

Wantirna College

Leader – Catalyst Learning Programs Later Years

2018 - 2020

Under the leadership of the *Assistant Principal Teaching and Learning*, the **Leader of Catalyst Learning Programs Later Years** will coordinate the team approach to tracking the learning progress of students in the Later Years. This data will inform the development, implementation and evaluation of ‘catalyst’ programs which support and enhance the curriculum delivered in the classroom. This will be done in close partnership with the *Leader of Catalyst Learning Programs Middle Years* in providing a seamless, whole-of-College approach to programs which support and extend the learning of students.

Catalyst programs are those developed to increase the uptake of skills, knowledge and beliefs of the learning undertaken in the core classroom activities. They are designed to build students’ capacity for resilience and their ability and desire to engage with the skills, knowledge and beliefs within the curriculum. In many ways they are motivational – allowing students to understand where they are heading with their lives and that from Wantirna College you can go on and do whatever you wish for your future. They will pave the way for a smooth and successful passage through the College from Grade 6 to post secondary schooling options. Examples of these are the Learning Mentor Program in Years 7 to 12, incorporating Managed Individual Pathways activities, Careers Counselling, Work Experience, Year 10 Career Start, VCE Bootcamp, Year 7 Transition, Year 8 Personal Best, Homework and Tutor Group, Maths Boost and Transition programs, Year 12 Orientation Program.

Working Relationships

The Leader will be part of the team that provides the strategic direction and innovation for the Later Years Sub School, working in partnership with the Assistant Principal, Student Services and the Leader, Later Years Sub School.

The Leader will coordinate a cohesive team that includes the Careers Counsellor and Mentor Group teachers from Years 10, 11 and 12.

The Leader will work in conjunction with the Later Years Leadership team, classroom teachers, Year Level Leaders and members of the Individual Learning Needs Department to ensure processes are in place and implemented to track the progress of students, and tailor programs to meet their needs, be it an individual learning plan (ILP) and / or gradated range of interventions to assist the review of learning.

The Leader will be a member of the College Leadership team, and will contribute to the strategic direction and development of the College.

A graduate certificate of careers counselling would be useful.

KEY RESULTS AREAS	OUTCOMES
Educational Leadership	<ul style="list-style-type: none"> • The vision of the College for a smooth and supported passage through the 6 years of secondary education is brought to life through soundly formulated practices based on educational research • Support and enthusiasm is present in both teachers and students in the vision of connecting with learning to ensure students have a choice of future directions on completion of schooling. • Catalyst programs are developed which underpin and support the documented curriculum in Learning areas • Catalyst programs are delivered that help students understand themselves as learners.
Strategic Development of Later Years	<ul style="list-style-type: none"> • A leadership partnership is formed with the <ul style="list-style-type: none"> ○ Leader of the Later Years Sub School, ○ Leader of Curriculum and ○ Assistant Principal Student Services to develop the strategic direction of the Later Years in improving student learning outcomes and post schooling options • Contributions to the College Strategic Plan and the Annual Implementation Plan actively enhance the learning outcomes of students in the Later Years • Evaluations contributed to by students, teachers, and parents about the effectiveness of programs leads to reviews and continuous improvements • Activities within the programs receive publicity throughout the College and wider community via College newsletters and other appropriate forums
Tracking student progress	<ul style="list-style-type: none"> • Regular analysis of a range of College data (including academic growth, attendance, student attitudes) informs the development or refinement of appropriate programs to speed learning by students • Analysis of the progress of each cohort leads to continual refinement of the content of programs provided to students at each year level • Reports are provided to the Leadership Team and the staff as a whole on the progress of learning of each of the Later Year's cohorts. • Leader of Later Years Sub School and relevant Year Level Leaders are kept informed of student achievement levels, and the analysis of trends and possible actions which should be taken • Year Level Leaders are supported in helping students determine their current level of achievement, and what steps they will take for future success in their chosen areas



<p>Devising, developing and implementing Catalyst Programs</p>	<ul style="list-style-type: none"> • A comprehensive range of programs are offered for students to build their social, emotional, physical and cognitive skills and to build links to relevant post compulsory learning options VCE, VCAL, VET, TAFE and University • A transition program between year levels is in place which ensures students and parents understand and are ready for, the next year level • Students gain entry to tertiary education of their choice as a result of effective course counselling provided for all students in the Later Years as part of their Managed Individual Pathways program • Current catalyst programs are evaluated for effectiveness and refined to ensure greatest impact on learning outcomes • Partnerships with Community organisations increase authentic learning experiences for students in Year 10-12 • Guest speakers and tertiary information sessions maximise student motivation and family information • Students are assisted with Change of Preference and tertiary Offer procedures • An effective Mentor Group program is delivered, building on the work done in the Middle Years on study skills and best practices for learning • Unintentional duplication from programs is eliminated by appropriate scope and sequencing of the aims of programs from Year 7 to 12.
<p>Resource Management</p>	<ul style="list-style-type: none"> • Annual budget supports initiatives and priorities for Catalyst Programs
<p>Communication</p>	<ul style="list-style-type: none"> • Parent information sessions are designed and delivered, to enhance their understanding of the programs offered • The production of appropriate handbooks, parent information leaflets and newsletters is completed to ensure engagement of parents and students
<p>Leadership Team Member</p>	<ul style="list-style-type: none"> • Current Strategic and Annual Implementation Plans implemented • Ongoing evaluation of achievements in relation to the AIP are reported • Professional learning undertaken in order to ensure latest knowledge of best practice • Annual performance and development cycle for a team of teachers is overseen • Professional reading undertaken on a regular basis and shared with others • The development of a culture of high expectations and high aspirations is actively supported • Role model to other staff members in matters such as professionalism, commitment and involvement in a range of curricular and extra-curricular activities • Other relevant responsibilities undertaken from time to time as directed by the Principal, and significant contribution made to the broader life of the school.



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