CURRICULUM LEADER

JOB DESCRIPTION

Curriculum Leaders are responsible for the teaching and learning in their learning area. In line with the Australian Professional Standards for Teachers, Curriculum Leaders will be held accountable for their professional knowledge, professional practice and professional engagement.

Reports to: Dean of Teaching and Learning

MAIN DUTIES AND ACCOUNTABILITIES

Professional Knowledge

A Curriculum Leader must model exemplary pedagogical practice and administer, lead and positively influence their team members to ensure they also exhibit exemplary pedagogical practice

- Know Students and how they learn
    - Exemplary classroom practice is modelled
    - A repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of all students is implemented
    - Research and evidence about how students learn is used to evaluate and improve the effectiveness of teaching programs
    - Models for self-reflection and colleague evaluation through observation are introduced and encouraged to foster ongoing teacher growth and learning
    - Programs are differentiated appropriately for the specific learning needs of students across the full range of abilities using student assessment data consistently across all student levels
    - Teaching programs that support the engagement, participation and learning of all students, including those who require significant support from Academic Support and those at the gifted and talented levels are developed and implemented

- Know the content and how to teach it
    - Initiatives within learning areas are used to evaluate and improve knowledge of content, teaching programs and teaching strategies
    - The curriculum is selected and sequenced into coherently organised learning and teaching programs and is enhanced and improved through the introduction of specific initiatives
    - Comprehensive knowledge of the MYP, DP, Western Australian and Australian curriculum, assessment and reporting requirements are demonstrated in all learning and teaching programs
    - Innovative practice is demonstrated in the selection and organisation of content and delivery of learning and teaching programs
    - ICT is used to redefine pedagogy, make content inclusive, relevant and meaningful

Professional Practice

A Curriculum Leader must model, lead, administer and positively influence the professional practice, learning area culture, actions and reflections of their team members.

- Professional Management
    - All staff are informed and equipped to provide quality learning and teaching
    - All curriculum documentation incorporates policies pertaining to the Australian Curriculum, MYP, DP, SCSA and the College
    - Learning area budgets are prepared, managed efficiently and are not exceeded
    - Timetables, classroom allocations and staff/student movements are coordinated with the Curriculum Administrator in an efficient and timely manner
    - New staff are effectively recruited, inducted, developed and mentored

- Effective teaching and training planned and implemented
    - ° Students pursue challenging goals in all aspects of their education in response to teacher and curriculum leadership
    - ° The effectiveness of learning and teaching programs are planned, implemented and reviewed collaboratively
    - ° Student centred approaches to reviewing and modifying pedagogy is a learning area priority.
    - ° A wide range of pedagogical resources, including ICT, are used by teachers within or beyond the school
    - ° Inclusive verbal and non-verbal communication is used by all staff
    - ° Teaching and learning programs are reviewed regularly using multiple sources of evidence including: student assessment data, curriculum documents, moderation, teaching practices and feedback from students, colleagues and parents/carers

- A supportive and safe learning environment is created and maintained
    - ° Effective classroom management and promoting student responsibility for learning is used to maintain a quality learning environment

- Assess, provide feedback and report on student learning
    - ° A comprehensive range of assessment strategies to diagnose learning needs and comply with curriculum requirements is developed and used by all staff
    - ° Teachers apply a range of timely, effective and appropriate feedback strategies
    - ° Student performance and program evaluation, using internal and external student assessment data, is coordinated with the Director of Teaching and Learning and the Heads of House to improve teaching practice
    - ° Teachers construct accurate, informative and timely reports to students and parents/carers about student learning and achievement

Professional Engagement

A Curriculum Leader must model a commitment to professional learning and lead, administer and positively influence their team members to continuously seek improvement. This professional engagement includes the broader local and global community

- Engage in professional learning
    - ° The learning needs of teachers and pre-service teachers are met through planned personal professional development
    - ° Collaborative relationships are developed that expand professional learning opportunities, engage in research and provide quality opportunities and placements for pre-service teachers
    - ° Professional dialogue exists within the learning area, school and/or professional learning committee that is informed by feedback, analysis of current research and practice to improve the educational outcomes of students
    - ° High-quality professional learning opportunities exist for colleagues that focus on improved student learning

- Colleagues, parents/carers and the community are engage professionally
    - ° Model exemplary ethical behaviour and exercise informed judgements in all professional dealings with students, colleagues and the community
    - ° Teachers comply with and understand existing and new legislative, administrative, organisational and professional responsibilities
    - ° Communications with parents/carers about their children's learning and wellbeing is responsive and professional
    - ° Links with professional networks and associations and the wider community are developed and used to improve teaching and learning