

ELTHAM HIGH SCHOOL

Learning Specialist

(Numeracy)

INFORMATION PACKAGE

September2024

ADVICE TO APPLICANTS

***Learning Specialist
(Numeracy)***

24 January 2025 – 31 December 2027

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 C (pe)3(t)1.pe,1

Eltham High School is an outstanding school in a range of areas including:

Academic Excellence:

- x A high performing school.

- x

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

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-3 Tc .3 Tc .daligp4.1 pp oe(pa)14tun (a)14tip

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

SPECIFIC RESPONSIBILITIES	SERGIOVANNI DOMAINS
Educational Leaders will: x have responsibility for an area of the school as outlined in the specific job description that accompanies this document.	o Technical; Human; Educational; Symbolic; Cultural.
x take an active role in the organisation and delivery of professional development pertaining to a specific area of responsibility.	o Human.
x organise and implement appropriate working groups (as required) to support the work of the team.	o Human.
x 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.	o Human.
x be exemplary teaching and learning practitioners.	o Educational.
x be active members of School Improvement Teams e.g. Curriculum; Professional Development; Performance and Development Culture , etc.	o Educational.
x examine contemporary developments in deeper learning and generic skills and their relevance to the school.	o Educational.
x work very closely with specific planning teams such as “Curriculum Design” team.	o Educational.

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
3. Subschool Leadership
4. Curriculum/Data Assessment & Reporting
5. Whole School Professional Growth
6. STEAM/Digital Technologies
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 led 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>'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.'</p>
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In addition to meeting the professional standards this Learning Specialist will:

- x 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.
- x 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.
- x Deliver their work through the Action Research Community Inquiry framework:
 - o Engage with the SPA 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.
 - o Using Data Walls and a Case Management approach to identify the areas of priority.
- x Delivering this work through the schools established structures, as relevant, including but not limited to:
 - o KLA Teams
 - o KLA Coordinators
 - o Curriculum based Planning Teams, where teachers work collaboratively to improve student learning outcomes
 - o Teaching teams, e.g. graduates to the profession
 - o Etc.
- x Support the development of individual teachers through analysis and evaluation of teaching practice through:
 - o Coaching and mentoring.
 - o Supporting ongoing teacher and student engagement with the EHS Instructional Model;
 - f Role modelling of explicit teaching of the EHS Instructional Model Learner questions.
 - f Providing reciprocal classroom observations including pre and post observation conversations.
 - f Providing teaching demonstrations aligned with whole school and KLA specific goals.
 - f Facilitating Learning Walks.
- x Undertake other duties as required by the Principal.

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.