming carnival);
- As part of the College coaching and ARM process, facilitate a growth coaching conversation to develop appropriate goals;
- Participate in College requested PD to continue to build leadership capacity and growth;
- Liaise with others in Leadership positions within the College regarding child safety, subject selection, special programs and other events in the College Calendar as required;
- Support staff in your instructional area to use restorative and PBS processes and practices;
- Assist with staffing allocations and induction of new staff within the instructional area;
- Ensure that regular feedback, assessment and reporting are integral components of teaching/learning;
- Provide leadership for all involved in teaching including mentoring, collaborating and the sharing of information to encourage continuous improvement in the quality of teaching and learning for students.

PROFESSIONAL EXPECTATIONS

- Exercise discretion when handling confidential and sensitive information;
- Attend College functions, meetings and events as required;
- Adhere to College policies and procedures;
- Show collegiate support of all staff members;
- Ensure that the teaching is of the highest standard and caters for the needs of all students;
- Record, update and disseminate relevant student information and recommendations to staff;
- Continue to meet the characteristics of a Lead Teacher as documented in the Australian Professional Standards for Teachers (AITSL);
- Engage in appropriate Professional Development and relevant Professional Networks;
- Take an active role in the Cocurricular programs;
- Monitor the performance of students and staff in your instructional area;
- Work with Deputy Principal (Teaching and Learning) to finalise promotions and provide advice on subject selection and course requirements;
- To attend as a priority, Instructional Leader and Learning Innovations Meetings.
- To liaise regularly with fellow Instructional Leaders to ensure learning matters are actioned;
- Plan and assist in the organisation of parent meetings and other functions;
- Interact positively and proactively with parents to build strong relationships;

- Ensure that results and feedback for assessment and reporting are published and made available in a timely manner as outlined in the Assessment and Reporting Guidelines;
- Communicate information of a serious nature to the Deputy Principals or Leadership Team;
- Hold and document regular meetings with Instructional area staff to discuss educational issues especially those related to learning in the classroom;
- Participate in professional/community networks/forums to broaden knowledge and improve practice.

CHILD SAFETY

Every person employed or volunteering at Nazareth College has a responsibility to understand the importance and specific role they play individually and collectively to ensure that the wellbeing and safety of all students is at the forefront of all they do and every decision they make. Such responsibility requires employees to:

- Provide students with a safe environment and proactively monitor and support student wellbeing;
- Be a suitable person to engage in child connected work;
- Be experienced in working with children;
- A demonstrated understanding of child safety and protection;
- A demonstrated understanding of appropriate behaviours when engaging with children;
- A thorough knowledge of legal obligations relating to child safety under Ministerial Order No. 870 Child Safe Standards and expectations of CEM, PROTECT, VIT and VRQA;
- A demonstrated understanding of and commitment to Child Safety protocols, codes of conduct and to ensuring Nazareth College is a child safe school;
- In conjunction with the Child Safety Officers, implement the child safe policy and code of conduct and any other policies or procedures relating to child safety;
- To ensure all protocols relating to reporting an issue of child safety and mandatory reporting are adhered to in the protection of the safety and wellbeing of all students.

OTHER DUTIES

- No position description can be entirely comprehensive and the incumbent will be expected to carry out such other duties as requested by the Principal or his delegate as may be required from time to time and are broadly consistent with the responsibilities of this position description;
- The position is subject to review and modification by the Principal (or nominee), through consultation and agreement with the appointee, in response to the evolving needs of the College, and experience and expertise of the appointee;
- The position will, from time to time require attendance outside normal hours;
- The successful applicant will require a commitment to ongoing professional learning;
- All employees at Nazareth College are to follow College policies and procedures, including the Occupational Health and Safety Act 2004 and Equal Opportunity Act.

QUALITIES

- By their dress, demeanour, actions, support and involvement, will be an exemplary example to staff and students;
- The Religious Education (Faith and Mission) Instructional Leader must be prepared to develop an understanding of the needs of students;
- Professionally competent in teaching, administration and pastoral care;
- Require a broad knowledge of the life of the College, and a willingness to give of oneself rather than simply giving of one's time;
- Knowledgeable of and active in promoting Child Safety policies and protocols.

KEY PERFORMANCE INDICATORS

- Accountability and efficiency in the carrying out of the duties of the position;
- Committed to the safety and protection of all students at the College;
- Be approachable and responsive to all members of staff;

- Ongoing commitment and contribution to the effective running of the instructional area;
- Achieve targets in the AAP and outcomes relating to curriculum strategies are met;
- Timely follow up and communication of the highest standard with staff, students and parents/guardians.

SELECTION CRITERIA

Nazareth College, Noble Park North recognises and values the unique gifts, talents and experience of each applicant. The criteria listed below will inform the selection process:

1. Support of the vision and mission statements of our learning and faith Community.
2. A commitment to the Catholic ethos of the College and recognition of the role of all leaders.
3. A clear vision for Religious Education in a Catholic Coeducational Secondary College.
4. Strong understanding of and experience in managing and teaching Religious Educations.
5. Knowledge and understanding of contemporary practices and policies related to student learning in a coeducational environment.
6. Ability to encourage all students to participate actively in Religious Education.
7. Effectively lead staff, within the instructional area and if necessary, hold them to account.
8. Capacity to provide leadership characterised by lateral thinking, innovation and a willingness for ongoing improvement and to embrace change.
9. Proven ability to demonstrate initiative, prioritise workload, set goals and achieve targets.
10. Well developed organisational and interpersonal skills including a demonstrated ability to work effectively, independently and collaboratively in a team environment, including the ability to manage information and correspondence with confidentiality, discretion and diplomacy with staff, students, parents/guardians and key stakeholders.
11. Commitment to the promotion of restorative and PBS practices and processes.
12. Sound understanding of Child Safe standards and mandatory reporting requirements as they apply to Nazareth, and a strong commitment to providing a child safe environment.
13. An understanding of the cooperative teaching connections between pastoral, academic, social, spiritual, cultural, sporting and creative factors that work together to provide a dynamic learning community committed to the wellbeing of the whole person.
14. Strong organisational and time management skills with an ability to prioritise tasks, meet prescribed deadlines and concurrently manage a number of competing tasks.
15. Demonstrable understanding of contemporary learning theories and practices and the AITSL Standards.
16. Registered Teacher in Victoria (or eligible for registration).
17. Accreditation to teach in a Catholic School (or working towards).
18. First Aid Certificate – Level 2 (or willingness to obtain).
19. Anaphylaxis Awareness training (or willingness to obtain).
20. Non Government Schools Protecting Children Mandatory reporting and other Obligations Certificate.
21. Have the ability to promote the cultural safety, participation and empowerment of students and their families identified as vulnerable, students with a disability, linguistically and culturally diverse students and Aboriginal and Torres Strait Islander students.

KEY ORGANISATIONAL RELATIONSHIPS

INTERNAL	EXTERNAL	MEETINGS
Principal Deputy Principals Leadership Team Instructional Leaders Student Wellbeing Staff Students	AITSL VCAA ACARA CEM CECV Professional Associations Canonical Administrators	Fortnightly Learning Innovations Regular Instructional Leader Faith

TENURE, CONDITIONS AND REQUIREMENTS

CLASSIFICATION:	POL 2 6 x 75 minute periods per 10day cycle
TENURE	Two- or Three-Year appointment (Successful candidate will choose) 2021 – 2022/2023
APPRAISALS	Annual Review Meeting Formal Appraisal in Semester 2 of penultimate year of appointment
ENTITLEMENTS	Entitlements under the <i>Victorian Catholic Education Multi Enterprise Agreement 2018</i> (or its successors)
REQUIREMENTS	Victorian Institute of Teaching – Full Registration CECV Accreditation to Teach in a Catholic School Criminal Record Check/VIT/Valid Working with Children Check

EMPLOYEE ACKNOWLEDGEMENT

I have read and understand the content of this Role Description and undertake to meet the key accountabilities in an appropriate manner.

Name:

Signature:.....Date:

Authorised by Principal or Representative

Name:

Signature:.....Date:

APPENDIX 1 - Learning Innovation Teams

Student Growth Team

- Literacy & SLIP (Secondary Literacy Improvement Project)
- VCE Data Analysis
- NAPLAN & PAT Coordination
- Student tracking, including NAPLAN, PAT and internal data analysis (e.g. reporting)

Student Engagement Team

- Pedagogies for Personalised learning
- eLearning & GAFE
- STEM
- Year 9 program

Curriculum Differentiation Team

- Curriculum planning and differentiation
- Pedagogies for gifted and talented students