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ADVICE TO APPLICANTS
Director of Music
(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.

Monday 5th October 2009 – 4:00 pm.
Tuesday 6th October 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 4 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
• The Acting Director of Music
• 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 Welfare Co-ordinator, 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, Instrumental Music and in particular the bands program has become a beacon for Eltham High School. In the initial days during the 1980’s progressive practices were adopted which have now set the pattern for all schools in the state of Victoria. Eltham High School was first to employ instrumental teachers and first to elevate an instrumental teacher to the position of Leading Teacher, Director of Music. Driven by high expectations, passion, commitment and hard work a highly rigorous and dedicated approach to practice and performance is expected. Band students are given opportunities to set personal goals, aspire to excellence and share successes. Consistently exceptional standards come from a school wide willingness to support the program and recognise the extrinsic benefits. The bands program has built a culture which encourages students to strive for excellence across the school.

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. Our Elite Sports and strong Interschool Sport programs are offered to students across all age groups.

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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<tr>
<td>Educational Leaders will:</td>
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<tr>
<td>• have responsibility for an area of the school as outlined in the specific job description that accompanies this document.</td>
<td>➔ Technical; Human; Educational; Symbolic; Cultural.</td>
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<tr>
<td>• take an active role in the organisation and delivery of professional development pertaining to a specific area of responsibility.</td>
<td>➔ Human.</td>
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<td>• organize and implement appropriate working groups (as required) to support the work of the team.</td>
<td>➔ Human.</td>
</tr>
<tr>
<td>• 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.</td>
<td>➔ Human.</td>
</tr>
<tr>
<td>• be exemplary teaching and learning practitioners.</td>
<td>➔ Educational.</td>
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<tr>
<td>• be active members of School Improvement Teams e.g. Curriculum, Professional Development, Performance and Development Culture, etc.</td>
<td>➔ Educational.</td>
</tr>
<tr>
<td>• examine contemporary developments in deeper learning and generic skills and their relevance to the school.</td>
<td>➔ Educational.</td>
</tr>
<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 classroom practice (e.g. by chairing planning meetings, developing and monitoring teaching strategies, encouraging the sharing of ideas, etc.)</td>
<td>➔ Symbolic.</td>
</tr>
<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 Network. (LLEN), Regional Office, DEECD, Community and other gatherings.</td>
<td>➔ Cultural.</td>
</tr>
<tr>
<td>• undertake other duties as directed by the Principal based on the needs of the school.</td>
<td>➔ Technical; Human; Educational; Symbolic; Cultural.</td>
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This Job Description be must be read in conjunction with the Eltham High School Educational Leadership Role Description.

INTRODUCTION:

The Director of Music will lead a dynamic team of people with major responsibilities across a range of areas of the School’s Performing Arts Program. The focus of the role is the provision of outstanding leadership in Music Education and skill development within the school and community. Primarily, the Director of Music will have leadership responsibilities for the enhancement of music education at Eltham High School, focusing on the Instrumental Music Program and developing the already strong tradition and culture in music to align with the Eltham High School Principles of Teaching and Learning, core values and the Deeds that Count. Through her/his entrepreneurship, the Director of Music will take the Music program further out into the wider community and enhance its support for the further development of the program.

The successful applicant will be accountable to the Principal.

The Director of Music will have the ability to initiate and manage change and engender enthusiasm for positive innovation in the development of Instrumental Music in its own right and in support and as an extension of the classroom music program in line with the Victorian Essential Learning Standards and for the continuing implementation of VCE music courses.

The Director of Music will work closely with students, staff, the Principal Class team, parents and the local and wider communities. The role will be proactive in the development and implementation of innovative ideas and approaches to music education to ensure improved learning outcomes and respond to identified needs of students, staff and the school community.

The Director of Music will lead the Instrumental Music Team and manage its work. He/She will be responsible for the development, implementation and evaluation of the program throughout the School and all associated programs conducted outside of the school (e.g. Afterschool Music Program; Combined Primary School Band).

In collaboration with other members of the School Leadership Team, the Director of Music will develop and manage a strategic plan designed to contribute to the outcomes of the whole school strategic plan, enhance the Music Program, cater for the needs of students, their parents, our community and of the school.

The work of the Director of Music and the team is supported by a full time secretary.

In addition to meeting the professional standards of a Leading Teacher (described by the VIT) the following areas of responsibility apply to this position.
SPECIFIC RESPONSIBILITIES

The Director of Music will:

1. provide an outstanding, high quality Instrumental Music Program both within and external to the school.
2. provide overall leadership in the coordination of an extensive range of music activities to ensure that the school continues with its excellent reputation in music performance.
3. provide leadership, direction and support to the Instrumental Music Team and the Classroom Music Team, including the negotiation of specific roles and duties for each team member.
4. lead the Instrumental Music Team and the Classroom Music Team in overseeing the implementation of School policies in relation to learning and student engagement.
5. develop a range of initiatives that cater for a variety of student interests and abilities so that all students have the opportunity to engage with and express their love of music.
6. foster a mutually supportive and cohesive staff, based on a distributed leadership framework based on consultation.
7. ensure the effective operation of student support structures in order for students to experience success through their engagement with the instrumental music program.
8. provide opportunities for regular dialogue amongst relevant groups, including staff, students and parents including the development of further processes for reporting student progress to parents.
9. take overall responsibility for the wide range of administrative tasks associated with the running of a large music program including but not limited to:
   - preparation of the program budgets for the Instrumental Music Program and present it to the Business Manager;
   - organization of audition sessions for entry into the program;
   - co-ordination of the scholarship program;
   - preparation of timetables and time fractions of instrumental music staff;
   - preparation of timetables of student lessons;
   - coordination the preparation and entry of students for AMEB music examinations;
   - planning of ensemble and band rehearsal times;
   - preparation of a schedule of the performance program for the year;
   - communication of information about the instrumental music program and musical events to the school community via the community newsletter and other means;
   - ensuring the audit, maintenance and safe keeping of the school stock of musical instruments, equipment and sheet music;
   - management of the instrumental hire program;
   - keeping precise records of instruments hired to students;
   - coordinating an effective care and maintenance program for musical instruments;
   - organizing, planning, overseeing and evaluating music camps an tours; etc.
10. lead the co-ordination of student transition across the different stages of the program paying particular attention to the various entry points into the program.
11. model outstanding conducting skills by taking responsibility for the one or more of the school bands and ensembles and delegate the responsibility for others to suitably trained and skilled conductors.
12. lead the preparation of the school bands, ensembles and choirs for public performances, festivals and competitions.
13. provide individual and small group music tuition.
14. be an active member of a range of committees including: Leadership and others as relevant.
15. report on the achievements of the program to staff and the school community as necessary.
16. work in close collaboration with the Arts Co-ordinator and provide input and support into the further development of an engaging classroom music program through the implementation and
evaluation of the music subjects consistent with the DEECD, VCAA, School Council policies and AMEB guidelines; the documentation of courses at each year level and the dissemination of these to ensure that all appropriate staff are familiar with them.

17. actively support the school’s Performing Arts Program.
18. lead a variety of forums including major concerts, recruiting nights etc.
19. liaise with the Music Support Group and attend meetings.
20. liaise with the Assistant Principal (Student Engagement) regarding the support of staff in the area of student management.
21. provide advice to the School Principal and the Leadership Team where appropriate, regarding requirements and strategies for improvement in student learning/engagement in the program.
22. make a strong commitment to her/his own professional growth.
23. lead the development of team members, facilitate their professional growth and support individual staff through the Performance and Development Process.
24. 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.
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 student learning and engagement and the leadership and management of a large music program.
- Demonstrated outstanding ability and skills in conducting music ensembles and bands.

Human Leadership:
- Demonstrated highly developed administrative, organizational, written and verbal communication skills and high level interpersonal skills including a capacity to develop constructive relationships with students, parents, staff and community members and contribute to the leadership and management of the school.
- Demonstrated entrepreneurship in the development of innovative strategies to engage ongoing support from the community for the further development of a major school program.

Educational Leadership:
- Demonstrated outstanding teaching/tutoring skills in music (including ICT) and the capacity to support colleagues to continually improve teaching and learning.
- Demonstrated ability to lead improvement initiatives by motivating staff and students, developing their expertise and building and maintaining high performance professional teams.

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 program and school culture.