

# MacKillop College

## Instructional Coach



### Position Description

Classification (CEMEA 2022)	T1-1 – T 2-6 aligned to experience + Position of Leadership Allowance (Level 2)
Position reports to	Deputy Principal Learning and Teaching

### About MacKillop College

MacKillop is a Catholic college in the Josephite tradition. Inspired by the spirit of St Mary of the Cross MacKillop, we strive to:

- encourage individuals to reach their full potential as lifelong learners by providing an innovative, challenging and collaborative learning and teaching environment in a rapidly evolving society;
- foster leadership by empowering and developing all members of the school community;
- enhance positive relationships in a supportive community by promoting justice and a sustainable future;
- support wellbeing by affirming the intrinsic dignity of each individual, embracing diversity and empowering active citizenship;
- witness the presence of God amongst us by celebrating our Catholic heritage as a faith community.

### Overview of the Role

The Instructional Coach will work collaboratively with Learning Leaders and teachers to enhance their teaching practice and classroom management to improve student outcomes.

This role will drive a structured program of professional coaching conversations and skills development to individuals and method-based teachers as part of the Colleges commitment to ongoing professional skills development. This role will mentor Teachers to facilitate overall improvement in classroom instruction and assist with their understanding, interpretation and application of current evidence-based learning and teaching practice.

The Instructional Coach will collaborate with teachers to clearly define skill development goals using student data and classroom observations to expand, refine and achieve consistency of teaching practice to enable the College to achieve its learning and teaching improvement objectives.

All teachers at MacKillop College work collaboratively and are committed to continuously developing their practices and pedagogy, drawing upon evidence-based theory to improve education and build effective communities of learners.

As a Catholic school, MacKillop College requires all staff to share in an active commitment to Catholic Education and a commitment to Child Safety through the actions below.

#### Commitment to Catholic Education

- demonstrate an understanding of the ethos of a Catholic school and its mission
- demonstrate an understanding of the Church's teachings and the Catholic teacher's role in the mission of the Church
- demonstrate a capacity to instil in students a respect for each other in accordance with the teachings of Jesus Christ willingness to Church's teachings into all aspects of curriculum

#### Commitment to Child Safety

- ensure students are provided with a child safe environment
- be familiar with and comply with the MacKillop College child safe policy and code of conduct, and any other policies or procedures relating to child safety
- demonstrate a duty of care to students in relation to their spiritual, physical and mental wellbeing
- implement strategies that promote a healthy and positive learning environment
- demonstrate an understanding of child safety standards and obligations (e.g. mandatory reporting)
- demonstrate an understanding of appropriate behaviours when engaging with children
- report any concerns relating to child safety immediately



## Accountabilities

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### Collaboration

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- collaborate with Learning Area Leaders and the College Leadership team to:
    - identify relevant priority coaching areas for individual and groups of teachers
    - articulate the expectations for teachers in relation to learning and teaching practices
    - establish a shared vocabulary and understanding around teaching practices
    - identify pedagogical needs within and across year levels, and within individual classrooms
    - review student outcome data
    - develop strategies and resources to address student outcomes that are below expectations
    - undertake a review of assessment practices across the College
    - recommend improvements to teaching practice based on contemporary, evidence-based theory
    - support the development of the ARM process for teachers
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### Data

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- gather data and undertake analysis to inform and prioritise a skills improvement agenda for the College
  - undertake classroom observation to witness classroom instruction and inform individual and group skills development
  - undertake skills gap analysis connected to the AITSL standards
  - undertake teacher skill assessment drawing on multiple sources of data
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### Instructional Coaching

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- provide coaching to all teachers to meet the required expectations of teachers in a Melbourne Arch Diocese Catholic School (MACS)
  - ensure all teachers have appropriate professional development goals aligned to their individual needs
  - meet with teachers 1-1 and in groups to reflect on teaching practice and influence pedagogical improvement
  - coach teachers through the implementation of new practices
  - demonstrate how to interpret and use data to inform teaching practice
  - model a collaborative and empathetic approach to improving teaching skills
  - provide feedback to teachers on their alignment to the obligations within the AITSL standards
  - provide structured feedback, including documented observations and recommendations for improvement
  - lead and support reflection on teaching practice and professional growth
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### Training

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- develop structured and individualised training for teacher skill development as required
  - develop and implement method-based teaching programs
  - provide training on current teaching resources
  - provide training on MACS teaching resources
  - support teachers through the provision of timely and appropriate feedback to students and families
  - support teachers with the development of curriculum
  - support teachers to improve skills in assessment of student work
  - support teachers to improve in the implementation of behaviour strategies
  - support teachers on how to create and maintain a safe learning environment
  - develop and implement a skills consolidation program for graduate teachers
  - design and deliver professional learning opportunities for teachers, drawing on current evidence-based teaching research
  - support teachers to implement appropriate actions for differentiated learning
  - support teachers with the development, implementation and evaluation of individual learning plans
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## Contemporary Teaching Practice

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- ensure that teachers have a sound understanding of current educational trends, education research and best practice
- lead a culture of professional collaboration which draws on current research to improve student outcomes
- assist learning area leaders to lead collaboration meetings for skills development as required
- support teachers to develop a consistent, engaging and challenging curriculum with clear learning outcomes
- support teachers to plan and organise a coherent and sequential program of engaging learning activities
- provide advice on the creation, implementation and evaluate of curriculum and resources
- support teachers' ability to engage students with diverse learning needs, gifted and talented students and students where English is a second language

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## Professional Development

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- maintain current accreditation to provide First Aid, CPR, and complete asthma and anaphylaxis training
- support a performance and development culture
- complete annual Child Protection and Mandatory Reporting training
- participate in the appraisal process for teachers and classroom observational assessment to receive constructive feedback
- commit to ongoing professional development
- maintain required ICT skills for learning and teaching
- contribute and participate in the annual review meeting process

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## General Expectations

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- support the Victorian Catholic Education Authority (VCEA) 'Statement of Principles Regarding Catholic Education'
- act as a role model for staff in meeting the obligations of the teaching profession
- actively contribute to the achievement of the School Improvement Plan
- stay informed by reading the Principal Memo, all College emails and other correspondence on at least a weekly basis, responding appropriately
- abide by all College policies and procedures
- work collaboratively and build effective working relationships
- ensure MacKillop Colleges' public image, professional reputation and best interest is represented through all interactions and activities
- model a professional approach for all staff and students, including conduct, language and professional dress
- attend all relevant school meetings, functions, events, liturgies, open days, staff faith proceedings and professional development as required by the Principal
- observe the strictest confidentiality for all sensitive and private information
- participate in duty supervision as rostered, and other supervision duties as required
- actively contribute to the care of all College facilities, grounds, equipment and resources

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## Work Health and Safety

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- take reasonable care of your own health and safety
  - take reasonable care for the health and safety of others who may be affected by your acts or omissions
  - cooperate with any actions MacKillop College implements to comply with WHS requirements
  - comply with all Safe Working Procedures
  - use appropriate Personal Protective Equipment (PPE) as required
  - periodically update MacKillop College about any medical condition that:
    - is life threatening or may require Emergency Services to be called
    - could impact on your ability to perform your duties
  - complete safety training courses as required and participate in compliance briefings or inductions as required
  - do not 'intentionally or recklessly interfere with or misuse' anything provided at the workplace to support health, safety and welfare
  - report all hazards (e.g. unsafe working conditions) and incidents (e.g. injuries, illnesses, etc.)
  - work cooperatively and consult with Health and Safety Representatives to resolve workplace safety changes and issues
  - undertake all work activities in a manner that ensures the workplace is free from harassment, bullying and discrimination and supports workplace diversity
  - contribute to a healthy and safe work environment, and comply with all safe work policies and procedures
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## Other Duties

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It is not the intention of this role description to limit the scope or accountability of the position but to highlight the most important aspects. All employees are required to undertake reasonable duties commensurate with their skills and training from time to time in accordance with the needs of the College or as directed by the Principal.

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## Required Capabilities

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<b>Meet the Professional Standards for Teachers</b>	<ul style="list-style-type: none"><li>• fulfil and adhere to the professional standards for Teachers as outlined by the Australian Institute for Teaching and School Leadership (AITSL)</li><li>• adhere to the AITSL Codes of Conduct and Ethics</li></ul>
<b>Duty of Care</b>	<ul style="list-style-type: none"><li>• must maintain currency qualifications in:<ul style="list-style-type: none"><li>– First Aid and CPR</li><li>– Mandatory reporting</li><li>– Anaphylaxis management</li><li>– Asthma management</li></ul></li></ul>
<b>Emotional intelligence</b>	<ul style="list-style-type: none"><li>• a demonstrated understanding of social and emotional issues connected to student life</li></ul>
<b>Communication</b>	<ul style="list-style-type: none"><li>• excellent written and oral communication skills, including ability to communicate with students, families and the school community</li><li>• excellent interpersonal and communication skills</li></ul>
<b>Organisation</b>	<ul style="list-style-type: none"><li>• ability to manage tasks with minimal supervision</li><li>• capacity to work to timelines</li><li>• demonstrated organisational skills including strong attention to detail</li><li>• proven time-management skills</li><li>• exhibited self-motivation</li></ul>
<b>Contemporary Teaching</b>	<ul style="list-style-type: none"><li>• strong understanding of the Victorian Curriculum</li><li>• demonstrated ability to coach and lead staff to meet the curriculum and pedagogical needs of students</li><li>• ability to lead the planning and implementation of high impact teaching strategies</li><li>• strong understanding on how to interpret and use data to inform teaching</li><li>• use of multiple teaching techniques to engage students in learning</li><li>• use of technologies associated with the method taught</li><li>• contemporary knowledge of the subject matters being taught</li></ul>
<b>Approachable</b>	<ul style="list-style-type: none"><li>• a demonstrated ability to foster a welcoming and calm learning environment that promotes positive behaviour</li><li>• ability to lead collaborative relationships with students, colleagues, parents and the broader school community</li></ul>
<b>Teamwork</b>	<ul style="list-style-type: none"><li>• ability to work as part of a team</li><li>• strong ability to influence and lead change</li><li>• strong ability to work with individuals and groups to improve teaching practices</li><li>• ability to collaborate and share teaching resources</li></ul>
<b>Catholic Identity</b>	<ul style="list-style-type: none"><li>• a demonstrated commitment to working in a Catholic Education environment</li><li>• demonstrated pastoral approach towards student and staff relationships</li></ul>

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## Qualifications, Education and Experience

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### Essential

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- relevant Teaching qualification
  - current Victorian Institute of Teaching (VIT) registration
  - highly skilled collaborator
  - demonstrated ability to coach and lead staff to meet the curriculum and pedagogical needs of students
  - demonstrated ability to influence and implement change
  - understanding of the pedagogical needs across years levels
  - demonstrated understanding and experience of the learning and teaching pedagogy associated with the Victorian Curriculum, VCE and/or VCE/VM
  - demonstrated experience in contemporary learning technologies
  - a commitment to teaching in a Catholic school environment
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### Desirable

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- coaching credentials
  - accreditation to teach Religious Education
  - relevant post-graduate studies (or working towards such qualifications)
  - experience in inquiry-based learning and use of student data to maximise learning outcomes
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## Declaration

I accept the above duties for the position at MacKillop College.

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_