ELTHAM HIGH SCHOOL

TEACHING AND LEARNING COACH

(LEADING TEACHER)

INFORMATION PACKAGE

SEPTEMBER 2009
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ADVICE TO APPLICANTS
Teaching and Learning Coach
(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 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
• Staff representative
• An Educator external to the school.

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, 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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<td><strong>Educational Leaders will:</strong></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>
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<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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<td>• be active members of School Improvement Teams e.g. Curriculum, Professional Development, Performance and Development Culture, etc.</td>
<td>→ Educational.</td>
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<td>• examine contemporary developments in deeper learning and generic skills and their relevance to the school.</td>
<td>→ Educational.</td>
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<td>• work very closely with specific planning teams such as the “Building Futures” team.</td>
<td>→ Educational.</td>
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<td>• be innovative in approaches to learning.</td>
<td>→ Symbolic.</td>
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<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>
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<tr>
<td>• establish opportunities for the sharing of ideas amongst the staff.</td>
<td>→ Cultural.</td>
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<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>
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<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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It is imperative that this Job Description be read alongside the Eltham High School Educational Leadership Role Description.

INTRODUCTION:

The Teaching and Learning Coach 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. Building Intellectual Quality
2. Assessment and Reporting
3. Problem Solving; Thinking Creatively; Working in Teams
4. Links to the Community
5. Addressing Diversity
6. ICT

The building of positive relationships is a fundamental link across each of the above areas. It is an expectation that each of the Teaching and Learning Coaches models this process.

In collaboration with other members of the school leadership team, the Teaching and Learning Coach will develop and manage a strategic plan, designed to improve teaching and learning across the school consistent with the Eltham High School vision, mission, Strategic Plan goals and priorities, values and beliefs and The Principles of Teaching and Learning.

In addition to each Teaching and Learning Coach supporting school improvement across each of the six areas identified above, each successful candidate will be responsible for resourcing and leading the Teaching and Learning Coaches Team through one of first five areas above and will be accountable to and report to the school Principal. The allocation of these areas will be decided in consultation with the successful candidates after appointment.

As pedagogical enhancement, innovative curriculum content and assessment methods form the basis for improved student and teacher professional learning outcomes; the focus of the role is the provision of transformational leadership in the three interrelated areas of pedagogy, curriculum and assessment.

The Teaching and Learning Coach will work closely with the Assistant Principals, the Sub-School Team Leaders, the Co-ordinators and the KLA Co-ordinators.

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

The core role of the coach is to work one-on-one with teachers within the learning environment. This position will attract a substantial time allowance.

The Teaching and Learning Coaches will:

- provide pedagogical, curriculum and assessment leadership across the school by recognizing that Coaches:
  1. Need to plan and implement a process of change sustaining improvement
  2. Work together to assist teachers to clarify/define the focus for coaching within clearly specified domains including but not limited to numeracy or literacy or science.
  3. Must be clear about the coaching focus and use this to guide their decision making processes/approaches.
  4. Will develop, support and provide innovative approaches to curriculum development and assessment across the school.
  5. Utilize data effectively.
     - Provide advice on suitable assessment tools
     - Ensure the assessment and monitoring of student learning is the focus for improvement and the starting point for professional learning
     - Participate in the evaluation of this initiative
  6. Work with teachers to develop and implement an action plan and to incorporate the strategies outlined in the plan into classroom practice (e.g. by chairing planning meetings, leading curriculum development (in collaboration with KLA Co-ordinators, Integration Co-ordinator, Student Services Team, etc.), developing and monitoring teaching strategies, encouraging the sharing of ideas, peer observation, etc.).
  7. Support professional learning across the coaching team and have a resourcing responsibility for one of the five specific areas relating to the Eltham High School Principles of Teaching and Learning.
  8. Have an active responsibility towards the organization and delivery of professional development to build the school’s capacity to drive change and improve teacher and student learning.
     - Work with school-based Professional Learning Teams
     - Assist school leadership teams to support teachers to share effective teaching strategies and focus on improving teacher practice
     - Assist school leaders to build their own knowledge of effective teaching practices and implement sustainable change
  9. Model teaching approaches to enhance teachers’ repertoire of effective practices to meet the diverse needs of all students.
     - Collaborate with teachers to identify strategies to support powerful learning
     - Engage with teachers in observation, planning, provision of feedback and action research
     - Help teachers to effectively analyze student data and use it to plan their teaching to cater for the diverse needs of students
     - Build Teachers’ pedagogical content and disciplinary knowledge in collaboration with KLA Co-ordinators
  10. Apply knowledge of DEECD initiatives in work with teachers.
     - Use standards and progression points across domains to support the implementation of VELS
     - Use relevant Student learning initiatives such as Curriculum Planning Guidelines and Modules, $E^2$, Principles of Learning and Teaching P-12 and Assessment advice
     - Support the use of the Ultranet for planning and delivery of curriculum online
• Link with other relevant DEECD resources, such as Building Leadership Capacity, Performance and Development Culture, Teacher Professional Leave and the School Accountability And Improvement Framework

11. Communicate effectively with stakeholders and the community.
• Maintain a professional coaching relationship with teachers
• Promote and articulate the focus on improving teaching and learning
• Contribute to school and region-based networks through professional learning teams
• Report regularly on the progress of implementation to all stakeholders
• Work collaboratively with all school staff

12. 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 and the Department
• Actively participate in networks of other Teaching and Learning Coaches
• Build own teaching knowledge and skills on an ongoing basis

13. Facilitate the support of individual staff through the Performance and Development Process.

14. 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 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?
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 innovative teaching and learning.
- 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.
- High confidence and competence in the use of learning technologies as a tool for learning.

**Human Leadership:**
- Demonstrated highly developed interpersonal and communication skills based on qualities of objectivity, sensitivity and professional integrity.
- Proven ability to develop cooperative and productive working relationships that value the individual and align with the values and beliefs of the school community.

**Educational Leadership:**
- Exemplary teaching skills demonstrated through the implementation of innovative curriculum, pedagogy and assessment practices, consistent with contemporary research and the capacity to support colleagues to continually improve teaching and learning.
- Demonstrated ability to lead whole school 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 with a knowledge of current educational and school leadership research and development including a commitment to creating and sustaining effective professional learning communities within 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.