

AP 423 – Learning Leaders

Purpose

Learning Leaders (synonymous with ‘Department Heads’ in Article B.25 in the *Collective Agreement* and henceforth referred to as ‘Learning Leaders’) will provide leadership to the school community. Learning Leaders will work as part of the school leadership team. They will support the creation and maintenance of a safe and caring learning environment that models the school improvement process. Learning Leaders will assist in the creation and maintenance of a professional learning community for the purpose of improving student learning and achieving the district’s strategic vision of “Success for All”.

Learning Leaders are school-based positions open to all teachers who meet the qualifications listed in Section 2 - Qualifications. Learning Leaders are normally appointed for a two-year term and subject to an annual review. A bulletin detailing the specific positions open for competition will be published each year and posted within the school.

1. Duties and Responsibilities

- Model leadership in assessment practices, data analysis and curriculum;
- Demonstrate leadership in Professional Learning Communities, including regular communication and dialogue with members of the Professional Learning Community;
- Display judicious allocation of budgets and learning resources;
- Promote a culturally affirming school;
- Promote, facilitate and enhance Aboriginal content in all curricular areas;
- Encourage cross curricular collaboration within Professional Learning Communities;
- Provide mentorship/guidance in teaching and learning;
- Foster ongoing professional learning;
- Provide professional inservice as appropriate; and
- Establish goals in alignment with school, district and the Ministry of Education objectives.

2. Qualifications

2.1. Human Relations Skills

The applicant will possess excellent oral and written communication skills and will adapt his/her communication skills with different audiences to maintain professionalism. The

applicant will listen actively to support others and use technology appropriately to speed communication.

2.2. Organizational Ability and Leadership

The applicant is able to lead, organize and administer effectively.

2.3. Professional Development

The applicant understands personal strengths and challenges and takes responsibility for improvement by actively pursuing appropriate professional learning opportunities. The applicant supports and encourages colleagues to apply professional learning to create dynamic change in learning and instruction.

2.4. Teaching Ability and Experience

- 2.4.1.** The applicant will have demonstrated their ability to model and share their personal understanding of research trends in education and leadership.
- 2.4.2.** The applicant recognizes all learners do not learn in the same way and accesses the appropriate supports to assist students with learning challenges.
- 2.4.3.** The applicant models and encourages the process (individually and collaboratively) of reflection in, on and about practice.
- 2.4.4.** The applicant models and supports colleagues in using data and a range of assessment tools and approaches to evaluate student learning and inform future instruction.
- 2.4.5.** The applicant encourages, exhibits and supports a risk-taking and experimental mindset with colleagues for resolving dilemmas of practice and applying innovative practices.
- 2.4.6.** The applicant actively participates in Professional Learning Communities with a focus on student learning.
- 2.4.7.** Encourages, models and assists with the understanding and implementation of First Nations/Métis content within their daily teaching practice and within Professional Learning Communities.

3. Appointment and Assignment

- 3.1.** Learning Leader positions shall be filled by competition.
- 3.2.** When a Learning Leader position is created or becomes vacant, a Learning Leader Selection Committee shall screen, short-list and interview candidates. The make-up of the committee shall include two (2) teacher representatives.

4. Evaluation

Learning Leaders will conduct a yearly self-evaluation, followed by a review with the principal or designate. Copies of the evaluation will be sent to the Assistant Superintendent responsible for secondary schools. The evaluation and review will be in addition to any “Report on the Teacher by Principal” as prescribed by the *School Act*.

5. Compensation

In recognition of their duties and responsibilities, Learning Leaders shall receive compensation in accordance with the terms and conditions of ‘Employment Agreement’ between the Board and the Nanaimo District Teachers’ Association.

6. Entitlement

- 6.1. For the purpose of entitlement, Learning Leaders with a minimum of 4 FTE teachers/28 teaching blocks are designated as large (major) departments. Departments with fewer than 4 FTE teachers/28 teaching blocks are designated as small (minor) departments.
- 6.2. Learning Leader entitlements may be utilized in a variety of ways to encompass a variety of roles within a school. Principals seeking to develop a new Learning Leader model/position may apply to the respective Assistant Superintendent for consideration. The school staff committee must also be consulted.

Adopted: April 19, 2016

Reference: *The School Act*
‘Employment Agreement’
‘Collective Agreement’