

## Leadership

- Articulate a vision for learning for all students built on mutually respectful relationships and build commitment across the school community.
- Sponsor and advocate for focus on student learning outcomes and set, articulate and model high expectations for student learning and related ongoing improvements in pedagogy.
- Analyse, set, interpret and articulate school specific targets for the learning and teaching of literacy, numeracy and science within the parameters of relevant systemic frameworks.
- Lead and oversee the development, implementation and evaluation of whole-school programs, policy and procedures in relation to literacy, numeracy, science and assessment that ensure continuity and seamless transitions from one year level to the next, and particularly across key junctures.
- Facilitate and oversee curriculum planning processes across and between grade levels, including planning and strategies for students requiring additional and expert support.
- Ensure that strategic, operational and budgetary planning aligns with and supports priorities.
- Oversee the development, implementation and ongoing review of effective performance management processes that support teacher reflection and guide the identification of professional development goals.
- Support the development and implementation of professional development plans for individuals, teams and the school community in relation to literacy, numeracy, science and assessment.

## Knowledge and understanding of the content and processes of:

<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of early literacy experiences, phonological awareness, letter sound knowledge (phonics), vocabulary, fluency and comprehension and their role in literacy development</li> <li>• Explain the linkages between literacy and the study of English and other subjects at primary and secondary school levels and the world of work</li> <li>• Articulate the cross curricular nature of literacy</li> <li>• Model high levels of literacy in relation to reading, writing, spelling and grammar.</li> </ul>
<b>Numeracy</b>	<ul style="list-style-type: none"> <li>• Demonstrate functional levels of numeracy knowledge in number, algebra, statistics and probability, geometry and measurement</li> <li>• Explain the linkages between numeracy and mathematics study at primary and secondary school levels and the world of work</li> <li>• Articulate the cross curricular nature of numeracy</li> <li>• Use fundamental numeracy concepts to solve routine and non-routine authentic problems.</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• Demonstrate functional levels of science knowledge that underpin the key curriculum organisers of science: Ways of working, Science as human endeavour, earth and beyond, energy and change, life and living, and natural and processed materials</li> <li>• Apply scientific concepts and methods to solve routine and non-routine authentic problems</li> <li>• Explain the linkages between science study at primary and secondary school levels, the world of work and everyday life</li> <li>• Articulate science links across the curriculum</li> <li>• Understand and coordinate the management of legal regulations and jurisdictional requirements for science including: risk assessment, safety, storage and use of chemicals and equipment and animal ethics. This includes management with respect to human, financial and physical resources.</li> </ul>

### **Pedagogical content knowledge**

- Identify, analyse and communicate information on best practice, current initiatives and contemporary research in literacy, numeracy and science.
- Foster innovation in teaching practice that reflects the outcomes of best practice and contemporary research in literacy, numeracy and science pedagogy.
- Analyse and apply in-depth knowledge of state and national curriculum frameworks and the sequencing required to support effective learning in literacy, numeracy and science.
- Analyse and apply in-depth knowledge of relevant system and school-level literacy, numeracy and science curriculum frameworks and policy documents and their relationship to contemporary research in each of these areas.
- Recognise the curriculum links between literacy, numeracy and science at primary, secondary and tertiary levels and communicate these to colleagues, students and their families.
- Communicate information on developments in literacy, numeracy and science to colleagues, students and their families and other members of the school community.
- Coordinate collection and analysis of information on student needs in literacy, numeracy and science at whole-school level.
- Contribute to systemic curriculum review processes.
- Access, evaluate and engage with the professional networks and sources of professional advice related to literacy, numeracy and science.
- Provide support to mentors and teachers in literacy, numeracy and science development.
- Coordinate management of resources to support the teaching of literacy, numeracy and science at the school level.

### **Diagnosis, Assessment, Monitoring**

- Foster innovation in assessment of, and for learning in, literacy, numeracy and science that reflects the outcomes of best practice and contemporary research in assessment.
- Collect, analyse and monitor assessment data for literacy, numeracy and science in a systematic fashion, including outcomes of state and national testing programs (current and past), to inform curriculum planning at whole-school level.
- Systematically review other performance data that impacts on student learning, for example, attendance.
- Ensure that all teaching staff have access to data and use it to analyse individual and group progress.
- Provide opportunities for in-depth staff discussion of data and intervention strategies.
- Manage assessment quality assurance, including assessment moderation procedures, at school level.
- Ensure that teachers provide regular and timely feedback to students that includes clear direction for students to make further learning progress.
- Oversee formative evaluation of school programs for literacy, numeracy and science at whole-school level.
- Contribute to evaluations of systemic policy and programs for literacy, numeracy and science.