LEADING AND MANAGING AN INNOVATIVE FACULTY

A Support Document for Leaders and Aspiring Leaders
Beverly Hills Girls High School

INTRODUCING THE 'LEADING AND MANAGING AN INNOVATIVE FACULTY' SUPPORT DOCUMENT

The Purpose of the Document

The core business of the educational leader is to improve student learning outcomes. This document is designed to provide practical support to leaders and aspiring leaders as they take on the role of a head teacher and the associated responsibilities of providing a quality education for all students. The document includes strategies for the efficient management of the faculty and teaching staff as well as advice on how to build teacher capacity and leadership capabilities for continual school improvement. There is an emphasis on professionalism and the significance of the head teacher as a role model and advocate for public education.

How to Use the Support Document

This support document is designed in three parts. Part One is the Faculty Calendar Planner which is updated annually to provide leaders with an overview of key school events and suggested activities to facilitate the efficient management of the faculty and school. Part Two features the 'Leading and Managing an Innovative Faculty' support document. This document identifies the educational goals of the school and features indicator statements and suggested strategies to lead school improvement and provide quality teaching and learning. Part Three is a space for Head Teachers to individualise the document to meet the needs of their faculty. It may include documents which specifically support the management of the faculty; build teacher capacity and plan for improved teaching and learning. These documents may be selected from an online resource folder provided for this purpose or specific faculty documents.

The Educational Leadership Role of the Head Teacher

The role of the Head Teacher is to <u>lead for learning</u>. Head Teachers support the principal and senior executive to build the school vision and articulate this vision with their team. As members of the school executive, Head Teachers are instrumental in creating a culture for change and continual school improvement. They are involved in school planning and decision-making and share in the responsibilities of the executive to take on whole school roles to ensure the efficient management of the school.

Head Teachers are responsible for leading a strong, dynamic faculty with a clear focus on student learning. Head Teachers will use their deep knowledge of the curriculum and pedagogy to evaluate teaching and learning programs and ensure teachers deliver quality teaching and learning activities by modelling best practice to maximise student outcomes. They lead effective teams by building trust and collaborative practice and by inspiring others to challenge themselves and continually improve their educational practice.

Head teachers are advocates for the profession and public education and model ethical behaviour and professionalism in all communications with the wider community.

Section 1: Leading for Learning

Goal Statement

To support the principal and executive staff to articulate and share with their team, the school vision and educational values which are the basis for teaching and learning at Beverly Hills Girls High School. As a member of the school executive, the Head Teacher will participate in decision-making processes and planning that will result in continual school improvement.

Australian Professional Standards for Teachers

Standard 6: Engage in professional learning

Standard 7: Engage professionally with colleagues, parents/carers and the community

Indicator Statement	Strategies
The educational leadership role of the Head Teacher is articulated and shared with colleagues	▪ Be aware of your roles and responsibilities by reviewing appropriate documents ▪ Discuss your leadership role with the principal and review professional goals at EARS meetings ▪ Complete the 'Leadership Learning Needs Analysis' (PL&LD Leadership Learning webpage) ▪ Complete an analysis of whole school initiatives and planning to develop an understanding of your role in achieving school priority goals ▪ Contribute to whole school evaluations by completing reviews and surveys ▪ Inspire and motivate teachers by taking on whole school roles that support a culture of change and continual school improvement
The educational vision of the school is clearly articulated and focused on quality teaching and learning	▪ Discuss with colleagues 'A Context For Teaching And Learning At BHGHS' document and link statements of student engagement to teaching and learning practices ▪ Explicitly link faculty planning and priority areas for improvement to the School Plan and identified school targets ▪ Lead school teams for the purpose of school improvement ▪ Lead action research projects to support the school reach identified targets
Faculty members have knowledge and understanding of the school context	▪ Allocate faculty meeting time to lead collegial discussion about the school community and the linguistic, cultural and socio-economic backgrounds of our students ▪ Conduct an induction program for new staff which includes an explanation of the school curriculum structure (UVISS) ▪ Publicise a list of specialist staff and teachers with specific roles and responsibilities

Faculty members have a working knowledge of Department of Education and Communities policies, curriculum and legislative requirements	▪ Create a centralised system to provide ready access to necessary documents ▪ Teachers have completed mandatory training to meet DEC and legislative requirements ▪ Create opportunities for professional dialogue about system requirements

Resources

A Context For Teaching And Learning At Beverly Hills Girls High School

Australian Professional Standards for Teachers

Beverly Hills Girls High School, School Plan

Great Teaching, Inspired Learning, A Blueprint for Action

Leadership Learning Toolkits (DEC PL&LD)

Leading and Managing the School (DEC)

School Leadership Capability Framework

South Western Sydney Region Priority Areas

Staff Handbook

Section 2: Managing an Effective Faculty

Goal Statement

To effectively manage the day to day administration of the faculty and the efficient use of resources to maximise student learning. The Head Teacher will lead the evaluation of faculty programs and policies to ensure they are aligned to whole school policies and targets for school improvement.

Australian Professional Standards for Teachers

Standard 3: Plan for and implement effective teaching and learning

Standard 7: Engage professionally with colleagues, parents/carers and the community

Indicator Statement	Strategies
The faculty is integral to effective school planning and management	- The Faculty Calendar Planner is used for planning and to meet school/system requirements - Upcoming school activities are publicised within the faculty, e.g. wall planner - Teachers have a working knowledge of school policies and procedures such as excursion procedures; reporting procedures; playground duty and duty of care; WH&S procedures; uniform policy and roll marking procedures - Share information to ensure compliance with and understanding of new legislative, administrative, organisation and professional responsibilities - Contribute information to the Annual School Report - Discuss school issues and represent the views of the faculty at meetings - Encourage faculty representation at meetings or on teams such as welfare meetings and the ICT team - Familiarise staff with documentation such as Every School, Every Student and Great Teaching, Inspired Learning
The faculty plan explicitly links goals and targets to whole school improvement and improved student learning	- Encourage a whole team approach to the development of a faculty plan - Undertake a situation analysis, identifying significant aspects of the wider school community, the school and the faculty which impact on student learning and how they will impact on faculty planning - Prioritise three targeted issues for planned improvement - Allocate roles and responsibilities for faculty improvement to members of the faculty - Evaluate the faculty action plan and refine as necessary throughout the year - Promote the successes of the faculty and students through assemblies, newsletters, display boards, foyer monitor
Faculty goals and information is effectively communicated both within the faculty and across the school	- Publicise the agenda for faculty meetings - Maintain and publicise minutes from meetings - Ensure teachers read Staff Information Sheet (SIS) and know of upcoming events and relevant information

	- Publicise faculty events on faculty calendar - Create a centralised filing system (online) to provide easy access to faculty planning documents; programs; policies and procedures - Model professional presentation of all faculty documents - Establish protocols for ethical communication with parents and confidentiality of student information - Encourage positive talk and address issues promptly and fairly - Use the newsletter to promote the faculty, its programs, activities and student achievement
Teacher expertise is maximised and teachers are challenged to reach their full potential	- Maintain a record of subjects for which teachers have approval to teach or willingness to teach - Consult staff prior to allocation of teaching units - Rotate roles and responsibilities within the faculty to build teacher capacity and facilitate succession to ensure continuity and consistency - Actively listen to teacher concerns and respond quickly and fairly - Build a culture of collaboration by creating project teams and pairing teachers to maximise student learning
Equitable management of resources for effective teaching and learning	- Implement forward planning strategies and consult teaching staff to plan faculty budget - Link resource purchases and budget to Management Plan - Conduct a regular evaluation of resources to identify faculty needs - Maintain an up-to-date register of faculty equipment and resources - Promote newly available teaching resources and how they are relevant to learning and teaching programs - Consult with the librarian about the availability and purchase of resources - Create a booking system for access to teaching and learning resources - Maintain equipment and resources - Organise efficient storage of equipment and resources - Allocate teaching spaces according to student needs and unit requirements - Perform an audit of technology and equipment - De-clutter- use staffroom and storeroom spaces productively and remove unwanted equipment, etc
Resources BHGHS Excursion Policy Faculty Calendar Planner Staff Information Booklet Student Management Policy	

Section 3: Curriculum, Assessment and Reporting

Goal Statement

To ensure that teaching programs and assessment practices meet system requirements and provide effective feedback to students and parents/carers on student learning. Head teachers will lead the continual evaluation of teaching and learning programs using current curriculum and syllabus documents and BOSTES guidelines and establish systems to track student learning over time.

Australian Professional Standards for Teachers

Standard 1: Know students and how they learn

Standard 2: Know the content and how to teach it

Standard 3: Plan for and implement effective teaching and learning

Standard 5: Assess, provide feedback and report on student learning

Indicator Statement	Strategies
Teachers have a working knowledge of curriculum documents and syllabus	- Conduct regular review of teaching programs to identify areas for improvement - Develop procedures for up-skilling staff in the use of syllabus and curriculum documents - Include reference to cross-curriculum content in planning documents
Teaching programs are current and meet system requirements	- Lead a regular cycle of faculty evaluation to identify priority areas for improvement - Conduct reviews of teaching programs using registration and teacher reflection - Lead development of faculty programs to ensure they meet BOSTES syllabus requirements - Develop a scope and sequence for each teaching unit - Backward map units of work to explicitly link learning to learning outcomes and assessment - Use online program builder to create teaching programs that meet BOSTES guidelines
Quality assessment practices are evident in teaching and learning programs and include assessment for learning; assessment of learning; and assessment as learning	- Teachers have knowledge of Board of Studies requirements and a range of assessment methods - Use the summative assessment task proforma when setting junior assessment tasks - Plan and publicise an assessment schedule for junior units - Lead the faculty in the analysis of internal and external assessment data to inform learning and teaching programs (e.g. NAPLAN; RAP; ESSA) - Develop marking criteria to support student understanding of how to complete the task - Develop an assessment notification pro forma - Develop and publish faculty policy and procedures for illness and misadventure, non-submittal in accordance with BOSTES guidelines - Build opportunities for self-assessment into learning activities

	- Map student outcomes and skills across each stage - Collaborate with teachers of senior classes to develop Preliminary and HSC assessment schedule - Check Board of Studies updates and ensure staff have knowledge of changes to syllabus and assessment requirements
Effective and regular feedback is used to provide students with information on how to improve	- Encourage teachers to annotate student assessment tasks to provide information on how to improve - Strategies are employed to provide regular feedback to students on how to improve - Develop protocols and strategies for peer assessment of student learning
Consistent and comparable judgement of student learning	- Systems are developed to retain copies of student assessment tasks for teacher review of standards - Use faculty meeting time to compare a range of assessment tasks to support consistency in marking - Provide models of assessment tasks with explanation of marks and marking criteria - Use corporate marking in Stage 5 to ensure consistent judgement
Student learning is tracked across stages and units of study	- Systems are in place to track student learning using skills continuum - Systems are in place to record student marks/grades for the purpose of reporting student learning and allocating grades for RoSA
Student Learning is effectively reported to parents in a timely and appropriate manner	- Lead professional learning on effective report writing - Create a bank of report comments to demonstrate how to provide formative feedback - Proof read reports to ensure accuracy and professional appearance of reports - Develop a report writing checklist

Resources
Assessment for Learning Resources
Board of Studies Assessment Resource Centre
Board of Studies Teacher Education Standards - Syllabus Documents
Comprehension Strategies (DEC)
Consistent Teacher Judgement
Curriculum Support Documents (DEC)
Program Builder (BOSTES)
Quality Teaching Framework (DEC)
Results Analysis Package (RAP)
School Measurement Assessment and Reporting Toolkit (SMART)
Scootle
TaLe
Teaching Reading using the Super 6 Reading Strategies
Teaching Writing

Section 4: Student Engagement and Attainment

Goal Statement

To deliver a rich and challenging curriculum that engages the 21st century learner in a range of learning activities designed to meet the needs of all students and that take into consideration the linguistic, cultural and socio-economic backgrounds of students and how these may affect learning. Head teachers will lead the creation of quality teaching and learning strategies based on current research which are inclusive and differentiated to maximise student learning.

Australian Professional Standards for Teachers

Standard 1: Know students and how they learn
Standard 2: Know the content and how to teach it
Standard 3: Plan for and implement effective teaching and learning
Standard 4: Create and maintain a supportive and safe learning environment

Indicator Statement	Strategies
Quality teaching and learning strategies are embedded in teaching and learning programs to improve student outcomes	- Lead discussions on best practice so teachers develop a common philosophy and educational vision - Use the NSW Quality Teaching Framework as the basis for discussion of good practice - Encourage teachers to model and demonstrate exemplary teaching strategies - Implement strategies to share literacy and numeracy expertise - Develop an action research plan to improve teaching and learning - Encourage collaboration amongst staff to develop and implement innovative and effective teaching practices - Model and encourage the explicit teaching of reading strategies using the 'Super 6' - Encourage teachers to model and scaffold various text types to improve student writing skills - Create planning tools for lesson preparation and teaching sequences - Use Lesson Study to facilitate the collaborative process of designing, teaching, evaluating and refining lessons - establish systems to gather evidence on good practice
Teaching and learning is differentiated to meet the needs of all students	- Consult with specialist staff and external agencies to amend teaching programs to meet needs of individual students - Lead discussion on patterns of physical, social and intellectual developmental characteristics of students - Use information on how students learn when programming and developing lesson sequences - Advise teachers to develop individual learning plans for students with special needs drawn from advice from specialist teachers - Create teaching and learning resources which support students from non-English speaking backgrounds - Model effective strategies to improve student acquisition of language

	- Embed strategies to develop understanding of Aboriginal and Torres Strait Islander histories and cultures in teaching programs - Embed strategies in programs to support the learning of Aboriginal and Torres Strait Islander students, e.g. '8 Ways of Learning' - Discuss Life Skills Outcomes and how to adapt teaching and learning to support students attain these outcomes - Maintain exemplars of Life Skills lessons which are lined to outcomes
Learning environment is challenging and engaging	- Utilise information from 'Student Engagement and Attainment' survey to address needs of students - Create an attractive and stimulating physical learning environment that supports and encourages learning - Design and display posters to support learning - Display models of student work - Develop protocols for classroom learning and display in the classroom - Audit classroom equipment to ensure teaching and learning resources are in good working order - Establish an end of day routine to ensure classrooms and equipment are secured - Recommend students use the 'Skills for Learning' website to develop independent learning skills - Explain the 'flipped classroom' model
Teaching and learning programs embed 21st Century Learning Dimensions	- Demonstrate the effective use of ICT as a teaching and learning tool - Survey staff on their knowledge and use of ICT to identify professional development needs - Encourage teachers to set up online learning forums for classes, e.g. Edmodo, Google Docs - Model and demonstrate problem solving teaching strategies - Build collaborative learning opportunities into lesson sequences and assessment practices - Develop a data base of useful websites to support student learning - Lead action research project to evaluate the effectiveness of ICT strategies as a teaching and learning tool
Teaching and learning is inclusive and adapted to meet the needs of all students	- Adapt excursion/incursion policies to ensure inclusive practice - Discuss Disability Standards with staff and how to cater for students with disabilities - Maintain secure filing system to record confidential information regarding students

Challenging student behaviours are managed fairly and consistently to create a positive learning experience	- Establish high expectations for all students - Model effective conflict resolution skills - Create behaviour management plans which promote a positive learning environment - Ensure teachers have a working knowledge of the 'Student Management Policy' - Publicise how to use Academy to report student behaviours - Encourage the creation of student behaviour contracts which are negotiated with the student and which identify positive strategies for improvement - Display classroom expectations prominently in the classroom - Promote the safe and ethical use of ICT including advice on plagiarism

Resources

21st Century Learning Dimensions

Boys and Girls Ed DEC Policy Documents

Classroom Management Observation Template

Classroom Management Strategies, Geoff Petty

Comprehension Strategies (DEC Support Document)

Disability Standards (DEC)

Gifted and Talented DEC Policy Documents

Quality Teaching Framework (DEC)

Reciprocal Teaching

Skills for Learning student website (intranet)

Student Management Policy

Teaching Literacy Skills

8 Ways of Aboriginal Learning

Section 5: Building Teacher Capacity

Goal Statement

To build on the experiences and expertise of teachers to deliver quality teaching and support their career development at all stages to ensure teachers reach their full potential. The head teacher will identify professional learning needs and provide equitable professional development opportunities to staff based on teachers' personal development plans.

Australian Professional Standards for Teachers

Standard 6: Engage in professional learning

Standard 7: Engage professionally with colleagues, parents/carers and the community

Indicator Statement	Strategies
Professional Learning needs of teachers are identified and responded to	- TARS process is used by teachers to develop personal professional learning plan - Use TARS to plan professional learning activities for the year - Use the Australian Professional Standards for Teachers to support career development of staff - Know the accreditation processes and support teachers applying for accreditation at Proficient Teacher level - Support New Scheme Teachers maintain their accreditation by identifying Teacher Identified Professional Development and selecting registered professional development aligned to the teachers professional learning plan - Encourage teachers to apply for HSC marking and/or run workshops on marking procedures and standards marking - Classroom Teacher Program online modules are promoted to teachers - Promote professional learning opportunities via email or staffroom noticeboard - Teachers maintain professional learning log - Peer coaching is used to build teacher capacity - Develop processes to share professional learning and report back from conferences and professional development - Provide equitable access to professional development based on professional development plans - Develop and lead professional learning to build teacher capacity - Promote inquiry thinking - Encourage teachers to contribute to the wider school community by working on committees and teams - Build professional development into the agenda for faculty meetings - Familiarise staff with the Career Development tools available on the DEC intranet at Professional Leadership and Learning Directorate. - Check Schoolbiz each week and forward links relevant to staff

Support is given to Early Career Teachers to aid their smooth transition into the school setting	▪ Support transition to school setting by conducting an induction program for new staff. This may include:
	   o School context for teaching at BHGHS
	   o Curriculum structure
	   o Timetables
	   o Sign on procedures
	   o Playground duty and duty of care
	   o School context
	   o School targets
	   o Professionalism
	   o Code of Conduct
	   o Parental contact
	   o School welfare and student management procedures
	   o Specialist teachers
	   o Excursion planning and risk management
	   o WH&S procedures
	   o Accessing school resources – library, computer rooms
	   o Reporting procedures
	   o Faculty plan
	   o Syllabus documents
	   o Programs and programming
	   o Faculty policies and procedures
	   o The DEC intranet
	   o Support for accreditation with the NSW Institute of Teachers
	▪ Encourage teachers to regularly reflect on their teaching and learning using self-reflection proforma or video
	▪ Use a classroom observation template to provide feedback on verbal and non-verbal classroom communication skills
	▪ Use Team Teaching to provide constructive feedback to improve teaching and learning
	▪ Use a classroom observation template to provide effective feedback to teachers on their practice
	▪ Monitor teaching and learning through implementation of classroom walkthroughs
	▪ Model quality teaching practices and classroom management strategies in team teaching arrangements
	▪ Establish formal and informal mentoring relationships that foster pedagogically sound teaching practices
	▪ Develop protocols for providing feedback to teachers
	▪ Quality feedback is given to teachers aligned to the Australian Professional Standards for Teachers
	▪ Use structured conversations to discuss an aspect of teaching with individual teachers

Teachers are aware of current research and practices	▪ Develop a system to make articles, research papers and new resources available to colleagues in a centralised, accessible location ▪ Teachers share exemplars of effective teaching practices ▪ Implement an action research project to improve teaching and learning and build teacher capacity ▪ Encourage teachers to join critical friend networks
Pre-service Teachers are offered quality placements to improve classroom practice	▪ Identify suitable staff to act as teacher mentors to pre-service teachers ▪ Explain benefits of mentoring pre-service teachers to staff ▪ Allocate suitable units of study to provide a range of experiences for pre-service teachers ▪ Provide effective feedback using the Teacher Graduate standards
Building leadership capabilities	▪ Appoint unit coordinators with responsibility for programming, evaluation and assessment practices ▪ Delegate responsibility for various programs and faculty policies and procedures to teachers ▪ Encourage teachers to develop professional development workshops for colleagues ▪ Encourage teachers to lead Team Learning Meetings ▪ Encourage teachers to share expertise with networks ▪ Apply for accreditation with the NSW Institute of Teachers at Highly Accomplished or Lead Teacher

Resources

Australian Institute for Teachers and School Leadership (AITSL)

Australian Professional Standards for Teachers

Australian Teacher Performance and Development Framework

Classroom Teacher Program (DEC)

Classroom Walkthroughs

Lesson Study

MyPL@DEC

NSW Institute of Teachers

TARS Personal Professional Learning Plan

Teacher Mentors

Section 6: Engaging with the Wider Community

Goal Statement

To build learning partnerships with the wider community and engage parents/carers in the learning of their children to promote student learning and the value of public education. Head teachers will model ethical and professional behaviours in all communications to represent the school and public education in a positive light.

Australian Professional Standards for Teachers

Standard 7: Engage professionally with colleagues, parents/carers and community

Indicator Statement	Strategies
Professional networks are utilised to create collaborative learning opportunities	- Join professional associations - Promote articles from professional associations and discuss their relevance to teaching and learning - Encourage staff to participate in online learning forums, e.g. Maang - Develop and deliver professional learning to teachers from outside the school - Encourage staff to contribute to professional networks
Opportunities to engage parents and the wider community in the learning process exist	- Gather feedback from parents/carers as part of a review of teaching and learning programs and/or faculty policies, e.g. survey, parent forum - Organise a meeting to inform parents of teaching and learning in your faculty, e.g. through the P and C - Engage community representatives to enhance learning opportunities
A positive image of the teaching profession and the school	- Establish protocols, policies and systems for communicating with parents - Proof read all communication with parents to ensure documentation is professional and accurate - Ensure correspondence with external agencies is professionally presented and proof-read - Encourage staff and students to contribute to the school newsletter - Harness opportunities at events such as Parent/Teacher conferences; parent information evenings and open nights to promote your faculty - Contribute and regularly update information regarding your faculty to the school website

Resources

Professional Associations