

POSITION DESCRIPTION

DATE:	February 2024
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POSITION:	Director of Teaching, Learning and Digital Experience
DEPARTMENT:	Senior Leadership Team
RESPONSIBLE TO:	Principal
REPORTS TO:	Principal through the Deputy Principal

POSITION CONTEXT

This position description should be read in conjunction with the attached Guiding Philosophy document of Cannon Hill Anglican College.

All staff are required to:

- Consistently demonstrate the values of the College and promote its ethos, mission and vision.
- Abide by the Code of Conduct for Anglican Schools and Education and Care Services, and other College policies, procedures and practices.
- Consistently demonstrate professional competence and apply contemporary knowledge and innovations in educational and professional practice.
- Consistently maintain confidentiality and overt support for the College.
- Provide appropriate support and pastoral care for students and fellow staff by fostering quality relationships.
- Play an active role in supporting the cleanliness and safety of the College site.
- Encourage cooperative parent contact and foster positive community attitudes toward the College.
- Undertake other reasonable and relevant duties within skills, knowledge and capabilities and as directed by the Principal or their representative.
- Follow safe working procedures developed for the College.

POSITION OVERVIEW

The Director of Teaching, Learning and Digital Experience is responsible for providing comprehensive professional and collegial support to the Principal and contributes to a strong and cohesive team at the Educational Leadership level. The role plays a significant role in developing, promoting and resourcing a dynamic learning community, which is willing to embrace the challenges of learning life for the present and the future, and to engage diligently in the process.

The position is required to effectively coordinate and manage the following key functions:

- Provision of supportive and effective educational leadership to optimise the quality of Teaching and Learning across the College.
- Effective coordination of the daily management of the Teaching and Learning program of the College.
- Oversee the ongoing development and administration of the Digital Experience for Teaching Staff, Students and our Parent community as key stakeholders.
- The effective implementation of policies and procedures to ensure a high-quality learning and student support environment.
- Promotion of a positive College culture which nurtures the development of staff and students and develops productive partnerships with the College community.

- Promotion of the College and enhancement of its reputation as a leading educational provider.
- Providing timely, relevant and comprehensive advice to the Executive Team concerning the holistic development of students through the Deputy Principal.

The focus of this Leadership role is on the delivery of a high-quality Teaching and Learning program across the College by implementing a creative and rigorous curriculum that integrates the effective use of technology to prepare our students for a rapidly changing world. The Director of Teaching, Learning and Digital Experience will work with the Principal, the Deputy Principal, Primary Leadership, the Director of Data and Strategy, the Director/s of Junior and Senior Secondary, the Head of Inclusive Education, the Pastoral Leadership Team, the Curriculum Leadership Team, the Learning Pathways and Careers Counsellor and the Counselling Services team to provide support for student learning and directing teaching practice within the College.

Utilising the structures and diverse strengths of the collaborative College leadership and management teams/committees; the Director of Teaching, Learning and Digital Experience will:

- Provide leadership to the College in the promotion of the College Ethos, in striving toward the fulfilment of its Mission and achievement of its Vision, and in the ongoing development of its goals and initiatives.
- Provide appropriate leadership for the development of the College as a Christian learning community with an Anglican tradition.
- Assist the principal in enhancing and promoting the reputation of the College through the various communication media and opportunities available at the local, state, national and international level.
- Provide leadership in innovative and strategic thinking and planning for the future evolution of the College and in the professional growth of staff.
- Collaborate within the Senior Leadership Team to promote the effective overall management and development of the College's human, physical and capital resources to provide high quality education for students.
- Provide leadership in the development, provision and evaluation of the College's plans, policies, and programs to enhance the quality of the teaching/learning process within a safe supportive and stimulating College environment, which complies with all requirements of stakeholders – including the College Board, and educational, Diocesan and government entities.
- Develop with the other Senior Leadership Team members, a cohesive College climate and environment which promotes staff and student well-being and morale, and optimises the educational opportunities for the students of the College.
- Provide leadership in the development of strong, productive partnerships between the College, students, parents and the broader community.
- Undertake any other responsibilities as directed by the Principal in supporting the role.

ORGANISATIONAL ENVIRONMENT

Cannon Hill Anglican College is a dynamic Christian learning community which strives to offer a balanced and holistic educational environment, in order to develop the intellectual, social, physical, emotional, aesthetic and spiritual dimensions of each of its members. Cannon Hill Anglican College is based on the principles and traditions of the Anglican Church and fosters among its students, staff and parents a lifestyle based on Christian values.

Commitment to the development of the College and its reputation, in the community, consistent with its mission, vision, ethos and Anglican Identity.

VISION

Cannon Hill Anglican College - distinctively innovative, successful and sustainable Anglican co-education.

ORGANISATIONAL EXPECTATIONS

- All employees are expected to respect the confidentiality of the individual, and to treat all members of the College community with courtesy
- All employees are bound by the requirements of the College's policies, procedures, and any other practices (such as the Code of Conduct) and are expected to provide appropriate support and pastoral care to students of the College
- Cannon Hill Anglican College is committed to maintain a healthy and safe work environment. Everyone must adhere to the work Health and Safety Act 2011
- Teaching staff are required to maintain their Teacher Registration
- Teaching staff are required to understand and support the College Child Protection Policy
- Staff shall not use confidential information to gain advantage for themselves, their related persons or for any person or body, in ways which are inconsistent with their obligation to act impartially. Nor should such information be used improperly to cause harm or detriment to any person, body, or the College
- Proof of qualifications will be required prior to commencement.

RELATIONSHIPS AND AUTHORITY

The Director of Teaching, Learning and Digital Experience is accountable to the Principal for undertaking roles in five broad areas and is required to provide ongoing, comprehensive, and considered advice to the Principal in relation to:

- Educational leadership to optimise the quality of teaching and learning and staff professional practice.
- The effective use of technology as both a Teaching and Learning Tool and platform for communication.
- Strategic thinking and management for the successful operation and ongoing development of the College.
- Promotion of the College and enhancement of its reputation as a leading educational provider in Brisbane.
- Promotion of a positive College culture which nurtures the development of staff and students.

KEY RESPONSIBILITIES**1 Provide Leadership of Educational Practices**

- Collaborate with staff to clearly articulate educational philosophy and vision, consistent with the Vision and Mission of the College.
- Model exemplary practice in instructional leadership.
- Model exemplary behaviour reflective of the values and ethos of the College.
- Facilitate student learning and development through support of the pastoral program, values and aims of the College.
- Contribute through involvement in the College's extra-curricular program.
- Support the College's organisational structures and committees through collegial input where appropriate.
- Foster effective relationships with families and members of the College community.
- Actively promote the College both within the College community and in the wider community.
- Work collaboratively with the Principal and senior staff to promote a professional, team-based culture.
- Provide the Principal, senior staff and committees as appropriate with constructive ideas, approaches, assistance and feedback when determining and implementing new strategic directions for the College.
- Ensure the efficient and effective operation of the College by application of and adherence to clear systems, policies and procedures as required by the Principal, College Council and educational authorities.

2 Lead Teaching and Learning Practices and Programs for the College

- Develop and implement strategies to promote a high-quality thinking culture, a strong academic ethos and work ethic.
- Develop and implement programs to enhance the areas of thinking, study and technology skills.
- Oversee curriculum development, compliance and integration across the College in collaboration with the Educational Leadership Team.
- Manage the implementation and the ongoing review of the College Curriculum.
- Develop and monitor individualised student learning programs in consultation with the Head of Gifted and Enterprise Education.
- Work with the Director of Data, Strategy and Senior Studies to ensure Inclusive Education practices align with Teaching and Learning Expectations.
- Lead and support staff in the ongoing development of high-quality pedagogical practice.
- Advise the Deputy Principal on appropriate professional activities for Staff Days.
- Remain informed on the developments in curriculum on both a state and national level, disseminating information to relevant staff and providing appropriate training for staff.
- Develop and implement programs to enhance the professional practice of the teaching staff.
- Manage and implement the College's program for Pre-service teacher education.
- Develop and manage the Research Centre to enhance support provided to curriculum areas and ensure innovation and development. This includes direct oversight of the Librarian and Library Assistant, budget management, conducting regular performance reviews and staff development.
- Manage, monitor and oversee the Heads of Faculty and subject coordinators.
- Management of teacher supervisions for Secondary teachers including approving and monitoring planned absences, taking phone calls for unplanned absences, arranging internal supervisions, arranging supply teacher cover and monitoring the Supply Teacher budget.
- Conduct Student Enrolment Interviews in consultation with the Registrar as required.
- Maintain appropriate contact with parents.
- Assist Heads of Faculty in the development of budget submissions.
- Assist the Principal and Deputy Principal as required in staff management and compliance procedures.
- Prepare subject selection booklets in consultation with the Heads of Faculty and subject coordinators.
- Organise the Year 9 Subject Selection Evening.
- Organise Year 10 Subject selection
- Organise the Year 11 Subject Selection Evening.

3 Oversee Digital Experience

- Assume responsibility for ensuring the effective use of the College's Technology platform and LMS to enhance community experience.
- Lead the professional development of all Teaching staff with regard to the use of technology across the College to support the ongoing enhancement of educational outcomes.
- Provide advice to the College executive regarding trends and changes in practices with respect to the use of technology in schools.
- Develop and implement programs to enhance the effective use of technology in the Teaching and Learning program of the school.
- Actively engage with members of the SLT to ensure appropriate digital experience for all students, staff and parents of the College

4 Oversee Staff Development and Capability

- Develop and implement strategies to promote a high-quality thinking culture, a strong academic ethos and work ethic.
- Develop and implement programs to enhance the areas of innovation, creative thinking, problem solving, effective study across the College.
- Oversee the professional development of teaching staff in line with the College's strategic intentions.
- Oversee the development of the effective integration of the Enterprise Centre and the associated programs and activities into the offerings of the College.
- Regular class visits to engage with, support and monitor teaching and learning practices in the College.
- Provide advice and direction on the needs of staff with respect to professional development.

5 Policies, Programs and Compliance

- Assist the Principal in the development of the annual operational plan and the periodic strategic plan.
- Manage the implementation of designated policies, ensuring the provision of appropriate training and direction for staff.

6 Organisational Procedures

- Oversee the Daily supervisions to cover absent Teaching Staff
- Conduct student enrolment interviews in consultation with the Registrars.
- Provide advice on appropriate professional activities for Staff Days.
- Provide advice on budget submissions for Heads of Faculty and subject coordinators.

7 Reputation, Events and Publications

- Assist the Director of Marketing and Philanthropy in the ongoing development of vibrant, relevant and accurate promotional materials.
- Collage information and write articles for publication to promote staff, College/student achievements and to lead educational debate.
- Coordinate submissions/surveys in response to stakeholder requirements and expectations.
- Represent the College and/or the Principal at functions/events/activities, as directed by the Principal.

8 Committees and Meetings

- Senior Leadership Team
- Educational Leadership Team
- Curriculum Leadership Team – co-chair
- Staff Meetings and Briefings
- Combined PCT/CLT Meetings
- College Board Meetings by invitation

EXPECTATIONS**1 Professional Learning**

- Active engagement in professional reading and ongoing professional development; involvement in professional organisations and presentation of sessions/papers at conferences/seminars/workshops internally and externally to the College.
- Ongoing up skilling in the utilisation of the College's information and technology resources, and the implementation of platforms, applications and programs to optimise the efficient organisation of the curriculum and the efficient management of the College.

2 Teaching

- Maximum of 8 lessons per teaching cycle.
- Regular class visits to monitor teaching and learning practice in the College.

3 Extra-Curricular

- Involvement in 1 trimester per annum as Coach or Manager.
- Attend College functions, sporting, cultural and musical events on a shared regular basis with other members of the Senior Leadership Team, representing the Principal as required.

SELECTION CRITERIA**1 Qualifications and Experience**

- Graduate qualifications in education; a post-graduate qualification in education/educational leadership/management/business administration; relevant professional memberships (eg ACE, ACEL, AIM).
- Registration with the Queensland College of Teachers.
- A demonstrable capacity to bring a strategic, creative and innovative perspective to organisational leadership in the College, and to achieve responsibilities and goals in an effective, efficient and timely manner with due regard to the budgetary and resourcing context.

2 Interpersonal Skills

- An exceptional standard of communication and interpersonal skills and emotional intelligence, with an emphasis on building and maintaining quality relationships with all members of the College community

3 Information Communications & Technology Skills

- Demonstrated experience in the effective use of a range of Information Communication and Technology platforms (including LMS systems) and the effective deployment of ICT to enhance educational outcomes.
- Proven ability to provide leadership and support to ICT improvement and enhancement initiatives relating to Digital Experience.

4 Professionalism

- An exceptional standard of personal and professional integrity, demeanour and presentation, that reflects and promotes the ethos of the College, the seniority of this position, and the standing of the College in the Independent education sector.
- Ability to articulate and generate enthusiasm for learning.
- The presentation of a professional, dedicated, and inclusive attitude and demeanour at all times.
- Capacity to operate as a collaborative and team orientated person in a professional work environment.
- Ability to maintain privacy and confidentiality of all student, staff, parents, and College matters
- Ability to work unsupervised.
- Demonstrated capacity to fulfil the key responsibilities of the position.

5 Personal Characteristics

- Enthusiasm, initiative, and a keen interest in the role.
- Flexibility and the ability to adapt and operate effectively in a demanding and changing environment.

6 Spirituality

- Always expected to act in a manner consistent with the College and the Anglican Schools.
- An understanding of and respect for Christian values and demonstrable support for the College's Anglican ethos.

GUIDING PHILOSOPHY



Statement of Vision

Cannon Hill Anglican College – distinctively innovative, successful and sustainable Anglican co-education.

Statement of Mission

Cannon Hill Anglican College is a dynamic Christian learning community which strives to offer a balanced and holistic educational environment, in order to develop the intellectual, social, physical, emotional, aesthetic and spiritual dimensions of each of its members.

Statement of Values

Cannon Hill Anglican College is based on the principles and traditions of the Anglican Church and fosters among its students, staff and parents a lifestyle based on Christian values. These values are outlined in the Summary Ethos Statement for Anglican Schools in the Province of Queensland. As learning communities of excellence, Anglican Schools in the Diocese of Southern Queensland are called to share the mission of the church to proclaim the good news of the kingdom of God through: Faith, Vocation and Service.

Core Commitments

Cannon Hill Anglican College is committed to building the capacity of all learners to:

- take responsibility for their own learning, adapting to constant change in society and in the world
- achieve their personal best in all aspects of their lives, developing self-confidence and a healthy self-concept
- make informed decisions in the areas of personal relationships, further education and vocational choices
- be articulate, self-motivated, independent and interdependent
- be critical, creative and reflective thinkers and problem-solvers, contributing to the well-being of society
- become spiritually literate, and to have a well-developed sense of social justice, tolerance, respect and concern for others and for the natural environment.

Cannon Hill Anglican College promotes:

- excellence in intellectual endeavour
- relationships which are kind, caring, supportive and productive.

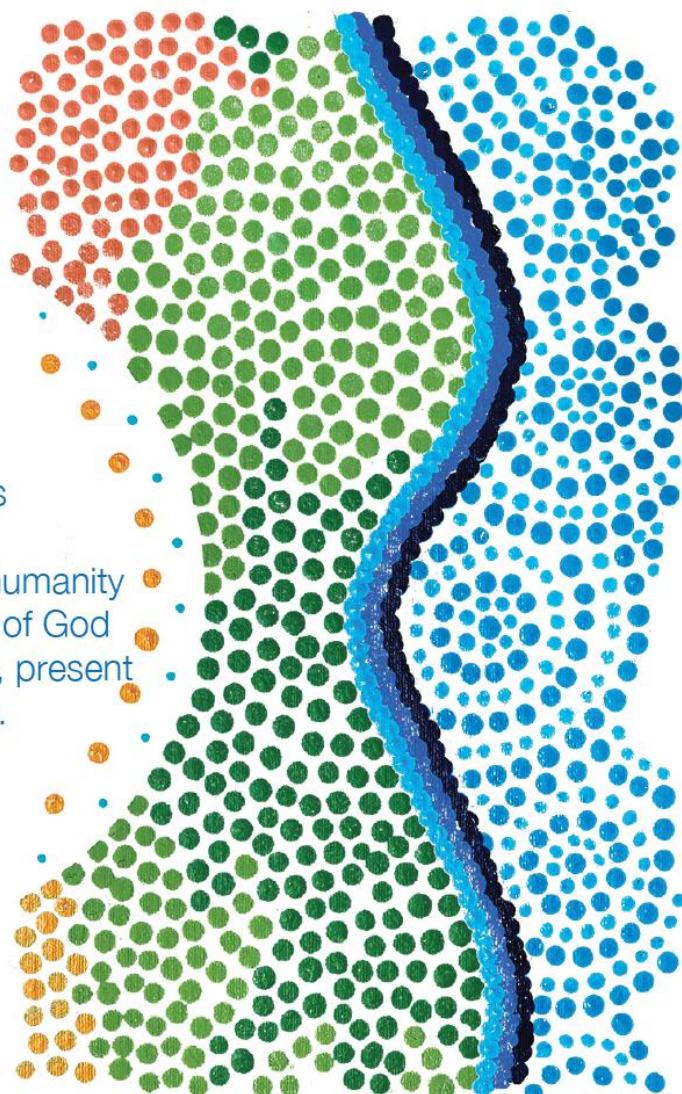
Our motto guides our practice

With Courage and Compassion

ANGLICAN SCHOOLS SOUTHERN QUEENSLAND

ETHOS STATEMENT

The vocation
of Anglican Schools is
education
driven by a vision of humanity
shaped by the image of God
made visible in Jesus, present
in every human being.



*You are the light of the world.
A city set on a hill cannot be hidden
... let your light shine before others,
so that they may see your good works
and give glory to your Father who is in heaven.*

Matthew 5.14-16

*The kingdom of God is like leaven
that a woman took and hid in
three measures of flour,
until it was all leavened.*

Luke 13.20-21

Our Schools have their own distinctive identity shaped by unique histories, contexts, communities and foundational stories. Across these, Anglican schools will share a number of key markers.

Incarnational – essential words live in us

God the Creator cares about creatures and creation. Matter matters and the Creator loves creation enough to enter in person: the Word becomes flesh. Words become real when lived. Essential words must be embodied within people and practised within our communities, for example: kindness, generosity, love, justice, fairness, truth, hospitality, service, compassion, forgiveness, redemption. These express values that describe God's activity among us. Living them is essential to the identity of an Anglican School.

The following five markers are an expression of our incarnational authenticity and our accountability as educational institutions to form new generations who be a particular way in the world.

Intellectual – we embrace a comprehensive liberal education

Anglican schools are unapologetically committed to the intellect: the relentless, fearless pursuit of truth; the discipline of academic rigour; meticulous scientific endeavour; critical analysis and philosophical accountability; unhindered artistic exploration and expression; bold ventures of entrepreneurial development and more.

Intelligence is diverse and multiplanar and the mind is not an isolated entity. Being intellectual is more than academic scholasticism. The person is an integrated being whose head is inseparable from heart and hand and the web of life in which we all are embedded. A comprehensive education of the mind intentionally engages students' heart and soul for the purpose of being in the world in a way that enriches a greater and common good.

Pastoral – we care for the fold

Every person bears the image and likeness of God. We have a responsibility to know each person and care for their wellbeing (mind, heart, body, soul) and the social and cultural web in which they are entwined. This responsibility applies to our staff as well as our students. Everyone should feel like they belong, are safe and able to thrive.



Missional – we are leaven for the rising of the whole**a. Christian Mission – a portion within the whole**

We intentionally engage in Christian formation seeking to nurture committed followers of Christ, building confidence in their capacity to serve as a loving and gracious presence in community bearing witness to the enticing life of faith.

b. Civic Mission – the whole for the whole lot

We are learning communities whose end is moral, spiritual and character formation with the capacity to transform and turn the whole community towards a greater and common good. This is a way of being in the world that seeks to participate in and transform society for the good of all. For us this way specifically includes merciful attention to the needs of the bruised and broken, vigorous work of restorative justice and guardianship of the sacredness of the created order.

Service runs across both Christian and Civic mission. Service is solidarity with the other, working alongside the other for their best interests, awakening their power. Service builds up community whose markers are justice, inclusiveness, sustainability, diversity. Service copies the actions of Christ and is the practice of being a neighbour in the world.

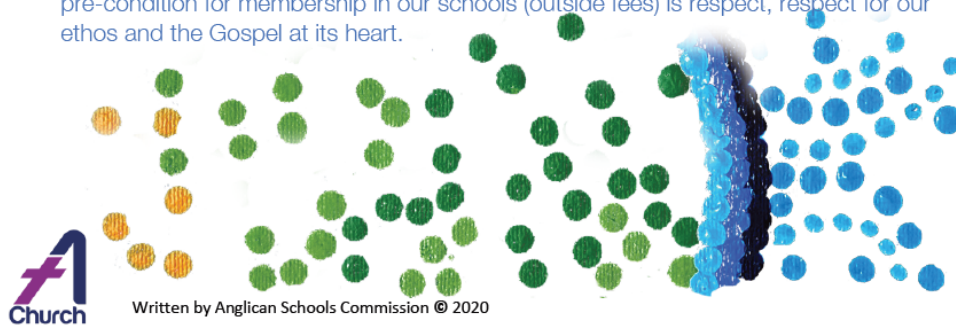
Faithful

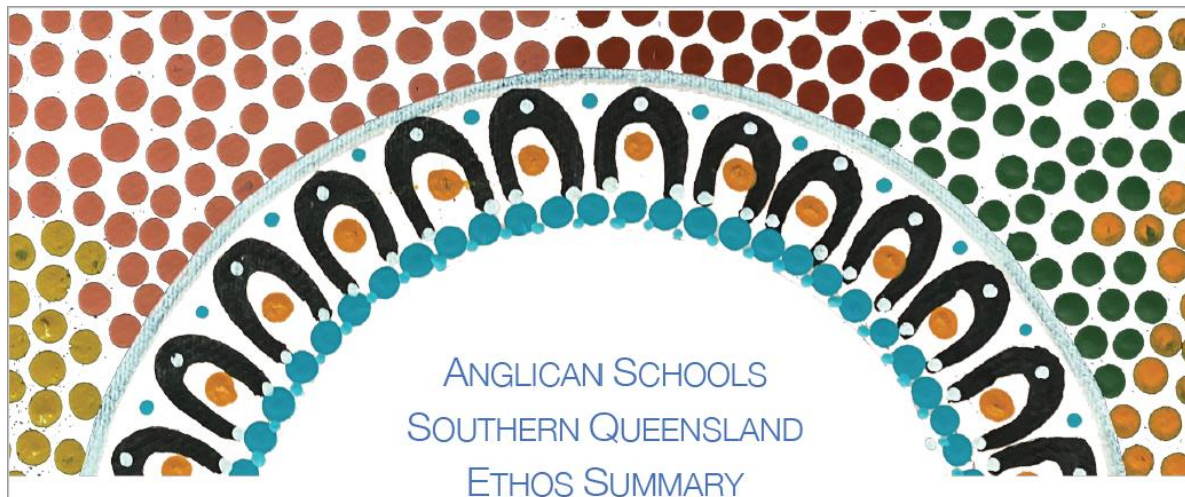
We are faithful to the Christian story, living it in a way that invites discovery. We are faithful to the scriptures and the seasons, saints and celebrations of the Christian story and the life, death and resurrection of Jesus.

We are faithful to a calendar and rhythm of spiritual awareness that runs under and outside the school timetable. This awareness is practised through patterns of reflection, chapel, prayer, art, architecture, stillness, symbol, silence, sacrament, story-telling, celebrations, blessing and gratitude. Our liturgical traditions are ordered; participatory; musical; narrative and engaging of the senses, arts and creation; rooted in scripture; sacramental; intellectually robust and connected to the school's pastoral practices and missional service.

Hospitable

We acknowledge and celebrate that both our student and staff memberships are plural. We invite and welcome all and hospitality is given to every student, no matter the race, gender, sexuality, ideology, ability/disability or religion. No one is excluded. The only pre-condition for membership in our schools (outside fees) is respect, respect for our ethos and the Gospel at its heart.





ANGLICAN SCHOOLS SOUTHERN QUEENSLAND ETHOS SUMMARY

The vocation of Anglican Schools is
education
driven by a vision of humanity
shaped by the image of God made visible in Jesus,
present in every human being.

SUMMATIVE MARKERS

INCARNATIONAL

God is Love, perfect and in person. We live essential words, in person.

INTELLECTUAL

We engage in the fearless pursuit of truth

PASTORAL

We practise respect for the whole person in community

MISSIONAL

We form people for the transformation of the world,
in the service of God and the common good

FAITHFUL

We keep sacred rhythms attending to the goodness of life,
celebrating the story and sovereignty of God

HOSPITABLE

All have a place to belong



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A collaborative work with our schools