



Domain Leader Role Description

POL 2

Time allowance: 6 x 60 minute periods per 10 day cycle

Position Description

Domain Leaders hold a vital leadership role in ensuring quality learning and teaching across the curriculum. Domain Leaders are responsible for fostering a sense of unity, growth and development within their own Domain area.

The learning program and related student learning outcomes are at the core of the College Mission Statement. Domain Leaders work closely with staff to provide a broad coherent and innovative curriculum that engages students in thinking and learning and meets their need to learn and succeed. They lead staff teams to ensure staff in their domain are engaged in the ongoing development of curriculum. Domain Leaders will be responsible for providing input into the formation, implementation and evaluation of the learning and teaching aspects of the College Strategic Plan.

Prerequisites

Commitment to Child Safety

- A demonstrated understanding of child safety
- A demonstrated understanding of appropriate behaviours when engaging with children
- Familiarity with legal obligations relating to child safety (e.g. Mandatory reporting)
- Be a suitable person to engage in child-connected work

Education and Experience

- Teaching qualifications
- Current Victorian Institute of Teaching (VIT) registration
- Accreditation to teach in a Catholic school (or be working towards such accreditation)

Responsibilities

Guiding Learning and Thinking

- Work collaboratively as part of the Learning Team in accordance with the objectives of the College Strategic, School Improvement and Annual Action Plans.
- Ensure that course objectives, skills and knowledge reflect the mission statement of the College.
- In collaboration with Learning Development Leaders, provide leadership and advice for teachers within the learning domain.
- Provide exemplary teaching practice by role modelling and encouraging others to embrace pedagogies in keeping with current best practice.
- Work with staff on student-centered learning initiatives to increase personalisation of learning through differentiation of learning tasks.
- In conjunction with the Learning Development Leaders, be involved in the development and implementation of literacy and numeracy strategies and programs.
- Work with learning domain staff to set goals, implement learning improvements and respond to feedback

from staff, students and parents.

- Assist with subject selection processes and information communication to staff, students and parents.

Curriculum

- Ensure that course objectives, skills and knowledge directly reflect the philosophy and mission statement of the College.
- Work with Learning Development Leaders and relevant staff within the domain to develop courses of study that engage learners of various ability levels and provide opportunities for success for all students.
- In collaboration with Learning Development Leaders, ensure the maintenance of accurate online resources for all staff and students to access regarding the courses, resources and assessment tasks for each subject and year level within their domain.
- In collaboration with Learning Development Leaders, provide pertinent information to domain staff with respect to curriculum, assessment and reporting.

Administration

- In conjunction with the Learning Development Leaders, administer the learning domain budget following consultation with staff.
- Ensure that Canvas documentation is relevant and up-to-date.
- Oversee booklists and report templates in conjunction with relevant subject teachers and the Learning Development Leaders.

Undertake related duties as requested by the Principal who may vary the above duties.

Required Attributes and Skills

The successful candidate will be able to demonstrate the following:

1. Support of the vision and mission statements of our learning and faith community at Mount St. Joseph Girls' College.
2. A commitment to the Catholic ethos of the College and recognition of the role of all leaders in Catholic schools to provide faith leadership.
3. The capacity to provide leadership characterised by lateral thinking, innovation and a willingness for ongoing improvement.
4. The ability to dialogue with staff in a collegial manner to achieve improved learning outcomes for students.
5. The capacity to create and maintain an environment that supports continuous improvement in curriculum design and delivery leading to the achievement of high-quality outcomes for all students.
6. Well-developed interpersonal skills including a demonstrated ability to work and communicate within a team environment.
7. Proven organisational skills and capacity to show initiative in working independently.
8. The ability to liaise and communicate effectively and positively, ensuring productive interchange and professional conversation with regard to student outcomes.