



ELTHAM HIGH SCHOOL

**Curriculum / Data Leader
(LEADING TEACHER)**

INFORMATION PACKAGE

SEPTEMBER 2016

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ADVICE TO APPLICANTS

Curriculum / Data Leader (Leading Teacher) 01 January 2017- 31 December 2019

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 Department of Education and Training, 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

The Principal will be conducting tours of the school after school hours. You are encouraged to visit the school. Please contact Kate Scalzo (Principal's PA) on 9430 5116 and book in for one of the scheduled tours.

Wednesday 7th September 2016 – 4:30 pm.

Tuesday 13th September 2016 – 4:30 pm.

Preparation of application:

It is requested that applicant prepare their application by:

- addressing each of the Key Selection Criteria within no more than **one** A4 page for **each criterion**;
- 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 process, we request that applicants forward 4 printed copies of the application to the school by the closing date.

Selection Panel:

The selection Panel will consist of:

- The Principal
- An Assistant Principal
- A Leading Teacher
- A member of the teaching staff.

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. Students are offered a large number of outstanding co-curricular opportunities including programs in the performing and visual arts and elite sport. Engagement with student leadership initiatives is sustained across all areas and levels of the school.

In the last 90 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:

- Integrity
- Respect for diversity
- Social and environmental responsibility.

The tradition we have established continues today through the excellent work of our current staff, a team of very professional and committed 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); Transition Coordinator; Student Services Leader, Student Support Worker, Careers and Pathways 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.
- On average, VCE results across all studies continue to be strong.

- In 2015, of all the Year 12 students who applied for a tertiary course, 95% 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 pedagogy through a concept based framework and an Inquiry model of curriculum delivery.
- Strong links with Melbourne and Latrobe Universities through such programs as In2Science and the Learning Partnership.
- Strong links with the VCAA through the implementation of innovative programs such as “Extended Investigation”.
- Linking students to experiential learning within their community.
- A notebook program in support of the use of e-learning technologies.

Leadership:

- 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 one of the best school music programs 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.

The six Eltham High School Principles of Teaching and Learning 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 school offers a range of VET programs and a VCAL program and with the continuation of the Advance/Working Community program there is the potential for real community links in improving student engagement.

To achieve improved student outcomes the staff is engaged in a range of professional development activities. A coaching culture exists in the school. Our Performance & Development Culture model is based on a collegiate approach and is recognised as the vehicle for professional improvement.

At Eltham High School we are looking forward to the future and its possibilities. We have been successful in gaining funding for building redevelopment in line with our education rationale.

Demand for places at the school is high; we look forward to the future with confidence and excitement.

Vincent Sicari
Principal



ELTHAM HIGH SCHOOL EDUCATIONAL LEADERSHIP ROLE DESCRIPTION

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 the following six principles of teaching and learning.

1. Building Positive Relationships:

Educational Leaders manage the balance between how they feel, think and behave. They work to align these elements and the school's principles of teaching and learning. 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.

2. 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, organise, 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 characterised 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 characterised 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.

3. 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.

4. 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.

5. Solve Problems, Develop Teamwork and Links to the Community:

Educational 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 distributed leadership structure.

6. 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 Victorian Government Schools Teacher Class Handbook) the following areas of responsibility apply to these positions.

SPECIFIC RESPONSIBILITIES	SERGIOVANNI DOMAINS
Educational Leaders will: <ul style="list-style-type: none"> • have responsibility for an area of the school as outlined in the specific job description that accompanies this document. 	→ Technical; Human; Educational; Symbolic; Cultural.
<ul style="list-style-type: none"> • take an active role in the organisation and delivery of professional development pertaining to a specific area of responsibility. 	→ Human.
<ul style="list-style-type: none"> • organise and implement appropriate working groups (as required) to support the work of the team. 	→ Human.
<ul style="list-style-type: none"> • have a responsibility for the development of the next generation of teachers and in so doing will supervise pre-service teachers (from appropriate curriculum backgrounds) in our care. 	→ Human.
<ul style="list-style-type: none"> • be exemplary teaching and learning practitioners. 	→ Educational.
<ul style="list-style-type: none"> • be active members of School Improvement Teams e.g. Curriculum; Professional Development; Performance and Development Culture , etc. 	→ Educational.
<ul style="list-style-type: none"> • examine contemporary developments in deeper learning and generic skills and their relevance to the school. 	→ Educational.
<ul style="list-style-type: none"> • work very closely with specific planning teams such as the “Curriculum Design” team. 	→ Educational.
<ul style="list-style-type: none"> • be innovative in approaches to learning. 	→ Symbolic.
<ul style="list-style-type: none"> • work with teachers to incorporate the actions outlined in the strategic plan into classroom practice (e.g. by chairing planning meetings, developing and monitoring teaching strategies, encouraging the sharing of ideas, etc.) 	→ Symbolic.
<ul style="list-style-type: none"> • establish opportunities for the sharing of ideas amongst the staff. 	→ Cultural.
<ul style="list-style-type: none"> • represent the school at relevant Cluster, Network, Local Learning and Employment Network (LLEN), Regional Office, DEECD, National and International Forums and Community events. 	→ Cultural.
<ul style="list-style-type: none"> • commit to the ongoing development of the unique school culture embodied in the Purpose Statement, School Values and The Deeds that Count. 	→ Symbolic; Cultural
<ul style="list-style-type: none"> • undertake other duties as required to support the strategic direction of the school. 	→ Technical; Human; Educational; Symbolic; Cultural.



ELTHAM HIGH SCHOOL CURRICULUM / DATA LEADER JOB DESCRIPTION

It is imperative that this Job Description be read alongside the Eltham High School Educational Leadership Role Description.

INTRODUCTION:

The Curriculum/Data Leader will be part of a dynamic team of people with major responsibilities across a range of areas of the School's ongoing development including:

1. Literacy and Numeracy
2. Curriculum/Data
3. e-Learning
4. Student Growth Leadership
5. Subschool Leadership
6. Student Wellbeing
7. Professional Growth
8. Instructional Practice

The Curriculum/Data Leader will have leadership responsibilities in the enhancement of teaching and learning across the school, aligned with the Eltham High School Principles of Teaching and Learning, Core Values and the Deeds that Count. The focus of the role is the provision of outstanding leadership in student learning within the school. This will be achieved by ensuring that there is a consistent whole-school approach to developing and documenting curriculum that responds to national, state-wide and regional initiatives and the school strategic plan informed by available data on student learning.

In collaboration with other members of the School Leadership Team, the Curriculum/Data Leader will develop and manage a range of strategies in line with the School Strategic Plan. The successful applicant will be accountable to and report to the Assistant Principal (Teaching and Learning and Personnel Support) and ultimately to the Principal.

In addition to meeting the professional standards of a Leading Teacher the following areas of responsibility apply to this position.

1. To lead effective teams across the school to develop and deliver the school's curriculum strategy.

- To work closely with the Leadership Team, the Curriculum Design Team and the Key Learning Area (KLA) Coordinators to:
 - drive the focus on student learning as outlined in the School Strategic Plan.
 - review the current curriculum model in the context of school organisation.
 - manage the implementation of the Victorian Curriculum in a way that is consistent with the priorities of the School Strategic Plan.

2. To work closely with school based teams to ensure that there is effective curriculum planning and documentation.

- Work with KLA Coordinators to build teacher collaboration both in planning, documenting and delivering high quality curriculum.
- Support teachers to ensure that a consistent approach is taken across the school to curriculum implementation and documentation.
- Cultivate and support innovative approaches to curriculum development and assessment across the whole school.

3. To identify appropriate data collection tools to inform student learning and to manage the collection, presentation and distribution of this data to improve student learning.

- Coach staff in the identification of appropriate data collection tools and the presentation of data to inform curriculum development.
- Develop and manage processes and protocols for data collection, analysis, storage and use to inform student learning and student transitions.
- Coach staff to effectively use data to identify the specific learning needs of different cohorts of students.
- Coach teams and individual staff across the whole school in the effective use of data in planning curriculum.
- Coach staff in the use of multiple sources of data as a way of evaluating and reflecting on curriculum initiatives.

4. To lead effective teams across the school to develop and deliver the school's assessment and reporting strategy:

- To work closely with the Leadership Team, the Curriculum Design Team and the KLA Coordinators to:
 - Drive the focus of assessment and reporting across the school;
 - Review current assessment and reporting programs in the context of student, staff and parent needs.
 - Manage the implementation of assessment and reporting procedures across the school.
 - Coach staff in the implementation assessment and reporting programs.

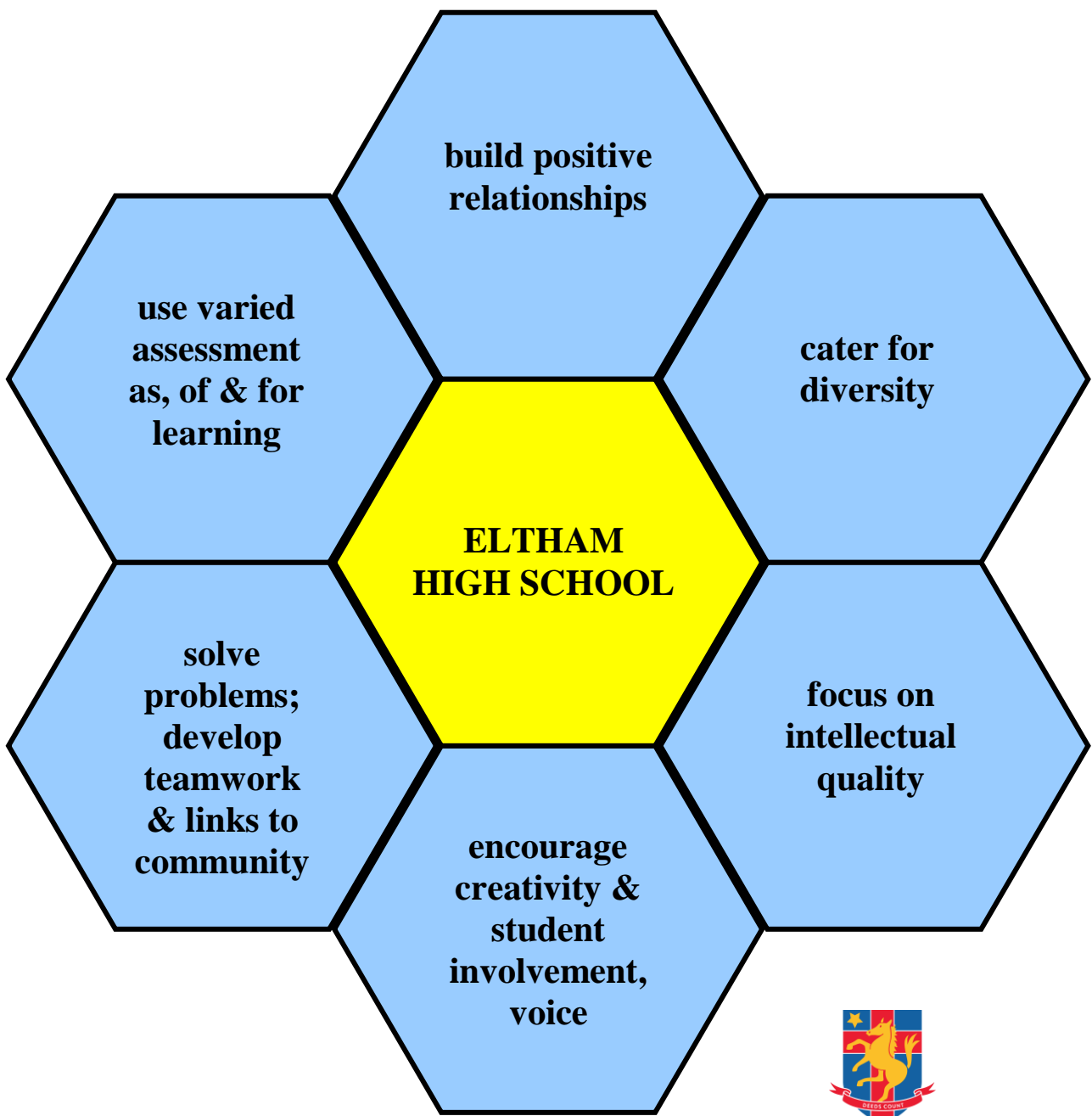
Coach staff in the identification of appropriate assessment tools and use of assessment to inform curriculum planning.

5. Participate in personal professional learning and share this through their role in the school.

- Participate in professional learning programs provided by the school, the Region, the Department and other providers.
- Actively participate in professional networks.
- Build own teaching knowledge and skills on an ongoing basis.
- Facilitate the support of individual staff through the Performance and Development Process.
- Have a responsibility as a leading teacher to the training and development of the next generation of teachers and in so doing will supervise pre-service teachers (from appropriate curriculum backgrounds) in our care.

6. Undertake other duties as required by the Principal.

THE PRINCIPLES OF TEACHING AND LEARNING AT 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 “Standards of Professional Practice for full registration” and the “Victorian Teaching Profession Code of Conduct” 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 following criteria within no more than **one** A4 page for **each criterion**.

1. Demonstrated high level understanding of initiatives in student learning including the Principles of Learning and Teaching P-12 and Assessment and Reporting Advice and the capacity to provide leadership in the alignment of these areas.
2. Demonstrated outstanding classroom teaching skills and the capacity to support colleagues to continually improve teaching and learning.
3. Demonstrated high level ability to monitor and assess student learning data at the individual, cohort and whole school level and to use this data to inform teaching for improved student learning.
4. Demonstrated high level 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.
5. Demonstrated commitment and capacity to actively contribute to and lead whole school improvement initiatives, manage major curriculum or student activities and a commitment to ongoing professional learning for self and others to enable further development of skills, expertise and teaching capacity.
6. Proven capacity to lead the development and implementation of curriculum and assessment and reporting strategies in line with the Victorian Curriculum, and the strategic goals of the school.