



Director of Curriculum and Pedagogy

Title	Director of Curriculum and Pedagogy
Classification	Full Time (Ongoing) – Teaching
Tenure	3 Year Position of Leadership (2027 – 2029)
POL Level	POL 4
Time Release	20 x 70-minute periods
Category	Teaching Staff
Key Reports	Deputy Principal Learning and Teaching
Award	Catholic Education Multi-Enterprise Agreement 2022
Membership	Learning and Teaching Team Curriculum Leadership Team Technology Advisory Group Student Learning Team

Purpose of the Position

The Director of Curriculum & Pedagogy is responsible to, and will work collaboratively with, the Deputy Principal Learning and Teaching for the leadership and strategic oversight of curriculum, pedagogy and assessment across Years 7–12, in accordance with Catholic Regional College Caroline Springs policies and procedures. The Director of Curriculum & Pedagogy will develop, design and drive coherent, evidence-informed systems that strengthen curriculum leadership, pedagogical excellence and data-informed improvement across the College.

The Director provides leadership and direction to Learning Area Leaders, building staff capacity to deliver high-quality teaching, learning and assessment aligned with the Victorian Curriculum 2.0, senior programs, the Vision for Instruction and College priorities. The role has overarching responsibility to enhance the College’s Learning and Teaching program through strengthened curriculum coherence, high-impact pedagogical practice and the development of systems that ensure clarity, consistency and accountability in assessment, reporting and data-informed improvement. The Director fosters a culture of professional growth, collaboration and innovation and supports staff to share expertise, refine practice and promote excellence for every learner.

As a member of the College staff, the Director of Curriculum and Pedagogy will promote and uphold the Catholic values of the College and present a positive and appropriate public profile. The Director of Curriculum and Pedagogy will actively participate in the implementation of the College vision and mission statement and be guided by the College motto of ‘Live Fully Act Justly’.

Key Contacts

- Director of Senior Pathways
- Director of Learning Diversity
- VCE Coordinator



- Applied Learning Coordinator
- Learning Area Leaders
- Heads of School
- Year Level Leaders.

Key Roles and Responsibilities

The Director of Curriculum and Pedagogy will be responsible for:

Curriculum Leadership and Coherence

- Leading a whole-school approach to curriculum design and alignment across Years 7–12.
- strengthening the quality, consistency and coherence of teaching, learning and assessment practices
- developing systems that ensure clarity, accountability and alignment in curriculum mapping, auditing and documentation
- driving continuous improvement in curriculum planning, course design and pedagogical practice
- translating strategic priorities into effective curriculum structures that promote excellence, equity and high expectations
- monitoring emerging curriculum developments at state, national and international levels to ensure the College remains future-focused and responsive to change.
- evaluating and preparing for upcoming curriculum reforms, ensuring timely alignment of programs, assessment and documentation.

Pedagogical Excellence and Staff Capacity Building

- Building staff capacity in high-impact teaching strategies, differentiation and MTSS-aligned practice
- fostering a culture of professional learning, collaboration and reflective practice across Learning Areas
- leading the professional growth of Learning Area Leaders through coaching, appraisal and targeted development
- ensuring every student is known, supported and challenged through strengthened teacher capability in assessment and feedback
- supporting sustainable improvement through data-informed insights and ongoing evaluation.

Assessment, Reporting and Data-Informed Improvement

- Leading a coherent approach to assessment and reporting aligned with College and MACS expectations
- developing and implementing a consistent College-wide feedback model for formative and summative assessment
- strengthening data-informed practice through the leading and analysis of external (eg SPA, NAPLAN, PAT, VCAA) and internal data



- ensuring clarity, consistency and accountability in assessment compliance and standardised testing processes
- driving improvement in literacy and numeracy outcomes through strategic use of diagnostic and benchmark data.

Strategic Alignment and Innovation

- Leading collaborative curriculum leadership with Learning Area Leaders and cross-College teams
- strengthening alignment between curriculum, pedagogy and the School Improvement Plan and MACS strategic directions
- developing systems that ensure curriculum documents, assessment expectations and learning resources are clear, consistent and easily accessible for staff, students and families
- leading the development and oversight of College-wide booklists, resource lists and subscriptions to ensure they are curriculum-aligned, equitable and cost-effective
- coordinating the review and renewal of digital tools, texts and subject-specific resources in collaboration with Learning Area Leaders
- promoting and developing excellence, equity and high expectations in all aspects of curriculum and pedagogy
- contributing to whole-school innovation through leadership of advisory groups, digital learning initiatives and curriculum-related projects.

General Qualifications

- Full VIT Registration
- Master of Education and/or Leadership, or equivalent (advantageous)
- Accreditation to Teach in a Catholic School (advantageous)
- Accreditation to Teach Religious Education and/or Lead in a Catholic School (advantageous).

Experience, Knowledge and Skills

- Assist teachers, drawing from the appraisal processes, with classroom teaching practice, including the use of an appropriate repertoire of learning and teaching strategies, with a focus on continual improvement and high expectations in student learning outcomes
- Model evidence-based teaching and learning practice and demonstrate a commitment to achieving excellence
- Actively support Curriculum Leadership Team, Learning and Teaching Team, School Improvement Plan, Annual Action Plan and MACS initiatives
- Align with the Vision for Instruction
- Make recommendations and contribute to Learning and Teaching Team discussions
- Analyse learning and teaching programs at Years 7-12 and review annual course submissions by Learning Area Leaders and subject teachers
- Support a culture of excellence by acknowledging student achievement and excellence
- Provide leadership in and contribute to developing staff capacity in ICT, AI, ISTE, digital learning and literacy, including modelling exemplar practice
- Contribute to curriculum documentation and policy review and creation, as recommended by the policy review schedule, including the ARSC, SIP and AAP



- Contribute to the College transition process including transition assemblies, course advisor's workshops, course advice days and parent information nights
- Lead Learning and Teaching professional learning
- Assist in the management of the College Learning Management System
- Engage in data analysis and lead appropriate initiatives
- Other duties as required by the Principal.

Child Safety

All members of staff share in the responsibility for the prevention and detection of child abuse, and must:

- Have a clear understanding of Ministerial Order 1359 on Child Safety as it relates to the College's Code of Conduct, policies, procedures and practice
- Have a sound understanding of the eleven child-safe standards
- Be familiar with and comply with the school's child-safe policy and code of conduct, and any other policies or procedures relating to child safety
- Provide students with a child-safe environment
- Uphold a zero-tolerance attitude towards child abuse
- Ensure cultural safety for Aboriginal children and children from culturally and/or linguistically diverse backgrounds
- Provide a safe and accessible environment for children with a disability
- Implement strategies that promote a healthy and positive learning environment.

Key Selection Criteria

1. The capacity to provide leadership that is characterised by a commitment to the Catholic Faith and our College motto *Live Fully Act Justly*
2. A proven capacity to provide leadership that is characterised by a strong desire for continuous improvement, lateral thinking and innovation
3. A clear vision for the development curriculum and pedagogy in a 7-12 school
4. An ability to work collaboratively and facilitate dynamic teamwork
5. Demonstrated capacity for leading whole-school curriculum and pedagogical improvement, strengthening consistency, coherence and high-quality teaching across Years 7–12
6. Demonstrated ability to develop and drive curriculum, assessment and data systems that ensure clarity, consistency and accountability in learning and teaching
7. Proven success as an exemplary teacher.



Final Statement

The purpose of the position description is to provide an overview of the major tasks and responsibilities of the position. It is not intended to represent the entirety of the position. The incumbent may be requested to perform other tasks, not specifically stated, and the Principal may modify the position description in consultation with the incumbent from time to time, depending on the operational needs and requirements of the College.