



## Learning Specialist Leader of Learning Engagement and Enhancement

### Role

Leading the creation of a learning environment that maximises the opportunity for students to fully engage in learning.

### Scope

**Reports to** the Principal.

#### **Works as a member of**

- School Leadership Team
- School Improvement Team – Learning and Teaching (SIT - L&T)

#### **Leads**

- Student Voice, Agency and Leadership
- Learning Enhancement Team (MYLNS / TLI)
- Careers Team
- Berry Street Education Model
- Program for Students with Disabilities
- Leads ABSTI students engagement

### Key responsibilities

#### **Data**

- Identify and use school wide data to inform leadership actions
- Create, maintain, and report against an engagement and enhancement action plan based on the SSP and AIP

#### **Engagement**

- Lead Student Leadership, Voice and Agency by continued review and implementation of a model that can be sustainably implemented at SSSC
- Leads the implementation and review of the learning enhancement program
- Lead the implementation and review provision of careers education / pathways support
- Lead the implementation and review of the Berry Street Education Model (BSEM)
- Lead the acceptance and celebration of an inclusive and diverse student body

#### **Enhancement**

- Identify and support High Ability Students with school based, DET, tertiary partnerships, and community-based opportunities
- Lead the MYLNS / TLI programs



### **Leadership**

- Involve key stakeholders and interested parties in the work involved in the role
- Present progress / information to the school community as appropriate
- Lead the MYLNS / TLI program

This role description may be reviewed at the discretion of the principal. The principal may also allocate additional responsibilities based on the needs of the school at any time in line with the description of a Leading Teacher outline below

## **Roles and Responsibilities – Teacher Class**

### **Learning Specialist**

Learning Specialists will be highly skilled classroom practitioners who continue to spend the majority of their time in the classroom delivering high-quality teaching and learning and have a range of responsibilities related to their expertise, including teaching demonstration lessons, observing and providing feedback to other teachers and facilitating school-based professional learning.

Learning Specialists are expected to have deep knowledge and expertise in high quality teaching and learning in delivering improved achievement, engagement and wellbeing for students. The role of the Learning Specialist will be to model excellence in teaching and learning through demonstration lessons, and mentoring and coaching teachers in improving the skill, knowledge and effectiveness of the teaching workforce.

The Learning Specialist role is aimed at building excellence in teaching and learning within the Teaching Service.

### **Position responsibilities**

In recognition of the importance of exemplary teaching practice for improved student learning outcomes, the key roles of the Learning Specialist may include but are not limited to:

- demonstrating high-level expertise in teaching and learning practice
- modelling exemplary classroom practice including through teaching demonstration lessons
- working with the school leadership team to develop a shared view of highly effective teacher practice



- leading and modelling the implementation of whole-school improvement strategies related to curriculum planning and delivery
- playing a key role in the provision of professional learning, including through developing processes and protocols for observation and feedback of teacher practice and peer collaboration
- modelling effective learning practice and supporting teachers to seek, analyse and act on feedback on their practice
- providing evidence-based feedback to teaching staff to inform their effectiveness and development
- providing expert advice about the content, processes and strategies that will shape individual and school professional learning
- supervising and training one or more pre-service teachers, and mentoring and/or coaching teachers
- modelling exemplary use of student data to inform teaching approaches
- developing and promoting school-wide professional learning structures, processes and protocols through Professional Learning Communities
- modelling exemplary professional learning practice including through seeking feedback from other teachers and leaders on their own classroom practice as part of critical reflection and inquiry to improve practice.

**Source: VGSA 2022 (p 69)**