

ROLES AND RESPONSIBILITIES

The roles and responsibilities expected of teachers at each classification level are specified in the Victorian Government Schools Agreement 2004:

Leading teacher

Leading teachers will be outstanding classroom teachers and undertake leadership and management roles commensurate with their salary range.

The objective 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.

Leading teachers are responsible for demonstrating and modelling an outstanding level of teaching.

Leading teachers will be expected to make a significant contribution to policy development relating to teaching and learning in the school. They also manage major curriculum or student activities across the school with a high degree of independence.

A leading teacher has a direct impact and influence on the achievement of the school goals. These teachers provide professional support to teaching staff.

Leading teachers are usually responsible for the implementation of one or more priorities contained in the school charter. Typically, leading teachers are responsible for coordinating a large number of staff to achieve improvements in teaching and learning. Their focus is on the introduction of changes in methods and approaches to teaching and learning. However, they will also be responsible for the management and leadership of a significant area or function within the school to ensure the effective development, provision and evaluation of the school's education program.

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:

- managing the implementation of curriculum initiatives as related to the school charter and school priorities
- managing the implementation of whole-school strategies related to curriculum planning and delivery
- managing the provision of professional development and developing individual and team development plans for teaching staff within the priorities of the school
- managing the performance review of staff
- teaching demonstration lessons
- managing the development of the school's assessment and reporting functions
- 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 final form of any curriculum proposals for school council consideration
- developing and managing the school code of conduct

DIMENSIONS OF TEACHING AND PROFESSIONAL STANDARDS

Dimensions of Teaching

Five generic Dimensions of Teaching encompass the work of the teacher class.

The chief characteristics of each dimension are:

Content of teaching and learning

- knowledge of the curriculum areas being taught, including familiarity with the materials and programs associated with those areas of the curriculum
- pedagogical knowledge of the key learning areas
- understanding of the principles of teaching and learning, including characteristics of learners and strategies of classroom management and organisation
- knowledge of the educational context, eg. the statewide Curriculum and Standards Framework, particular initiatives, early intervention programs, and the curriculum goals contained in the school charter

Teaching practice

- use of a range of teaching strategies and styles appropriate to year levels and topics taught
- structuring learning tasks to provide for individual learning needs and the diversity of students' backgrounds
- use of effective classroom management strategies that encourage students to take responsibility for their learning
- developing relationships with students that encourage positive attitudes to learning
- responding effectively to the impact of variations of physical and intellectual ability on the learning process
- modelling effective organisation and use of time
- establishing clear, challenging and achievable expectations for students
- providing counselling, pastoral care and welfare support for students

Assessment and reporting of student learning

- use of assessment and reporting strategies that complement and support the learning process
- maintaining accurate and comprehensive records of student progress and achievement
- providing feedback to the student on performance in a way that builds confidence and encourages continued effort
- providing meaningful reports on student performance to the student and parents or guardians

Interaction with the school community

- recognising the important role the family plays in a child's learning and taking account of this factor in appropriate ways
- communicating with parents or guardians, students and colleagues in a professional and constructive way
- working in partnership with students, families and colleagues to improve the learning environment of the school
- establishing links with the broader community where this can improve learning outcomes for students

Professional requirements

- demonstrating positive values and attitudes about education appropriate to professional teaching and learning practices
- working with colleagues to plan and evaluate new ideas and teaching strategies that improve learning outcomes for students
- responding to emerging educational priorities and needs
- contributing to a range of school activities as a member of the school team
- engaging in critical self reflection of professional practices to improve the quality of teaching and learning
- actively participating in professional development activities and programs
- working within the framework of a school charter, employer policies and regulations and the law
- progressively demonstrating improved classroom practice
- progressively taking a role in leading and managing the work of other teachers

Professional Standards

Leading Teachers

- demonstrate exemplary teaching and learning performance
- demonstrate a strong commitment to personal leadership growth
- provide high-level educational leadership in the school community and beyond
- build and maintain effective teams and develop cooperative working relationships that promote excellence in teaching and learning within the educational and broader community
- initiate, plan and manage significant change in response to new educational directions, and manage the planning, development, implementation and evaluation of curriculum policy and programs
- demonstrate a high level of ability to articulate educational issues and perspectives in communication with colleagues and others.

Leading Teacher Performance and Development Plan for 2007

It is expected that each teacher will nominate at least two areas for development during the year. These may be related to

- (a) The Dimensions of Teaching described above
- (b) The relevant Professional Standard described above
- (c) Annual Implementation Plan or other school priority area
- (d) Individual priorities

<i>Professional Standard, Dimension of Teaching or Annual Implementation Plan area. Any other school priority area or individual priority</i>	Intended Action	Key Milestones & Progress measures	SELF ASSESSMENT (progress made)	Issues for discussion or requiring further work or support

FEEDBACK FROM MY TEAM	Learning from the P & D team members	Positive comments	Issues identified requiring further work or support	Contacts suggested to support my plan
<i>Professional Standard, Dimension of Teaching or Annual Implementation Plan area. Any other school priority area or individual priority</i>				
Goal No. 1				
Goal No. 2				
Goal No. 3				
Goal No. 4				

In addition, each staff member should identify professional development priorities for the year. These may relate to the objectives identified above.

PROFESSIONAL DEVELOPMENT PRIORITIES FOR 2007	LEARNING FROM THIS ACTIVITY