

## Position Description:

# Interdisciplinary Leader – Felicitous Life (POL 3)



## Purpose of the Position

The Interdisciplinary Learning – Felicitous Life inspires the vision for a flourishing school community who develop resilient students. They are responsible for advancing the shared wellbeing language, actions and programs for a positive culture where our holistic growth and development will be at the forefront of education. A key component of the role is in shaping academic enrichment and extension opportunities for students. The role focuses on embedding ecosystems of learning and wellbeing based on system-informed wellbeing science to shape and form individual and collective flourishing. This is achieved by developing staff expertise in line with the AITSL standards of professional knowledge, professional practice and professional engagement. The Interdisciplinary Leader – Felicitous Life fosters a cohesive and consistent approach to best practice in positive education. As one of three Interdisciplinary Leaders, this role is a member of the Curriculum and Wellbeing Teams. The Interdisciplinary Leader – Felicitous Life works closely with all Faculty Leaders, with specific oversight of three Faculties (specific Faculties to be confirmed upon appointment).

## Key Competencies

- **Leadership** – The capacity to lead self and others in relation to positive psychology within education
- **Communication** – Excellent skills in communicating to staff, students and parents/carers through the gathering and delivery of information
- **Development of Others** – The capacity to develop others in their professional growth, particularly in relation to positive psychology
- **Planning and Organisation** – Excellent planning and organisation skills, demonstrating the ability to balanced resources, timelines, and priorities to achieve objectives
- **Problem Solving and Decision Making** – Excellent skills in problem solving and decision making, including the ability to be analytical and decisive when identifying solutions, making appropriate and timely actions
- **Collaboration** – The capacity to lead and work with others in achieving common goals, objectives and outcomes
- **Continuous Learning** – An ongoing commitment to learn and self-development, particularly in relation to the curriculum and pedagogy for girls' education
- **Ownership and Accountability** – responsibility and accountability for the quality of their decision making, delegating, and reflecting objectively on events and actions

## Portfolio Responsibilities

### Interdisciplinary Leader

- To lead the implementation of a whole school Positive Education program known at Loreto Ballarat as Felicitous Life.

- To foster the development of positive psychology through a strengths-based approach that focuses on:
  - Fostering a positive climate
  - Engaging in positive communication
  - Reinforcing positive meaning
  - Developing positive relationships
- To work closely with The Positivity Institute in an evidence-based approach to a meaningful and sustainable change
- To liaise with the Wellbeing Team and Assistant Principal of Wellbeing in reviewing the existing Felicitous Life program.
- Work with the Director of Professional Engagement to provide professional learning for staff including the induction of new staff
- Work with Wellbeing team to engage the staff and parent/carers by providing researched based evidence that is inspiring and informative
- To create opportunities for student-led Positive Education initiatives
- To work with the Interdisciplinary Leaders to provide analysis of data to inform decision making
- Other duties as assigned by the Principal and Deputy Principal

## Oversight of Faculties

While the Interdisciplinary Leader – Felicitous Life leads positive psychology across all Faculties, they also have specific oversight of three Faculties to promote cross-curricular opportunities and support the Faculty Leaders to:

- Ensure programming, documentation and delivery of all courses of study are consistent with VCAA requirements
- Coach and mentor staff, sustaining an environment that supports continuous improvement in curriculum design, delivery, assessment and ongoing feedback with a focus on student agency
- Create a culture of learning that is innovative, sustainable and future-focused
- Develop assessment models that include variety, prioritising student agency
- Ensure that pedagogical approaches address the need to adapt to changed learning strategies that enhance innovation, entrepreneurial thinking, critical thinking, collaboration and teamwork
- Ensure that pedagogical approaches address the need to adapt learning strategies to enhance innovation, entrepreneurial thinking, critical thinking, collaboration and teamwork

## Shared Responsibilities

### Mission and Ethos

- Have a commitment to, and a clear understanding of the ethos of a Catholic School and the Loreto charism of Mary Ward
- Support the Catholic ethos by taking part in staff and student prayer, retreats, social justice activities and voluntary service
- Role model Christian values in all dealings with students, staff and parents
- Maintain confidentiality at all times and demonstrate high professional standards within the College and community
- Provide consistent public support both within and outside the College for school-wide policies, initiatives and strategic plans

## Child Safety

- 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
- Be familiar with and comply with the College'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 and Torres Strait Islander 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

The criteria listed below will inform the selection process:

- An understanding of and commitment to girls' education
- The capacity for leading improvement and change generating a sense of common purpose and ownership
- An understanding of best practice in contemporary and innovative education, particularly in relation to positive psychology
- Outstanding planning, organisation, communication, and interpersonal skills
- The ability to provide spiritual leadership underpinned by the Loreto values and a commitment to the work of Mary Ward
- An understanding of positive education in relation to education
- A demonstrated commitment to the safety, wellbeing, and inclusion of all children
- The ability to laugh at one's self, reflect and commit to continual learning