



Learning Specialist Leader of Pedagogy

Role

Leading the continued development of outstanding teacher practice to improve achievement, engagement, and wellbeing for students. The role of the Learning Specialist is to model excellence in teaching and learning, and to mentor and coach teachers in improving their skill, knowledge, and effectiveness.

Scope

Reports to the Principal.

Works as a member of

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

Staff Leadership:

- Co-chair of PITL
- Staff PDP leadership

Key responsibilities

Data

- Identify and use school wide data to inform leadership actions
- Create, maintain and report against a pedagogy action plan based on the SSP and AIP
- Development of staff data literacy

Teaching Practice

- Identify and implement a school wide model for Learning and Teaching
- Lead the investigation and implementation of pedagogical practices and innovations that support improved learning outcomes. Including
 - VTLM
 - e5
 - HITS
 - eLearning
 - Literacy and Numeracy
- Strengthen planning for differentiation across all subject areas.
- Planning for challenge in learning for all students (support/extension).
- Provide instructional leadership.
- Mentor graduate teachers supporting them to gain full registration with the VIT



Building staff capacity

- Work with the Leadership team to develop the school's professional learning
- Plan and schedule the whole staff professional learning sessions on research based effective teaching and learning practices.
- Building collective efficacy across the school including building a common understanding of what we consider the best teaching practice for a senior secondary setting
- Work with PITLs to link curriculum planning and assessment to classroom teaching and learning.
- Coach teams / individual teachers to help improve general effective teaching and learning practices
- Investigate and Implement agreed Observation protocols across the school

Leadership

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

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



SWINBURNE

SENIOR SECONDARY COLLEGE

- 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)