



Learning Area Leader (various positions)

About Parade College

Parade College is a Catholic school in the Edmund Rice tradition. The College aims to help young people grow into well-rounded individuals who will make a meaningful contribution to society. In a vibrant learning community, students are encouraged to explore and develop their talents to the fullest and aim for excellence in all their endeavours.

Parade College is the oldest Edmund Rice School in Australia, dating back to 1871, and has a proud history of excellence in the education and pastoral care of its students. As a long-standing Catholic school in the Edmund Rice tradition, Parade College strives to be a learning community that offers best practice education and pastoral care to its students to foster fullness of life and holistic growth for all. Parade offers a multitude of curriculum options for students whatever their interest may be; from academic, sporting, music, visual arts and trade options.

The College is pleased to announce, our VCE Vocational Major (VCE VM) program at Parade College has become co-educational in 2025. The College welcomes full-time female student enrolments for the first time in our long history, into Year 11 in 2025. Starting in Term 1 2025, our VCE Vocational Major program, based at our Preston campus, has expanded our student offerings by introducing a new Tertiary Pathways Program. The Tertiary Pathways Program includes a second stream of our highly successful Sport Academy, along with a new Business Academy. Both academies provide a bespoke educational opportunity that allow students to gain direct entry into a number of undergraduate tertiary courses at La Trobe University upon completion of the two-year course.

The professional environment for staff at Parade College emphasises innovation, the importance of lifelong learning and quality relationships between staff, students and the College community.

The Position

Learning Area Leaders are responsible for fostering a sense of unity, growth and development within their own Learning Area and within Year levels.

The role of a Learning Area Leader involves working closely with the Teaching and Learning Executive, the Teaching and Learning Team and with subject teachers as a team in decision-making. Through personal commitment Learning Area Leaders work to inspire more enthusiastic, effective teaching within each subject, ensuring that resources, talents and facilities are fully and effectively utilised in achieving the Curriculum aims and goals as stated in the Mission Statement.

In line with the EREA Touchstone of a Liberating Education, Learning Area Leaders promote inclusive, empowering learning experiences that encourage critical thinking, creativity and the pursuit of personal excellence for all students.

Applications are invited from suitably qualified, highly motivated and innovative leaders with excellent organisational skills and a passion for Catholic Education in the Edmund Rice Tradition and the safety and wellbeing of children.

Applications are invited for Learning Areas Leaders for the following faculties:

- Religious Education
- Mathematics
- English
- Commerce
- Health and Physical Education
- Technology
- VCE Vocational Major

Teaching and Learning at Parade College

Learning at Parade College inspires a commitment and spirit that is both personalised and life-long. Gifts and talents are celebrated equally but paramount to all this is the reality that learning takes place within a collective sphere of mutual support and a deep desire to achieve the very best.

Teaching and Learning at Parade College has, over 150 years, developed both the capacity and capability of providing dynamic learning that caters for the students' spiritual, academic, social, emotional and physical development. A vibrant professional teaching and learning culture exists and grows. Students are supported in their studies by highly qualified, experienced and committed staff.

Our curriculum continues to blend the best of educational traditions with the latest in cutting edge theory, practice and design. Our classrooms are contemporary, technology-rich learning environments, suitably well-resourced and designed to both encourage and exploit a wide variety of teaching and learning preferences.

Parade College Learning Areas:

Religious Education

The Religious Education course at Parade College has been developed within the Religious Education Framework of Melbourne Archdiocese Catholic Schools (MACS). The course is based upon standards and units from this framework and its delivery is supported by the 'To Know, Worship and Love' textbooks from the Archdiocese of Melbourne. Students also draw from the Edmund Rice Education Australia (EREA) touchstones of Gospel Spirituality, Inclusive Community, Liberating Education and Justice & Solidarity and include the Community Action program. The course also looks at the role that our young men can play in today's modern society in helping others, being aware of social justice issues and making a difference in the future using Edmund Rice as our example and Catholic social teaching principles as a guide.

Mathematics

The study of Mathematics at Parade College aims to develop the critical-thinking, problem solving and general Mathematical skills of all students. There is a wide range of subject options that cater for a range of Mathematical interests and abilities. It is also designed to promote students' awareness of the importance of mathematics in everyday life in a technological society, and to develop confidence and the disposition to make effective use of mathematical concepts, processes and skills in practical and theoretical contexts.

English

The study of English at Parade College aims to ensure that all our students are actively involved in reading, viewing, writing, comparing and talking about texts. Students will be encouraged to explore and engage with a range of literature and media texts so that they can explore ideas and think critically about their world. Our aim is to give our students knowledge about how language functions, how it can reflect and shape social attitudes and assist them in achieving a better understanding of themselves, their culture and their world. The English Faculty is committed to assisting the keen student by extending their literary exposure through the study of Literature at VCE level with the opportunity for extension at Year 10.

The commitment to a high quality Literature course at Year 10 and the offer of an exciting elective aimed at keen writers will provide the diligent student with the opportunity to undertake an intensive study of both text and writing craft. These courses will suit the student who intends to excel in the literary field before undertaking his VCE. The English Faculty also works closely with the Learning Diversity team to help Students who need assistance. The College is committed to empowering our students and promoting excellence. Those students who require further development of their Literacy skills are provided appropriate support.

Commerce

The Commerce learning area seeks to develop consumer and financial literacy skills, enterprising capabilities and the importance of active citizenship. Students learn about the role that individuals, businesses and governments play in the economy, the way they make decisions about how to allocate resources and the effects of these decisions.

Health and Physical Education

As a Learning Area, Health and Physical Education aims to educate and develop students' knowledge and skills in a broad range of areas, which include:

- Fitness Development
- Skill Acquisition & Tactical Awareness
- Rules & Strategies of Sport
- Health Awareness & Promotion
- Elite Performance and Development
- Body Systems
- Outdoor Recreation

The skills and knowledge taught across the Learning Area are fundamental to a healthy and active lifestyle both during and after Parade life. We believe these attributes to be more important now than ever before as our society faces problems linked with inactivity and poor nutritional habits.

Technology

Technology, Design and Creativity at Parade College engages students in investigating, designing, producing and evaluating products that provide a solution to a design problem. Students are expected to work creatively by applying their imagination, together with lateral and critical thinking throughout the design processes. Product Design is a vital step in transforming ideas into creative, practical and commercial products. Students use tools, equipment and materials components safely and creatively to make quality products and/or systems. Students learn to evaluate their products and technological systems in relation to environmental, social and economic factors. Systems Engineering Technology is a creative engineering-based learning opportunity. Similarly, to Design Technologies, students use critical thinking and the Design Process to solve real world problems using mechanical or electronic systems.

VCE Vocational Major

VCE Vocational Major provides additional pathways for Years 11 and 12 students seeking vocationally oriented career options such as apprenticeships, traineeships, further education and training or moving on to employment. VCE Vocational Major provides students with a more flexible approach to their education and training. It aims to provide the skills, knowledge and attitudes to enable students to make informed choices regarding work and further education.

The successful candidates for these positions will commence 29 January 2024. The leadership appointment is for a two year term, with an ongoing teaching position associated with these appointments. This leadership position attracts a generous Position of Leadership Allowance and time release per cycle.

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Application Requirements

In preparing an application, please read the advertisement and position description carefully to ensure that you can demonstrate your ability to meet the position requirements and have a good understanding of the role.

Applications must include:

- a **covering letter** addressing the **Key Selection Criteria** addressing your skills, qualifications and experience relevant to the role; together with
- a current **Curriculum Vitae**.

Applications must be addressed to The Principal, and submitted via the College website:

<https://www.parade.vic.edu.au/school/employment>

For enquiries please contact the Director of Human Resources via email: hr@parade.vic.edu.au, or phone: 94683300.

Applications close at 4pm, Tuesday 5 August 2025.

Parade College acknowledges Aboriginal and Torres Strait Islander peoples as the traditional custodians of the lands where we live, learn and work.

This community is committed to the safety, wellbeing and protection of all children in our care.

Parade College is an Equal Opportunity Employer



PARADE COLLEGE

POSITION DESCRIPTION

Position Title	Learning Area Leader
Reports To	Assistant Principal - Teaching and Learning

PRIMARY PURPOSE OF POSITION

In consultation with the Teaching & Learning Executive, the Principal and the Assistant Principal (T&L), Learning Area Leaders are responsible for fostering a sense of unity, growth and development within their own Learning Area and within Year levels.

The role of a Learning Area Leader involves working closely with the Teaching and Learning Executive, the Teaching and Learning Team and with subject teachers as a team in decision-making. Through personal commitment Learning Area Leaders work to inspire more enthusiastic, effective teaching within each subject, ensuring that resources, talents and facilities are fully and effectively utilised in achieving the Curriculum aims and goals as stated in the Mission Statement. In line with the EREA Touchstone of a Liberating Education, Learning Area Leaders promote inclusive, empowering learning experiences that encourage critical thinking, creativity and the pursuit of personal excellence for all students. A convenor assistant may be appointed to each Learning Area to assist the Learning Area Leader.

STATEMENT OF DUTIES	
Classroom Learning and Teaching	<ul style="list-style-type: none"> To focus on what is conducive to excellent teaching in the learning area. To ensure that each teacher provides the students with a course outline at the commencement of the course which includes the assessment requirements. To lead the teaching and learning process by modelling new/best practice. To monitor what is being taught in learning area classes. To provide recommendations for staff appointments and teaching allotments. To oversee the consistent implementation of course outlines and class lesson plans on the College Learning Management System.
Professional Development	<ul style="list-style-type: none"> To lead professional development in the Learning Area by facilitating development activities aligned with the College Strategic Plan priorities. To lead and support staff in the consistent implementation of the Parade Instructional Model through targeted professional development, coaching, and collaborative planning. To lead and support staff in the use of data to inform teaching practices, including the regular review of assessments and examinations. To identify professional development needs: individual and group To encourage staff to attend targeted activities and become active members of their professional association. To attend professional development activities to ensure own development.
Learning Area Architect	<ul style="list-style-type: none"> To actively support the curriculum direction and innovations in the College. To develop a learning area culture that embraces collaboration, sharing and a desire for improvement. To support learning area teachers in their pedagogy and delivery of curriculum. To support and explain school policy in curriculum matters to learning area teachers. To manage learning area staff to maximise effectiveness of the learning area. To provide advice to students with respect to subject selection. In consultation with the Dean of Learning, to case manage students who accelerate in the VCE. To articulate and explain procedures and policies relating to the Victorian

	<p>Curriculum, VET, VCE VM and VCE offerings.</p> <ul style="list-style-type: none"> • To work with the relevant Teaching and Learning Leader member (TaLL - Dean of Learning, Dean of VCE VM and Curriculum and Innovation Leader) on Teaching and Learning related priorities. • To act as chief representative and advocate for the learning area. • To understand and articulate how learning area needs and interests fit with the overall school goals and priorities. • Within the Learning Area, lead analysis and interpretation of academic data e.g., SIMON Analytics, VCE, NAPLAN, ACER PAT etc.) to inform teaching practices, identify areas for improvement. • To contribute articles for used in the College Newsletter and/or Paradian promoting the learning area.
Curriculum Strategist	<ul style="list-style-type: none"> • To ensure that all curriculum decisions/initiatives at the learning area level are in line with overall school direction, goals and priorities. • To take overall responsibility for the delivery of curriculum and implementation of change in the learning area, including ensuring alignment with programs such as Year 9 ExCEL and other cross-curricular or co-curricular initiatives relevant to the learning area. • To ensure that all subject course outlines are updated to accurately reflect and comply with the current curriculum and study designs for the Victorian Curriculum 2.0, VCE and/or VCE Vocational Major. • To ensure a copy of the current study design is located on the College Learning Management System. • To interpret and implement the requirements of external mandates. • To build your knowledge of Language and Literacy for your Learning Area • In consultation with the Leader of Literacy, to develop staff's capacity for addressing Literacy demands in their subjects • To review each year, learning area curriculum in consultation with learning area staff to ensure appropriateness for students, and ability to maximise outcomes. • To lodge a report on the review with the Assistant Principal (T&L). • To maintain an awareness of changes and trends in learning area curriculum, and to communicate this to staff. • To develop learning area assessment and reporting within school guidelines. • To form strategies to promote the learning area within the school and in outside community. • To implement initiatives that can be used to promote the school in the wider community.
Leadership	<ul style="list-style-type: none"> • To model and promote the use of ICT in the classroom and the Learning Area. • To support the development of Learning Area material for the College Learning Management System. • To conduct Annual Review Meetings for staff in their Learning Area. • Where appropriate, provide leadership and guidance to subject convenors in curriculum design, development, and the creation and use of high-quality subject resources. • In collaboration with the Deans of Learning and/or Dean of VCE VM, monitor and follow up with Learning Area staff regarding concerns related to lesson delivery, curriculum adherence, and overall teaching effectiveness. • Support the College New Student Enrolment process through: <ul style="list-style-type: none"> – leadership and attendance at the College Open Day as the key representative and advocate for the learning area; and – the facilitation of new student interviews and liaison with the College Registrar with regards to feedback following a new student enrolment interview.
Administration	<ul style="list-style-type: none"> • To facilitate attendance of learning area staff at relevant professional development activities through the College professional development procedures. • To oversee subject areas on the learning management system to ensure

	<p>assessments and resources are maintained within College expectations and clear for staff and students.</p> <ul style="list-style-type: none"> • To guide staff on appropriate assessment feedback for students. • To make provision for the completion of Learning Area reports in the event of teacher absence. • To chair Learning Area Meetings and organise regular meetings within the Learning Area and discussion with respect to matters of educational practices and principles. • To forward minutes of these meetings to the Assistant Principal of Teaching & Learning. • To ensure that copies of the various courses of study offered by the Learning Area are filed with the Teaching and Learning Executive and that each relevant subject teacher has a personal copy for on-going reference and assessment. • To take responsibility for the writing of exam papers in conjunction with appropriate subject teachers and ensure that a copy is lodged with the Curriculum and Innovation Leader and/or Assistant Principal (Teaching and Learning). • To prepare the Learning Areas annual budget, and supervise the expenditure of all monies. • To requisition Learning Area purchases according to the College Purchasing procedure, through the Purchasing Officer. • To ensure that all resources purchased within the Learning Area are processed by the Learning Centres before distribution within the Learning Area. • To oversee the care and conservation of specialist rooms and equipment where appropriate. This applies particularly to faculties such as Visual Arts and Drama, Technology, Science, Information Technology and Health and Physical Education. • To organise, in consultation with the Curriculum and Innovation Leader, Dean of Digital Learning and Assistant Principal of Teaching and Learning, the compilation of booklists/digital resource lists within the subject area and ensuring that a draft resource / booklist is lodged for final approval with the Teaching and Learning Executive by the stipulated date.
Other Duties	<ul style="list-style-type: none"> • Other duties as requested from time to time by the Principal and/or Assistant Principal Teaching and Learning.
KEY PERFORMANCE INDICATORS	
<ul style="list-style-type: none"> • Display a high degree of accountability and efficiency in the carrying out of the duties for this position. • Able to competently carry out multi-tasking duties both in immediate and longer term situations. • Be approachable and responsive to all members of the Learning Area. • Give strong evidence of commitment and contribution to the effective running of the Teaching and Learning Team. • Show initiative and energy in all matters pertaining to Curriculum development at the College. • To establish and maintain a positive spirit and good order in the Learning Area. • To continually strive to improve the academic results of the Learning Area. 	
POSITION REQUIREMENTS	
Skills and Attributes	<ul style="list-style-type: none"> • The Learning Area Leader is required to have a comprehensive knowledge curriculum area and of current trends in curriculum development. • The Learning Area Leader needs to lead and inspire a team of teachers to achieve desired educational outcomes of the College. • The Learning Area Leader requires the capacity to be an effective instructional leader, learning area architect, and curriculum strategist. • The Learning Area Leader is required to have an understanding of the operative teaching connections between pastoral, academic, social, spiritual, cultural, sporting and creative factors that work together to provide a dynamic learning community committed to the wellbeing of the whole person.

Child Safety	<ul style="list-style-type: none"> • Be a suitable person to engage in child-connected work • Be experienced in working with children • A demonstrated understanding of child safety • A demonstrated understanding of appropriate behaviours when engaging with children • A sound knowledge of legal obligations relating to child safety under Ministerial Order No. 1359 Child Safe Standards, • Working familiarity with Child Safe requirements and expectations of VCEA PROTECT, VIT, EREA and VRQA • A demonstrated understanding of and commitment to Child Safety protocols, codes of conduct and to ensuring Parade College is a Child Safe School.
Selection Criteria	<p>Applicants should be able to demonstrate:</p> <ol style="list-style-type: none"> 1. Willingness to support the faith life of Parade College including commitment to the Mission Statement, ethos of the College, Charter of Edmund Rice Education Australia and personal faith formation. 2. Ability to effectively lead a team of academic staff to ensure a very high standard of professional practice. 3. Ability to promote a healthy learning environment which promotes best practice and excellence in student learning outcomes. 4. Understanding of and commitment to academic excellence including the ability to actively promote this within the academic staff and support the College's literacy initiatives. 5. Knowledge and understanding of contemporary practices and policies related to student learning. 6. Ability to develop curriculum area-specific learning resources that align with the Victorian Curriculum and VCAA protocols for VCE. 7. Understanding and support of policies and the ability to encourage the implementation of these policies within the Learning Area. 8. Well-developed interpersonal skills including organisation and communication. 9. Commitment to ongoing professional learning.
TERMS AND CONDITIONS	
<ul style="list-style-type: none"> • Terms and conditions for this position are as outlined in the <i>Catholic Education Multi Enterprise Agreement 2022</i> for Registered Teachers. Salary is set out in the Agreement according to years of experience and qualifications. • The appointment is for two years. The position will be re-advertised after two years and is subject to the College cyclical review program. The formal review process will include a review of the teaching programs offered by the Learning Area. • This position attracts a POL allowance and a time allowance, as determined by the Principal. • The position reports to the Assistant Principal, Teaching and Learning and will need to be available to the Assistant Principal, Teaching and Learning during specified periods leading up to the commencement of school and after school finishes. • The position will, from time-to-time require attendance outside normal hours. Remuneration for this time, outside of regular hours, is provided for within the position of leadership time allowance and remuneration. • The successful applicant would require a commitment to ongoing professional learning and hold relevant qualifications. The position requires the completion of an Annual Review Meeting. • All employees at Parade College are to follow College policies and procedures, including the Occupational Health and Safety Act 2004 and Equal Opportunity Act. • Parade College is fully committed to the protection of children. The successful applicant will be expected to satisfy child protection screening, and adhere to the School's Child Protection Policies. 	