



# **ASSISTANT PRINCIPAL: Teaching & Learning (APTL- POR 4)**

## **KEY INFORMATION FOR THE ROLE**

Thomas More College has developed a contemporary and future focused approach to teaching, learning and assessment. We are leading CESA's work in the development of capabilities-based learning and assessment through our Learner Behaviours, and holistic reporting through our Learner Profile. In searching for **an Assistant Principal: Teaching and Learning**, we are seeking the right person to continue, lead and grow this exciting work.

### **1. Thomas More College- Vision Statement**

For our students to be thriving people, capable learners, and leaders for the world God desires, we promote the:

- Wisdom to Seek
- Courage to Thrive
- Power to Change

Thomas More College aims to provide teaching and learning experiences which support young people in becoming thriving individuals. In recognising the power of learning to change ourselves and our world, we strive to develop young people with the wisdom to be seekers of knowledge and experience, who will go on to realise their aspirations and shape their own future. As a diverse community, we thrive in an environment which values connection, inclusivity, and faith as we dialogue with our Catholic Tradition. St Thomas More's qualities of academic excellence, strength of character and service to others emanate throughout every facet of the College.

As active and engaged learners we are inquisitive, and persistent in seeking to know, improve and grow. Through critical reflection we strive to move beyond knowledge to seek wisdom. We challenge boundaries and strive for excellence. We are courageous in spirit with the confidence to take risks in pursuing what is good which gives us joy. With integrity we explore our world and our place in it and thrive as we embrace opportunities.

We are powerful. We reject limitations imposed by perception or circumstance. We develop the tools, capacity, and knowledge to build the life we desire for ourselves, our families, and our communities, both local and global. As drivers of change, we seek to be leaders for the world God desires.

### **2. TMC Brand and Educational Map**

Thomas More College has recently developed an educational map which connects our external marketing messages, internal dialogue, implementation of teaching and learning through to our end result: **the T (Thomas More College) Shaped Graduate**. Understanding the interplay between these key elements is vital to the Assistant Principal: Teaching & Learning's role.

This relationship between the elements is shown below:



# Thomas More College- Brand and Educational Map



## 3. ASSISTANT PRINCIPAL: Teaching & Learning (APTL) Role

Thomas More College has become a System Leader of Teaching and Learning within Catholic Education SA. Through developing a curriculum through lens of the School Wide Pedagogy that brings to life our Learner Behaviours, the College is true pioneer of contemporary teaching, learning and assessment through the development of our Learner Profile (see sample at end of document). Along with the Principal and the Executive Team, you will play a leading role in leading this exciting journey.

The APTL is a key member of the Executive Leadership Team of the College. Together with the Principal, the work of the Assistant Principal addresses the effectiveness of our teaching and learning programs. This is done through strong partnerships with the community, provision of high-quality education, and ensuring that our Vision and Mission permeates the curriculum of the College.

As a leader in teaching and learning the Assistant Principal works as part of the Executive Team and together with the Principal ensures student learning is at the centre of our work. The Assistant Principal is responsible for the College's curriculum and shapes teaching and learning at the College through the active development of School Wide Pedagogy (SWP) and culture.

The Assistant Principal, as a future-focused, contemporary, and skilled educator, works with staff and students to implement the relevant curriculum frameworks thus ensuring excellence in teaching and learning.

#### **4. Overarching Areas of work (Key Criteria for the role, please write to these in the application)**

The main responsibilities for the APTL to lead are:

- Leadership of student agency in their learning, culminating in the Learner Profile.
- Innovation in teaching & learning through contemporary and future-focussed research.
- Leading teams and teachers in prioritising ‘the pedagogy’ of the TMC School Wide Pedagogy.
- High-level, strategic leadership of Teaching and Learning Executive (and associated) Teams to lead learning.
- Effectiveness of teaching and learning programs and priorities through TMC’s Learning Management System (Seqta).
- With Assistant Principal: Student Wellbeing (APSWB) and Leader of Senior Learning, track student performance and students at risk.
- Direct and manage subject selection & counselling processes.
- Ensuring effective, contemporary & innovative assessment & reporting practices, including overseeing the Junior Education Transition (JET) and Senior Education Transition (SET) student-led interview processes.
- With the Leader of Literacy/Numeracy and EALD, leadership/be the key conduit of System Priorities re. learning.

All TMC leaders operate in a restorative culture with staff and students.

The role is an exciting and contemporary approach to leadership of a learning culture, teaching, and learning.

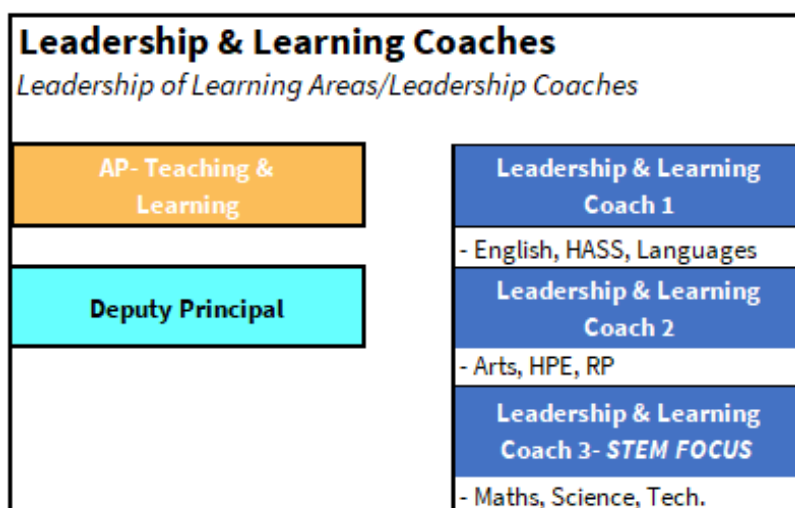
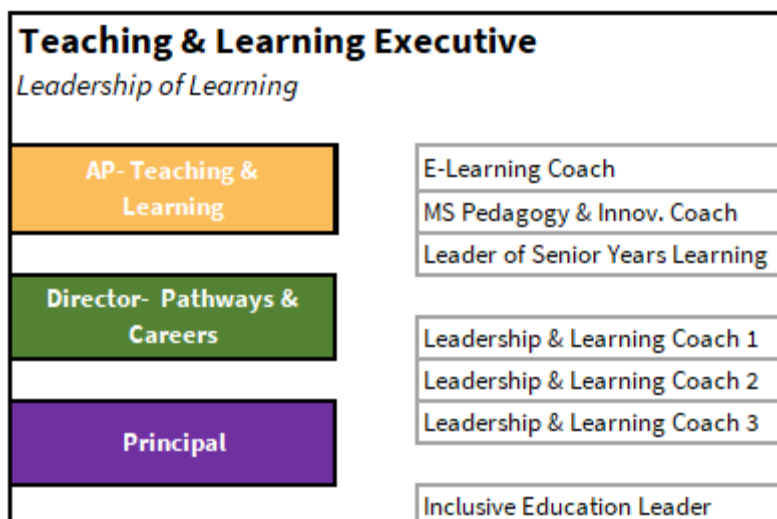
#### **5. Key Working Relationships**

- Principal
- Assistant Principal: Student Wellbeing
- Director of Pathways and Careers
- Leader of Senior Years Learning
- Leadership & Learning Coaches (including ICT & Inclusive Education)

#### **6. Key Teams**

- Executive Leadership
- Teaching and Learning Executive (Chair)
- Leadership & Learning Coaches (Chair & Line Management)
- Leaders of Learning

(α) *Leadership of Key Teams (Leadership of Learning @ TMC)*



There is also a shared connection with the Team managed by the Director- Pathways & Careers, which is comprised of the Coordinators of VET, EALD and Inclusive Education.

## 7. Thomas More College T-Shaped Graduate Learner Profile

The Learner Profile is a holistic summary of how a student is developing in all aspects of their schooling. Alongside a record of academic achievement, it provides a visual summary of their demonstration of our Wellbeing Values, Learner Behaviours, and engagement through key elements such as attendance, days late and any learning interventions attended.

Summarising this feedback to students, which is now explicit in their engagement across all learning areas, is an essential part of a contemporary approach to student achievement and progress through a Learner Profile. The APTL leads the College through this exciting work.

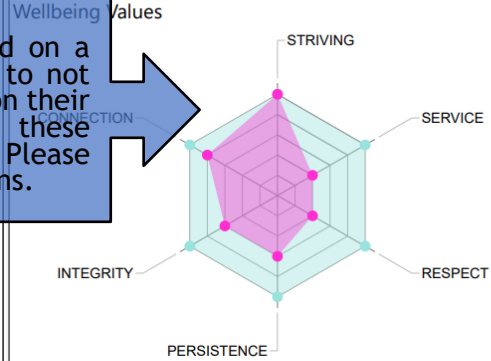
# Explanation of the T Shaped Graduate Learner Profile

## T-Shaped Progress Indicator

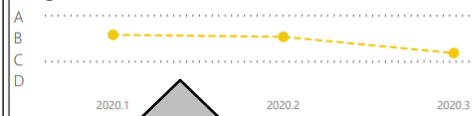
Displays a student's progress towards becoming the T-Shaped Graduate, calculated through their demonstration of the Learner Behaviours, Wellbeing Values and Connection to the College through Attendance, Punctuality and Uniform.

## Wellbeing Values

Students are assessed on a scale from excelling to not yet managing based on their demonstration of these Wellbeing Values. Please see over for definitions.



## Progress



## Progress

Academic progress across all subjects over time. In future report cycles you will see a grade average for each year for the student.

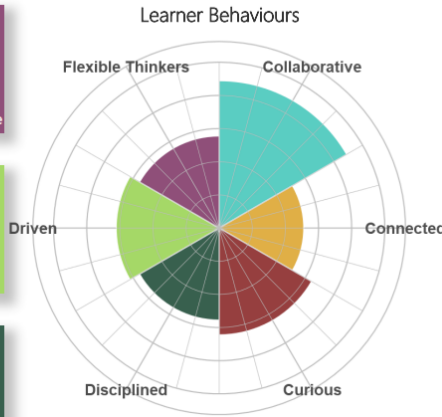
## Learning Interventions

Instances the student has required assistance in meeting learning requirements.

**A Flexible Thinker can...**  
Adapt and apply their own thinking critically and creatively.  
Managing with Assistance

**A Driven Learner can...**  
Show initiative and courage to seek out challenge and take learning risks.  
Managing

**A Disciplined Learner can...**  
Take responsibility for all aspects of their growth as a learner.  
Managing with Assistance



**A Collaborative Learner can...**  
Work effectively and respectfully with a range of people to achieve solutions.  
Managing Effectively

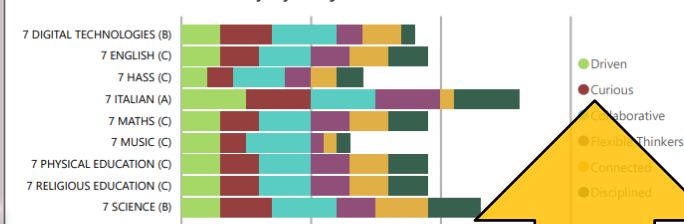
**A Connected Learner can...**  
Connect learning within and across disciplines.  
Managing with Assistance

**A Curious Learner can...**  
Spark interest and inquiry in their own learning.  
Managing

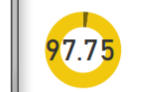
## Learner Behaviours

Students are assessed in each subject on a scale of excelling to not yet managing, based on their demonstration of each Learner Behaviour. This is calculated to give an overall indication of how students are demonstrating each Learner Behaviour across all subjects.

## Learner Behaviours Summary by Subject



## S2 Attendance %



## S2 Days Late



## Attendance %

Total number of days present as a percentage for the semester.

## Days Late

Total number of days late to the College.

## Learner Behaviours Summary by Subject

Student's demonstration of the Learner Behaviours in each of their individual subjects, presented alongside their academic grade. Here you can identify strengths and areas for growth in individual subjects. Please see over for information on the assessment scale for the A to E academic grade.

