



De La Salle College Malvern Director of Professional & Pedagogical Growth POSITION DESCRIPTION

Title	Director of Professional & Pedagogical Growth
Position of Leadership	POL 4 + 1
Time Allowance	24 periods per fortnight
Commencement	2026
Length of Tenure	Three years

De La Salle College is actively committed to fostering a community of safeguarding that recognises and upholds the dignity and rights of all children.

De La Salle College is an equal opportunity employer.

“The young should be able to see in your wisdom how they should behave.”

St John Baptist de La Salle - (Med 132.1—on the life of Saint Norbert)

The Director of Professional & Pedagogical Growth is a position of leadership within the College being a member of the College Executive Team, reporting to the Deputy Principal Learning & Innovation for the duties outlined below in accordance with College policies and procedures. This role works within the spirit of the Lasallian ethos, as outlined in the De La Salle College Mission, Vision and Values statements.

The role of the Director of Professional & Pedagogical Growth is to provide a vision for and leadership in the provision of a professional development program, consistent with a culture of transformation.

Portfolio Responsibilities

- To lead the delivery of rich and comprehensive professional learning programs that align with the College’s current priorities and targets for improvement. This includes the identification of Professional Learning goals in the context of the overall College Mission, Vision, and Values, Strategic and the Annual Action Plans.
 - Develop and execute a College wide professional learning program for all staff (teaching and non-teaching).
 - Develop capabilities within assigned teams through Mentoring and Coaching
 - Develop and implement a staff instructional coaching program to build knowledge and leadership skills amongst staff
 - Oversee and promote initiatives such as the College’s Learning & Teaching (Peer) Observations program, High Impact Teaching Strategies, Leadership Development Program and Highly Accomplished and Lead Teacher Certification, as examples.
 - Design and implement Middle Leadership development (teaching and non-teaching staff), including formation around College identity in the Lasallian tradition
 - Establishment of, where appropriate, professional learning committees
- In conjunction with the Deputy Principal Learning & Innovation, design and implement the whole-school Professional Learning Days (PLS) and weekly Monday professional learning structure
- Manage the College’s approach to Accreditation in a Catholic School
- To oversee processes related to Provisionally Registered Teachers undertaking full registration, including:
 - Induction to the registration process;
 - Allocation and training of mentors;
 - Monitoring progress;
 - Participation, as required, on Recommendation Panels.
- To coordinate the processes for new teacher induction, including:
 - Liaison with the Human Resources Manager;
 - Coordination of the welcome of new teachers at the beginning of each semester, including overseeing the new staff induction day.
 - In cooperation with Learning Area Team Leaders, welcome and induct new teachers commencing outside the beginning of semester;
 - Oversee the allocation of Buddies and mentors to new teaching staff.
- To coordinate the strategy and management of external Professional Learning, including:
 - Utilising the College Strategic Plan and Annual Action Plan, to identify strategic priorities for staff professional learning across, but not limited to, learning, wellbeing, faith and spirituality, leadership, and management;

- Communication of Professional Learning opportunities, as appropriate;
- Processing, final approval and recording of all PL applications.
- Management of the College's PL Budget, including setting annual Learning Area/Department budgets and monitoring of spending throughout the year.
- Liaise on Professional Learning in the area of Compliance, Learning Diversity and student wellbeing to ensure a holistic approach
- To participate in recruitment processes, including the selection of new teaching staff and POLs
- In conjunction with the Deputy Principal Learning & Innovation, to oversee the teaching staff appraisal process. This includes:
 - the periodic review and updating of reflection processes;
 - the creation and publication of an annual timeline;
 - in cooperation with the Deputy Principal – Learning & Innovation and with support from the Human Resources Manager, the preparation of appraisal panels;
 - providing support, as required, for those conducting appraisals, for there to be a consistent process;
 - oversight of the collection and storage of completed summary documents.

Child Safety

The College has a zero tolerance of all forms of child abuse and actively works to listen to and empower students. The College has policies and processes in place to protect students from abuse and takes all allegations and concerns seriously and responds in line with the organisation's policies and procedures.

Staff must adhere to the following:

- A thorough understanding of the College's Child Safety and Wellbeing Policies and the Child Safety Code of Conduct, and any other policies or procedures relating to child safety and wellbeing;
- Assist in the provision of a child-safe environment for students;
- Demonstrate duty of care to students in relation to their physical and mental wellbeing.

Breaches will be managed as per the CEMEA 2022 Clause 13 – Managing Employment Concerns.

Occupational Health and Safety

There is responsibility, incumbent on all staff, to ensure that the regulations associated with Occupational Health and Safety are adhered to.

Staff are advised that they are to:

- Take reasonable care of their own safety and health and safety of others affected by their acts or omissions;
- Report hazards, accidents or incidents (near misses) in accordance with agreed college procedures;
- Follow established safe working procedures, instructions and rules;
- Cooperate with the employer with respect to any action taken by the employer to comply with any requirement imposed by or under the act;
- Not wilfully or recklessly interfere or misuse anything provided in the interests of health and safety or the welfare of others;
- Not wilfully place at risk the health and safety of any other person in the workforce.

The complete Occupational Health and Safety College Policy may be viewed through accessing the College Policies on the Learning Management Platform (OLLIE).

The Position

The Professional Learning and Pedagogical Growth is a POL 4+1 position and is allocated 24 periods per cycle to meet the requirements of their role consistent with Consultative Committee recommendations. Some variation in the specified responsibilities may take place from year to year.

The role requires demonstration of:

- High organisational awareness;
- High level leadership of staff and students;
- Highly developed organisational skills;
- A mastery of individual subject teaching;
- A competence in the use of ICT and platforms used by the College;
- Excellent communication, administrative and organisational skills.

Other

Perform any other duties as requested by the Principal and Deputy Principal, Learning & Innovation.

The position is employed in accordance with the terms and conditions of the Catholic Education Multi Enterprise Agreement 2022.

This Role Description may be subject to change during the term of your appointment as part of a normal process of ongoing evaluation of the College's operations.

The successful applicant would require a commitment to ongoing professional learning and hold relevant qualifications.

All employees at De La Salle College are to follow College policies and procedures.

Criteria

The successful applicant will be able to demonstrate:

1. A deep commitment to Catholic and Lasallian ethos and educational values in male educational environment;
2. A commitment to the College's Child Safety and Wellbeing Policy upholding the school's statement of commitment to child safety at all times;
3. Demonstrated competence in the use of ICT in an educational setting;
4. Excellent organisational, communication and collaborative skills;
5. Proven success as a teacher with a commitment to personal professional development
6. Knowledge and understanding of contemporary trends and research into educational outcomes;
7. Knowledge and understanding of student engagement data and impact on student achievement and wellbeing;
8. Familiarity with Catholic Education Melbourne Horizons of Hope educational framework, the Wellbeing Foundation Statement and the excel: Wellbeing for Learning in Catholic Schools documentation;
9. Excellent leadership, management and administrative skills to facilitate innovation and sustain continuous improvement;
10. A vision for the role;

Experience and Qualifications

It is preferred that the successful applicant will have the following experience and qualifications:

1. Relevant tertiary qualifications in education including a Master's Degree
2. Tertiary qualifications in Professional Learning or Instructional Coaching (desirable)
3. Experience in relevant educational leadership.
4. Current Full VIT Registration.