

Program Director, Teaching & Learning

Position Details

Position title:	Program Director, Teaching & Learning
Reports to (position title):	Principal
Direct reports:	Yes
Organisation:	BlendED National - Queensland
Contract tenure:	Ongoing Teacher position with a fixed term leadership role for up to 5 years
FTE:	Full time (1.0 FTE)
Expected level of contact with Children: <i>(In accordance with Child Safeguarding Standards Framework)</i>	Direct Contact
Location:	Brisbane, Queensland
Approved:	March 2026

Aboriginal and Torres Strait Islander people, people from culturally and linguistically diverse (CALD) backgrounds and people with disabilities are encouraged to apply

About Us

Our Organisation

BlendED National is an initiative of Edmund Rice Education Australia (EREA), providing flexible, inclusive education for young people across the country who are unable to access traditional schooling.

Delivered online by a multidisciplinary team, BlendED National supports young people through trauma-informed, relationship-based learning that prioritises safety, connection, and individualised support. The program is designed to meet the needs of young people experiencing complex barriers to education, and is grounded in EREA's commitment to educational equity and radical inclusion.

Our Structure

As part of the EREA network, BlendED National is committed to fostering a supportive and empowering learning environment that reflects the values and vision of Edmund Rice. We offer a full-time, multi-year secondary education program tailored to meet the needs of young people who have disengaged from mainstream education, ensuring every individual is supported on their path to personal growth and success. We work closely with families, community organisations, and support services to provide wraparound care that addresses both educational and personal development needs.

Our Young People

The young people we work with come from diverse backgrounds and may face a range of barriers to education, including:

- Experiences of trauma or adversity
- Mental health challenges, disability and/or neurodivergence
- Significant gaps in learning
- Experiences of exclusion or suspension from mainstream education
- Experiences of school can't/ school refusal
- Involvement in out-of-home care or the child protection system
- Experiences of homelessness or housing instability
- Responsibilities as young parents
- Generational cycles of poverty, early school leaving or unemployment
- Interaction with the youth justice system

We recognise that each young person's journey is unique. Our staff are committed to providing a safe, respectful, and empowering learning environment where young people can develop confidence, reconnect with education, and work towards their goals.

Our Values

BlendED National operates under four key principles that guide our daily interactions and community culture:

- **Respect** – Valuing each person's dignity, voice, and lived experience
- **Honesty** – Fostering trust and truthfulness through open and authentic communication
- **Participation** – Encouraging young people to actively engage in their learning and personal growth
- **Safe and Legal** – Creating a secure and structured environment where all community members can thrive

This framework, known as Operation by Principles, is a defining feature of our approach. It establishes a common ground foundation for all members of our community—young people, staff, and families—ensuring that relationships, learning experiences, and conflict resolution are built on mutual understanding and shared responsibility. Through the use of Unconditional Positive Regard, strength based neuroaffirming practice with a trauma informed lens, we create an inclusive, safe, and empowering learning environment where young people can thrive academically, socially, and emotionally.

Our Commitment to the EREA Charter and Touchstones

As part of the Edmund Rice network, BlendED National is committed to the principles of the **EREA Charter** and its four Touchstones:

- **Liberating Education** – Providing innovative and inclusive learning opportunities
- **Gospel Spirituality** – Fostering a culture of compassion, hope, and social justice
- **Inclusive Community** – Welcoming and valuing diversity, ensuring all young people feel a sense of belonging
- **Justice and Solidarity** – Advocating for fairness, equity, and the dignity of all

The EREA Charter and Touchstones guide our mission and reflect our commitment to providing a high-quality education that is responsive to the needs of young people. More information can be found on the [EREA website](#).

About the Role

The Program Director, Teaching & Learning provides strategic leadership of the school’s curriculum, ensuring alignment with the Regulatory Curriculum and the school’s instructional model. The role leads the development and delivery of high-quality, inclusive online learning programs and supports teacher capability, curriculum compliance, and the school’s literacy and numeracy priorities.

Working collaboratively with the Principal, the Program Director provides leadership to both staff and young people. Responsibilities include:

- Planning, preparing, and delivering effective learning, teaching, and wellbeing programs for secondary-aged students.
- Contributing to the development and implementation of school objectives and planning.
- Supporting a safe, engaging, and inclusive learning environment.
- Modelling innovative, evidence-based teaching practices that enhance student outcomes and support the professional growth of the teaching team.

Duties and Responsibilities

Typical duties and responsibilities include, but are not limited to:

Operation by Principles	<ul style="list-style-type: none"> • Model best practice in Operation by Principles and other key practices as articulated in the practice Framework.
Compliance	<ul style="list-style-type: none"> • The role requires knowledge of and compliance with the Australian Education Act 2013, the National Principles for Child Safe Organisations, and the relevant education and child safety legislation in each state and territory where the program operates. The position must also align with the governance and compliance frameworks of the relevant Catholic Education authorities and EREA’s Code of Conduct.
General	<p>Curriculum Development</p> <ul style="list-style-type: none"> • Lead the design and delivery of the Middle Years curriculum, ensuring alignment with the Regulatory Curriculum and the delivery of engaging, rigorous, and developmentally appropriate learning experiences. • Develop and implement scope and sequence plans that promote coherent, progressive learning across the Middle Years and reflect the needs of an online and flexible learning environment. • Collaborate with the Principal and Director – Education to optimise curriculum materials for online delivery, ensuring accessibility, clarity, differentiation, and strong engagement. <p>Instructional Leadership</p> <ul style="list-style-type: none"> • Implement BlendED National’s instructional model, embedding evidence-based teaching practices and effective differentiation for diverse learner needs. • Lead the integration of digital tools and technologies to strengthen online pedagogy, enhance student engagement, and improve learning outcomes.



Team Leadership

- Lead, mentor, and support Middle Years teachers, fostering a collaborative, reflective, and innovative professional culture.
- Provide regular coaching, feedback, and performance development to promote high-quality teaching and improved student outcomes.

Professional Development

- Design and deliver professional learning initiatives that build teacher capability in online instruction, differentiation, assessment, literacy, numeracy, and student engagement.
- Ensure staff have access to current training in curriculum, compliance, and effective online learning practices.

Compliance and Reporting

- Ensure all curriculum, assessment, and teaching practices comply with Queensland curriculum and regulatory requirements, including documentation expectations.
- Monitor curriculum implementation through data analysis, learning analytics, and student performance reporting to inform improvement strategies.

Literacy and Numeracy Strategy

- Support the development and implementation of targeted literacy and numeracy strategies aligned with school priorities and student needs.
- Embed literacy and numeracy improvement goals across planning, instruction, assessment, and online learning design.

Collaboration and Stakeholder Engagement

- Engage positively with students, parents, colleagues, and external stakeholders to ensure the Middle Years program meets student, school, and community needs.
- Work collaboratively with school leaders and Program Directors to align Middle Years initiatives with broader whole-school priorities.
- Provide referral pathways for young people and their families to appropriate wellbeing or support services when required.
- Lead and support student enrolment processes for the Middle Years program, ensuring smooth and supportive transitions into the school.

Systems & Data Responsibilities

- Provide strategic oversight of the use of Schoolbox, Compass, and other school platforms to ensure curriculum materials, assessment information, learning analytics, and communication systems are used consistently and effectively across the school.
- Ensure systems support compliance with Queensland curriculum and regulatory requirements, including documentation expectations, assessment records, and reporting processes.

	<ul style="list-style-type: none"> • Oversee the implementation and quality assurance of ILPs (Individual Learning Plans) and SSGs (Student Support Groups), ensuring processes are consistent, timely, and aligned to student needs and policy requirements. • Use learning analytics, curriculum data, wellbeing notes, and platform insights to monitor teaching effectiveness, student progress, engagement, and emerging trends across year levels. • Provide leadership, coaching, and professional development to teaching staff to strengthen their capability in effectively using Schoolbox, Compass, ILP templates, SSG documentation, and other digital tools. • Collaborate with school leaders and the National team to continuously improve digital workflows that support curriculum planning, online learning delivery, assessment moderation, and student engagement. • Ensure data management, digital record keeping, and reporting practices meet organisational expectations, confidentiality standards, and regulatory compliance requirements.
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Key Selection Criteria and Requirements

Qualifications	<ul style="list-style-type: none"> • Tertiary qualifications in Education and current registration as a Teacher. • Minimum of three years' experience in a similar curriculum or middle-years leadership role.
Knowledge and Experience	<ul style="list-style-type: none"> • Strong understanding of the Regulatory Curriculum for the middle years. • Experience designing and implementing curriculum for online or blended learning environments. • Demonstrated ability to implement and adapt instructional models to meet diverse learning needs. • Proven leadership experience, including supporting, mentoring, and developing teaching staff. • Experience designing and delivering professional learning for educators. • Demonstrated ability to use data and evidence to inform curriculum refinement and improve student outcomes.
Capabilities	<ul style="list-style-type: none"> • Ability to work efficiently in a fast-paced online environment with strong attention to detail. • Proficiency with learning management systems (e.g., COMPASS, Schoolbox) and online teaching tools. • Strong organisational skills with the ability to manage multiple projects, timelines, and compliance requirements. • Problem-solving capability, particularly in online learning design and curriculum implementation. • Commitment to innovation, continuous improvement, and effective integration of technology into learning. • Excellent written and verbal communication skills for engaging with staff, students, and stakeholders. • Strong interpersonal skills to build positive and collaborative working relationships. • Ability to analyse student data to inform teaching and curriculum decisions. • Demonstrated coaching and mentoring capability to enhance instructional practice.

	<ul style="list-style-type: none"> • Ability to work collaboratively with staff, leadership teams, and external partners to achieve shared goals.
Probity checks and Certification	<ul style="list-style-type: none"> • Hold a current Teacher Registration in Queensland • Hold appropriate Australian Work Rights. • Valid First Aid Certificate or willingness to obtain. • Valid Australian Driver's Licence and willingness to drive school vehicles when required.
Physical Requirements	<ul style="list-style-type: none"> • This role will involve frequent sitting and standing, walking or moving within a school and office environment across multiple levels, complete fine motor skills such as typing or writing, and requires auditory and visual ability. • Some lifting of supplies and materials may be required from time to time, practicing safe manual handling. • The role may require travel to sites and other locations.