ELTHAM HIGH SCHOOL

CURRICULUM ORGANIZATION LEADER

(LEADING TEACHER)

INFORMATION PACKAGE

SEPTEMBER 2009
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ADVICE TO APPLICANTS
Curriculum Organization Leader
(Leading Teacher)

01 January 2010- 31 December 2012

Prospective applicants are advised to refer to the school website in order to access the information package relevant to this position.  www.elthamhs.vic.edu.au

All prospective applicants, including those external to the Education Department, need to be aware that they must visit the "Recruitment Online" website to register their CV and to address the Key Selection Criteria.  www.education.vic.gov.au/schooljobs

Tours of the school after school hours have been organised for the following times. You are encouraged to visit the school. Please contact Kate Scalzo (Principal’s PA) on 9430 5111 and book in for one of the scheduled tours.

Prior to the tour the Principal will deliver a presentation on the vision for this role and provide an opportunity for prospective applicants to ask questions.

Wednesday 16th September 2009 – 4:00 pm.
Thursday 17th September 2009 – 4:00 pm.

Preparation of application:
It is requested that applicant prepare their application by:
• addressing the dot points under each of the Sergiovanni Leadership domains within no more than one A4 page for each domain;
• including a Résumé / CV;
• providing the names of three referees including work time and after hours contact numbers.

Submission of application:
In addition to submitting the application via Recruitment on Line and in order to avoid any possible difficulties with this recruitment package, we request that applicants forward 3 printed copies of the application to the school by the closing date of applications.

Selection Panel:
The selection Panel will consist of:
• The Principal
• An Assistant Principal
• Staff representative

The Selection Process will involve the following steps:
• Receipt of application by the closing date.
• Short listing of applicants.
• Interview process (applicants may be invited back for a second interview).
• Referee Checks (these may occur prior and /or after the interviews). The panel reserves the right to contact others outside of the list of referees provided by the applicant.
• On making a decision to appoint, a job offer will be made to the successful applicant.

Vincent Sicari
Principal
PRINCIPAL’S WELCOME

Welcome to Eltham High School. It is with great pleasure that I introduce our school to you, which has been working with the community since 1926.

Eltham High School is a large secondary school on the urban rural fringe of north eastern Melbourne. The school’s primary focus has always been to enhance student outcomes through the provision of high quality teaching and learning strategies.

Eltham High School is highly regarded as an educational institution. Its reputation as an outstanding academic school is well recognised within the community and education circles. The co-curricular opportunities offered to our students across a range of areas including the performing and visual arts programs and the elite sports program are outstanding. Engagement with student leadership initiatives is sustained across all areas and levels of the school.

In the last 80 Years Eltham High School has established a tradition through its strong commitment to the areas of:
- Inspiring through excellence
- Creativity
- Individuality
- Social Justice.

Eltham High School is a school with high expectations where you feel safe to be yourself and challenged to think critically, to work independently and in teams, to show leadership and to achieve success along many pathways.

We believe that the “Deeds that Count” are:
- Respect
- Integrity
- Respect for diversity
- Environmental and social responsibility.

The tradition we have established continues today through the excellent work of our current staff, a team of very experienced teachers and support personnel that I am very proud to lead.

Our students are consistently offered a broad range of opportunities that provide innovative and exciting educational experiences. Strong emphasis is placed on students learning from each other.

Student welfare and well-being is the foundation of our school. This is enhanced by the building of positive relationships between all sectors of our community and supported by a sub-school structure with a number of coordinators at each level (junior, middle and senior); form teachers at Year 7; Transition Coordinator; Student Services Leader, Student Support Worker; Careers Coordinator, Special Learning Needs Coordinator, Sick Bay attendant and a series of support personnel.

Eltham High School is an outstanding school in a range of areas including: Academic Excellence:
- A high performing school.
- VCE results across all studies consistently place Eltham High School amongst the top schools in the state.
- In 2008, of all the Year 12 students who applied for a tertiary course, 90% were offered a place of their choice in the first two rounds.
- Students gain places in tertiary courses in medicine, science, law, business, health science, the media, humanities, the arts and sport.
Innovation:

• Leading innovation in curriculum and school organisation.
• Implementing a university research-based process of school enhancement in Victoria (IDEAS Process).
• Linking students and experiential learning with their community.
• Developing innovative flexible teaching and learning environments.

Leadership:

• Investing in teachers.
• Creating responsible citizens to lead in the 21st century.
• Developing students as leaders through a wide range of training and responsibilities.

Teamwork:

• Great Relationships: Students and staff working together to achieve their best.
• Strong parent and community support enhancing student outcomes.

Building further, our Elite Sports and strong Interschool Sport programs are offered to students across all age groups. Our extensive music program acclaimed as the best school bands program in Australia provides not only the opportunity for students to learn an instrument but also to represent our school and community nationally and internationally. The outstanding performance program in Drama continues to deliver acclaimed student performances at a national level. The annual Arts and Technology exhibition further supports the creative talents of both our students and our staff, as does the outstanding student writing program which culminates in the Student Anthology.

Through the IDEAS (Innovative Designs for Enhancing Achievement in Schools) process, the school has developed six principles of teaching and learning which support curriculum planning and incorporate all aspects of what is known about effective teaching and learning in the 21st century, how ICT can be used to support the learning outcomes of both students and staff and how the school can inspire students by engaging them more directly in learning in the community. The introduction of a VCAL program and continuation of the Advance/Working Community program have demonstrated the potential of these real community links in improving student engagement as measured by attendance.

To achieve improved student outcomes the staff is engaged in a range of professional development activities. Effective professional development needs to be delivered in a supportive atmosphere; in 2006 concrete steps were taken to identify a suitable model for establishing a sustainable Performance & Development culture in the school. The preferred collegiate model is being implemented and continuously reviewed as the vehicle for improvement.

At Eltham High School we are looking forward to the future and its possibilities. We have been successful in being part of the “Building Futures” program and are currently embarking on a $9M facilities redevelopment. Demand for places at the school is at an all time high; we have put in place an agreed framework for curriculum development and delivery and confidently look forward to the future when new facilities will be put in place to match this curriculum in line with new pedagogies.

Vincent Sicari
Principal
ELTHAM HIGH SCHOOL PURPOSE STATEMENT, VALUES AND THE DEEDS THAT COUNT:

At Eltham High School each person feels safe to be themselves and challenged to think critically, to work in teams, show leadership and achieve success along many pathways.

Our School Values
- Pursuit of Excellence
- Individuality
- Creativity

The Deeds that Count
- Social and Environmental Responsibility
- Respect for Diversity
- Integrity
Educational Leaders form part of a visionary, dynamic team of people with diverse skills and major responsibilities across a range of areas of the school’s ongoing development. The goal of Educational Leadership is improved student learning outcomes. Ultimately, Educational Leaders are leaders of people. The focus of the role is the provision of transformational leadership to the Eltham High School Community. What follows has been identified by the school community as the essential characteristics of educational leadership at Eltham High School as derived from our six principles of teaching and learning.

**Building Positive Relationships:**
Educational Leaders manage the balance between how they feel, think and behave. They work to align these elements and the school wide pedagogies. This creates a school environment in which the whole person is valued and leaders work enthusiastically to build positive relationships.

Leaders actively foster an environment of support, well being and respect among staff and students.

**Catering for Diversity:**
Educational Leaders will be diverse in their talents and will be skilful in one or more of the five Sergiovanni Leadership domains whilst continuing to develop strength in the others.

- **Technical Domain:** Effectively plan, organize, coordinate and manage resources and develop strategies to ensure optimum effectiveness.
- **Human Domain:** Provide support, encouragement and growth opportunities for others including staff and students.
- **Educational Domain:** Provide expert professional knowledge and maintain, justify and articulate sound, comprehensive programs of instruction.
- **Symbolic Domain:** Model important goals and behaviours in a range of environments including learning spaces, formal school functions, ceremonies and other important occasions. This is characterized by alignment with and commitment to the school vision.
- **Cultural Domain:** Demonstrate leadership of the community by defining, strengthening and articulating values and beliefs that make the school unique. This is characterized by a commitment to common and shared expectations, meanings, customs and traditions.

Diversity is valued and encouraged. Educational Leaders will bring individual skills which collectively will provide a strong leadership framework across the school community.

**Focus on Intellectual Quality:**
Educational Leaders model a passion for learning by high levels of enthusiasm and direct involvement. They demonstrate strong professional beliefs about schools, teaching and learning. They promote a shared language of effective learning and effective schools.

Leaders have a consistent focus on the quality of the school’s teaching and learning practices including the use of ICT as a critical tool for whole school improvement. Their ongoing professional growth, supported by professional reading including published national and international educational research, contributes to the overall intellectual quality of the school community.
Encourage Creativity, Staff and Student Involvement and Voice:
Educational Leaders will show strength in both advocacy (making sure that others know what you want and need by having the courage to tell them) and inquiry skills (understanding other people’s goals, dreams and desires, by showing consideration and seeking to understand their contribution). Role modelling of such behaviours to colleagues and students will not only encourage them to contribute their creativity and their voice but will be crucial in helping them to develop these skills. This will be reflected in their self confidence and their respect for the ideas and feelings of others.

Solve Problems; Develop Teamwork and Links to the Community:
Education Leaders have the skills for creative problem solving. They embark on unexplored paths and consider a range of options for debate and implementation.

Effective change management is achieved through teamwork. It provides staff with opportunities to fully utilise their capabilities as a means of achieving the school vision and promoting the most effective group dynamic and results for students, school and community. Educational Leaders share leadership and build teams. They identify and support staff to assume and exercise leadership from different roles in the school. Furthermore they develop networks with other leaders, schools, agencies and individuals to foster mutually beneficial exchanges of expertise and practice.

The role modelling of these behaviours reinforces the school’s commitment to a parallel/distributed leadership structure.

Use Varied Appraisal Processes - As, Of and For Learning:
Educational Leaders will be reflective learners assessing their leadership strengths and growth needs for potential learning opportunities.

This reflection will be ongoing and supported by data collected from several sources of feedback identifying this as a learning strategy. Data analysis incorporating references to a strong research base will be a measure of the learning that has taken place.

In addition to meeting the professional standards (please refer to the Victorian Institute of Teaching – Professional Standards and DEECD) the following areas of responsibility apply to these positions.
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<tr>
<th>SPECIFIC RESPONSIBILITIES</th>
<th>SERGIOVANNI DOMAINS</th>
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<tbody>
<tr>
<td>Educational Leaders will:</td>
<td></td>
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<tr>
<td>• have responsibility for an area of the school as outlined in the specific job</td>
<td>→ Technical; Human; Educational; Symbolic;</td>
</tr>
<tr>
<td>description that accompanies this document.</td>
<td>Cultural.</td>
</tr>
<tr>
<td>• take an active role in the organisation and delivery of professional development</td>
<td>→ Human.</td>
</tr>
<tr>
<td>pertaining to a specific area of responsibility.</td>
<td></td>
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<tr>
<td>• organize and implement appropriate working groups (as required) to support the work of</td>
<td>→ Human.</td>
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<tr>
<td>the team.</td>
<td></td>
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<tr>
<td>• have a responsibility for the development of the next generation of teachers and in</td>
<td>→ Human.</td>
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<td>so doing will supervise pre-service teachers (from appropriate curriculum backgrounds)</td>
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<td>in our care.</td>
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<td>• be exemplary teaching and learning practitioners.</td>
<td>→ Educational.</td>
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<td>• be active members of School Improvement Teams e.g. Curriculum, Professional Development</td>
<td>→ Educational.</td>
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<td>Performance and Development Culture, etc.</td>
<td></td>
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<td>• examine contemporary developments in deeper learning and generic skills and their</td>
<td>→ Educational.</td>
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<tr>
<td>relevance to the school.</td>
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<tr>
<td>• work very closely with specific planning teams such as the “Building Futures” team.</td>
<td>→ Educational.</td>
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<tr>
<td>• be innovative in approaches to learning.</td>
<td>→ Symbolic.</td>
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<tr>
<td>• work with teachers to incorporate the actions outlined in the strategic plan into</td>
<td>→ Symbolic.</td>
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<tr>
<td>classroom practice (e.g. by chairing planning meetings, developing and monitoring</td>
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<td>teaching strategies, encouraging the sharing of ideas, etc.)</td>
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<tr>
<td>• establish opportunities for the sharing of ideas amongst the staff.</td>
<td>→ Cultural.</td>
</tr>
<tr>
<td>• represent the school at relevant Cluster, Network, Local Learning and Employment</td>
<td>→ Cultural.</td>
</tr>
<tr>
<td>Network, (LLEN), Regional Office, DEECD, Community and other gatherings.</td>
<td></td>
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<tr>
<td>• undertake other duties as directed by the Principal based on the needs of the school.</td>
<td>→ Technical; Human; Educational; Symbolic;</td>
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<td></td>
<td>Cultural.</td>
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INTRODUCTION:

The Curriculum Organization Leader will be part of a dynamic team of people with major responsibilities across a range of areas of the School’s ongoing development. Primarily, the Curriculum Organization Leader will be visionary and strategic in her/his approach to defining a curriculum organization structure which will offer the most efficient and creative solution to curriculum delivery and thus implement the curriculum decisions of the school. The Curriculum Organization Leader will provide educational leadership in the development, coordination and implementation of strategies by which teachers, classes and physical resources are optimised for student learning. She/he will have the ability to develop and implement strategies to effectively manage the School’s human resources to meet the learning needs of all students. She/he will be a person with the ability to initiate and manage change in accordance with the educational priorities of the school. Working closely with the principal class, other members of the leadership team and individual staff is integral to the process.

A crucial aspect of this role is the building of positive relationships across all areas of the school with particular regard for staff.

The Curriculum Organization Leader will have detailed knowledge of a range of curriculum organization software packages. The role will be proactive in the development and implementation of innovative ideas and approaches to curriculum organization, to respond to identified needs of students, staff and the school community to ensure improved learning outcomes.

The Curriculum Organization Leader will plan and maintain the school calendar of events, advise staff of the most appropriate times for excursions and other activities, devise and publish the Yard Duty Roster and plan and implement arrangements for student examinations. Record keeping and the provision of statistical information is an important element of the role.

The Curriculum Organization Leader will have leadership responsibilities in the enhancement of a learning culture, aligned with the Eltham High School Principles of Teaching and Learning, Core Values and the Deeds that Count.

The successful applicant will be accountable to, and report to the Assistant Principal (Community and Management) and ultimately to the Principal. She/he will work closely with the Assistant Principal (Curriculum and Personnel Support), the School Consultative Committee and the teaching staff.

In collaboration with other members of the School Leadership Team, the Curriculum Organization Leader will develop and manage a range of strategies in line with the School Strategic Plan, in order to enhance student learning and engagement, consistent with the school’s purpose, values and beliefs.
In addition to meeting the professional standards of a Leading Teacher (as outlined through the VIT and DEECED) the following areas of responsibility apply to this position.

**SPECIFIC RESPONSIBILITIES**

The Curriculum Organization Leader will:

- be proactive in the development of processes and systems that improve the delivery of the School’s curriculum to maximise student learning.
- be proactive in the development of administrative and organisational procedures to maximise the efficiency of the School’s operations.
- provide high level accurate and timely advice to the Principal Team about workforce planning, staffing requirements, curriculum balance and requirements in relation to the management of the Student Resources Package (SRP).
- provide accurate and high level advice for the recruitment of staff to vacancies.
- construct and implement the School’s timetable in liaison with the Assistant Principals, Sub-School Team Leaders, Teaching and Learning Coaches, KLA Coordinators, the School Consultative Team and the staff.
- ensure the prompt preparation of up to date time tables in response to changes in staffing.
- develop creative solutions for necessary changes as a result of curriculum decisions.
- investigate models of curriculum implementation that will most effectively service the school’s goals, priorities and curriculum principles.
- provide advice and information to the Principal and committees on the implications of timetable decisions.
- initiate proposals for the allocation of teaching allotments and duties after consultation with the Assistant Principal (Curriculum and Personnel Support) and prepare options for the School Consultative Team and for subsequent approval by the Principal in line with the school’s teaching allotments policy, DEECED guidelines and industrial agreements.
- publish the school’s timetable both on line and in hard copy and display current timetables in appropriate locations throughout the school.
- publish and distribute proposed individual staff timetables as early as possible before the end of the year in the interests of staff well-being and in preparation for the coming year.
- assist in the documentation, streamlining and management of school operations and procedures and in so doing provide high quality statistical information for the preparation of the annual report and self assessment report as required for the ‘Year of Review’.
- instruct the Daily Organiser on the use of relevant software for the effective implementation of the role.
- liaise with the Assistant Principal (Curriculum and Personnel Support), Sub-School Team Leaders and Key Learning Area Co-ordinators in planning and implementing arrangements for student examinations.
- lead and manage the work of the Daily Organiser in the construction of special timetables required for school activities, events and examinations.
- support the work of the Daily organiser in facilitating changes and suitable venues for student examinations.
- in collaboration with the daily organizer manage and publish room changes necessitated by special events.
- create and publish the Yard Duty Roster both on line and in hard copy and display in staffroom.
- lead processes that ensure that the school calendar is developed, adjusted and managed in a strategic and effective way for the benefit of the whole school community advising staff as to the most appropriate times for excursions and other activities.
- maintain accurate databases and update the school’s First Class database.
• maintain back-ups of all data.
• regularly provide up-to-date staff lists.
• maintain confidentiality regarding staffing information.
• promote the use of ICT in management, planning and communication.
• be an active member of a range of committees including Leadership and Curriculum and others as relevant.
• report on curriculum organization matters to staff and the school community as necessary.
• make a strong commitment to her/his own professional growth.
• facilitate the support of individual staff through the Performance and Development Process.
• have a responsibility as leading teachers for the training and development of the next generation of teachers. Supervise pre-service teachers in our care from appropriate curriculum backgrounds.
• undertake other duties as directed by the Principal.
THE PRINCIPLES OF TEACHING AND LEARNING AT ELTHAM HIGH SCHOOL

- build positive relationships
- cater for diversity
- focus on intellectual quality
- encourage creativity & student involvement, voice
- solve problems; develop teamwork & links to community
- use varied assessment as, of & for learning

ELTHAM HIGH SCHOOL
ELTHAM HIGH SCHOOL PRINCIPLES OF TEACHING AND LEARNING:

BUILD POSITIVE RELATIONSHIPS:
What strategies do I need to focus on to build effective constructive relationships?

CATER FOR DIVERSITY:
How will we determine where students are along the continuum?
Reference to teaching and learning data.
How will student’s different learning styles be catered for?
Enrichment / enhancement / challenges / higher order thinking.
Development of Individual learning plans supported by electronic portfolios.

FOCUS ON INTELLECTUAL QUALITY:
What are the deep understandings (key concepts) that need to be gained?
What skills and processes will be taught (including ICT)?
What thinking skills will be focused on?

ENCOURAGE CREATIVITY, STUDENT INVOLVEMENT & VOICE:
How will creativity be encouraged?
What choice will students have within the activities & assessment tasks?
How will student’s learning goals be negotiated, monitored and evaluated?

SOLVE PROBLEMS, DEVELOP TEAMWORK & COMMUNITY LINKS:
Why will students see this learning as relevant now and in the future? What real life issues will be explored?
Links between innovation, creativity, resourcing and problem solving.
How will students be able to show leadership, work in teams?
How will students be actively involved?
How can we link the students to the community?

USE VARIED ASSESSMENT “AS, OF & FOR” LEARNING:
What samples and modelling need to be provided for assessment?
How will students demonstrate their knowledge and skills:
• as learning
• of learning
• for learning
How will rubrics be used?
On demand assessment.
The value of feedback.
How will success be acknowledged and celebrated?
Key Selection Criteria

In addition to being able to meet the “Professional Standards” of a Leading Teacher as outlined by the Victorian Institute of Teaching, applicants must be able to satisfy the following Key Selection Criteria.

Applicants are reminded to address the dot points under each of the Sergiovanni Leadership domains within no more than one A4 page for each domain.

Technical Leadership:
• Highly developed analytical, conceptual and decision making skills, and a proven ability to determine priorities and actions in relation to curriculum organization in support of student learning and engagement.

• Demonstrated high level competence in ICT and detailed knowledge of a range of curriculum organization software packages in order to best support the implementation of the school’s curriculum decisions.

Human Leadership:
• Demonstrated highly developed written and verbal communication skills and high level interpersonal skills including a capacity to develop constructive relationships with students, parents and other staff and contribute to the leadership and management of the school.

• Proven ability to develop cooperative and productive working relationships that value the individual and align with the values and beliefs of the school community.

• Demonstrated ability to work independently and to achieve results within a timeframe and agreed deadline.

Educational Leadership:
• Demonstrated outstanding classroom teaching skills (including ICT) and the capacity to support colleagues to continually improve teaching and learning.

• A highly developed understanding of the nature of the relationship between curriculum organization, curriculum implementation and impact on student learning and the ability to articulate that understanding in a range of forums.

Symbolic Leadership:
• Demonstrated commitment and outstanding ability to support and nurture the vision, purpose, values and beliefs of the school and the school community.

• Demonstrated commitment to professional growth as an educational leader including leading the development of team members and individual staff in order to sustain the highest level of support for student learning across the school.

Cultural Leadership:
• Proven capacity to develop and sustain strong partnerships and networks that contribute to a shared vision in a school community and the continued development of a unique school culture.