

Lutheran Church of Australia Queensland District
Lutheran Education Queensland



Leading Teacher

Information Pack for Applicants

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Information for Applicants:

Leading Teacher 1



Lutheran Church of Australia
Lutheran Education Queensland

ABN 93 5273 3234 0

An Open Invitation to Teachers – Leading Teacher 1 (LT1)

The teaching profession provides a tremendous opportunity for Christian men and women to serve the mission and ministry of the Lutheran Church as carried out through its schools. Teachers are a critical influence in the growth and development of the young. They are role models. Their impact is far reaching in that through their students they touch the future.

In recognition of the excellence of outstanding classroom practitioners the Lutheran Church supports the classification of a LT1.

As you know, the Lutheran Church of Australia believes the specific ministry and mission of the Lutheran school to be the provision of a quality formal education in which the Word of God informs all learning, teaching and activities. It seeks for all its schools an ethos where forgiveness and grace govern the relationships of the members of the school community.

To this end, the Lutheran Church expects that all teachers in its schools, as well as being qualified and competent educators, will be people committed to the Christian faith as confessed by the Lutheran Church and willing to identify with, uphold and promote the Lutheran ethos of the school. It also expects that they will exemplify and model the Christian lifestyle in and beyond the school.

For those who are eligible to progress to the LT1 classification on and after 1 January 2011, please be sure that you are in support of the Church's expectations and a model for your peers. A LT1 in Queensland Lutheran schools demonstrates teaching skills of a high standard, a commitment to excellence in classroom practices and professional development.

When you are eligible, we wish you every blessing and deserved success in attaining this career milestone.

In Christian Service

Dennis Mulherin
Executive Director
Lutheran Education Queensland

Information for Applicants

Introduction

The Leading Teacher classification, which was specifically tailored for Queensland Lutheran Schools, is a derivative of the Advanced Skills Teacher classification. The reason for introducing the Leading Teacher classification into Lutheran Schools was to provide an alternative career path to administration for classroom teachers.

Leading Teacher One

A Leading Teacher One (LT1) is a classroom teacher who demonstrates teaching skills of a high standard, a commitment to excellence in classroom practices and professional development. A teacher is eligible to access a LT1 allowance on the basis set out in Schedule 4 of the Queensland Lutheran Schools Single Enterprise Agreement 2016 (Enterprise Agreement).

Schedule 4 (Leading Teacher One Allowance)

Eligibility

As noted above, a teacher shall be eligible to access a LT1 allowance on the basis set out in Schedule 4 to the Enterprise Agreement.

Remuneration

The LT1 allowance payable on appointment is at the rate prescribed in Schedule 3 of the Enterprise Agreement, with such allowance payable for all purposes of the Agreement.

Portability

A teacher achieving an LT1 allowance will be appointed as such to a school of the Lutheran Church of Australia, Queensland District and the allowance will be portable within the schools of the District.

Not paid in addition to Other Allowances

Excepting as to Moderation and the Northern Allowances, the LT1 allowance is not required to be paid in addition to other allowances such as Positions of Added Responsibility or LT2.



Information for Applicants:

Leading Teacher 2



Lutheran Church of Australia
Lutheran Education Queensland

ABN 93 5273 3234 0

An Open Invitation to Teachers – Leading Teacher 2 (LT2)

The teaching profession provides a tremendous opportunity for Christian men and women to serve the mission and ministry of the Lutheran Church as carried out through its schools. Teachers are a critical influence in the growth and development of the young. They are role models. Their impact is far reaching in that through their students they touch the future.

In recognition of the excellence of outstanding classroom practitioners the Lutheran Church supports the classification of a LT2. A LT2 is a classroom teacher who, through their classroom practices and professional learning, demonstrates excellence in the teaching profession. LT2 is focused on the teacher in the classroom maximising learning outcomes for students, and seeks to recognise teachers who work productively in their schools, with colleagues and students and who are role models for other teachers.

As you know, the Lutheran Church of Australia believes the specific ministry and mission of the Lutheran school to be the provision of a quality formal education in which the Word of God informs all learning, teaching and activities. It seeks for all its schools an ethos where forgiveness and grace govern the relationships of the members of the school community.

To this end, the Lutheran Church expects that all teachers in its schools, as well as being qualified and competent educators, will be people committed to the Christian faith as confessed by the Lutheran Church and willing to identify with, uphold and promote the Lutheran ethos of the school. It also expects that they will exemplify and model the Christian lifestyle in and beyond the school.

As you consider applying for appointment to the position of LT2 in a Lutheran School please be sure that you are in support of the Church's expectations and, as noted above, a model for your peers.

When you are eligible, we invite you to apply and we wish you every blessing and deserved success in attaining this career milestone.

In Christian Service

Dennis Mulherin
Executive Director
Lutheran Education Queensland

Information for Applicants

Introduction

The Leading Teacher classification, which was specifically tailored for Queensland Lutheran Schools, is a derivative of the Advanced Skills Teacher classification. The reason for introducing the Leading Teacher classification into Lutheran Schools was to provide an alternative career path to administration for classroom teachers. There are two Leading Teacher levels, with Leading Teacher Two (LT2) being the highest level. The classification of a teacher as a LT2 is criteria based (refer to Schedule 5 of the Queensland Lutheran Schools Single Enterprise Agreement 2016 (Enterprise Agreement)). Eligible applicants are required to demonstrate their capacity to validate the classification criteria before being recommended for classification as LT2.

Leading Teacher Two (LT2)

Definition

A LT2 is a classroom teacher who through their classroom practices and professional learning demonstrates excellence in the teaching profession.

A LT2 position is based on status and not promotion, and offers an enhanced career path based on merit in two classroom based strands, namely mentoring and curriculum leadership.

The LT2 shall have the following primary objectives:

- To utilise strategies and processes in curriculum areas that provide the optimum program delivery for students within a framework of the values and ethos of the Lutheran schools.
- To assist in interpreting, adapting and applying curriculum programs to the classroom setting and to teach, model and demonstrate program components.
- To contribute to the enhancement of the teaching profession within the school context.

The LT2 classification is focused on the teacher in the classroom maximising learning outcomes for students, and seeks to recognise teachers who work productively in their schools, with colleagues and students and who are role models for other teachers.

Eligibility

LT2 is intended to encourage exemplary teachers to remain in the classroom and is an alternative to administrative positions within the School. A LT1, or PAR may wish to apply for such a position but cannot receive the LT2 allowance at the same time as receiving an LT1 or PAR allowance.

A permanent full time or part time teacher may apply at any stage of their teaching career as long as they meet all of the Selection Criteria as detailed below.

A teacher is not required to have held a LT1 position or have achieved Band 3 Step 4 on the teacher's pay scale to apply for a Leading Teacher Two position.

Quota

Eligibility for LT2 status will not be limited by quota (with the exception of country and smaller schools where it is acknowledged that there are cost implications and limited leadership roles). At schools with 240 or fewer enrolments the employing authority shall determine the number and category of Leading Teacher positions available in the school.

Remuneration

The LT2 remuneration payable on appointment is in accordance with the rate prescribed in Schedule 3 of the Enterprise Agreement.

With the exception of moderation allowances, this allowance is not required to be paid in addition to other allowances such as Positions of Added Responsibility, LT1, or to non-award payments otherwise made by the employer and attributable to teaching duties.

Additional Duties

A LT2 will provide a commitment to professional duties attached to the role of mentoring or leadership.

Any additional duties required to meet site specific need will be negotiated between the principal and the Leading Teacher Two with appropriate discounting of normal duties.

Appointment and Tenure

Applicants may apply for a LT2 position at any time but cannot be required to commit to duties until the LT2 allowance is payable. Appointments to the LT2 classification shall commence from 1 January or 1 July following successful application and will be for a limited tenure of five (5) years. Re-application is through a panel process as outlined in this document in the final year of the tenure.

Suspension of LT2 status

Notwithstanding the above, a Principal may elect to suspend a teacher's LT2 status for the duration of an unsatisfactory performance process should the employee's performance be demonstrated to be unsatisfactory and become subject to such a process.

LT2 status and duties connected to the LT2 position would then cease to be performed by the teacher for the duration of the process should an unsatisfactory performance process be activated.

Upon satisfactory completion of the process the LT2 will be reinstated to the position and receive the allowance.

Portability

A teacher achieving LT2 status will be appointed as such to a school of the Lutheran Church of Australia, Queensland District and as such the position will be portable within the schools of the District.

Evaluation Panel

The determination as to whether a teacher is appointed to LT2 classification shall be by a school based panel mechanism, consisting of three members:

- The principal or their nominated representative in schools of 240 students or fewer. In schools with more than 240 students, one member selected by the principal;
- One member elected by the school's teaching staff;
- One member endorsed by the principal and teaching staff.

Members of the Evaluation Panel shall receive, consider and process applications for the position of LT2. Wherever possible the applications shall be processed by the Evaluation Panel within one month of receiving the application. Using suitable guidelines, the panel shall evaluate the evidence supporting the teacher's application and make a recommendation to the principal.

Each applicant must be assessed based on the criteria specified in Schedule 5 of the Enterprise Agreement (reproduced in this document) and not against each other.

The Application Form

Teachers wishing to apply for a LT2 classification must complete and submit an application form. Application forms can be downloaded using the internet from the following address or obtained from the principal's office:

<http://leq.lutheran.edu.au/industrial-relations/human-resources-and-industrial-relations/>

Written Application

The teacher applying for the position of LT2 must specify either the Mentoring or Leadership strand in the prescribed form, which will include:

- (i) The formal requirement of a maximum two (2) page response to the criteria listed herein. However, while not a requirement as such, staff who would find it of assistance may submit evidence addressing all five (5) criteria of up to one (1) page per criterion maximum for assessment;
- (ii) The names and signatures of two professional referees endorsing the truth of the content of the applicant's response;
- (iii) Included in the two page application will be an outline of the applicant's professional development experiences and contributions for the previous year.

The applicant is required to complete an application form and a response that directly addresses the LT2 criteria. In assessing each application for LT2 status the panel will consider evidence which demonstrates that the applicant meets the Selection Criteria.

Referees

Applicants must arrange for two professional referees to sign the application endorsing the truth of the content of the applicant's response. The referees may be contacted by the panel for further information in relation to the teacher's performance against the criteria.

Appeal to Review Panel Form

Where the recommendation of the Evaluation Panel does not support recognition as a Leading Teacher Two, and the teacher wishes to appeal to a Review Panel, the teacher must complete and submit an Appeal to Review Panel Form to their Principal **within 14 days** of receiving written notice of the Evaluation Panel's decision.

The Review Panel

A review of the Evaluation Panel's decision shall be conducted by a Review Panel consisting of three members as follows:

- A Principal or nominee who is not from the School that employs the applicant;
- A member selected by LEQ from a pool comprising a Review Panel representative endorsed by Principal and Teaching staff at each Queensland Lutheran School; The Review Panel representative must not be from a School that employs the applicant;
- A member selected by the employee applicant who has sufficient knowledge of the process to make an informed decision. Due to conflict of interest considerations, the member selected must be a person other than the employee applicant.

The role of the Review Panel is to evaluate the evidence of the applicant's performance against the selection criteria the Evaluation Panel deemed not to be met and recommend to the Principal the endorsement or non-endorsement of the original Evaluation Panel recommendation regarding recognition as a LT2.

Wherever possible, appeals shall be processed by the Review Panel within one month of LEQ receiving from the Principal at the teacher's school:

- Applicant's Appeal to Review Panel Form;
- A copy of the original LT2 Application Form and supporting documentation submitted by the applicant to the Evaluation Panel; and
- A copy of the Evaluation Panel's report and recommendation to the Principal in respect of the application; and
- Confirmation in writing of the date upon which the Appeal to Review Panel Form was received by the Principal from the teacher.

The Review Panel will make a decision (by simple majority) whether to endorse or not endorse the original recommendation of the Evaluation Panel.

If the Review Panel endorses recognition as a Leading Teacher Two, then this recommendation shall be substituted for the original recommendation to the Principal.

If the Review Panel does not endorse recognition as a LT2 and endorses the original recommendation of the Evaluation Panel and a dispute arises in respect of such decision, the dispute may be referred for resolution under the Procedures for Preventing and Settling Disputes contained in clause 3 of the Enterprise Agreement.

As in the case of Evaluation Panel assessments, each applicant must be assessed by the Review Panel based on the criteria specified in Schedule 5 of the Enterprise Agreement (reproduced in this document) that the Evaluation Panel deemed not to have been met and not against each other.

Advice to Applicants

Applicants will be evaluated against the selection criteria in either the Mentor or Leadership strand as nominated by the applicant.

In the process of reaching its decision, the following will be considered by the Evaluation Panel:

- Information supplied by the applicant to the panel;
- Further information obtained from the applicant's professional referees if considered necessary.

Each application will be assessed based on the criteria specified in Schedule 5 of the Enterprise Agreement (reproduced in this document) and not against each other. Where possible, applications will be processed within one (1) month of being received by the evaluation panel which has been appointed for that specific purpose. Applicants will receive written advice of the outcome from the principal or head of college.

Where the recommendation of the Evaluation Panel does not support recognition as a LT2, then the applicant may appeal to a Review Panel within 14 days of receiving **written** notice of the Evaluation Panel's decision.

How to Apply

Procedure

Complete the attached Application Form, providing personal and professional details as required. Prepare the required maximum two (2) page type written response directly addressing all of the LT2 Selection Criteria. However, while not a requirement as such, staff who would find it of assistance may submit evidence addressing all five (5) criteria of up to one (1) page per criterion maximum for assessment. The response should refer to evidence of meeting the criteria.

Submission Dates

Submit the application and response to the principal or head of college by 30 April (if applying for appointment from 1 July), or by 31 October (if applying for appointment from the start of the next school year).

LT2 Selection Criteria

A teacher applying for Leading Teacher Two status will, to the panel's satisfaction, demonstrate excellence in all of the following criteria as understood within a framework of the Lutheran Schools' values and ethos.

Applicants will be required to give adequate evidence in support of satisfying each criterion. It is intended that the teacher's performance in respect to each criterion is a model for other teachers and sets a high standard.

Leading Teacher 2 - Classroom Teacher - Mentor

Designed to recognise, reward and retain exemplary teachers in the classroom.

Mentor teachers formally take on the role of mentor when required and be officially recognised for the work they already do.

Mentor teachers could model best practice for pre-service teachers, nurture beginning teachers and induct new teachers into their school community.

- SC1 Utilise innovative and/or exemplary teaching strategies and techniques in order to more effectively meet the learning needs of individual students, groups and/or classes of students.
- SC2 Employ consistent exemplary practice in developing and implementing student assessment and reporting processes.
- SC3 Engage in a variety of self-development activities, including a consistently high level of critical reflection on one's own teaching practice and teacher leadership.
- SC4 Ongoing commitment to and demonstrated support for the values and ethos of the school. Have met, or be actively working towards meeting the theological training as prescribed by the Board for Lutheran Education Australia and detailed in Clause 2.1 of this Certified Agreement.
- SC5 Provide high-level leadership and partnerships within the school community through a key role in school development processes - with a particular focus on mentoring/buddying teachers including graduate teachers.

Leading Teacher 2 - Classroom Teacher - Leadership

Development of the experienced teacher's role outside of the classroom to stimulate experienced teachers to develop leadership roles outside their classrooms sharing their expertise and passion for their work in a key role in their school in curriculum planning, support, development and dissemination.

- SC1 Utilise innovative and/or exemplary teaching strategies and techniques in order to more effectively meet the learning needs of individual students, groups and/or classes of students.
- SC2 Employ consistent exemplary practice in developing and implementing student assessment and reporting processes.
- SC3 Engage in a variety of self-development activities, including a consistently high level of critical reflection on one's own teaching practice and teacher leadership.
- SC4 Ongoing commitment to and demonstrated support for the values and ethos of the school. Have met, or be actively working towards meeting the theological training as prescribed by the Board for Lutheran Education Australia and detailed in Clause 2.1 of this Certified Agreement.
- SC5 Provide high-level leadership and partnerships within the school community through a key role in school development processes - with a particular focus on curriculum planning, support, development and dissemination.

Application Form - Leading Teacher Two

1. Personal Details

Surname: _____

Given Names: _____

Current Position: _____

Current School: _____

Previous School: _____
(if less than 2 years)

2. Professional Qualifications

	Qualification	Institution	Year Granted
1			
2			
3			
4			
5			

3. Summary of Employment History as a Teacher

Begin with your current work location.

	School/Other Work Location	From (mm/yy)	To (mm/yy)
1			
2			
3			
4			
5			

(If space is insufficient use additional paper)

Signature: _____

Date: _____

LT2 Selection Criteria – further details

SC1 Facilitating Student Learning

A teacher operating within this phase is able to:

- undertake planning to support student learning.
- apply a professional knowledge base to the design of learning experiences.
- facilitate and promote student learning.
- cater for individual student learning styles and needs.
- manage teaching and learning processes.
- select and use instructional resources and learning technologies.

Some indicators of effective practice

A teacher operating within this phase:

- Identifies learning outcomes for individuals and groups that are matched to students' development needs and are consistent with system, district and school curriculum requirements.
- Prepares purposeful and sequential learning experiences that integrate learning areas and are responsive to student interests and learning styles.
- Establishes coherent links between intended learning outcomes, learning experiences and forms of assessment.
- Makes appropriate provisions for individual students who have particular learning differences or needs.
- Addresses student safety issues and concerns.
- Designs learning experiences that consider and take account of the key concepts, principles and theories central to the learning area(s).
- Anticipates and adjusts for common misunderstandings of the learning area(s) that may impede learning.
- Links key concepts, principles and theories to other learning areas and to life applications.
- Utilises knowledge of available curriculum materials and resources in designing learning experiences.
- Applies an understanding of human development and learning theory to the design of learning experiences.
- Makes the purposes of learning experiences explicit to students and links new concepts to prior knowledge.
- Employs effective questioning strategies to promote student involvement and thinking.
- Utilises varying patterns of interaction within and across learning experiences.
- Uses a variety of forms of communication to present questions, concepts, ideas, directions and explanations to students.

- Emphasises communication as a vehicle for learning through the use of discussion and by listening and responding to the ideas of others.
- Offers clear explanations of concepts, relationships, procedures and processes.
- Implements learning experiences that provide opportunities for student collaboration, problem solving, inquiry and creativity.
- Encourages students to take increasing responsibility for attaining learning goals.
- Assumes different roles in the instructional process based on the content and purposes of learning experiences.
- Promotes students' awareness of their own thought processes and the use of reflection to build new understandings.
- Modifies learning experiences to accommodate the learning styles and needs of individuals or groups of students.
- Provides individualised programs, support and instruction for students with specific needs.
- Establishes and communicates expectations for student learning and provides clear directions and instructions to students to support their engagement with learning experiences.
- Structures learning experiences to ensure students have a sense of purpose.
- Establishes and maintains a classroom environment which has clear expectations for standards of behaviour.
- Organises, allocates and manages time, materials and physical space to support learning.
- Encourages students to assume responsibility for their behaviour.
- Uses praise and encouragement to foster students' self-esteem and to promote investment in effort.
- Provides students with flexible procedures and predictable routines.
- Applies positive management techniques to respond to off-task or inappropriate behaviour.
- Applies personal knowledge of relevant learning areas in evaluating instructional resources and learning technologies for comprehensiveness, accuracy and usefulness in representing particular concepts.
- Uses a range of instructional resources and learning technologies within and across learning experiences.
- Encourages students to select and use appropriate instructional resources and learning technologies to enhance thinking and to further conceptual understanding.
- Engages the wider community as a resource for learning.
- Utilises the whole school (physical and human) as an environment to enhance student learning.
- Facilitates equitable student access to human, material and technological resources that facilitate the achievement of outcomes.

SC2 Assessing Student Learning Outcomes

A teacher operating within this phase is able to:

- Monitor and assess student learning outcomes to provide the basis for ongoing planning and reporting.
- Record student learning outcomes.
- Report progress to parents and others responsible for the care of students.

Some indicators of effective practice

- Relates assessment tasks to planned learning outcomes.
- Plans and uses purposeful assessment tasks which are integrated within and/or across sequences of learning experiences.
- Designs assessment tasks that are inclusive of all students and that allow students to demonstrate achievements in a variety of ways.
- Provides students with clear and constructive feedback on performance within an appropriate time frame.
- Encourages student self/peer monitoring and reflection where appropriate.
- Utilises information acquired through monitoring and assessment to inform planning.
- Plans and conducts monitoring and assessment activities in accordance with systemic, district and school policies.
- Designs and utilises a basic recording system of appropriate detail and utility.
- Records student learning outcomes accurately and consistently.
- Adheres to the principles of confidentiality.
- Provides detailed, accurate and informative written and oral reports on student progress.
- Uses reporting procedures that are consistent with school policies.
- Reports assessment information that is consistent with evidence collected and recorded.
- Utilises language that can be understood by parents and other caregivers.
- Encourages dialogue with parents and caregivers to respond to issues arising from student progress reports.

SC3 Engaging in Professional Learning

A teacher operating within this phase is able to:

- Reflect on professional experiences.
- Initiate action to promote ongoing professional growth.
- Explain own developing approach to teaching and learning.

Some indicators of effective practice

- Regularly reflects on a wide range of actions and experiences to identify areas for ongoing professional growth.
- Obtains feedback from a variety of sources prompt reflection and action.
- Establishes goals for his or her professional development.
- Engages in dialogue with colleagues in relation to professional issues.
- Uses classroom observation, information about students, pedagogical knowledge and research as sources for active reflection, review and ongoing development.
- Collaborates with other professionals to solve problems, generate new ideas, shape experiences and seek and provide feedback.
- Plans action, based on reflections, to promote own professional growth.
- Seeks assistance from colleagues to address identified professional development needs.
- Undertakes classroom-based self-development projects, for example, action research.
- Participates in professional development workshops, conferences, seminars or courses and engages in professional reading.
- Identifies theories, concepts and ideas that underpin the preferred approach to teaching and learning.
- Describes his or her approach to teaching and learning.
- Outlines implications for professional practice arising from approach described.

SC4 Lutheran Ethos

Some indicators of effective practice:

Ongoing commitment to and demonstrated support for the values and ethos of Lutheran Education.

To satisfy this criterion the applicant shall demonstrate:

- an ability and willingness to articulate the implications of the school's Mission Statement in relation to the school curriculum.
- an ability and willingness to review and reflect positively upon the teacher's own teaching practices and the general school educational practices in light of the school's Mission Statement.
- an ability to incorporate the values of the school's Mission Statement into the school curriculum in line with the demands of good teaching practice.
- active support of school worship.
- provide evidence of completion of or working towards completion of the theological training prescribed by the Board for Lutheran Education Australia as detailed in Clause 2.1 of this Certified Agreement.

SC5 (Mentoring) Provide High Level Leadership and Partnerships within the School Community - Mentoring/Buddying Teachers (including Graduate Teachers)

A teacher operating within this phase is able to:

- Assess quickly the professional strengths and weakness of their mentee and accurately identify areas that might require particular support or close monitoring.
- Establish a strong sense of trust and mutual respect in the relationship.
- Employ a range of strategies that improve self-esteem and self-efficacy.
- Inspire teachers to seek higher goals, meet more challenging expectations and develop an increased sense of professional pride.
- Equip teachers with a range of coping strategies.
- Equip teachers with appropriate tools which they can use to evaluate their own progress, reflect upon their achievements and develop a practical and realistic self-improvement plan.

Some indicators of effective practice

- Meets regularly with the mentee for formal and informal reviews of progress and concerns.
- Employs reflective listening techniques to elicit deeper level of understanding of the views, values, attitudes, triumphs and struggles of the mentee.
- Shows sensitivity to others, celebrates difference and treats people with honest and integrity.
- Completes own responsibilities ahead of schedule to allow time to assist the mentee during periods of particularly heavy workloads such as assessment and reporting at the end of each term.
- Introduces mentee to a range of contacts and colleagues, fosters the development of effective channels of communication and acts as a catalyst for developing broader social and professional networks.
- Organises and present workshops on topic relevant to the professional growth and development of other teachers.
- Keeps up with the latest developments in one's own professional area and models best practice in one's own classroom.
- Displays a positive attitude at all times and maintains friendly cheerful demeanour in front of colleagues.

SC5 (Leadership) Provide High Level Leadership and Partnerships within the School Community - Curriculum Planning

A teacher operating within this phase is able to:

- Develop and apply an understanding of the *Queensland Curriculum Framework* to curriculum policy and program teamwork.
- Contribute to curriculum policy and program team meetings.
- Participate in tasks to support the work of curriculum policy and program teams.

Some indicators of effective practice

- Understands the structure of the *Queensland Curriculum Framework*.
- Identifies major disciplines underpinning each of the eight learning areas.
- Explains how learning areas are interconnected or linked.
- Demonstrates sound knowledge of key concepts and processes of learning associated with relevant learning areas.
- Articulates core values underpinning Queensland school curriculum.
- Identifies relevant curriculum support documents.
- Describes the relationship between content and pedagogy.
- Uses understanding of curriculum processes and learning theory to support contributions to team discussions.
- Cooperates with team members in order to formulate team responses to curriculum issues.
- Accepts responsibility for completing team-related delegated tasks outside team meetings.
- Seeks further information and support from team members to clarify delegated tasks.
- Gathers classroom-based data and information required to support curriculum policy and program teams.
- Completes key delegated tasks with minimum supervision.
- Adjusts classroom practices as required to ensure consistency with curriculum policy and program initiatives.
- Respects students as individuals with different experiences, skills, talents and interests.
- Responds to students' emotional needs by providing appropriate support.
- Accepts and values students' diversity and treats students equitably.
- Listens and responds to students' questions, comments, opinions, thoughts, ideas and silences.
- Adjusts communication styles to cater for diverse student needs.
- Participates in collegial school activities designed to enhance student learning.
- Seeks colleagues' perspectives in attempting to respond to issues, problems or challenges.
- Offers a personal perspective on issues, problems or challenges.

- Acts in such a way as to model respect and support for diversity of teaching and working styles.
- Uses the benefits associated with working with a diverse teaching and non-teaching staff to meet student learning needs.
- Initiates contact with parents or caregivers to report progress or seek support.
- Encourages parents or caregivers to initiate contact to support students' wellbeing.
- Engages in active listening to determine and clarify parent or caregiver concerns and requests.
- Negotiates solutions to respond to parent or caregiver issues, concerns or problems.
- Responds to advice, concerns and requests for assistance by parents or caregivers.
- Explains systemic, district, school and classroom policies and procedures to promote understanding among parents or caregivers.

Leading Teacher Two (LT2) – Professional Referees

Name: _____

Date of Application: _____

Professional Referees

1st Referee:

I _____ hereby support the content of the attached application and am of the opinion that the applicant teacher is worthy of consideration for appointment as a Leading Teacher Two. I also agree to provide further information about the applicant's performance in relation to the criteria for LT2 if requested by the validation panel.

I am able to support the content of the following criteria (please tick)

1 2 3 4 5

Signature: _____

Date: _____

2nd Referee:

I _____ hereby support the content of the attached application and am of the opinion that the applicant teacher is worthy of consideration for appointment as a Leading Teacher Two. I also agree to provide further information about the applicant's performance in relation to the criteria for LT2 if requested by the validation panel.

I am able to support the content of the following criteria (please tick)

1 2 3 4 5

Signature: _____

Date: _____

Note to Applicant: Attach to this page your response to LT2 Criteria

Evaluation School Panel Report and Recommendation to Principal

Leading Teacher Two (LT2)

We, the Evaluation Panel at _____ School/College

recommend that _____

be appointed as a LT2 as the applicant met all the selection criteria and requirements for LT2 in their application

Or

be notified that they have been unsuccessful in their application for LT2 as they did not meet all the selection criteria and requirements for LT2.

Signature: _____
Evaluation Panel Chair

Date: _____

Advice to Applicants Appealing to Review Panel

Applicants will be evaluated against the selection criteria in either the Mentor or Leadership strand as nominated by the applicant in their original application to the Evaluation Panel.

In the process of developing its recommendation, the following will be considered by the Review Panel:

- A copy of the original application and supporting documentation submitted by the applicant to the Evaluation Panel;
- The Evaluation Panel's report and recommendation to the Principal in respect of the application;
- The selection criteria the Evaluation Panel deemed had not been satisfactorily demonstrated by the applicant;
- Further information obtained by the applicant's professional referees if considered necessary.

Each application will be assessed based on the criteria specified in Schedule 5 of the Enterprise Agreement (reproduced in this document) that the Evaluation Panel deemed not to have been met and not against each other. Where possible, appeals shall be processed by the Review Panel appointed for that specific purpose within one (1) month of LEQ receiving from the Principal at the teacher's school:

- the Appeal to Review Panel Form; and
- a copy of the original application and supporting documentation submitted by the applicant to the Evaluation Panel; and
- A copy of the Evaluation Panel's report and recommendation to the Principal in respect of the application; and
- Confirmation **in writing** of the date upon which the Appeal to Review Panel Form was received by the Principal from the teacher.

Applicants will receive written advice of the outcome from the Principal or Head of College.

How to Appeal

Procedure

Complete the attached Appeal to Review Panel Form and submit to the Principal at your school **within 14 days** of receiving notice of the Evaluation Panel's decision.

Appeal to Review Panel Form - Leading Teacher Two (LT2)

Personal Details

Surname: _____

Given Names: _____

Current Position: _____

Current School: _____

Previous School: _____

(if less than 2 years)

Original Application for Appointment as LT2

Date of Original LT2 Application Form: _____

I, _____ confirm that I wish to appeal the original recommendation of the Evaluation Panel not to support recognition as a LT2 in respect of the above LT2 Application.

The written notice I received advising me of the Evaluation Panel's recommendation is dated _____.

Signature: _____

Date: _____

Review Panel Report and Recommendation to Principal

Leading Teacher Two (LT2)

We, the Review Panel members appointed in accordance with Clause 6.2 of Schedule 5 to the *Queensland Lutheran Schools Single Enterprise Agreement 2016* to evaluate the evidence of the applicant's performance against the selection criteria listed in Schedule 5 that the Evaluation Panel at _____ School/ College deemed not to have been met recommend that:

The original recommendation of the Evaluation Panel be endorsed, and the applicant _____ be notified that they have been unsuccessful in their application for LT2 as they did not meet all the selection criteria and requirements for LT2 – namely, in the following respects:

- ...
- ...
- ...

OR

The original recommendation of the Evaluation Panel NOT be endorsed and the applicant _____ be appointed as a LT2 having met all the selection criteria and requirements for LT2 in their application

Signature: _____

Review Panel Chair

Date: _____