

Head of Centre for Learning Excellence - Humanities and Commerce

The Strathcona environment nurtures the pursuit of academic excellence, co-curricular involvement, leadership development and the community and social engagement that each girl chooses to pursue. Our aim is to afford girls the opportunity to try various activities so that each individual is able to recognise and develop her own interests and unique attributes. We take a personalised approach to learning and development to each of our students.

The Centre for Learning Excellence - Humanities and Commerce is designed to foster a dynamic, future-focused approach to the disciplines that shape our society, systems, and shared story. The centre exists to strengthen academic inquiry, ethical leadership, and real-world readiness across the humanities and commerce streams including history, law, economics, accounting, politics, geography, philosophy, and enterprise.

The centre will play a pivotal role in connecting scholarship with social impact, nurturing Strathcona students to think critically, act compassionately, and lead courageously. It offers a platform where students explore how people, power, culture, and commerce interact and how their own voice and actions can influence the world for the better.

Primary Purpose of the Position

The primary purpose of the position is to ensure the establishment of explicit high standards for learning and teaching. The Head of Strathcona's Centre of Learning Excellence - Humanities and Commerce will lead and oversee this new learning spaces and the implementation of best teaching practice and learning programs which meet the needs of every learner. This role will lead with vision, fostering cohesion as they work with their team to engage in and develop teaching strategies which have a high impact on student learning and growth. They will drive co-curricular opportunities and curriculum development within the learning area: Humanities whilst working collaboratively with other Heads of Department to actively explore cross-curricular links and engaging content.

As members of the School Academic Leadership team, they will engage in the development of a shared understanding of outstanding leadership practices and proactively seek feedback to reflect on and grow their leadership skills.

Strathcona Girls Grammar is a school where the dignity of each person is recognised, respected and fostered. Our school takes an integrated and collaborative approach to building and strengthening safe and respectful school communities which are child safe.

Authorised by: Principal
Last reviewed: July 2025

Responsibilities	Outcome
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To promote and enable the Strathcona Strategic Vision	The Aspiration and Guiding Principles of the Strategic Vision are evident in the observable behaviours and professional practice of all staff at Strathcona BGGs
Provide students with a child-safe environment.	A demonstrated understanding of appropriate behaviour and legal obligations relating to child safety. 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.
To model observable professional behaviour and professional courtesy.	An environment of professional trust, empowerment and learning is fostered.
Oversee Strathcona's Centre of Learning Excellence - Humanities and Commerce	Oversee curriculum and programs in the centre
Exercising leadership that enables the achievement of strategic priorities.	Annual plans are implemented and address student learning outcome goals. The Head of Strathcona's Centre of Excellence for Humanities and Commerce will lead the Humanities Department meetings and engages in regular communication with team members and all stakeholders.
Working collaboratively with the Deputy Principal Learning and Teaching, Research and Innovation to drive improvement in student learning outcomes.	Teaching strategies are developed, implemented and reviewed according to their impact on student learning. Curriculum content and assessment practices engage students in learning Curriculum compliance requirements as set both internally and externally are met to a high standard of compliance reflecting best practice.
To ensure teacher practice is focussed on excellence, collaboration and continuous improvement.	Leader, peer and student feedback is given to each team member to assist and support teacher growth.
Creating and fostering a climate of professional dialogue around teaching effectiveness, feedback and targets for improvement.	The Head of Strathcona's Centre for Learning Excellence - Humanities and Commerce conducts formal and informal conversations on a cyclical basis with each member of their team. The Head of Humanities and Commerce knows the strengths and learning needs of each member of their team. The teachers in their team actively seek feedback and work collaboratively to improve their impact on student learning.
The implementation of diverse and contemporary teaching strategies and a differentiated curriculum within their Department.	Measures of student engagement and learning reflect continuous improvement.

	The use of a variety teaching strategies to support learning, both physical and virtual, is evident in teaching practice and student learning.
Oversee and delegate the design, implementation and review of teaching and learning programs in their Department.	<p>Programs and the assessment of student learning is contemporary and informed by best practice.</p> <p>Programs are tracked to ensure learning programs comply with policy and design</p> <p>Subject team leaders are deployed to ensure the smooth running of curriculum delivery at each level.</p> <p>Curriculum documentation is stored centrally in accordance with School requirements.</p>
Oversee assessment tasks and learning activities for the Department	<p>Collective and individual feedback to students is regular and of a consistently high standard</p> <p>Assessment and the related feedback supports, drives and improves student learning.</p> <p>Learning activities, due dates, results, feedback and resources are stored centrally and published in accordance with School requirements</p>
To enact a shared understanding of outstanding leadership practices	<p>Leaders engage in behaviours that reflect a shared understanding of outstanding leadership practice</p> <p>Leaders collaborate and support each other</p> <p>Leaders proactively seek feedback from all stakeholders and intentionally reflect on their strengths and opportunities for growth.</p> <p>Leaders share their learning about their impact</p>
Using data to inform decisions	Teachers understand and target student learning needs based on a variety of data sources.
Preparing and managing an annual budget, in consultation with the Business Office.	The budget supports the delivery of programs in accordance with School policies and priorities.
Meeting administrative responsibilities.	Administrative responsibilities are fulfilled as required.
Representing the School at events.	<p>Networks and community relationships are fostered</p> <p>Best practice opportunities in education are explored.</p> <p>Subject associations are maintained and their resources utilised.</p>
An appropriate teaching load.	Demonstrate skills as an accomplished teacher.
Other duties as required.	Duties attended to efficiently and effectively.

Reporting Relationships

Reports to	Deputy Principal Learning and Teaching
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Associated Relationships:	Principal Business Manager Heads of Department Head of Senior School Academics Head of Studies Other authorities as appropriate
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Key Challenges

1. Build on the School's reputation as a centre of excellence in education for young women and girls, most notably in the areas of Humanities and Commerce
2. Lead the strategic direction and development of the centre as a space of excellence in teaching, learning, and interdisciplinary collaboration.
3. Champion a culture of understanding, inquiry, and ethical leadership across Humanities and Business subjects.
4. Curate and coordinate experiential learning opportunities, such as student-led forums, enterprise projects, legal and political simulations, industry panels, excursions, and global citizenship initiatives.
5. To provide effective leadership through outstanding relationships of support and accountability.
6. To grow teacher expertise and effectiveness through challenge and support.
7. To improve student engagement and learning through differentiation and student ownership.
8. To enhance relationships with key stakeholders and partnerships with tertiary and industry professionals and providers.
9. Promote visibility and engagement with the centre the school community, including students, staff, alumnae, and external partners.
10. To work collaboratively with colleagues to attain consistent and appropriate expectations of student achievement and conduct.
11. The successful candidate will bring creative and strategic thinking to the activation of the centre as a vibrant Centre of Excellence, ensuring it becomes an inspiring, future-facing environment that is a dynamic space and place in which to learn and grow.

Selection Criteria – Knowledge and Skills

Essential:

1. Sound knowledge of Victorian Certificate of Education (VCE) and Victorian Curriculum studies which are within the auspices of their learning area.
2. Outstanding interpersonal skills including a demonstrated ability to consult, collaborate, negotiate and interact with staff, students and parents / guardians.
3. Demonstrable understanding of contemporary learning theories and practices, especially with regard to girls' education.
4. Proven ability to design, lead, or contribute to programs that connect academic theory with real-world application, such as civic engagement, enterprise, public speaking, ethics simulations, or collaborative projects across subject areas.
5. An ability to lead a team and where necessary, hold team members to account.
6. An advanced understanding of the AITSL Standards for Teaching.
7. Ability to prepare and manage a budget, and manage the effective and efficient use of resources.
8. Highly competent in the use and application of Information Communication Technology.
9. Demonstrates initiative, innovation, intellectual curiosity, and a collaborative approach. Aligns strongly with Strathcona's values and mission, and contributes positively to a high-performing, supportive school culture of excellence.

Selection Criteria – Education and Experience

Essential:

1. Current full Victorian Institute of Teaching (VIT) registration.
2. Experience in curriculum design, development and implementation.
3. Experience in coordinating learning and teaching activities.
4. Experience in teaching at VCE level.
5. Evidence of quality teaching in a secondary school, i.e. improving student learning outcomes.
6. A demonstrated knowledge of child safety.

Selection Criteria – would be advantageous

1. Evidence of developing and leading a team to meet a target.
2. Relevant Post-Graduate studies (or working towards a further qualification).

Attributes:

1. Be a suitable person to engage in child-connected work with a commitment to student safety and wellbeing.
2. Supportive of the ethos of the Christian tradition
3. Highly developed verbal and written communication skills.
4. Demonstrated ability to collaborate effectively with colleagues, students, and stakeholders to work towards shared goals.
5. A genuine team player who contributes positively to a collegial culture, values diverse perspectives, and builds strong, respectful working relationships.
6. Personal resilience, enabling effective management of multiple and conflicting demands and navigate competing demands in a dynamic environment.
7. A growth-oriented mindset with intellectual curiosity and a passion for lifelong learning.
8. Organized, reflective, and proactive, with strong attention to detail and follow-through.
9. A visionary and creative thinker who is able to activate physical and intellectual spaces in meaningful, student-centered ways.
10. Commitment to excellence in education, and the empowerment of young people through Humanities, Business, and values-based learning.