



Pedagogical Coach: 7 positions

- Keilor Campus Junior School
- Taylors Lakes Campus Junior School
- Keilor Campus Middle School
- Taylors Lakes Campus Middle School
- Year 9
- Year 10
- Years 11-12

Each position will be combined with teaching within the relevant School. It is expected that the successful applicant will be an ongoing member of the teaching staff; positions of responsibility ordinarily have a 3-year renewable tenure.

Closing date for applications: 7 August 2017

Position Description

Overnewton Anglican Community College believes that the key to improving student achievement is enabling best practice teaching and learning in every classroom. Pedagogical coaching will provide support to assist teachers in improving their instruction and delivery of curriculum by unlocking their potential to maximise their own skills.

Pedagogical coaching is based on the premise that ongoing growth is essential for all teachers. A pedagogical coach supports teachers to extend their understanding of curriculum and pedagogy knowledge, of instructional and assessment strategies and to develop effective lessons for all students in their classrooms. Coaches are typically experienced and exceptional teachers who will be released from some of their teaching responsibilities to work in this professional development role across a School.

Position objectives:

Pedagogical coaching is a professional learning strategy using questioning and conversation to support professional growth in individual or small groups of educators. The Pedagogical coaching role at Overnewton is aimed at encouraging and stretching each teacher to take responsibility for their development, set goals, take action and grow as an educator with the ultimate outcome being improved student outcomes. Position objectives include:

- To empower teachers to monitor, measure and set targets for student growth
- To provide explicit teacher professional learning
- To measure student growth
- To analyse and respond to student data
- To work in classrooms with teachers to improve student outcomes; focus on student thinking and their work products
- To support teachers to build their capacity in order to grow student learning
- To support and target resource development
- To build a culture of focussing on student thinking and performance
- To support teachers with reflective practice

- To make recommendations regarding professional learning

The Pedagogical Coach will fulfil the following roles:

- *Coach as a Collaborator*: The coach sees him/herself as a resource to the teacher, and someone who works in partnership with the teacher
- *Coach as Model*: The coach uses a specific action plan of working with teachers by modelling instruction.
- *Coach as Leader*: The coach is a guide to the teacher. The direct guidance is in relation to both content and pedagogy.

Organisational relationships:

- This position is accountable to the Principal through the Head of School
- The Pedagogical Coach will work closely with the Head of School and Deputy Head of School to make decisions regarding the focus of the coaching within the School
- The Pedagogical Coach will work with the Head of Pedagogy and Learning when requested, to align pedagogical approaches within and between Schools
- The incumbent is a member of the School Leadership Team and attends these leadership meetings
- Internal liaisons of this position are: Home Group teachers, subject teachers, specialist teachers who teach within the School

Key responsibilities:

Coach as a Collaborator

- To be a resource to the teacher
- To provide materials, information and encouragement to the teacher
- To provide feedback to the teacher as he/she puts strategies and approaches into practice
- To be involved in curriculum planning
- To facilitate collaborative and purposeful professional conversations
- To become a collaborative problem solver with the teacher in designing next steps in instruction

Coach as Model

- To facilitate collaborative and purposeful professional conversations
- To build a learning culture by modelling innovative teaching styles and encouraging appropriate professional development
- To demonstrate and model lessons; including team teaching, observations, follow-up lessons etc.

Coach as Leader

- To work closely with the School leadership team to build staff capacity in order to achieve highly effective student learning, pedagogy and evaluation leading to improved outcomes
- To develop a specific action plan of coaching for the year within the School based on specific needs as determined by the Head of School
- To lead teachers in the design and implementation of classroom strategies which promote student engagement and achievement
- To apply College pedagogical expectations to the specific school
- To lead staff in the use of data to inform teaching practice, developing plans for differentiated instruction, and developing effective pedagogy with the aim of improving student engagement and learning outcomes

Qualifications

In addition to appropriate qualifications for teaching at relevant year levels, post graduate qualifications in pedagogy, coaching or another suitable field, at Graduate Diploma or Master's level, will be highly regarded

Key Qualities

Within the context of the role described, the incumbent will be expected to have, and performance will be measured against, the following key qualities:

- Demonstrated exemplary teaching skills and capacity to provide leadership leading to the achievement of quality learning outcomes for all students.
- Demonstrated strong interpersonal skills and capacity to develop and sustain productive relationships within and beyond the school community.
- Demonstrated commitment and capacity to ensure consistency of learning opportunity for all students at each year level from Preparatory to Year 12 across both campuses.
- Capacity to use analytical skills to contribute to educational outcomes.
- Capacity to manage effectively human, financial and physical resources to deliver high quality outcomes for the College.
- Demonstrated support for and capacity to develop and maintain a positive tone and an organisational culture based on ethical, professional and personal behaviours and College Values.

Relevant skills, knowledge and experience

- Knowledge of various coaching models and methods
- Ability to have non-judgemental, respectful coaching conversations aimed at identifying goals and implementing innovative strategies
- Demonstrated high level
 - classroom teaching skills,
 - knowledge of curriculum and pedagogy, and
 - coaching and leadership skills

Performance Management

In relation to setting goals, managing performance and program accountability, the Head of the relevant School will establish key performance indicators (KPIs) with the Pedagogical Coach, within the first school term of appointment to the position. The incumbent's performance against KPIs, which will be based on the Key Responsibilities and Key Qualities associated with the position, will be reviewed at least annually.

Allowances

Each of these positions of responsibility attracts a time and monetary allowance in addition to an FTE salary as a teacher at the appropriate level on the OACC teacher salary structure.

Conditions of employment

- All teachers will hold current registration with the Victorian Institute of Teaching (VIT).
- All Education Support Staff will hold a current Working with Children (WWC) Card.
- It is expected that all staff will support the Christian ethos of an Anglican school.
- Overnewton College is an equal opportunity employer and enforces non-discrimination and safe working policies. All staff must be aware of and able to work within Occupational Health and Safety and Equal Employment Opportunity Legislation. The College's campuses are smoke free.
- Overnewton College has a zero tolerance for child abuse and is committed to providing child safety, children's wellbeing and protecting children from abuse. Ministerial order 870 requires Overnewton College to implement child safety standards and to accommodate and take the needs of all children (including but not limited to, Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children with disabilities and children who are vulnerable) into account when creating a child safe environment. All staff must comply with Overnewton College's Child Safe policies and related policies and procedures and take all reasonable steps to promote the safety of children.

The Selection Process

A preliminary short list of applicants will be prepared and first-round interviews conducted by a panel which will include the Head of the relevant School. Final appointments are made by the Principal or delegate. Details of employment conditions can be discussed with the Principal or delegate at final interview.

How to Apply

All applicants are required to complete the appropriate application form. Applications for teaching positions which do not include evidence of registration, or evidence of an application for registration, with the Victorian Institute of Teachers (VIT) will not be considered.

- Email applications to Mrs Andrea Turner, Human Resources Assistant
humanresources@overnewton.vic.edu.au
- Applications will be acknowledged by email. If acknowledgement of your application has not been received after two working days, please contact the Human Resources Assistant, Andrea Turner (Phone: 9334 0035).
- In the first instance, further enquiries about this position should be directed to Human Resources Assistant, Andrea Turner (Phone: 9334 0035).

Information about Overnewton College

Our Vision: *A community of Learners Embracing the Future*

Our Mission: *Overnewton Anglican Community College strives to be an inclusive learning environment with a strong Christian foundation. We value a respectful environment where students, staff and families, working together, aspire to excellence. Broad educational opportunities prepare students to serve as empowered, thoughtful, community-minded citizens.*

Our Values: Overnewton's Christian foundation binds and informs our values. All members of the community are encouraged to grow spiritually and explore their faith.

COMMUNITY: We are proud to belong to the Overnewton community, doing our best to contribute positively, within and beyond it. The Overnewton community includes students, staff and families, both past and present. The educational and ethical standards that are promoted have a profound effect in the wider community.

LEARNING: We are all lifelong learners, helping each other in our journey towards greater knowledge, understanding and wisdom.

RESPECT: We respect ourselves, our environment and the people who are part of our past and our present. We acknowledge the right of everyone to equality of opportunity and forgiveness for mistakes.

EXCELLENCE: We strive to excel in our learning, our work, our relationships and our play, making the most of every opportunity we are given.

- Information about Overnewton College is available on the College website: www.overnewton.vic.edu.au.