



# The Springfield Anglican College

## Position Description:

## Learning Enhancement Coordinator (Primary)

Last Reviewed: October 2019

### Appendix 2

### Student Protection

Anglican schools support the rights of children and young people and are committed to ensure the safety, welfare and wellbeing of students. Anglican schools are therefore committed to responding to allegations of student harm resulting from the conduct or actions of any person including that of employees. This commitment includes the provision of a safe and supportive living and learning environment for all students and requires all employees, volunteers and visitors to model and encourage behaviour that upholds the dignity and protection of students from harm.

### 1. Position Details:

<b>Position Title:</b>	Learning Enhancement Coordinator (Primary)
<b>Location:</b>	The Springfield Anglican College - Primary Campus
<b>Classification:</b>	PAR 1 Teachers' Salaries in accordance with the FSAC Limited Enterprise Agreement
<b>Other conditions:</b>	20% Teaching Release
<b>Reports to:</b>	Head of Primary
<b>Last Reviewed:</b>	October 2019

### 2. Essential Qualifications:

<b>Academic Qualifications:</b>	Four (4) year Degree - Education or equivalent – <i>Essential</i>
<b>Registration Requirements:</b>	Provisional or Full Registration with the Queensland College of Teachers - <i>essential</i>
<b>Blue Card:</b>	Teacher Exemption Blue Card will be required
<b>Experience:</b>	Previous experience in developing and coordinating a learning support program for students in early and primary school years.
<b>Other:</b>	Nil



### 3. Position Purpose:

The Springfield Anglican College is a leading Kindergarten to Year 12 coeducational school, with a growing reputation for academic and extra-curricular achievement. Our teachers care about their students and are leaders in learning, focused on providing the best possible educational environment and ensuring that each child's academic potential is nurtured.

Responsible to the Head of Primary under the direction of the Head of Teaching and Learning and Student Care (Primary), the Learning Enhancement Coordinator (Primary) develops, coordinates and evaluates a contemporary, innovative Primary Learning Support program which is underpinned by clear expectations about high quality learning outcomes and standards to be achieved and which is appropriate to a modern, technological and culturally diverse society. The Learning Enhancement Coordinator (Primary) is leads and supports primary learning enhancement staff in delivering programs across the early years and primary years of schooling.

The Learning Enhancement Coordinator (Primary) nurtures self-esteem, encourages self-reflection and develops compassion, respect, and tolerance as a foundation on which children may build their lives in a school environment that values education within a sustaining and life giving Christian community significantly underpins the daily work of the school and the development of the curriculum.

### 4. College Expectations:

Teachers at The Springfield Anglican College will be:

- Supportive of the Aims and Philosophy of the College
- Supportive of the Anglican values and ethos of the College
- Focused on the needs of the College's clients
- Committed to the holistic education of the students in their care
- Active participants in the professional learning community
- Continuously improving their teaching practice and professional knowledge base
- Facilitators of positive and productive community relationships
- Focused on developing a culture of excellence

### 5. Key Role Objectives

Teachers meet the National AITSL standards <https://www.aitsl.edu.au/teach/standards> to a proficient standard, as follows:

1. Know students and how they learn
2. Know the content and how to teach it
3. Plan for and implement effective teaching and learning
4. Create and maintain supportive and safe learning environments
5. Assess, provide feedback and report on student learning
6. Engage in professional learning
7. Engage professionally with colleagues, parents/carers and the community



## 6. Domains of Professional Responsibility:

The Learning Enhancement Coordinator (Primary) is responsible for meeting the following domains of professional responsibility. These are inclusive of the new Queensland College of Teachers Standards of Practice but are expanded to reflect the context of teaching in an independent school. The domains of professional responsibility should be read within the context of the Statement of Principles of Learning and Teaching, attached to this Position Description.

The College is aligned with the National Standards for Teachers and uses these in the Professional Review and Learning Program, which is formative review process for teacher professional development.

### **Student Protection – Commitment to the Student Protection in Anglican Schools Policy and Procedures and Child and Youth Risk Management Strategy:**

The College is committed to the safety and wellbeing of students enrolled at the school. In accordance with sections 171 and 172 of the Working with Children (Risk Management and Screening) Act 2000 (Qld), the College is committed to eliminating and minimising risks to child safety through the Child and Youth Risk Management Strategy. The teacher will demonstrate a commitment to Child Protection, supports the rights of children and young people and are committed to ensuring the safety, welfare and wellbeing of students. The Learning Enhancement Coordinator (Primary) will model and encourage behaviour that upholds the dignity and protection of students from harm.

### **Commitment to the College Vision and Goals:**

The Learning Enhancement Coordinator (Primary) demonstrates a commitment to the College aims and philosophy in holistic education and supports the College's worship and value-based approaches. This commitment includes actively supporting and participating in the College co-curricular program. The teacher will embrace change and support College development, with a focus on building positive and productive relationships with children and their families.

### **Commitment to Students and Student Learning:**

The Learning Enhancement Coordinator (Primary) designs, documents, implements and evaluates contemporary, innovative and informed early and primary years learning support programs; creating a learning environment that encourages students to achieve their best. All teaching staff and middle leaders demonstrate a commitment to the student care and personal development all students; treating students equitably, with respect and sensitive to factors that influence individual student learning and achievement. The Learning Enhancement Coordinator (Primary) will design and lead the implementation of inclusive IEP programs which meet the unique needs of verified students.

### **Collaboration within the Learning Community:**

The Learning Enhancement Coordinator (Primary) promotes and participates in the creation and maintenance of a collaborative and supportive learning community; upholding the values and standards of the learning community. The Learning Enhancement Coordinator (Primary) works collaboratively as a member of multi-disciplinary teams to enhance student learning and achievement; talking collegially about practice – frequently, continuously and precisely; observing one another engaged in the practice of teaching and administration – reflecting and talking about action; teaching one another what they now about teaching, learning and leading.

### **Reflective Practice and Ongoing Professional Renewal:**

The Learning Enhancement Coordinator (Primary) will demonstrate a commitment to professional development by actively engaging in ongoing professional learning; applying it to their professional practice. Teaching staff and middle leaders refine their professional practice through regular inquiry, learning and reflection; engaging in self-directed learning informed by experience, research and collaboration with other professionals; and actively participates in the Professional Review and Learning Program.

**Professional Knowledge:**

The Learning Enhancement Coordinator (Primary) maintains and enhances their knowledge of Learning Support; develops thorough understanding of the stages of early childhood and primary years of development, and how best to support the development of students academically, physically, socially and spiritually. The Learning Enhancement Coordinator (Primary) knows and develops a variety of effective teaching and assessment practices and knows and develops a variety of effective behaviour management strategies.

**Professional Practice:**

The Learning Enhancement Coordinator (Primary) intellectually challenges student learning experiences with teaching strategies, techniques and plans that value the diversity of the learning experience; maintaining a strong literacy and numeracy focus. Teachers assess and report constructively on student learning and communicate effectively with parents, students and peers. Teachers and Middle Leaders use appropriate information and communication technology in their teaching practice and related professional responsibilities.

**Duty of Care:**

The teacher contributes to the College's duty of care for both staff and students by adhering to all requirements relating to the development of an environment which is free from the risk of injury, harm and/or disease as required by the Workplace Health and Safety and Child Protection Acts and relevant College policies and practices.

## 7. Selection Criteria/Competencies:

The ideal candidate will possess the following competencies, skills, qualifications and experience:

- Ability to identify and monitor students with learning difficulties via standardised testing and in consultation with stakeholders.
- Thorough knowledge of Learning Support in an early years and primary setting.
- Identification and monitoring of students with learning difficulties via standardised testing and in consultation with stakeholders.
- Support class teachers in the implementation of individual education programs.
- Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.
- Maintain clear records pertaining to student progress and assessment.
- Assisting with the NCCD and State funding process, writing of Individual Education Plans (IEP) with specific learning disorders and those with other learning, behavioural and or physical disabilities.
- Conduct and attend parent meetings, parent/teacher interviews, and school meetings as required.
- Ability to work in partnership with teachers to implement aspects of learning plans for groups of students, leading small group instruction and adapting lessons for individual students in collaboration with classroom teachers.
- Ability to design, document, implement and evaluate contemporary, innovative and informed curriculum programs.
- Ability to implement effective behaviour management strategies to support an optimal learning environment.
- Highly developed interpersonal and communication skills; ability to build positive and co-operative relationships with students, peers, parents and colleagues.
- Ability to work effectively in teams.
- Commitment to and participation in the co-curricular programs of the College.
- Sound organisation and time management skills; well-organised, with the ability to meet deadlines.
- Commitment to the Anglican ethos of the College and take a role in the College's Student Care program.
- Must be registered or eligible for registration in Queensland as a teacher.



# The Springfield Anglican College

## Statement of Principles Learning and Teaching

***The College believes that effective learning occurs both in the classroom and beyond when:***

- There are high expectations of success
- The teacher is enthusiastic and knowledgeable
- Students receive constructive feedback and recognition
- Students are motivated and take responsibility for their learning
- Students believe that effort makes a difference
- Students feel safe and able to take risks
- Habits of learning are fostered through meaningful homework
- Students have personal ownership of their own learning
- Tasks are action orientated and inquiry based
- Tasks are reflected in real life experiences
- Consistent with the ethos of the College, the students' sense of worth is fostered

***It follows that effective teaching must incorporate:***

- Teachers setting high expectations for student achievement
- Teaching strategies which provide for rigour, challenge and engagement
- The use of a wide range of teaching strategies and approaches including:
  - Active learning and inquiry-based methods
  - Opportunities for cooperative learning
  - Providing frequent and timely feedback on student progress
  - Project based and problem-solving activities
  - The setting and marking of meaningful homework and encouragement of good study habits
  - Differentiated assessment techniques to extend student learning
- Opportunities for students to gain control over their learning through:
  - The teaching of thinking skills and other meta-cognitive processes
  - The use of teaching strategies which embrace different learning styles
  - A focus on the teaching of thinking skills and processes
  - The use of frameworks such as work plans and schedules
- A focus on strong communication between student and the teacher characterised by encouragement, constructive feedback and recognition
- A strong focus on high levels of literacy and numeracy
- A positive and safe learning environment which foster self-worth and risk taking