At Mill Park Secondary College we are focused on improving the individual learning outcomes of all our students. Our curriculum encourages students to be creative in their thinking, to achieve high standards, and to develop their learning through diversity of choice. It is a vibrant school community, offering a diversity of excellent programs. The College has more than 1700 students on two campuses, the Middle Years Campus (Years 7-9) in Mill Park and the Senior Campus (Years 10-12) in Epping and serves a wide area including Mill Park, Bundoora, South Morang, Greensborough, Epping and extends into the rural fringe towards Whittlesea and Plenty.

The College identifies that learners have different needs at different stages of their education. The Middle Years Campus allows students to make the transition to secondary school in a dynamic, creative and stimulating learning environment, while our Senior Campus allows students the opportunity to specialise in a wide range of academic pursuits. A young adult learning environment has developed at the Senior Campus where students are welcomed as independent learners.

A leader in educational innovation, the College has an outstanding record in student achievement and well-being. We understand and meet the individual needs of students and then work together to help them make responsible decisions for their future.

Mill Park Secondary College operates on a set of four agreed values: Respect, Responsibility, Achievement and Enjoyment. These values form the basis for all interactions between staff, students, parents and the broader community as collectively we work to support our students through their education. Ultimately our aim is to ensure our students enter the world as well-educated and well-rounded individuals who have achieved everything they are capable of.

Mill Park Secondary College offers extensive and diverse curriculum choices at all year levels.
Our comprehensive Middle Years curriculum prepares students thoroughly for their Senior Years by building on prior learning in core subjects, while simultaneously exposing students to a broader range of Science, Arts and Technology subjects.

Our Senior curriculum provides students with a comprehensive choice of electives, allowing them to specialise and follow their interests and passions in Victorian Certificate of Education (VCE), Vocational Education and Training (VET) and Victorian Certificate of Applied Learning (VCAL).

Mill Park Secondary College offers a Select Entry Accelerated Learning (SEAL) Program for gifted and talented students, which begins in Year 7 and continues throughout their secondary schooling. The program caters for gifted and talented students who are characterised by an advanced speed of learning and a capacity for remarkably high standards of performance compared with students of the same age. Students are placed in accelerated classes and enjoy the intellectual stimulation of students with similar learning profiles. They accelerate through Years 7 through 10 in three years and have a three-year VCE with broadened opportunity for subject choice.

Student leadership is encouraged through the SRC, membership of College Council committees, participation in community activities and programs such as Peer Support/Peer Mentoring/Kids Helpline and the Supportive Friends program.

Mill Park Secondary College has gained an outstanding reputation for its innovative visual and performing arts programs in Years 7-12. All students are encouraged to be creative. Students participate in major Arts events each year including the Arts Festival, Song and Dance Celebration and Annual College Production. The Mill Park community looks forward to these annual events. Students study music and can also access instrumental music lessons, participate in choirs, ensembles and bands.

Mill Park Secondary College encourages participation and excellence in all areas of Sport and Physical Education. Students study Physical Education, compete in swimming and athletics carnivals, house events as well as interschool competitions. Students have access to excellent sporting facilities including an `A Grade' multipurpose sporting field at the Senior Campus.

For further information refer to the College website: www.millparksc.vic.edu.au

**Leading Teacher Selection Criteria:**

**SC1** Demonstrated high level understanding of initiatives in student learning including the Standards, the Principles of Learning and Teaching P-12 and Assessment and Reporting Advice and the capacity to provide leadership in the alignment of these areas.

**SC2** Demonstrated outstanding classroom teaching skills and the capacity to support colleagues to continually improve teaching and learning.

**SC3** 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.

**SC4** Demonstrated high level written and verbal communication skills and high level interpersonal skills including a capacity to develop constructive relationships with students, parents and other staff and contribute to the leadership and management of the school.

**SC5** Demonstrated commitment and capacity to actively contribute to and lead whole school improvement initiatives, manage major curriculum or student activities and a commitment to ongoing professional learning for self and others to enable further development of skills, expertise and teaching capacity.

**SC6** Improvement focused with outstanding personal qualities including perseverance, resilience, problem solving and respect.
Role of a 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.

Who May Apply

Teachers currently registered or eligible for registration with the Victorian Institute of Teaching and qualified to teach and/or have demonstrated experience in the curriculum area(s) specified for the position.

EEO & OHS Commitment

The Department values diversity and is committed to workforce diversity and equal opportunity in schools and all education workplaces. The Department recognises that the provision of family friendly, supportive, safe and harassment free workplaces is essential to high performance and promotes flexible work, diversity and safety across all schools and Department workplaces.

It is recommended that staff have a knowledge of safe work procedures and OHS training relevant to work activities where applicable.

Other Information

Tours of the College will be conducted on the following dates:

- Thursday 27 June 2013 at 4.00pm
- Tuesday 16 July 2013 at 4.00pm

Please contact Fernanda Strangis on 03 9407 9700 to register your intention to attend one of these tours. Tours will be by appointment only.

Applicants are requested to submit their application via Recruitment OnLine, however hard copies of applications will be accepted by the due date if applicants encounter any difficulties.

Please ensure that you:

1. Address the Selection Criteria and attach a brief work history
2. Include the contact details [email, fax, telephone numbers] of three referees as they may be contacted as part of the selection process.
Teaching and Learning Coach - Literacy

The Teaching and Learning Coach [Literacy] will work closely with the College Leadership team to build staff capacity around highly effective student learning and pedagogy, and the Colleges Strategic plan. The Teaching and Learning Coach [Literacy] will work with Curriculum Leaders to build the capacity of teaching staff across the College in Literacy teaching, and to embed the use of the John Munro HRLTPs into teacher practice.

The Teaching and Learning Coach [Literacy] will assist staff in the use of data to inform teaching practice, developing plans for differentiated instruction, and developing effective pedagogy with the aim of improving student learning outcomes. The Teaching and Learning Coach [Literacy] will employ a range of leadership techniques with staff, including teaching demonstration lessons, in class coaching, mentoring, running and coordinating professional development in Literacy.

The Teaching and Learning Coach [Literacy] will display the following attributes:

- High level classroom teaching skills
- High level knowledge of Literacy teaching and pedagogy
- High level knowledge and understanding of the John Munro HRLTPs.
- High level coaching and leadership skills

Teaching and Learning Coach - Numeracy

The Teaching and Learning Coach - Numeracy will work closely with the College Leadership team to build staff capacity around highly effective student learning and pedagogy, and the College’s Strategic plan. The Numeracy Coach will work with the College Numeracy Leading Teacher and College Numeracy coordinator to build the capacity of teaching staff across the College in Mathematics and Numeracy,

The teaching and Learning Coach [Numeracy] will assist staff in the use of data to inform teaching practice, developing plans for differentiated instruction, and developing effective pedagogy with the aim of improving student learning outcomes in Numeracy. The Teaching and Learning Coach [Numeracy] will employ a range of leadership techniques with staff, including teaching demonstration lessons, in class coaching, mentoring, running and coordinating professional development in Maths and Numeracy.

The Teaching and Learning Coach [Numeracy] will display the following attributes:

- High level classroom teaching skills
- High level knowledge of Mathematics curriculum and pedagogy
- High level coaching and leadership skills
College Pathways and Transitions

In recognition of the importance of leadership and management combined with exemplary teaching practice for improved student learning outcomes, the key roles of this leadership position includes but is not limited to:

- Demonstrating an active commitment to the College and Campus Leadership Teams and a strong commitment to personal leadership growth.
- Leading the College Pathways and Transition Team in the delivery of a comprehensive careers program, in accordance with the position description for the careers practitioner and other careers staff.
- Leading the delivery of a pathways education program for years 7 – 12 students.
- Promoting a culture of aspirational pathways amongst students.
- Leadership to ensure that all students have access to a careers advice and a pathways program which assists them in making informed decisions that will enhance a successful transition from school to further training, education or employment.
- Establishing a process for all students to have a Pathways plan which is reviewed regularly from year 7 to 12.
- Leading innovative and flexible options to improve student engagement and retention as well as supporting those students who choose to leave school before the completion of Year 12.
- Leading the Pathways and Transition team in achieving their goals as set in the AIP and School Strategic Plan.
- Leading relevant staff to ensure a smooth transition for all Year 6 students to Middle Years Campus.
- Leading relevant staff to ensure a smooth transition for all Year 9 students to Senior Campus.

In consultation with Senior Campus Coordinators and Welfare Staff, identifying “at risk” students, and overseeing the work of the Transition Broker and the careers practitioners.

- Coaching and mentoring staff members; developing collegiality; building a learning and development culture; modelling innovative teaching styles and encouraging appropriate professional development.
- Improving teacher capacity through the leadership and management of staffing Professional Learning Teams.
- Contributing to the overall leadership and management of the school and supporting a whole school focus on improving student outcomes.

College Technology [Materials & IT]

Technology includes wood, electronics, textiles, food and IT

In recognition of the importance of leadership and management combined with exemplary teaching practice for improved student learning outcomes, the key roles of this leadership position includes but is not limited to:

- Demonstrating an active commitment to the College and Campus Leadership Team and a strong commitment to personal leadership growth.
- Providing leadership in the Technology curriculum area aiming at student engagement and improved learning outcomes.
- Coaching and mentoring Technology staff members; developing collegiality; building a learning and development culture; modelling innovative teaching styles and encouraging appropriate professional development.
- Co-ordinating regular Curriculum Planning Teams, Professional Learning Teams and Professional Development for College Technology staff.
- Providing leadership and ensure that ICT is incorporated in the Technology curriculum area.
Taking responsibility for the implementation of all curriculum areas/courses/units associated with the Technology learning area, including relevant AusVELS and State Requirements (e.g., VELs, VCE, VET and VCAL units of study) and documenting these in a Learning Area Handbook.

Providing leadership and advice to other curriculum leaders within the College, the Curriculum Committee Leadership Team and coordinate and evaluate cross-curricular and shared programs in the College. Providing advice, analysing data, and overseeing assessment and reporting processes in the Technology curriculum areas.

Ensuring that the DEECD and College priorities and special programs in Literacy, and ICT are integrated into the Technology curriculum area.

Work closely with the Curriculum Leadership Team to lead and manage the implementation of whole-school improvement initiatives related to the College’s Strategic Plan and Annual Implementation Plan.

Providing relevant accountability and evaluation data (added value analysis) e.g., VCE/VET/VCAL results.

Improving teacher capacity through the leadership and management of staffing Professional Learning Teams.

Contributing to the overall leadership and management of the school and supporting a whole school focus on improving student outcomes.

College Maths

In recognition of the importance of leadership and management combined with exemplary teaching practice for improved student learning outcomes, the key roles of this leadership position includes but is not limited to:

- demonstrating an active commitment to the College and Campus Leadership Teams and a strong commitment to personal leadership growth
- leading and building the skills and capacity of the Maths/Science Leadership team which includes the Science Learning Area Managers and the Maths Assistant Learning Area Manager
- providing leadership in the Mathematics curriculum area aiming at student engagement and improved learning outcomes
- coaching and mentoring Mathematics / Numeracy staff members; develop collegiality; build a learning and development culture; model innovative teaching styles and encourage appropriate professional development
- co-ordinating regular Curriculum Learning, Professional Learning Teams and Professional Development for College Mathematics and Numeracy staff
- providing leadership and ensuring that ICT is incorporated in the Mathematics/numeracy curriculum area
- taking responsibility for the implementation of all curriculum areas/courses/units associated with the Mathematics learning area, including relevant National Curriculum and State Requirements (e.g., VELs, VCE, VET and VCAL units of study) and document these in a Learning Area Handbook
- providing leadership and advice to other curriculum leaders within the College, the Curriculum Committee Leadership Team and coordinate and evaluate cross-curricular and shared programs in the College.
- providing advice, analysing data, and overseeing assessment and reporting processes in the Mathematics curriculum areas.
- ensuring that the DEECD and College priorities and special programs in Literacy, Language Disorder, ESL and ICT are integrated into the Mathematics curriculum area
- providing relevant accountability and evaluation data (value added analysis) e.g., NAPLAN, GAT and VCE/VET/VCAL results
- Work closely with the Curriculum Leadership Team to lead and manage the implementation of whole-school improvement initiatives related to the College’s Strategic Plan
- improving teacher capacity through the leadership and management of staffing Professional Learning Teams contributing to the overall leadership and management of the school and supporting a whole school focus on improving student outcomes