



The HPSC Leadership Profile for 2022-2024 is comprised of the following Educational Leadership roles:

- Principal
- Assistant Principal (x 4 positions)
- Leading Teacher (LT) Head of House (x 4 positions)
- (LT) Literacy improvement Leader
- (LT) Numeracy improvement Leader
- (LT) Instructional Practice Leader
- (LT) Curriculum Innovation and Practice Leader
- (LT) STEAM Leader
- (LS) Project Based Learning & Student Entrepreneurship
- (LS) 21st Century Learning Dispositions
- (LS) Data and Learning Growth Leader
- (LS) VCAL Curriculum Innovation and Development Leader

The following positions are currently advertised on Recruitment Online and position descriptions are available below. Applications close Sunday 18th July.

- Leading Teacher (LT) Head of House (x 4 positions)
- (LT) Literacy improvement Leader
- (LT) Numeracy improvement Leader
- (LT) Professional Practice Leader
- (LT) Curriculum Innovation and Practice Leader
- (LS) Project Based Learning & Student Entrepreneurship
- (LS) 21st Century Learning Dispositions

VGSA 2017: Leading Teacher - Role and Responsibilities

Leading teachers will be highly skilled classroom practitioners and undertake leadership and management roles commensurate with their salary range. The role of leading teachers is to improve the skill, knowledge and performance of the teaching workforce in a school or group of schools and to improve the curriculum program of a school. Typically, leading teachers are responsible for coordinating a number of staff to achieve improvements in teaching and learning which may involve the coordination and professional support of colleagues through modelling, collaborating and coaching and using processes that develop knowledge, practice and professional engagement in others.

Leading teachers are expected to lead and manage a significant area or function within the school with a high degree of independence to ensure the effective development, provision and evaluation of the school's education program. Leading teachers will be expected to make a significant contribution to policy development relating to teaching and learning in the school. A leading teacher has a direct impact and influence on the achievement of the school goals.

Leading teachers are usually responsible for the implementation of one or more priorities contained in the school strategic plan. Position responsibilities In recognition of the importance of leadership and management combined with exemplary teaching practice for improved student learning outcomes, the key roles of the leading teachers may include but are not limited to:

- leading and managing the implementation of whole-school improvement initiatives related to the school strategic plan and school priorities
- leading and managing the implementation of whole-school improvement strategies related to curriculum planning and delivery
- leading and managing the provision of professional learning and developing individual and team performance and development plans for teaching staff within the priorities of the school
- leading and managing staff performance and development (review of staff)
- teaching demonstration lessons
- leading and managing the development of the school's assessment and reporting policies and practices
- leading and managing the implementation of the school operations and policies related to student welfare and discipline
- leading the development of curriculum in a major learning area and participating in curriculum development in other areas
- responsibility for general discipline matters beyond the management of classroom teachers
- contributing to the overall leadership and management of the school
- contributing to the development of proposals for school council consideration
- developing and managing the school code of conduct.

Leading Teacher Key Selection Criteria:

SC1 Demonstrated expert knowledge of the relevant curriculum. Demonstrated ability to lead and manage the implementation of school priorities, and the teaching of literacy and numeracy skills across the curriculum.

SC2 Demonstrated ability to lead the planning and implementation 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 monitor and assess student learning at a class, cohort or whole-school level and use this data to lead improvement initiatives. 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 leadership skills. Demonstrated ability to lead collaborative relationships with students, colleagues, parents and the broader school community focused on student learning, agency, wellbeing and engagement.

SC5 Demonstrated ability to model behaviours and attitudes consistent with Department values and support colleagues to adopt these behaviours and attitudes. Demonstrated ability to reflect upon their own, others and whole-school practice and contribute to the provision of whole-school professional learning

School Based Criteria:

SC6 Demonstrate a strong commitment to implementing a 'student empowered' model of learning, which maximises student engagement, a love of learning and improves learning outcomes.

ROLE DESCRIPTION

Leading Teacher: Head of House

The position of Heads of House at Hampton Park Secondary College will play a central role in building vibrant highly effective learning communities within the House and a strong, dynamic learning community across the school.

Specific responsibilities:

Leading Learning:

- Actively support Hampton Park Secondary College's vision, values and the ongoing implementation of the College Annual Implementation Plan (AIP) and Teaching and Learning Framework
- Actively believe in the teaching and learning philosophy centred around student empowerment and personalised learning pathways
- Lead and model the ongoing embedding of high expectations within the learning community outlined in the Student Engagement and Wellbeing Policy
- Lead the development and ongoing implementation of a whole school approach to School-Wide Positive Behaviour Support (SWPBS) within a House and in consultation with other House Leaders
- Support the Student Learning Leaders in their leadership of the Mentoring Program
- Actively lead the establishment of a 'family' atmosphere with the House, ensuring all students feel connected and well supported
- In partnership with the House Pride Leaders, actively promote House identity and team spirit into the daily life of the college
- Seek to embed House Pride and team spirit into all curricular and co-curricular learning experiences
- Be an agent for change and innovation within the school through contributions to the school's Strategic Plan and the implementation of goals and priorities that enhance student learning outcomes and staff development
- Liaise with the Principal and Assistant Principals on a wide range of issues as well as convening regular planning meetings to evaluate current approaches and develop new approaches for the whole school
- Lead school meetings designed to develop a whole school approach within the House and across the school
- Provision of outstanding educational leadership through the leading of one or more key areas of responsibility across the school that may include:
 - Positive Transitions
 - Community Connection and Engagement
 - Whole School Mentoring Structure
 - Student Success
 - School-Wide Positive Behaviours
 - Excel (Years 11 and 12) Improvement and Pathways
 - House Pride and Participation
 - Student Voice, Agency and Leadership
- Other duties as directed by the College Principal

Leading Staff:

- Lead an allocated group of teaching staff through the Performance and Development Process (i.e. PDP)
- Lead the Team Around the Learner (TAL) model, communicating regularly with the Inclusion, Wellbeing and Careers Teams to provide wrap around support for all students as required
- Lead the development and growth of members of the House Leadership Team (Student Learning Leaders and ES staff) and support House Staff to enhance their capabilities
- In partnership with the other three Heads of House, establish consistent practices within and across all House Student Learning Leaders and House Assistants
- Lead a House team comprised of three Student Learning Leaders and a House Assistant, ensuring all members are well supported and empowered in their work

Leading Students:

- Develop student leadership opportunities within the House and actively promote student voice and agency
- Maintain a leading role in the learning, mentoring and management of students, including the monitoring of attendance, academic progress, uniform and behaviour
- Participate in meetings with parents on matters of learning progress, student attendance, academic progress and meeting our school values
- Lead and facilitate programs that support the development of student wellbeing within the House and across the school
- Lead the implementation of Student Support Plans, including but not limited to Individual Education Plans, Behaviour Support Plans and Attendance Improvement Plans
- Support the development of applications for the Program for Students with a Disability (PSD)
- Support the process of course counselling in partnership with other House Leaders and the Assistant Principal in charge of course counselling
- Actively seek to utilise alternative learning settings such as Myuna Farm and Operation Newstart where appropriate

Leading Community:

- In partnership with the other three Heads of House, work proactively to ensure parents/carers are well informed and partners in their students' learning
- Ensure Student Support Group (SSG) meetings are held each term
- Seeking opportunities with other schools to develop communities of practice centred around enhancing a positive climate for learning
- Proactive communication with HPSC and the wider community including regular 'House News' items in the college Newshamper and via social media

Managerial Responsibilities:

- In partnership with the other three Heads of House, hold fortnightly meetings to plan and address problems of practice
- In partnership with the other three Heads of House, hold fortnightly meetings as required with your House Student Learning Leaders
- Attend weekly meetings as part of the Leadership Team
- Set up clear communication structures with all Domain Leaders
- Be proactive in identifying Occupational Health and Safety issues and ensuring these are addressed

ROLE DESCRIPTION

Leading Teacher: Curriculum Innovation and Development Leader

Specific responsibilities:

Leading Learning:

- Actively support Hampton Park Secondary College's vision, values and the ongoing implementation of the College Annual Implementation Plan (AIP) and Teaching and Learning Framework
- Actively believe in the teaching and learning philosophy centred around student empowerment and personalised learning pathways
- Lead and model exemplary practice within the learning community
- Provision of outstanding educational leadership through the leading of a key area of responsibility across the school
- In conjunction with the Leadership Team, lead the development and implementation of the Teaching and Learning Framework
- Lead the implementation, review and construction of sound curriculum policies
- Lead the annual review of the Student Empowered Curriculum Framework including the provision of subjects
- Lead the ongoing development and monitoring of the four layers of curriculum documentation within the college including ensuring all subjects within learning areas and the capabilities are mapped to the Victorian Curriculum
- Leading engagement and active participation of students in learning to support the process of embedding learning dispositions to realise the aspirations of the HPSC Graduate
- Empowering students to take responsibility for their own learning
- Lead the High Abilities Program in conjunction with the High Abilities POR staff member, ensuring all students are adequately challenged
- In conjunction with the Assistant Principal, oversee the administration of the ACER and NAPLAN testing
- Other duties as directed by the College Principal

Leading Staff:

- Lead an allocated group of teaching staff through the Performance and Development Process (i.e. PDP)
- Co-leading the Curriculum and Pedagogy Team (CPT) with the Instructional Practice Leader
- Building capacity of Domain Leaders to effectively lead best practice curriculum and assessment design using the Understanding by Design (UbD) Framework
- Lead the annual development of the Subject Handbook
- Lead Domain Leaders and the teaching staff in the development and implementation of Developmental Teaching and Assessment Principles (DALP) including consistent practices for rubric creation and moderation across Years 7 – 12
- Ensure the assessment and monitoring of student learning is the focus for improvement and starting point for professional learning
- In conjunction with the Instructional Practice Leader, Domain Leaders and Learning Specialists, lead the implementation of highly effective Professional Learning Communities

- In conjunction with the Instructional Practice Leader, Domain Leaders and Learning Specialists, lead the implementation of the college Instructional Model to improve pedagogical practice and student agency in learning
- Lead the Pre-service Teacher Program which includes maintaining a strong relationship with Monash Universities Teaching Academy of Professional Practice (TAPP). Ensure all PSTs are fully inducted and orientated, including welcome correspondence and assigned mentors
- Lead the Response to Intervention (RTI) program including aiding in the identification and learning support for Students with Additional Needs (SWANs) and students under the Program for Disability (PSD)
- Liaise with the Literacy and Numeracy Leading Teachers who will be responsible for learning intervention programs including Literacy and Numeracy Support, GRIN and MYLNS initiative
- Model exemplary teaching practice to other teaching staff and invite staff to observe your teaching and offer to observe others
- Support the implementation of the Course Counselling processes with particular student cohorts ensuring the Acceleration Policy and Curriculum Framework is adhered to
- Developing and leading ongoing Professional Learning on Curriculum and Assessment design
- Support the work of the Learning Specialist – Data and Learning Growth
- Fostering a positive culture of collaboration and trust, developing a shared vision and values
- Supporting Student Learning Leaders with learners displaying complex needs
- In conjunction with the POR for Reporting and Assistant Principal, lead continuous reporting including a review of current reporting practices by engaging with all stakeholders, including teaching staff, the Education Sub-Committee and Student Domain Leaders
- Ensure a high standard of reporting is published to the community
- Engage teachers in observation, planning, provision of feedback and action research
- Support teachers to share effective teaching practices and implement sustainable change

Leading Students:

- Lead the college assessment practices including leading improvement in the three tiers of assessment (Tier 1 – diagnostic and formative assessment, Tier 2 – summative assessment and Tier 3 – standardised testing)
- Support in the development and delivery of the Start Up and Commencement Programs for each notional year level
- Lead the Student Domain Leaders, conducting regular meetings to canvass their ideas and feedback pertaining to curriculum, assessment and reporting
- Developing and implementing a Learning and Assessment Policy to support fair and consistent practices around learning tasks, late submission and redemptions
- Support the vision to empower students through increased choice, voice and agency in learning
- Oversee the Grade 6 ACER testing

Leading Community:

- Building opportunities for parent/carers to be partners in learning
- Seeking opportunities with other schools to develop communities of practice
- Proactive communication with HPSC and the wider community
- Increase the profile of the Student Empowered Curriculum Framework through regular items in the college Newshammer and social media

Managerial Responsibilities:

- Lead the booklist creation process including Edrolo and other subscriptions
- Welcome, induct and follow up with Pre-service Teachers
- Chair the fortnightly Curriculum and Pedagogy Team (CPT) meetings with the Instructional Practice Leader
- Attend weekly meetings as part of the Leadership Team
- Set up clear communication structures with all Domain Leaders
- Be proactive in identifying Occupational Health and Safety issues and ensuring these are addressed

ROLE DESCRIPTION

Leading Teacher: Instructional Practice Leader

Specific Responsibilities

Leading Learning:

- Actively support Hampton Park Secondary College's vision, values and the ongoing implementation of the College Annual Implementation Plan (AIP) and Teaching and Learning Framework
- Actively believe in the teaching and learning philosophy centred around student empowerment and personalised learning pathways
- Lead and model the ongoing embedding of high expectations within the learning community
- Provision of outstanding educational leadership through the leading of a key area of responsibility across the school
- Developing and leading a whole school Professional Learning Plan focused on improving staff capacity in areas identified by the AIP and Strategic Plan as informed by data, reflection and evaluation
- Leading the development, implementation and review of the Professional Learning Plan based on the College SSP and AIP, and as aligned to FISO
- Collaborating with the Leadership Team to lead the development and implementation of targeted professional learning for emerging leaders within the College
- In conjunction with the Assistant Principal, leading the induction of all new staff and in particular lead a Graduate Teacher Induction Program, including a program for 2nd year teachers, including guidance through the VIT full registration process
- Ensure all new teachers are assigned a mentor prior to commencing at the college
- Collaborate with the Executive Leadership Team to establish and lead an Aspiring Leaders Program within the college
- Representing the college on Network and Regional Professional Learning Committees
- Other duties as directed by the College Principal

Leading Staff:

- Lead an allocated group of teaching staff through the Performance and Development Process (i.e. PDP)
- Lead the ongoing implementation of the new Professional Learning Communities (PLC) model in 2022 and beyond. This includes the leadership of the PLC Instructional Leaders and ongoing evaluation
- Coordinating the implementation of professional learning sessions delivered to staff, including the identification, communication and management of relevant internal and external professional learning programs
- Leading the establishment and operation of an application and communication process (through email and the college portal) to ensure professional learning is accessed and shared across the school
- Co-leading the Curriculum and Pedagogy Team (CPT) with the Curriculum Innovation and Development Leader
- In conjunction with the Curriculum Innovation and Development Leader, Domain Leaders and Learning Specialists, lead the ongoing embedding of the college Instructional Model to improve pedagogical practice and improve student learning outcomes

- Planning and implementing high quality professional learning focused on improving pedagogical practices, such as High Impact Teaching Strategies, Teaching and Learning Framework and curriculum design. Utilising the principles and best practices for adult learning with the assistance of Leading Teacher – Curriculum Innovation and Development Leader and Learning Specialists
- Meet regularly with the Learning Specialists to build their capacity to lead the delivery of internal professional development and their ability to support teaching staff through observations, coaching, mentoring
- Building high quality teaching skills through peer coaching, observation and mentoring, using teacher and student feedback and other support systems for teaching staff as required alongside Learning Specialists and members of the Leadership Team
- Act as a member on the Operations Committee in determining dates and impacts for curriculum days, Professional Practice Days and Professional Learning blackout dates

Leading Students:

- Seek opportunities for the student leaders to facilitate professional learning for and with staff which may include participating in Professional Learning Communities (PLCs)
- Support the vision to empower students through increased choice, voice and agency in learning

Leading Community:

- Building opportunities for parent/carers to be partners in professional learning including but not limited to Compass LMS
- Establish and maintain relationships with Universities and other organisations to support high quality initial teacher training
- Seeking opportunities with other schools to develop communities of practice
- Proactive communication with HPSC and the wider community
- Increase the profile of the Student Empowered Curriculum Framework through regular items in the college Newshamper and social media

Managerial Responsibilities:

- Welcome, induct and follow up with new teachers to the college
- Participate in fortnightly Curriculum and Pedagogy Team (CPT) meetings
- Attend weekly meetings as part of the Leadership Team
- Set up clear communication structures with the Learning Specialists and all staff regarding professional learning
- Be proactive in identifying Occupational Health and Safety issues and ensuring these are addressed

ROLE DESCRIPTION

Leading Teacher: Literacy Improvement Leader

Specific Responsibilities

Leading Learning:

- Actively support Hampton Park Secondary College's vision, values and the ongoing implementation of the College Annual Implementation Plan (AIP) and Teaching and Learning Framework
- Actively believe in the teaching and learning philosophy centred around student empowerment and personalised learning pathways
- Lead and model the ongoing embedding of high expectations within the learning community
- Provision of outstanding educational leadership through the leading of a key area of responsibility across the school
- Develop and lead a whole school Literacy Plan focused on the improvement of literacy outcomes informed by data sets, including but not limited to, ACER, NAPLAN, VCAL & VCE outcomes
- Lead the development and implementation of whole school Literacy Support and intervention programs
- Set and support high expectations across the learning community
- In conjunction with the Leadership Team, support the development, ongoing implementation and evaluation of the Teaching and Learning Framework.
- Be an active member of the Curriculum and Pedagogy Team (CPT)
- Build the capacity of Domain Leaders to effectively lead the inclusion of explicit literacy teaching strategies into curriculum and assessment design using the Understanding by Design (UbD) Framework
- Collaborate with the Curriculum Innovation Leader, Student Learning Leaders and Heads of House to identify learning opportunities for high ability students
- Oversee the MYLNS program and staffing in collaboration with the Numeracy Leader and Timetabler
- Leading engagement and active participation of students in learning to support the process of embedding learning dispositions to realise the aspirations of the HPSC Graduate
- Provide advice to Year Level teams about Individual Learning Plans for students at risk in their literacy skills
- In conjunction with the Assistant Principal and Curriculum Innovation Leader, oversee the administration of the ACER and NAPLAN testing for Literacy
- Other duties as directed by the College Principal

Leading Staff:

- Lead an allocated group of teaching staff through the Performance and Development process (i.e. PDP)
- Collaborate with the Professional Learning and Development Leader to identify staff learning needs and implement professional learning in regard to Literacy across all learning areas
- Work closely with the Numeracy and Curriculum Innovation Leaders, to enact the Response to Intervention (RTI) Framework, including learning intervention for Students with Additional Needs (SWANs) and Students under the Program for Disability (PSD)

- Work with Curriculum and Domain Leaders, and Learning Specialists, to build the capacity of staff to explicitly teach Literacy in all domains
- Support the Professional Practice Leader in the implementation of Professional Learning Communities (PLCs) including the support of staff to analyse data for improved learning
- Support the Heads of House to monitor and support academic progress of students
- Coordinate and lead the Literacy teaching team in collaboration with the English Domain Leader

Leading Students:

- Ensuring literacy students have a safe, supportive and positive climate for learning
- Empowering students to have a growth mindset
- Supporting high ability literacy students to reach their potential
- Set up processes for regular student feedback about Literacy Programs and provide opportunities for student input into the program design

Leading Community:

- Collaborate with the Transition Leader to engage with feeder primary schools in relation to the collection of Literacy data and implementation of agreed Literacy initiatives
- Stay abreast of current educational research in relation to Literacy
- Promote and communicate with HPSC and the wider community about the importance of Literacy, current Literacy programs and celebrate school achievements in the area of Literacy e.g. website, Newshamper, social media
- Represent the College on Network and Regional Committees as appropriate

Managerial Responsibilities:

- Collaborate with the English Domain Leader, Timetabler and Assistant Principals in determining the staffing of the Literacy classes and programs
- Manage the collection, scheduling, storage and analysis of student Literacy data with a focus on identifying interventions and monitoring student learning growth alongside the English Domain, Coordinator, Curriculum Leader and Head of House
- In collaboration with the English Domain and Literacy Leader, prepare and distribute student data sets in relation to Course Counselling such as recommendations for English, Mathematics, Literacy and Numeracy subjects
- Be part of Leadership and Curriculum & Pedagogy Team meetings
- Management of the yearly program budget to support the work of literacy initiatives across the College, including accounting for the acquittal of Equity funding
- Be proactive in identifying Occupational Health and Safety issues and ensuring these are addressed

ROLE DESCRIPTION

Leading Teacher: Numeracy Improvement Leader

Specific Responsibilities

Leading Learning:

- Actively support Hampton Park Secondary College's vision, values and the ongoing implementation of the College Annual Implementation Plan (AIP) and Teaching and Learning Framework
- Actively believe in the teaching and learning philosophy centred around student empowerment and personalised learning pathways
- Lead and model the ongoing embedding of high expectations within the learning community
- Provision of outstanding educational leadership through the leading of a key area of responsibility across the school
- Set and support high expectations across the learning community
- In conjunction with the Leadership Team, lead the development and implementation of the Teaching and Learning Framework
- Develop and lead a whole school Numeracy Plan focused on the improvement of numeracy outcomes informed by data sets, including but not limited to, ACER, NAPLAN, VCAL & VCE outcomes
- In conjunction with the Leadership Team, support the development, ongoing implementation and evaluation of the Teaching and Learning Framework
- Be an active member of the Curriculum and Pedagogy Team (CPT)
- Support the Domain Leaders to effectively lead best practice curriculum and assessment design using the Understanding by Design (UbD) Framework
- Leading engagement and active participation of students in learning to support the process of embedding learning dispositions to realise the aspirations of the HPSC Graduate
- In collaboration with the Maths Domain and Numeracy Leader, prepare and distribute student data sets in relation to Course Counselling such as recommendations for English, Mathematics, Literacy and Numeracy subjects
- Lead teachers in the three-teacher model to be able to effectively implement targeted Numeracy interventions
- Provide advice to Year Level teams about Individual Learning Plans for students at risk in their numeracy skills
- In conjunction with the Assistant Principal, oversee the administration of the ACER and NAPLAN testing for Numeracy
- Other duties as directed by the College Principal

Leading Staff:

- Model exemplary teaching practice to other teaching staff and invite staff to observe your teaching and offer to observe others
- Lead an allocated group of teaching staff through the Performance and Development process (i.e. PDP)
- Build the capacity of staff to explicitly teach Numeracy in all domains through the PL program and PLCs alongside the Curriculum, Assessment and Reporting Leader, Professional Practice & PLC Leader and Learning Specialists

- Collaborate with the Professional Practice and Curriculum Leading Teachers to identify staff learning needs and implement professional learning in regard to Numeracy, including Response to Intervention (RTI)
- In conjunction with the Professional Practice & PLC Leading Teacher, Domain Leaders and Learning Specialists, actively support the implementation of highly effective Professional Learning Communities (PLCs)
- Engage teachers in observation, planning, provision of feedback and action research
- Support teachers to share effective teaching practices and implement sustainable change
- Supervising and training one or more pre-service teachers

Leading Students:

- Ensuring students participating in Numeracy Intervention Programs have a safe, supportive and positive climate for learning
- Lead the development and implementation of a whole school Numeracy Support and intervention programs including but not limited to; Getting Reading in Numeracy (GRIN) and MYLNS
- Support the vision to empower students through increased choice, voice and agency in learning
- Connect with the Student Domain Leaders where appropriate including enabling opportunities for students to provide feedback on the Numeracy Programs

Leading Community:

- Seek opportunities to develop communities of practice to share and source best practice pedagogies, resources and programs to support Numeracy
- Seek to develop and deepen relationships with feeder primary schools
- Collaborate with the Transition Leader to engage with feeder primary schools in relation to the collection of Numeracy data and implementation of agreed Literacy initiatives
- Represent the College on Network and Regional Committees as appropriate
- Building opportunities for parent/carers to be partners in learning
- Seeking opportunities with other schools to develop communities of practice
- Proactive communication with HPSC and the wider community

Managerial Responsibilities:

- Management of the yearly budget to support Numeracy Programs across the College under the direction of the College Business Manager
- Manage the collection, scheduling, storage and analysis of student Numeracy data with a focus on identifying interventions and monitoring student learning growth alongside the Mathematics Domain Leader, Curriculum, Assessment & Reporting Leader and Student Learning Leaders
- Chair the fortnightly Numeracy Action Team (NAT) meetings with the Assistant Principal, Mathematics Domain Leader and others as required to drive improvement in Numeracy outcomes
- Collaborate with the Mathematics Domain Leader, Timetabler and Assistant Principals in determining the staffing of Numeracy intervention programs

- Be part of Leadership and Curriculum meetings
- Be proactive in identifying Occupational Health and Safety issues and ensuring these are addressed

VGSA 2017: Learning Specialist- Role and Responsibilities

Learning Specialists will be 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. The role of the Learning Specialist will be to model excellence in teaching and learning through demonstration lessons, and mentoring and coaching teachers in improving the skill, knowledge and effectiveness of the teaching workforce.

The Learning Specialist role is aimed at building excellence in teaching and learning within the Teaching Service.

Position responsibilities

In recognition of the importance of exemplary teaching practice for improved student learning outcomes, the key roles of the Learning Specialist may include but are not limited to:

- demonstrating high-level expertise in teaching and learning practice
- modelling exemplary classroom practice including through teaching demonstration lessons
- working with the school leadership team to develop a shared view of highly effective teacher practice
- leading and modelling the implementation of whole-school improvement strategies related to curriculum planning and delivery
- playing a key role in the provision of professional learning, including through developing processes and protocols for observation and feedback of teacher practice and peer collaboration
- modelling effective learning practice and supporting teachers to seek, analyse and act on feedback on their practice
- providing evidence-based feedback to teaching staff to inform their effectiveness and development
- providing expert advice about the content, processes and strategies that will shape individual and school professional learning
- supervising and training one or more pre-service teachers, and mentoring and/or coaching teachers
- modelling exemplary use of student data to inform teaching approaches
- developing and promoting school-wide professional learning structures, processes and protocols through Professional Learning Communities
- modelling exemplary professional learning practice including through seeking feedback from other teachers and leaders on their own classroom practice as part of critical reflection and inquiry to improve practice.

Learning Specialist Key Selection Criteria:

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.

School Based Criteria:

SC6 Demonstrate a strong commitment to implementing a 'student empowered' model of learning, which maximises student engagement, a love of learning and improves learning outcomes.

Learning Specialist: 21st Century Learning Dispositions

Leading Learning:

- Actively support Hampton Park Secondary College's vision, values and the ongoing implementation of the College Annual Implementation Plan (AIP) and Teaching and Learning Framework
- Actively believe in the teaching and learning philosophy centred around student empowerment and personalised learning pathways
- Lead and model the ongoing embedding of high expectations within the learning community
- Provision of outstanding educational leadership through the leading of a key area of responsibility across the school
- As part of the broader Teaching and Learning Framework, develop a framework to underpin the development, understanding and embedding of the College Learning Dispositions
- Modelling high level abilities to explicitly teach and incorporate Learning Dispositions into teaching and learning practice
- Leading the HPSC Leadership Team to develop a shared view of highly effective teaching practice using the HPSC Learning Dispositions
- Developing processes and protocols for observation and feedback of teacher practice and peer collaboration
- Leading and modelling the implementation of whole-school improvement strategies related to curriculum planning and delivery
- Modelling exemplary use of student data to inform teaching approaches
- Modelling exemplary professional learning practice including through seeking feedback from other teachers and leaders on their own classroom practice
- In partnership with the Assistant Principal, lead the ongoing implementation and improvement of the student-led conference model and the use of Edapt student learning portfolios
- Other duties as directed by the College Principal

Leading Staff:

- In partnership with the other Learning Specialists, lead the Peer Observation Program including the use of PIVOT to inform improvements in teachers' pedagogical practice
- In partnership with the other Learning Specialists, lead the introduction of a formal coaching program for all tiers of leadership and staff
- Building staff knowledge and understanding of the HPSC Learning Dispositions through professional learning, including the dispositions, elements, and examples in action
- Building staff knowledge of and capacity to utilise student learning portfolios to support students to celebrate and reflect on learning
- Building staff capacity to use the HPSC Learning Dispositions in their practice through the development and implementation of professional learning opportunities, including active leadership of professional learning sessions and connection with PLCs
- Providing expert advice about how to maximise learning experiences for students that develop the HPSC Learning Dispositions and Victorian Curriculum Capabilities
- Running demonstration lessons to showcase how learning dispositions can be explicitly taught and incorporated into teaching and learning practice
- Videoing lessons and deconstructing these with staff to analyse and improve teaching and learning practice

- Providing evidence based feedback to teaching staff to inform their effectiveness and development
- Mentoring and/or coaching teachers in the incorporation of strategies to develop learning dispositions into their own practice

Leading Students:

- Leading student metacognition, reflection and celebration through the development and implementation of student learning portfolios on the Edapt platform
- Build student capacity to set learning goals with the support of classroom teachers including to reflect on their learning as part of the student-led conferences
- Building students' knowledge and understanding of the HPSC Learning Dispositions including the dispositions, their elements and examples of them in action
- Building students' capacity to use the HPSC Learning Dispositions in their learning through the development and implementation of student-focused workshops

Leading Community:

- Building parent/carer understanding of the HPSC Learning Dispositions of Critical and Creative Thinking, Collaboration, Resilience and Resourcefulness through information sessions and workshops
- Promoting the importance of learning dispositions with the parent/carer and wider community using communication channels including Compass, Newshamper and social media
- Showcasing learning dispositions in action with parents/carers and the wider community through regular communication and exhibitions of practice
- Lead the improvement of parent/carer participation in Learning Conferences

Managerial Responsibilities:

- Creating and maintaining professional learning resources, including a pedagogical toolkit related to the HPSC Learning Dispositions
- Organising professional learning opportunities for staff to attend based on learning dispositions
- Creating and maintaining coaching and/or mentoring notes for teachers
- Meet weekly with the other Learning Specialists to plan and evaluate core business
- Attend weekly meetings as part of the Leadership Team and Curriculum & Pedagogy Team (CPT)
- Be proactive in identifying Occupational Health and Safety issues and ensuring these are addressed

Learning Specialist: Project Based Learning and Student Entrepreneurship

Leading Learning:

- Actively support Hampton Park Secondary College's vision, values and the ongoing implementation of the College Annual Implementation Plan (AIP) and Teaching and Learning Framework
- Actively believe in the teaching and learning philosophy centred around student empowerment and personalised learning pathways
- Lead and model the ongoing embedding of high expectations within the learning community
- Provision of outstanding educational leadership through the leading of a key area of responsibility across the school
- Modelling high level abilities to explicitly teach and incorporate Project Based Learning (PBL) and student entrepreneurship into teaching and learning practices
- As an active member of the Curriculum & Pedagogy Team, work closely with the Domain Leaders to ensure PBL is integrated into curriculum and assessment design
- Lead the ongoing implementation of the PBL Framework within and across all learning areas
- Leading the HPSC Leadership Team to develop a shared view of highly effective teaching practice using the HPSC Learning Dispositions
- Developing processes and protocols for observation and feedback of teacher practice and peer collaboration
- Leading and modelling the implementation of whole-school improvement strategies related to curriculum planning and delivery
- Modelling exemplary use of student data to inform teaching approaches
- Modelling exemplary professional learning practice including through seeking feedback from other teachers and leaders on their own classroom practice
- Work closely with the STEAM Leading Teacher to promote innovative teaching pedagogies that foster a high degree of student voice and agency in learning
- Other duties as directed by the College Principal

Leading Staff:

- In partnership with the other Learning Specialists, lead the Peer Observation Program including the use of PIVOT to inform improvements in teachers' pedagogical practice
- In partnership with the other Learning Specialists, lead the introduction of a formal coaching program for all tiers of leadership and staff
- Lead the PBL planning and implementation team
- Building staff knowledge and understanding of PBL through professional learning, practise, and evaluation
- Building staff capacity to use PBL and entrepreneurial thinking in their practice through the development and implementation of professional learning opportunities, including active leadership of professional learning sessions and connection with PLCs
- Embedding a strong culture of open classrooms and regular learning walks
- Providing expert advice about PBL and entrepreneurial strategies to build teacher and student skills
- Running demonstration lessons to showcase how PBL can be explicitly taught and incorporated into teaching and learning practice
- Videoing lessons and deconstructing these with staff to analyse and improve teaching and learning practice

- Providing evidence-based feedback to teaching staff to inform their effectiveness and development
- Regularly mentor and/or coach teachers in the incorporation of strategies to develop PBL and entrepreneurial thinking into their own practice

Leading Students:

- Identify and seize opportunities within and beyond the HPSC community
- Building students' knowledge and understanding of the skills developed through PBL and how to develop those skills to improve learning outcomes
- Building students' capacity to develop strong learning dispositions through PBL and entrepreneurship workshops and opportunities within and beyond the classroom
- Creating opportunities for students to showcase their learning journey with their parents/carers
- Creating opportunities for students to interact positively with the broader Hampton Park community

Leading Community:

- Establish and foster relationships with local business and community organisations to enhance entrepreneurial skills and learning opportunities
- Building parent/carer understanding of PBL and its fostering of Critical and Creative Thinking, Collaboration, Resilience and Resourcefulness through information sessions and learning celebration evenings
- Promoting the importance of creative, critical, analytical and explorative skills with the parent/carer and wider community using communication channels including Compass, Newshammer and social media
- Lead the implementation of Learning Exhibitions, showcasing and celebrating students' learning to an authentic audience comprised of parents/carers and the wider community
- Actively participate in Communities of Practice (CoP) including but not limited to the already established STEAM CoP

Managerial Responsibilities:

- Creating and maintaining professional learning resources, including a pedagogical toolkit related to PBL and Entrepreneurship
- Organising professional learning opportunities for staff to attend based on PBL and Entrepreneurship opportunities within and beyond the curriculum
- Creating and maintaining coaching and/or mentoring notes for teachers
- Meet weekly with the other Learning Specialists to plan and evaluate core business
- Attend weekly meetings as part of the Leadership Team and Curriculum & Pedagogy Team (CPT)
- Be proactive in identifying Occupational Health and Safety issues and ensuring these are addressed