



ELTHAM HIGH SCHOOL

Learning Specialist

(Numeracy)

INFORMATION PACKAGE

August 2022

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ADVICE TO APPLICANTS

Learning Specialist (Numeracy)

1 January 2023 – 31 December 2025

Prospective applicants are advised to refer to the school website 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

You are encouraged to visit the school. Please contact Catherine Leigh (Principal's PA) on 9430 5116 or leg@elthamhs.vic.edu.au to book a time.

Preparation of application:

It is requested that applicants 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 Online applicants may wish to forward a printed copy of the application to the school by the closing date.

Selection Panel:

The selection Panel will consist of:

- The Principal
- An Assistant Principal
- A member of the leadership team
- 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, with the applicant's permission.
- On making a decision to appoint, a job offer will be made to the successful applicant.

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.

Over the years Eltham High School has established a tradition through its strong commitment to Inspiring through excellence and social justice.

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

As a learning community we value:

- The Pursuit of Excellence
- Individuality
- Creativity
- Social and environmental responsibility
- Respect for diversity
- Integrity.

Our school motto "Deeds Count" guides our way to achieving our goals.

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 learning 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 several coordinators at each level (junior, middle and senior); Student Services Leader, Student Support Workers, Careers and Pathways Coordinator, Additional 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.
- 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 the application of the EHS Instructional Model and an Inquiry model of curriculum delivery.
- Strong links with Melbourne and Latrobe Universities through such programs as In2Science and the Learning Partnership and Swinburne University through the BRAINstem initiative.
- Strong links with the Banyule/Nillumbik Tech School.
- 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.
- Identifying students as leaders through formal leadership structures and through the mantra of “Leadership Without the Badge”.

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 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.

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; a whole school professional learning strategy is currently in place; in 2006 steps were taken to identify a suitable model for establishing a sustainable Performance & Development culture in the school. The preferred collegiate model, which undergoes consistent review and improvement continues to be implemented as the vehicle for staff development and growth. The ARC (Action Research Communities) process allows our teachers to work collaboratively to improve student learning and growth.

At Eltham High School we are looking forward to the future and its possibilities. We have been successful in receiving a number of facilities building grants allowing the redevelopment and provision of purpose-built facilities and we are looking forward to the future development of our STEAM/Science facilities. Demand for places at the school remains 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:

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 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 AITSL) 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, DET, 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
LEARNING SPECIALIST
(NUMERACY)**

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

INTRODUCTION:

The Learning Specialist (Numeracy) will be part of a dynamic team of people with major responsibilities across one of a range of areas of the School’s ongoing development including:

1. Student Wellbeing
2. Student Agency and Growth Leadership
3. Subschool Leadership
4. Curriculum/Data/Assessment & Reporting
5. Whole School Professional Growth
6. STEAM/Science Leadership
7. Learning Specialists

Learning Specialists are highly skilled classroom practitioners who continue to spend the majority of their time in the classroom delivering high-quality teaching and learning and have a range of responsibilities related to their expertise, including teaching demonstration lessons, observing and providing feedback to other teachers and facilitating school-based professional learning.

Learning Specialists are expected to have deep knowledge and expertise in high quality teaching and learning in delivering improved achievement, engagement, and wellbeing for students.

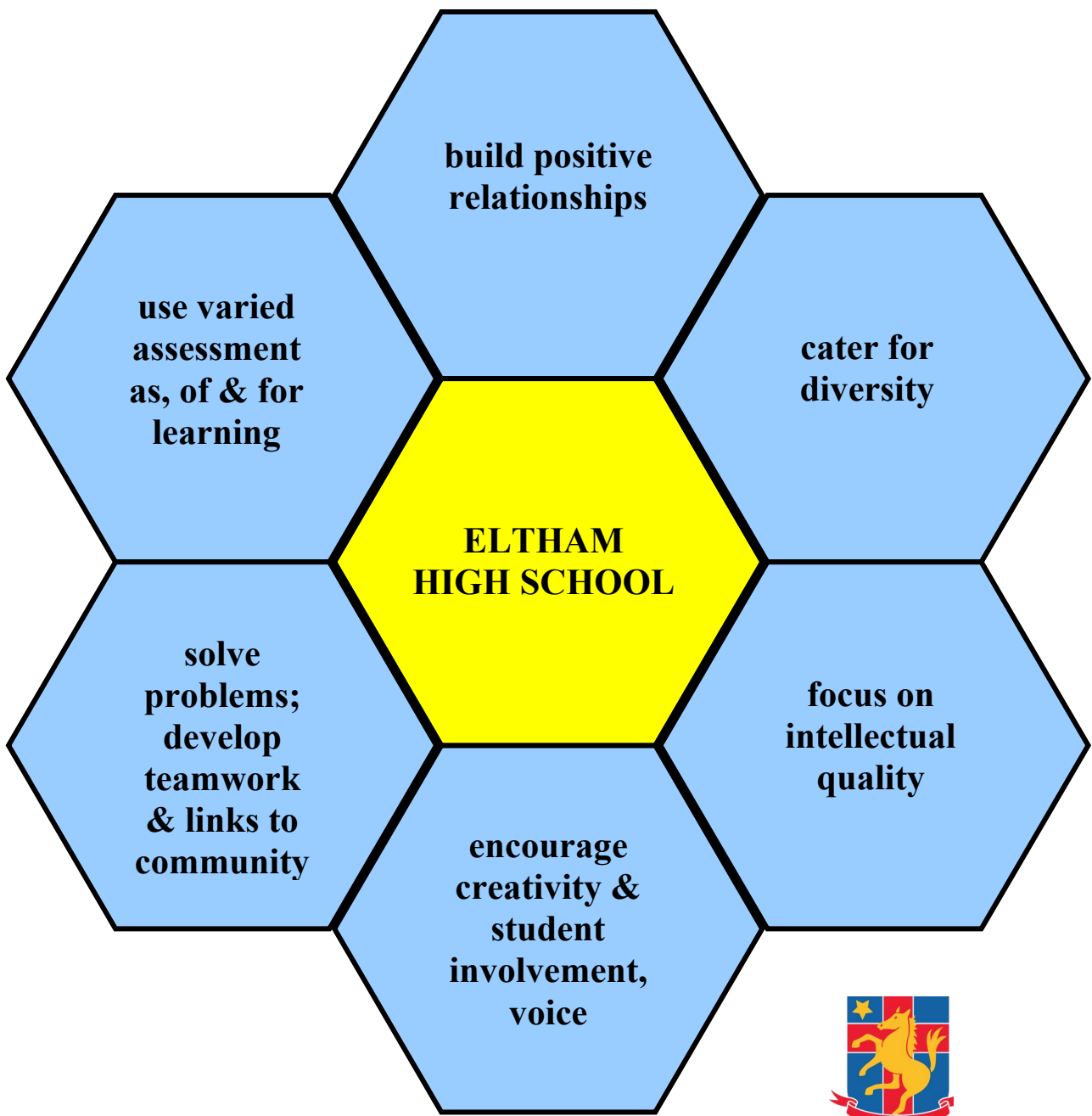
In collaboration with other members of the School Leadership Team, the Learning Specialists will develop and manage a range of strategies in line with the School Strategic Plan. The successful applicant will be accountable to and report to the Assistant Principal (Building Practice Excellence) and ultimately to the Principal.

Numeracy	<p>The Learning Specialist (Numeracy) has a whole school focus on building the capacity of teachers in the area of Numeracy.</p> <p><i>‘With 21st century life and workplaces requiring more critical, reflective mathematical reasoning skills and the ability to interpret and understand a broader range of data and processes, our school leavers need better numeracy and maths skills than ever before.’</i></p>
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In addition to meeting the professional standards this Learning Specialist will:

- **Work as part of the School Leadership team contributing to identifying and developing whole school priorities, bringing a voice from the teaching and learning perspective to this forum.**
- **Work closely with the Curriculum, Data, Assessment and Reporting and Professional Growth Leaders in driving whole school initiatives to support the achievement of the goals and targets as outlined in the school's AIP and Strategic Plan.**
- **Deliver their work through the Action Research Community Inquiry framework:**
 - Engage with the Edapt database supporting a culture of reflection where student achievement data is shared and where teachers work collaboratively to use the data to reflect on the impact of their teaching.
 - Using Data Walls and a Case Management approach to identify the areas of priority.
- **Delivering this work through the schools established structures, as relevant, including but not limited to:**
 - KLA Teams
 - KLA Co-ordinators
 - Curriculum based Planning Teams, where teachers work collaboratively to improve student learning outcomes
 - Teaching teams, e.g. graduates to the profession
 - Etc.
- **Support the development of individual teachers through analysis and evaluation of teaching practice through:**
 - Coaching and mentoring.
 - Supporting ongoing teacher and student engagement with the EHS Instructional Model;
 - Role modelling of explicit teaching of the EHS Instructional Model Learner questions.
 - Providing reciprocal classroom observations including pre and post-observation conversations.
 - Providing teaching demonstrations aligned with whole school and KLA specific goals.
 - Facilitating Learning Walks.
- **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

Learning Specialists will be highly skilled classroom practitioners and will have a role in the school commensurate with their salary range. The role of learning specialists is to improve the skills, knowledge and performance of the teaching workforce in order to enhance learning for all students. Please refer to the Job Description

Typically, learning specialists engage with other teachers to achieve improvements in teaching and learning. This may include the coordination and professional support of colleagues through modelling, collaborating and coaching and using processes that develop knowledge, practice and professional engagement in others.

Learning specialists are expected to manage their work within the school with a high degree of independence with the support of the other learning specialists and the school leadership team.

A learning specialist has a direct impact and influence on the achievement of the school goals.

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 requested to address each of the following criteria within no more than **one** A4 page for **each criterion**.

SC1 Demonstrated expert knowledge of the relevant curriculum. Demonstrated ability to model exemplary teaching practice, including the teaching of literacy and numeracy skills across the curriculum, and implement school priorities.

SC2 Demonstrated expertise in the implementation and modelling of high impact teaching strategies that respond to student learning needs. Demonstrated ability to support teachers to evaluate the impact of learning and teaching programs on student learning growth

SC3 Demonstrated exemplary ability to model the monitoring and assessment of student learning. Demonstrated ability to support others in using data to inform teaching practice and to provide feedback on student learning growth and achievement to students and parents.

SC4 Demonstrated exemplary interpersonal and communication skills. Demonstrated ability to engage in collaborative relationships with students, colleagues, parents and the broader school community to support student learning, agency, wellbeing and engagement.

SC5 Demonstrated ability to model behaviours and attitudes consistent with Department values. Demonstrated ability to support others to reflect on their practice and facilitate school-based professional learning.