

*Principal in Residence*

Position Description

Position Title	Principal in Residence				
Group	Victorian Academy of Teaching and Leadership				
Division	Teaching and Leadership Excellence Division				
Job Family	Principal Class				
Classification	Principal Class	Employment Status	Fixed term, full-time	FTE	1.0
Salary Range	At current Principal Class level				
Position reports to	Manager, Teaching and Leadership Excellence Division				
Location	Consistent with whole-of-Victorian-government policy, the role requires at least 3 days per week to be based at the Academy's offices. This usually includes at least 2 days in Melbourne, with the potential to work from one of the Academy's 7 regional centres for at least one other day in the week for regional candidates. The Principal in Residence role is primarily based in Melbourne however consideration of other arrangements can be made for candidates based in regional areas. Travel to the Academy's 7 regional centres is a requirement of this role.				
Position Contact	Peter Saffin, Chief Operating Officer Peter.saffin@education.vic.gov.au				

ABOUT THE DEPARTMENT

The Department leads the delivery of education and development services to children, young people and adults both directly through government schools and indirectly through the regulation and funding of early childhood services, non-government schools and training programs.

Information about the structure of the Department, including details about each of our Ministers, key staff, regional offices, strategy and annual reports are available at:

<http://www.education.vic.gov.au/about/departments/Pages/default.aspx>

ORGANISATIONAL VALUES**Victorian Public Sector Values**

DE employees commit to the public sector values as outlined in Section 7 of the Public Administration Act 2004, DE has adopted these values



For more information on the DE's values, visit:

<http://www.education.vic.gov.au/hrweb/workm/Pages/Public-Sector-Values.aspx>

ROLE CONTEXT

Victorian Academy of Teaching and Leadership

[The Victorian Academy of Teaching and Leadership](#) delivers an Australian-first program of advanced professional learning for high-performing teachers and school leaders from the government, Catholic and independent schools.

An Australian-first, the Academy is based in 2 purpose-designed CBD sites, and 7 regional sites (Bairnsdale, Ballarat, Bendigo, Geelong, Mildura, Moe and Shepparton), ensuring rural and regional teachers and school leaders are able to access high-quality professional learning and pathways regardless of their location.

The emphasis on professional learning and pathways for Victoria's highly skilled teachers and leaders provides an unprecedented opportunity for leadership statewide in teaching and leadership excellence and benefits every school, classroom and student.

At the Academy, we are passionate about meaningful and exciting work that has an impact on education and student outcomes. Our shared purpose is to create and offer evidence-informed professional learning programs, events and initiatives and pathways designed to take Victoria's highly skilled teachers and school leaders from great to exceptional and advance the quality and status of teaching and school leadership.

We care about the quality of our work, demonstrate collective responsibility for continuous improvement and support each other to do the very best we can every day to achieve our goals.

The Academy is a learning organisation that provides opportunities for employees to grow. We have a positive culture that we are building together, where people feel supported, valued and heard.

The legislated objectives of the Academy are:

- to improve outcomes for school students through the provision of specialised teaching and leadership excellence programs for exceptional teachers and school leaders.
- to increase equity of access to professional learning to lift the quality of teaching across Victoria.
- to provide a dedicated pathway for established exceptional teachers to contribute to school and system improvement.
- to improve the quality of school leadership; and
- to raise public awareness of the capability and status of school leaders and teachers in the science and practice of teaching.

The functions of the Academy are to:

- provide advice to the Minister and the Department in relation to
 - school leadership
 - teaching and professional practice
 - professional learning
- design and provide accredited and non-accredited professional learning programs for school leaders and teachers including specialised teaching and leadership excellence programs
- develop and publish guidance materials and resources for use by providers of professional learning programs

- evaluate the effectiveness and impact of the Academy's professional learning programs, including in relation to teaching practice and outcomes for students
- work collaboratively with schools, community organisations, universities, post-compulsory education and training providers, professional associations and providers of professional learning programs to:
 - identify the needs of the teaching profession
 - support and improve the delivery of the Academy's professional learning programs including its specialised teaching and leadership excellence program
- improve public confidence in the teaching profession and schools in Victoria through the promotion of the use of evidence-informed practice amongst school leaders and teachers; and
- undertake any other function conferred on or delegated to the Academy by *Education and Training Reform Act 2006* or any other Act.

Governance of the Academy is through an independent Board representing a balance of educational and corporate expertise, and cross-sector school and community interests. The Board has both advisory and decision-making responsibilities and is directly accountable to the Minister of Education for the performance of the Academy's functions.

ROLE PURPOSE

The Principal in Residence role supports the Academy to achieve its legislated objectives in a variety of ways. The required capabilities for the position include influence and negotiation, project management, specialist expertise for professional learning program development, relationship building and stakeholder management, communication, initiative and accountability.

Principals in Residence provide specialist expertise for professional learning, pedagogy and school leadership, which contribute to the content, processes and strategies that shape Academy programs, resources, and pathways and help to raise the status of the teaching profession.

Principals in Residence also foster and facilitate effective internal and external stakeholder relationships and contribute to cross-agency and cross-sector collaboration.

Principals in Residence:

- Work as part of Academy teams to develop the capability of Victorian teachers and school leaders
- Support strategic and priority initiatives and implement programs and activities across the Academy to enable it to meet its legislated objectives
- Work with internal and external stakeholders (including across sectors) to develop, monitor, evaluate and strengthen the quality of Academy professional learning, resources, insights and guidance
- Co-design and facilitate professional learning
- Ensure coherence and impact of Academy professional learning through representation on advisory groups, design summits and steering committees
- Provide a conduit between the Academy, areas and principal networks across the state and with cross-sectoral partners
- Work collaboratively across the Academy and may be assigned to different divisions during their tenure

The roles are fixed-term for an initial 12-months and may be extended. Government applicants must be no more than 23 months out of their substantive position in their base school. Because of the short-term nature and likely importance of continuity, applicants are expected to commit to the role for the entire initial 12-month period.

KEY ACCOUNTABILITIES	KEY ACTIVITIES
Education thought leadership and expert advice	• Supporting and advising on design and delivery of professional learning programs through roles such as subject matter expert, challenge partner, mentor, facilitator or coach • Representation and advocacy across the Department through regions and networks • Advising and liaising across teams and stakeholders to build coherence, quality, reach and impact of professional learning • Representation on Academy and Department advisory and working groups • Continually improving processes, evaluation, and quality assurance of professional learning programs by providing expert leadership • Using extensive experience in leading teams of teachers, school improvement priorities and professional learning initiatives
Program/project governance and compliance	• Supporting the management of multiple projects and directing and managing projects to meet organisational goals • Supporting post-program review - benefits, lessons learned and evaluations and assisting with analysis to inform continuous improvement. • Serving as a recognised specialist who conceptualises, implements, promotes and evaluates complex and innovative programs and initiatives • Providing expert advice to team members, other departments and external stakeholders in areas of expertise
Stakeholder management	• Influencing key stakeholders to optimise design, development, delivery and evaluation of professional learning • Contributing to cross-agency and sector collaboration • Representing projects/programs in advisory bodies as required • Identifying issues in common for one or more stakeholders and using this to build mutually beneficial partnerships • Identifying and responding to stakeholders' stated and underlying needs
Relationship Management	• Fostering and facilitating effective internal and external relationships within the Department, regions, areas and cross-sectoral and community groups to improve design and delivery of professional learning programs • Initiate and implement system change as related to the Education State and improve wider sector performance
Knowledge and capability development	• Promoting evidence-informed program/project management by building others' capabilities • Developing and implementing high-quality professional learning programs using evidence-informed tools and approaches • Creating, sharing, using and managing knowledge related to programs/projects
Team effectiveness	• Working effectively as part of a team, demonstrating a high level of ability to collaborate and to take direction as required • Enhancing and improving team processes through the provision of expert leadership • Encouraging and motivating team members to achieve and maintain high standards of performance • Modelling Victorian Public Sector Values and desired behaviours • Providing appropriate feedback, and reflecting on and actioning feedback received

REQUIRED CAPABILITIES	
Knowledge & Skills	Capability Description
Leadership	• Builds team commitment by demonstrating personal conviction • Translates organisational strategy into meaningful long-term plans and objectives for own area of responsibility • Demonstrates ability to lead collaborative relationships with leaders, colleagues, peers, learners and stakeholders that are focused on improving student outcomes • Motivates others to deliver against goals • Demonstrates resilience to overcome challenges
Influence and Negotiation	• Gains agreement with proposals and ideas • Uses direct and indirect influence to ensure buy-in and to achieve outcomes • Consults, negotiates with, and influences key stakeholders
Project Management	• Demonstrates project and resource management skills • Quickly sums up complex situations and recommends a clear way forward • Utilises appropriate project management strategies, tools and techniques to deliver projects on time and in budget
Specialist Expertise for Program Development	• Demonstrates knowledge of and experience in designing, facilitating and leading high-quality, evidence-informed professional learning • Demonstrates knowledge of excellence in teaching, learning and leadership, including deep knowledge of curriculum, pedagogy, instructional practices, and leadership skills and practices • Demonstrates extensive experience in leading teams of teachers or leaders in school improvement initiatives to support learning growth for all students • Understands how learning technologies can be used to enhance and support outcomes for Academy program participants and students to improve teaching, learning and wellbeing
Relationship Building	• Establishes and maintains relationships with people at all levels by building trust through consistent actions, values and communication • Promotes open conversation leading to decisions and agreement through diplomatic handling of disagreements • Identifies issues in common for one or more stakeholders and uses them to build mutually beneficial partnerships • Identifies potential issues and setbacks and is aware of the broader political, organisational, and demographic landscape • Demonstrates high levels of emotional intelligence in managing complex relationships including with high performing staff
Stakeholder Management	• Proven ability to work with a range of education stakeholders to improve the quality of school teaching, leadership and to raise the status of the profession • Understands, promotes, identifies, and responds to stakeholder needs • Fosters innovative, evidence-informed solutions and approaches to reach mutually beneficial outcomes • Identifies and manages a range of complex and competing stakeholder needs.

Communication	- Developing clear, concise and effective communications in a range of formats for different purposes and audiences - Identifying key messages and information required for communication including decision-making - Employing communication strategies that are appropriate in content and style for the target audience
Personal Qualities	Capability Description
Creativity and Innovation	- Demonstrates initiative to develop new ideas, overcome obstacles and find solutions to problems - Actively proposes ideas and innovations for consideration - Translates creative ideas into workplace improvements - Reflects on experience and is open to new ways to improve practice
Accountability	- Achieves high quality outcomes for students and professional learning participants - Uses data and evidence for decision making, developing initiatives, and to inform continuous improvement - Ensures a high level of compliance with Academy and Department policies and procedures - Holds self and others to account
Conceptual and analytical ability	- Considers wider school and system context when considering options to resolve complex issues - Identifies recurring problems and prevents future recurrence by integrating solutions into work process - Delivers tangible business outcomes as a result of critically evaluating problems from multiple perspectives and delivering effective solutions

QUALIFICATIONS

- Essential : Bachelor's degree in Education
- Desirable: at least 5 years' experience in a principal class role
- Desirable: experience in leading emerging approaches to using generative artificial intelligence in education, in line with Department of Education policy and the Australian Framework for Generative AI in Schools

KEY SELECTION CRITERIA

KSC 1: 'Influence and Negotiation' as detailed in Required Capabilities above

KSC 2: 'Project Management' as detailed in Required Capabilities above

KSC 3: 'Specialist Expertise for Program Development' as detailed in Required Capabilities above

KSC 4: 'Relationship Building' as detailed in Required Capabilities above

KSC 5: 'Accountability' as detailed in Required Capabilities above

OTHER RELEVANT INFORMATION

- Applicants should keep a copy of the position description as it cannot be accessed once the job has closed.
- Candidates are advised that the key selection criteria must be addressed. Visit <http://www.careers.vic.gov.au/vacancies/tips-for-applying> for guidelines and tips for applying for government positions and addressing key selection criteria.
- The Department values diversity and understands the unique challenges that individuals may face in the recruitment process. If you would like to request reasonable adjustments (<https://www.education.vic.gov.au/hrweb/divequity/Pages/disability.aspx>) for the recruitment processes for this role or want more information about how the Department supports inclusive recruitment, please go to:
 - Human Resources (<https://www.education.vic.gov.au/hrweb/Pages/contactus.aspx>) or get in touch with the contact person listed on this job advertisement
 - Diversity and Inclusion (<https://www.education.vic.gov.au/hrweb/divequity/Pages/default.aspx>)
 - Aboriginal and/or Torres Strait Islander applicants can contact Brett West, Yamatji man, in the Koorie Outcomes Division to talk about the recruitment process, the Department and supports for Aboriginal and/or Torres Strait Islander people in the Department. Mobile: 0477 726 801 or email on: brett.west@education.vic.gov.au
 - Candidates with disability can contact the Department's Enablers Network on email: det.enablers@education.vic.gov.au to find out more about the Department and the support for staff with disability.
- Successful applicants are subject to a satisfactory criminal record check prior to employment. New DE employees are required to meet the cost of the criminal record check.
- If appointed from outside DE, successful applicants will be required to complete a pre-employment health declaration.
- A probationary period of up to 6 months may apply for a person appointed to an ongoing position from outside the Public Service or the Teaching Service.
- All DE employees are required to comply with relevant legislation, including legislation regarding the management of Departmental records, the Code of Conduct for Victorian public sector employees and Departmental policies and procedures in the conduct of their employment.
- Standard public service terms and conditions apply. Information about DE's operations and employment conditions can be obtained from the following websites: <http://www.education.vic.gov.au/> and <http://www.education.vic.gov.au/hrweb>.
- To support DE's commitment to its Environmental Management System, DE employees are expected to act in an environmentally responsible manner at all times.
- For Allied Health employees working in the regions, a current driver's licence is mandatory, and a capacity to access private transport with approved comprehensive insurance cover.

For regulatory early childhood employees working in the regions, a current driver's licence is mandatory.

PRIVACY NOTIFICATION

We are collecting your personal information for the purposes of processing and considering your application for employment. We will use and disclose the information we collect from you only for these purposes. Unsuccessful job applications are retained for six (6) months and then securely destroyed.

Your personal information is kept secure and confidential and managed in accordance with the Department of Education Information Privacy Policy. If you have any concerns about how your information is being managed or wish to obtain a copy of the Department's Information Privacy Policy please contact Corporate People Services on 9637 3828 or visit our website

<http://www.education.vic.gov.au/Pages/privacypolicy.aspx>