



Learning Leader

Position Profile:

- The Learning Leader works to provide both generalized and specialized leadership and support to school-based administrators, teachers, and other professionals across the school division. Their work is to; improve opportunities and achievement for students, determine, communicate, and implement curricular direction and innovation, and implement actions. Learning Leaders report to their in-school administration team as well as to the Central Curriculum and Instruction Team. Learning Leaders will be appointed to the position for a three-year to five-year duration, at which time the position will be re-posted with Learning Leaders given the opportunity to re-apply.

Directly Reports To: School Administrator

In-Directly Reports: High School Curriculum Consultant

Duties & Responsibilities

The Learning Leader shall perform such duties and responsibilities as may be assigned including but not limited to the following:

Student Welfare

- Ability to motivate others to implement innovative instructional practices that respond to the needs of every student.
- Proficient knowledge of Response to Intervention Framework and Positive Behaviour Intervention Supports.
- Fostering the philosophy of inclusion and diversity within the school division through the provision of resources, department team meetings and formal professional development.
- Promoting the development of diverse instructional practices and technologies.
- Collaborating with school-based administrators to enhance teachers' abilities to address the unique strengths and needs of all learners in the school community regardless of gender identity, sexual orientation, age, ethnic origin, ancestry, culture, socio-economic status, religion, family status, and mental and physical disability.

Educational Leadership

- Knowledge of current educational programming and curricula and understand how programs connect to one another across subject areas and grade levels.
- Knowledge and ability to access, share and promote a wide range and variety of instructional and assessment approaches, resources, and technologies.

- Working with school division leaders, in-school administrators and instructional staff, to develop integrated and standardized approaches to support effective instruction, including managing professional development and resource selection and acquisition (learning resources, technology, equipment, and supplies).
- Analyzing school-specific assessment data to develop and recommend targeted interventions and system-wide strategies to improve student achievement.
 - Acting as liaison with the Superintendent of Curriculum and Instruction, Curriculum Consultants and Coaches regarding curriculum updates and specific programs as required
- Collaborating with administrators, curriculum consultants, coaches and teachers to understand and use school-level and classroom-level data to improve instruction
- Building teachers' capacity to:
 - Use differentiated instruction, positive behaviour supports, eg. response to intervention.
 - Create engaging and inclusive learning environments.
 - Implement innovative practices that promote equitable and engaging learning opportunities for students.
 - Implement strategies in behavioural management, curriculum modifications and adaptations.
 - Support anti-oppressive and social justice education and the development and integration of Indigenous perspectives and ways of knowing, world view, and content.
- Providing individualized, timely and effective support (modelling, co-planning, co-teaching and providing feedback) to classroom teachers within a school.
- Assist in the planning and delivery of instruction and assessment including professional development and professional learning communities.

Fiscal Responsibility

- Knowledge of basic financial and resource management principles and ability to provide advice and guidance.
- Working with administrators to develop, manage, and report on specific areas of operating budgets to allocate resources effectively.

Organizational Management

- May assist in the assignment of grade configurations and the courses to be assigned to professional staff.

Administrative Procedures

- Demonstrates knowledge of and respect for GSSD Administrative Procedures.

Communication and Community Relations

- Ability to communicate effectively in both verbal and written forms.

Leadership Practices

- Exemplary leadership, collaboration, consultation and problem-solving skills.
- Ability to motivate others to implement innovative instructional practices that respond to the needs of every student.
- Ability to work in a team environment, seek and attend to feedback, and generate high-quality work.
- Positive representative of their school and the Good Spirit School Division.

- Collaborating with school-based administrators to support school-based teams.
 - Establishes and maintains positive, professional working relationships with all school division staff.
 - Unites people toward achieving the Board's goals.
 - Demonstrates a high commitment to the needs of students.
 - Promotes the GSSD values of belonging, respect, responsibility, learning, nurturing and perseverance.
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Knowledge, Skills and Abilities

- **Quality & Organization of Work**
Demonstrated ability to independently initiate and organize projects to achieve work process efficiencies. The Learning Leader must demonstrate his or her ability to pay attention to detail and ensure work is consistently completed and accurate within expected timeframes.
- **Adaptability & Flexibility**
A Learning Leader must demonstrate their ability to prioritize multiple demands and effectively manage time while being responsive to changing priorities. Flexibility entails understanding and appreciating different and opposing perspectives on an issue and adapting one's approach as the requirements of a situation change. Strong problem-solving skills and demonstrated ability to apply judgement in complex, highly sensitive and sometimes ambiguous situations is essential.
- **Communication**
A Learning Leader must have superior interpersonal and communication skills and be able to communicate professionally with administration and staff. Excellent interpersonal skills along with proven written and oral communication, and computer presentation skills are required.
- **Job Knowledge**
 - Be knowledgeable and supportive of applicable Board and Division policies and procedures.
 - Be willing to engage in lifelong learning with respect to training, in-services and courses of study.
 - Excellent working knowledge of computer software including Microsoft Office and Outlook
 - In depth understanding of Curriculum, Instruction, and Assessment
- **Cooperation & Teamwork**
A Learning Leader must be able to work with staff and provide appropriate information and support in a timely manner. The Learning Leader must have the ability to work as a team player as well as work independently with minimal supervision.
- **Attitude**
A Learning Leader must present a positive and professional attitude towards others, their work, and the division and conduct oneself in a manner appropriate to an educational institute that provides services to children.
- **Confidentiality**

At no time should Learning Leader discuss, in public, information pertaining to employees, students or the operation of the division. A Learning Leader is expected to respect the confidential nature of their position by avoiding discussion about any topics that are not formally communicated to the public by the administration of the school or the school division. Breaching confidentiality is a serious violation of acceptable conduct and *The Local Authority Freedom of Information and Protection of Privacy Act*.

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