Preamble

Gleneagles Secondary College is a school in demand with around 300 Year 7 students enrolled for 2013 and a predicted enrolment of 1245 for 2013. We are a well ordered school with efficient communication, student management and organisation structures in place.

One clear focus for the next three years is on teachers’ pedagogy and supporting our students to develop skills that enhance their learning. This will be the focus of the pedagogical team made up of six LTs, three focussing on pedagogy (teaching, ICT & learning), two learning design positions and a PD leader.

The second focus is in supporting students through the Student Wellbeing and Sub-school positions. Gleneagles has students from diverse cultural, linguistic and socio-economic backgrounds. We actively work to support students while having a clear expectation of their personal behaviour and academic performance. One of the pillars of education is enabling students to reach a quality destination. Gleneagles aspires for students to leave the College for further education and training or employment with a sound future. The pathways will be as diverse as our cohort and will support students to achieve their goals.

Gleneagles Secondary College is a member of the Eumemmerring Alliance and we work cooperatively with two local colleges to offer senior programs. Gleneagles offers VCE subjects, students may travel within the Alliance for a VET subject or transfer to Hallam SSC for VCAL or multiple VETiS subjects. Please consult our website for more details.

Gleneagles Secondary College is increasing the number of LT positions available, some current LTs will not be seeking positions for personal reasons, so there are excellent opportunities for teachers seeking a promotion or seeking a new opportunity.

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The steps are designed to help staff consider their pathway to leadership. They are intended as a conversational tool to be used with aspirational teachers in supporting their career plan.
GLENEAGLES LEADERS

At all times be a positive and active ambassador for Gleneagles Secondary College

Knowing - Knowledge and Understanding

Insight into own strengths and opportunities for development
Understands how personal style interacts and influences others
Understands how to lead change and exert influence appropriately
Has a broad understanding of emerging education trends and can evaluate how these will impact College programs

Being - Stance as a Leader

Believes they can contribute positively to the leadership of the College and desires to do so
Values and actively seeks meaningful feedback
Enquiry minded
Committed to being self-reflective and actively engages as a learner
Has the courage to articulate ideas while still being open to others views
Committed and engaged in all school programs
Prepared to go beyond their comfort zone and personal preferences
Prepared to respond to staff wellbeing needs
Prepared to challenge staff based on an agreed set of expectations
Approachable and responds to the needs of the College community

Doing - Technical Expertise

Consistently displays exemplary leadership behaviours and skills
Excellent interpersonal and communication skills and works effectively in a variety of teams
Professional in presentation and demeanour at all times
Able to identify matters that need to be immediately addressed and respond appropriately
Take a leading role in Emergency Management procedures
Able to lead and enhance learning opportunities for individuals and cohorts within the school community
Model and develop teachers’ capacity to effectively use data
Exemplary classroom teacher, with strong pedagogical knowledge and insight
Able to use expertise developed in one context and apply it in another
Able to lead the evaluation of complex issues using the “Ideas to Action” change protocol
Able to facilitate a Professional Learning Team to enhance staff pedagogy
Able to support staff through the PDP (Performance and Development Plan) process
Able to manage budgets as appropriate
Able to learn from feedback and translate into new actions
Understands how to lead teams while acknowledging others personal styles and needs

Look to see, Know to act
LEADERS TOOL BOX CONCEPT

Personal Disposition For Leadership

Technical Expertise

Learning Disposition

Strategies for Leading Change and Innovation

Ideas and Initiatives

Stance as a leader (beliefs/values)

Leader of Learners (teachers/students/peers)
# Leading Teacher Roles at Gleneagles SC 2013 - 2015

<table>
<thead>
<tr>
<th>Pedagogy Leader - ICT</th>
<th>Pedagogy Leader - Teaching</th>
<th>Pedagogy Leader - Learning</th>
<th>PD Leader</th>
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<tbody>
<tr>
<td>&gt; ICT Operations Manager</td>
<td>Learning Design Leaders - two positions with different domain focus</td>
<td>Example</td>
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<td></td>
<td>&gt; Domain Leaders English/EALD/Literacy, Humanities, Maths/ Numeracy</td>
<td>Example</td>
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<td></td>
<td>&gt; Domain Leaders of The Arts, LOTE, Science, PE/Health, Technology</td>
<td>&gt; Individual Needs</td>
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<td>&gt; SEAL Manager</td>
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<thead>
<tr>
<th>Student Wellbeing Coordinator</th>
<th>Sub School Leader for Year 7 and 8</th>
<th>Sub School Leader for Year 9 and 10</th>
<th>Sub School Leader for VCE</th>
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<tbody>
<tr>
<td># Outside providers e.g. Shine</td>
<td>&gt; Year 7 Team Leaders</td>
<td>&gt; Year 9 Team Leaders</td>
<td>&gt; Year 11 Team Leader</td>
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<td># CNN SSS team</td>
<td>&gt; Year 8 Team Leaders</td>
<td>&gt; Year 10 Team Leaders</td>
<td>&gt; Year 12 Team Leader</td>
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<td>&gt; Integration Coordinator</td>
<td>&gt; Integration Coordinator</td>
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<td>&gt; Social Worker TBC</td>
<td>&gt; Individual Needs</td>
<td>&gt; Careers</td>
<td>&gt; Careers</td>
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<tr>
<td>&gt; GSC Counsellor</td>
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<td>&gt; Individual Needs</td>
<td>&gt; Individual Needs</td>
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<td># Alternative settings</td>
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> Indicates positions of responsibility that LTs would work closely within their roles

Vertical and horizontal alignment indicate LT roles that would work together on various initiatives.

<table>
<thead>
<tr>
<th>Program Implementation and Operations</th>
<th>Pedagogical Team</th>
<th>Student Wellbeing and Management</th>
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<tbody>
<tr>
<td>Kathie Toth</td>
<td>Adele Duffy</td>
<td>Paul Thorne</td>
</tr>
<tr>
<td>PD Leader – linked into Pedagogical Team</td>
<td>Pedagogy Leader - Teaching</td>
<td>Student Wellbeing Coordinator</td>
</tr>
<tr>
<td></td>
<td>Pedagogy Leader - Learning</td>
<td>Sub School Leader for Year 7 &amp; 8</td>
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<td></td>
<td>Pedagogy Leader - Learning</td>
<td>Sub School Leader for Year 9 &amp; 10</td>
</tr>
<tr>
<td></td>
<td>Learning Design Leaders</td>
<td>Sub School Leader for VCE</td>
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**Pedagogy Leader - Teaching**

**Accountabilities**

- Lead the Pedagogical Team in documenting and enacting a professional learning strategy for the College
- Leadership responsibility for enhancing effective teaching practice within the College based on contemporary pedagogical principles
- Teachers’ capacity to deliver a challenging and interesting program enhanced
- Build the capacity of “teacher leaders” to effect sustained pedagogical improvement
- Able to influence and enhance the teaching and learning culture within the College
- Increase teachers’ knowledge and skills in identifying and catering for student learning needs.
- In collaboration with the Pedagogy Team, develop and oversee a process that facilitates teachers reflecting upon their own practice, informed by multiple sources of evidence
- Lead a process to develop a common language and shared understanding of what underpins a “good lesson”
- Develop and implement a process to support teachers discussing their practice with a view to enhancing their pedagogy
- Work with the Pedagogical Team in recommending a program/schedule for curriculum days and the commencement and conclusion of the academic year

**Expected Outcomes**

- Raised understanding of contemporary pedagogical principles and practices
- Teachers with an enhanced repertoire of effective and varied pedagogy
- Teachers effectively catering for individual needs
- Pedagogy Leader informing and supporting the work of the Pedagogical Team
- Teachers reflecting on their practice using multiple sources of evidence
- Students experience learning as challenging and interesting
- Teachers have a common language and shared understanding of what underpins a “good lesson” and are effectively applying this to their own practice
- Teachers consistently implementing the principles that underpin a “good lesson”
- Teachers capacity to deliver a challenging and interesting program enhanced
Selection Criteria

1. Exemplary teaching practice and the ability to develop evidence based, dynamic, authentic and engaging curriculum that responds to the needs of the students.

2. Demonstrated capacity to identify and appropriately respond to the needs of the College community beyond this role.

3. Excellent interpersonal and communication skills that support the complexity of this leadership role. Demonstrated behaviours and beliefs that reflect an effective and positive leadership stance. Demonstrated capacity to be organised, resilient and have the courage to lead.

4. Demonstrated skills in enhancing the pedagogical practices of teachers at their point of need and the capacity to influence those resistant to change. Demonstrated capacity to develop the skills of teacher leaders to support this work and ensure it is sustained.

5. Demonstrated knowledge of contemporary pedagogical principles and an excellent capacity to lead the development and implementation of a professional learning strategy to improve teacher practice.

6. Ability to work collaboratively, to develop a College program that requires and support teachers to reflect on their own practice and implement change.


**PEDAGOGY LEADER - Learning**

**Accountabilities**

- Develop teachers understanding of “assessment as learning” and their ability to effectively use this in “partnering to learn” conversations
- Research, implement and evaluate programs/tools that will assist students to identify their learning dispositions. Develop teachers understanding of these dispositions and how they can support students to enhance their learning opportunities.
- Lead a process to develop a common language and shared understanding of what underpins a positive learning environment. Develop and implement a process to support teachers enacting these principles in their practice.
- Able to influence and enhance the teaching and learning culture within the College
- Identify the study techniques and learning behaviours that should be a focus for particular student cohorts. Source or create and then implement programs to address these identified needs. Develop a strategic approach to ensure these initiatives are sustained.
- Build the capacity of “teacher leaders” to effect sustained pedagogical change
- In collaboration with the Pedagogical Team, develop and oversee a program/process that facilitates teachers reflecting upon their own practice, informed by multiple sources of evidence
- Work with the Pedagogical Team in recommending a program/schedule for curriculum days and the commencement and conclusion of the academic year

**Expected Outcomes**

- Teachers have a greater insight into how their behaviour influences students and contributes to creating a positive learning environment
- Students better understand how they learn and what they need to work on to improve
- Teachers are able to “see” students and better understand what impacts their preparedness to learn. Teachers have a repertoire of strategies that influence these students to overcome obstacles to their learning.
- Teachers understand how to partner with students for effective learning.
- The principles of Positive Psychology are understood and implemented across the school program
- Students progress and continue to develop as self-directed learners.
- Students better managing their emotions and displaying a positive approach to learning
**PEDAGOGY LEADER - Learning**

**Selection Criteria**

1. Exemplary teaching practice and the ability to develop evidence based, dynamic, authentic and engaging curriculum that responds to the needs of the students.

2. Demonstrated capacity to identify and appropriately respond to the needs of the College community beyond this role.

3. Excellent interpersonal and communication skills that support the complexity of this leadership role. Demonstrated behaviours and beliefs that reflect an effective and positive leadership stance. Demonstrated capacity to be organised, resilient and have the courage to lead.

4. Excellent understanding of positive psychology principles and how these contribute to a supportive and productive learning environment.

5. A capacity to implement a whole school strategy, that reflects characteristics of positive psychology and emotional intelligence, to enhance student learning behaviours and outcomes.

6. Ability to work collaboratively to develop a College program that requires and supports teachers to reflect on their own and student behaviours and consider how they can partner to learn.
**PEDAGOGY LEADER - ICT**

**Accountabilities**

- An increased number of parents, students and teachers using the Ultranet regularly and effectively
- Teachers supported in setting goals related to ICT and reaching these through the provision of a comprehensive suite of professional development activities targeted at the point of need for individuals, domains and staff
- Teachers having an increased repertoire of current and professionally relevant ICT skills
- Diverse ICT resources and approaches integrated into the learning design programs.
- Able to influence and enhance the teaching and learning culture within the College
- Students informed about relevant e-learning resources and using these effectively to support their learning
- A relevant College e-learning plan that identifies and addresses the current and future ICT needs of the College community
- ICT informs and supports curriculum and pedagogy development across the College
- Work with the Pedagogical Team in recommending a program/schedule for curriculum days and the commencement and conclusion of the academic year

**Expected Outcomes**

- Dynamic pedagogy supported by teachers ICT repertoire
- Pedagogy Leader - ICT informing and supporting the work of the Pedagogical Team.
- Teachers informed of current and future technology trends in education and integrating into their teaching practice.
- Students effectively and regularly using ICT to support their learning by accessing diverse e-learning resources.
- ICT is embedded in the learning culture of the College
- The Ultranet being effectively used by the School Community.
PEDAGOGY LEADER - ICT

Selection Criteria

1. Exemplary teaching practice and the ability to develop evidence based, dynamic, authentic and engaging curriculum that responds to the needs of the students.

2. Demonstrated capacity to identify and appropriately respond to the needs of the College community beyond this role.

3. Excellent interpersonal and communication skills that support the complexity of this leadership role. Demonstrated behaviours and beliefs that reflect an effective and positive leadership stance. Demonstrated capacity to be organised, resilient and have the courage to lead.

4. Demonstrated skills in enhancing the ICT pedagogical practices of teachers at their point of need and the capacity to influence those resistant to change. Demonstrated capacity to develop the skills of teacher leaders, to support this work and ensure it is sustained.

5. An excellent capacity to lead the implementation of an e-learning strategy to improve student and teacher practice.

6. Excellent understanding of current and emerging ICT trends and the capacity to provide leadership for the College on how these can contribute to a supportive, productive and dynamic learning environment.
LEARNING DESIGN LEADER (2 positions)

Accountabilities

- Lead the development of an evidence based, dynamic, authentic and engaging College Curriculum Program.
- Work with the other Learning Design Leader, to ensure there is a coherent and consistent approach to curriculum development and assessment practices across the domains.
- Work closely with the Pedagogical Team in developing a collaborative approach to improving staff pedagogy and student outcomes.
- Actively mentor Domain Leaders to achieve college and domain goals.
- Create a documented individualised program for developing domain leader capacity including mechanisms for feedback and a continuum indicating Domain Leader’s leadership growth.
- Work in deepening staff understanding of the principles outlined in the Gleneagles curriculum design.
- Ensure curriculum documents are regularly updated and manage the way these are stored on the Learning docs drive so they are effectively archived.
- Lead the College in the introduction of the Australian Curriculum. Support the Domains implementing AusVels/Australian Curriculum in 2013 and beyond and integrate it into the Gleneagles curriculum design.
- Develop and implement a process to ensure quality reporting practices are adopted by each Domain.
- Work with the Pedagogical Team in developing a program/schedule for Curriculum days, the commencement and conclusion of the academic year.

Expected Outcomes

- Domains consistently implementing practices and behaviours articulated in the Gleneagles curriculum design including assessment and reporting practices.
- Skilled and confident Leaders of, and within the Domain.
- Effective and dynamic curriculum meetings.
- Ongoing collaboration to further develop curriculum design.
- Domains working effectively.
- Learning Design leaders and Domain leaders working as an effective team.
- Learning Design leaders informing and actively supporting the work of the Pedagogical Team to further develop teachers’ skills.
LEARNING DESIGN LEADER

Selection Criteria

1. Exemplary teaching practice and the ability to develop evidence based, dynamic, authentic and engaging curriculum that responds to the needs of students.

2. Demonstrated capacity to identify and appropriately respond to the needs of the College community beyond this role.

3. Excellent interpersonal and communication skills that support the complexity of this leadership role. Demonstrated behaviours and beliefs that reflect an effective and positive leadership stance. Demonstrated capacity to be organised, resilient and have the courage to lead.

4. High level capacity to develop the skills and understandings of teacher leaders that underpin the development of improved learning design and assessment practice, within domains.

5. Excellent understanding of the principles of curriculum design and how it supports a dynamic, engaging and relevant curriculum

6. High level capacity to lead teams, initiate change and implement high quality, consistent and coherent curriculum programs, while working closely with the other Learning Design Leader and the Pedagogical Team.

7. Demonstrated high level capacity to lead the College during the implementation of AusVels/Australian Curriculum. The ability to integrate the features of this curriculum into the Gleneagles Learning Design.
**PD LEADER**

**Accountabilities**

- Lead the provision of relevant College PD programs for the whole staff or identified cohorts.
- Lead the development and implementation of the Performance and Development Plan process.
- Conduct a review of the effectiveness of College PD programs and implement changes as necessary
- Implement an effective and comprehensive College Induction Program for all new staff.
- Facilitate the Internal PD Program that supports the identified needs of teachers and reflects College priorities
- Develop and implement an action plan for teachers identified as needing additional support to develop their teaching practice.
- Develop and implement a mentoring process to support teachers new to VCE
- Actively support graduate teachers developing their teaching skills and understanding of the school processes, practices and culture.
- Support provisionally registered teachers obtaining full VIT registration including ensuring they receive appropriate mentoring.
- Ensure teaching staff understand and can comply with Professional Development requirements for VIT registration. Maintain appropriate records of professional development activities.
- Annually review and publish the Staff Manual ensuring it reflects current policies, practices and all relevant documents
- Organise and manage the student teacher program
- Support ES staff accessing appropriate PD through an allocation under the PD budget and liaising with the Business Manager and ES staff as appropriate
- Work with the Pedagogical Team in recommending a program/schedule for curriculum days and the commencement and conclusion of the academic year

**Expected Outcomes**

- PD resources used strategically to effectively support College priorities and individuals needs.
- Performance and Development process that reflects and supports identified needs and College priorities
- Teachers accessing relevant Professional Development both internally and externally
- PD Leader informing and supporting the work of the Pedagogical Team.
- Mentoring Program to enhance VCE teachers’ pedagogy.
- Teachers reflecting on their practice using multiple sources of evidence
- A comprehensive and tailored Induction Program.
- A process that supports PRT’s obtaining full registration.
- A process supporting teachers with identified needs
**PD LEADER**

*Selection Criteria*

1. Exemplary teaching practice and the ability to develop evidence based, dynamic, authentic and engaging curriculum that responds to the needs of students.

2. Demonstrated capacity to identify and appropriately respond to the needs of the College community beyond this role.

3. Demonstrated ability to lead groups of teachers, teach adult learners and influence others including those resistant to change. Ability to effectively contribute to the work of the pedagogical team.

4. Excellent interpersonal and communication skills that support the complexity of this leadership role. Demonstrated behaviours and beliefs that reflect an effective and positive leadership stance. Demonstrated capacity to be organised, resilient and have the courage to lead.

5. A high level ability to identify the professional learning needs of staff and facilitate programs to address these needs, particularly teachers new to the profession or the College.

6. High level capacity to develop and lead the performance development and review process.

7. Demonstrated skills necessary to develop and implement an action plan for teachers identified as needing specific support to develop their teaching practice.

8. Demonstrated high level skills in effectively managing budgets and resources to achieve identified College priorities.
SUB- SCHOOL LEADER (3 positions)

Accountabilities

- Effectively lead and manage a College Sub School and develop the capacity of the team
- Ensure College policies and procedures relating to student management and wellbeing are applied consistently
- Ensure compliance with external policies and college policies and procedures relevant to the Sub School.
- Identify and implement relevant student programs that address the needs of the cohort
- Set the tone and be a visible presence within the Sub School in line with College standards and expectations
- Ensure the Assistant Principal (Student Wellbeing) is informed and consulted as appropriate, regarding sub-school activities and challenging student matters.
- Coordinate transitional programs/processes relating to each year level within the Sub School
- Ensure all reports are read, students at academic risk are identified and a process implemented to address issues.
- Support the identification of high potential students and work with and through the pedagogical team to ensure their needs are met.
- Ensure timely and appropriate documentation is disseminated to staff, students and parents regarding Sub School activities and events and that such documentation complies with DEECD and College protocols
- Communicate with parents regarding student performance and behaviour
- Maintain records in accordance with College policies and procedures

Expected Outcomes

- Sub-School Leaders demonstrating initiative and innovation, working proactively to address cohorts needs
- Sub School Leaders and Team Leaders working as an effective team
- Student wellbeing needs are understood and addressed
- Programs that progress students’ social, emotional and academic development
- Policies and practices applicable to sub-school are understood and implemented
- Team Leaders and Home Group Teachers consistently implementing practices and behaviours articulated in the Gleneagles student management and engagement policies
- Skilled and confident Team Leaders and Home Group Teachers
- Effective transition programs
- A process to communicate key information that supports teachers meeting students’ individual needs
- Sub-School Leaders informing and actively supporting the work of the Pedagogical Team to improve student outcomes
**Selection Criteria**

1. Exemplary and dynamic teaching practice.

2. Demonstrated capacity to identify and appropriately respond to the needs of the College community beyond this role.

3. Demonstrated ability to lead groups of teachers, teach adult learners and influence others including those resistant to change.

4. Excellent interpersonal and communication skills that support the complexity of this leadership role. Demonstrated behaviours and beliefs that reflect an effective and positive leadership stance. Demonstrated capacity to be organised, resilient and have the courage to lead.

5. Ability to work effectively with a wide variety of students and form constructive relationships with students, staff and parents, including those who present with challenging behaviours.

6. Demonstrated ability to develop and implement proactive programs to address the needs of a student cohort, improve outcomes and develop a positive sub-school culture.

7. Demonstrated knowledge of external and internal policies, protocols and practices appropriate to the sub-school and an ability to ensure all are consistently and effectively implemented.

8. Ability to develop the skills of teacher leaders and develop a coherent, positive and sustainable sub-school culture.
**STUDENT WELLBEING COORDINATOR**

**Accountabilities**

- Effectively lead and coordinate the student wellbeing team including those sourced from outside agencies and programs
- Ensure the College Student Engagement and Wellbeing Policy is current, implemented and understood by the school community
- Ensure all eligible students are effectively supported through the Wannik program
- Implement a relevant College Anti-bullying/Anti-harassment program annually in consultation with Team Leaders and Home Group teachers
- Source and facilitate effective links with appropriate community services
- Address the needs of individual students, liaising with other staff and families as appropriate
- Implement all DEECD policies and protocols relevant to the role including those around students living out of home
- Be the primary link between the college and the Student Support Service including making and prioritising all referrals
- Support families in financial need particularly those eligible for EMA and/or State School Relief
- Refer students/families to appropriate medical and psychological services
- Coordinate the Homework and Breakfast Clubs
- Raise awareness about community wellbeing programs
- Actively identify and support students eligible to apply for special consideration for their senior studies and tertiary admission
- Ensure staff wellbeing needs are supported through referral to internal mentors and appropriate services

**Expected Outcomes**

- Student wellbeing needs are understood and addressed systematically and individually.
- The Wellbeing Team working effectively and with a shared purpose.
- Students’ social, emotional and academic development is supported by targeted wellbeing programs and interventions.
- Student Wellbeing Coordinator, Integration Coordinator, and Sub-School Leaders working as an effective team.
- A process to communicate key welfare information that supports teachers meeting student individual needs.
- Community and DEECD resources and programs utilised to support students and staff.
- A coherent process to refer and manage student wellbeing needs.
STUDENT WELLBEING COORDINATOR

Selection Criteria

1. Proven ability to work effectively with students and families experiencing emotional, social and financial difficulties.

2. High level capacity to lead teams to initiate and implement wellbeing programs with the emphasis on prevention, including facilitating access to relevant agencies.

3. Demonstrated commitment to personal development in the area of welfare and a proven ability to successfully disseminate this knowledge within the college community.

4. Demonstrated ability to teach adult learners and influence others with a focus on supporting the individual wellbeing needs of students and improving outcomes.

5. Excellent interpersonal and communication skills that support the complexity of this leadership role. Demonstrated behaviours and beliefs that reflect an effective and positive leadership stance. Demonstrated capacity to be organised, resilient and have the courage to lead.

6. Demonstrated capacity to identify and appropriately respond to the needs of the College community beyond this role.
Ideas to Action

1. All ideas are put on the table.

2. Questions sought from the group to search for more information and/or evidence

3. Dialogue takes place to process ideas

4. The group assesses the reality of implementing the ideas

5. The group agrees on the best idea and action
Reflective Teacher
- Takes risks in developing their pedagogy and attends regular PD to inform their practice
- Able to enquire/reflect/evaluate/discuss own practice and implement changes based on this information
- Intentional, organised and creative teaching practice
- Regularly uses feedback and other data to inform their pedagogy

Insightful Teacher
- Actively support peers within their domain to enhance their pedagogy
- Understands and is able to articulate what good teaching practice looks like
- Recognised for their exemplary and dynamic teaching
- Successfully engages staff and students in adopting new ideas
- Excellent organisational skills that enhance multi-tasking

Pedagogy Leader- Teaching
- Lead the implementation of a professional learning strategy informed by contemporary pedagogical principles
- Able to build capacity of teacher leaders to sustain pedagogical change
- Able to influence and enhance the teaching and learning culture within the college
- Able to lead groups of teachers and teach adult learners
- Leadership skills for change management

Classroom Teacher
- Developing teaching expertise
Reflective Teacher
- Understands the principles of learning partnerships
- Able to enquire/reflect/evaluate/discuss own practice and implement changes based on this information
- Understands assessments as learning principles
- Intentional, organised and creative teaching practice
- Regularly uses feedback and other data to inform their pedagogy

Insightful Teacher
- Influences peers and is able to work with a wide variety of staff and students
- Has insight into their skills and behaviours and is cognisant how these impact work with staff and students
- Forms effective learning partnerships with a wide variety of students
- Seeks and participates in PD related to Emotional Intelligence and Positive Psychology
- Recognised for their exemplary and dynamic teaching practice

Classroom Teacher
- Developing teaching expertise

Pedagogy Leader - Learning
- Able to develop teacher and student capacity to contribute to an effective learning environment through Positive Psychology
- Able to develop teachers effective use of learning partnerships including assessment as learning principles
- Able to influence and enhance the teaching and learning culture within the college
- Able to lead groups of teachers, teach adult learners and influence those resistant to change
- Leadership skills for change management
Reflective Teacher
- Intentional, organised and creative teaching practice including extensive use of ICT
- Able to enquire/reflect/evaluate/discuss own practice and implement changes based on this information
- Regularly uses feedback and other data to inform their pedagogy

Classroom Teacher
- Developing teaching expertise

Insightful Teacher
- Actively support peers within their domain to enhance their ICT practices
- Presenting PD based on their own extensive use of ICT in the classroom
- Recognised for their exemplary and dynamic teaching practice
- Influences peers and is able to work with a wide variety of staff and students
- Excellent organisational skills that enhance multi-tasking

Pedagogy Leader - ICT
- Able to develop a whole school program to more effectively integrate ICT into teachers pedagogy and student learning practice
- Able to lead groups of teachers and teach adult learners
- Able to influence and enhance the teaching and learning culture within the college
- Able to organise events of significant scope
- Able to influence others including those resistant to change
- Leadership skills for change management
Reflective Teacher
- Actively shares resources with other colleagues and regularly displays initiative within curriculum work
- Able to enquire/reflect/evaluate/discuss own practice and implement changes based on this information
- Intentional, organised and creative teaching practice
- Regularly uses feedback and other data to inform their pedagogy

Classroom Teacher
- Developing teaching expertise

Insightful Leader
- Influences peers and can have difficult discussions with colleagues
- Willingly shares own experience, curriculum and assessment practice
- Develops and contributes ideas and initiatives within the Domain
- Has confidence when sharing their practice/has a constructive voice in the Domain
- Excellent organisational skills that enhance multi-tasking

Learning Design Leader
- Able to develop the skills of teacher leaders of and within the domain
- Lead the curriculum team and ensure the GE curriculum design principles are understood and implemented by all staff
- Able to organise events of significant scope
- Able to lead groups of teachers and teach adult learners
- Able to influence others including those resistant to change
- Leadership skills for change management

Learning Design Leader
- Able to develop the skills of teacher leaders of and within the domain
- Lead the curriculum team and ensure the GE curriculum design principles are understood and implemented by all staff
- Able to organise events of significant scope
- Able to lead groups of teachers and teach adult learners
- Able to influence others including those resistant to change
- Leadership skills for change management
**Classroom Teacher**
- Developing teaching expertise

**Reflective Teacher**
- Has taken on a role and or managed and organised an event outside their Domain
- Able to enquire/reflect/evaluate/discuss own practice and implement changes based on this information
- Intentional, organised and creative teaching practice
- Regularly uses feedback and other data to inform their pedagogy

**Insightful Teacher**
- Actively support peers within their domain to enhance their pedagogical practices
- Has taken on a significant position of responsibility and scope
- Recognised for their exemplary and dynamic teaching practice
- Experienced in delivering quality PD to a variety of forums
- Excellent organisational skills that enhance multi-tasking

**PD Leader**
- Able to organise events of significant scope
- Able to actively engage staff in their professional learning and deliver PD at point of need
- Lead the PDP development process and articulate the principles that underpin it
- Actively support teachers new to the college and the profession
- Able to lead groups of teachers and teach adult learners
- Able to influence others including those resistant to change
Reflective Teacher
- Has a variety of student management approaches and understands how to influence students with different needs
- Able to enquire/reflect/evaluate/discuss own practice and implement changes based on this information
- Intentional, organised and creative teaching practice

Classroom Teacher
- Developing teaching expertise

Insightful Leader
- Able to work effectively with a wide variety of students and form constructive relationships with students and parents
- Can have difficult discussions, is resilient
- Able to share effective classroom management practice with colleagues
- Able to identify and address the needs of a cohort. Shows initiative
- Excellent organisational skills that support multi-tasking
- Has a voice in the student management team discussions

Sub-School Leader
- Able to identify disposition and needs of the cohort and then develop and implement proactive interventions to improve student outcomes
- Able to work effectively with a wide variety of students and form constructive relationships with challenging students, staff and parents.
- Able to lead groups of teachers and teach adult learners
- Able to influence others including those resistant to change
- Leadership skills for change management
Reflective Teacher
- Able to form constructive relationships with students, understand their wellbeing needs and respond appropriately
- Able to enquire/reflect/evaluate/discuss own practice and implement changes based on this information
- Intentional, organised and creative teaching practice
- Regularly uses feedback and other data to inform their pedagogy

Insightful Teacher
- Able to work effectively with a wide variety of students and form constructive relationships with challenging students and parents. Can have difficult discussions, is resilient
- Able to contribute to the work of the Wellbeing team
- Seeking or has formal qualifications in counselling
- Seeks and participates in Wellbeing related PD
- Has insight into their own skills and behaviours and cognisant how these would impact their work within wellbeing

Student Wellbeing Coordinator
- Able to identify and address the wellbeing needs of the students
- Effectively lead and coordinate the Wellbeing team
- Able to influence others including those resistant to change
- Accesses a broad range of wellbeing resources and refers students and staff appropriately
- Able to lead groups of teachers and teach adult learners

Classroom Teacher
- Developing teaching expertise