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| Position Title: | International Baccalaureate Primary Years Programme (IB PYP) Coordinator |
| Dated: | February 2024 |
| Reports To: | Head of Junior School |
| Prepared by: | Director of Human Resources |

Position Purpose

The IB PYP Coordinator is responsible for the inspirational leadership and oversight of curriculum, assessment and reporting in all key learning areas from Early Learning Centre (ELC) to year 4.

Reporting to the Head of Junior School, this role will work with the Deputy Head of Junior School, Head of ELC, Academic Directorate and teachers to ensure the implementation of an innovative, creative and engaging curriculum focused on improving outcomes for all students from ELC to Year 4.

Position Status

The person in this role is a permanent full-time teacher but as with all positions of responsibility the IB PYP Coordinator is tenured for three years.

The position has a teaching component as a member of Learning Enhancement and / or High Potential Learning, approximately Full Time Equivalent (FTE) 0.60.

The position attracts extra financial responsibility points.

This role includes being an active member of the Junior School Leadership Team, which includes the Head of Junior School, Deputy Head of Junior School, and Head of ELC.

They will also be an active member of the College Academic Directorate, which includes attending appropriate meetings.

Duties and Essential Job Functions

The IB PYP Coordinator is expected to be proactive in:

- developing curriculum statements and practice consistent with the requirements of the IB PYP
- establishing communication with staff in relation to curriculum content, documentation and teaching methods
- leading the pedagogical implementation at the Junior School through work with staff and students in classrooms
- collecting and analysing student data to inform curriculum direction and explicit teaching
- ensuring all requirements of the IB PYP five-year evaluation are met

Teaching Expectations

- teaching classes to complement the IB programme of inquiry
- teaching classes within Learning Enhancement and / or High Potential Learning

- being able to team teach and provide teaching cover to enable teachers to visit other classrooms and facilitate peer mentoring
- emergency teaching when necessary

Collaborative Planning

- to hold regular collaborative planning meetings with all teaching teams – ELC to year 4 and specialist teachers
- to support and guide staff with the planning, development, and evaluation of units of inquiry
- support teachers to thoroughly plan and reflect on their teaching and learning programs

Assessment and Reporting

- in consultation with the Reporting & Assessment Coordinator, develop and manage the assessment and reporting processes and practices of the PYP
- analyse student data to inform best teaching practice and classroom differentiation
- supporting the annual implementation of the Year 3 NAPLAN testing

Documentation

- establish and maintain a record of completed planners
- to develop and publish the Programme of Inquiry
- in consultation with relevant Heads of Learning and Deputy Head of Junior School oversee and coordinate the review of Scope and Sequence documents to ensure a smooth transition for students through different year levels
- ensure that essential agreements are developed including but not limited to; classroom, staff, learning journals and continuous online reporting
- to prepare curriculum documents for distribution to staff and parents

Professional Learning

- ensure that staff members are made aware of IB PYP professional development opportunities and liaise with the IBO to coordinate both internal and external professional development activities
- make recommendations regarding internal and external training opportunities
- to coordinate and where appropriate facilitate the professional development program for staff in conjunction with Director of Pedagogy and Head of Junior School
- induct new staff into the philosophy and practices of the IB PYP
- actively support the Academic Directorate and its initiatives, attending meetings and participating in and where appropriate facilitating Leadership forums

Resource Management

- make recommendations for the purchase of suitable teaching and learning resources to support the implementation of IB PYP
- to monitor, maintain and budget for learning area resources

Communication

- set up systems for communication and collaboration among all staff members involved in implementing the program
- conduct parent information sessions
- publish articles pertaining to the program in the school newsletter/magazine and as separate curriculum articles
- circulate all relevant information from the International Baccalaureate Organisation (IBO)
- to ensure that curriculum material is prepared and submitted for evaluation of IB PYP reviews

- ensure that all requirements and procedures set by the IBO concerning the program are adhered to and understood
- respond to requests for information (e.g. questionnaires) from the IBO
- provide a liaison between the school and the IBO
- extend contacts with the wider community of learners through such means as the IB PYP Network Magazine, College weekly online Newsletter, email contact with colleagues, school visits and teacher exchanges

The following are additional requirements of the role:

- Representing the College at IB PYP meetings
- Attending all Junior School social events for parents (e.g. social evenings, information evenings)
- Attending Saturday morning school tours and all formal school functions

Any other tasks as deemed appropriate for the role

Overview of Teaching at The College

All faculties consist of dedicated teams of professionals who promote individual growth in the academic understanding of their students. They work closely in teams to develop differentiated programs that provide support and extension where needed. A typical lesson will provide inspiration, rigour, and stimulate curiosity and critical thinking. St Leonard's College has a culture of academic excellence which is driven by its motivated staff and supported by students' involvement in other opportunities to supplement and extend their learning beyond the classroom.

The successful applicant will be passionate about teaching and learning and be able to inspire their students. They will know the current research on best pedagogical practices and be able to work in a team, share resources and ideas, and be able to communicate clearly with students and their parents. They will promote a growth mindset and focus on each student's learning pathway, having strategies to determine their entry level and assess what each student needs to do in order to display growth in the student's learning. They will be competent users of technology to support their organisational and pedagogical practices.

Teachers are expected to undertake supervisory duties which are allocated in a roster either before school, at recess, lunchtime or after school. They are also expected to be involved in cocurricular activities, which may reflect particular skills and interests or as designated by the College. Teachers also undertake pastoral care responsibility. With each of these tasks it is the practice of the College to share the responsibilities as evenly as possible amongst the teaching staff so that there is no unreasonable load on any member of staff.

All teachers are expected to attend staff meetings and other ad hoc meetings as arranged. It is also an expectation that all members of teaching staff attend the College's major functions throughout the year.

Other Functions & Responsibilities

The responsibilities of a St Leonard's College teacher include, but are not limited to:

- Preparing and executing well-planned, academically rich and innovative lessons;
- Developing a stimulating learning environment by using a variety of styles and approaches to cater for individual learning needs;
- Employing a variety of effective teaching strategies to effectively implement the curriculum;
- Ensuring that classrooms are places where technology is seamlessly, yet actively, employed to assist in effective learning;
- Reporting on academic achievement to parents via the Continuous Reporting system and make appropriate levels of contact with parents as necessary;

- Developing learning relationships with students that assist in developing the confidence and learning of St Leonard's College students;
- Giving appropriate time to the planning of lessons and collaboration with other teachers as part of teaching teams;
- Actively contributing to a culture of teaching and learning where teachers learn with, and from, each other and actively inquire into effective pedagogical practice;
- Engaging in active and continuous professional learning that is relevant to their area/ subject discipline as well as concerns and debates in the education sphere more generally;
- Being thoroughly versed in the policies of the College and abide by the policy directives;
- Supporting Pastoral staff in ensuring that the expectations of student behaviour and dress are met;
- Engaging with students in a variety of activities outside the classroom, including House and co-curricular activities.

Teachers at St Leonard's College are dynamic, enthusiastic professionals who are committed to:

- the development of learning and teaching programs with clearly defined outcomes;
- the maintenance of effective assessment recording and reporting strategies;
- the integration of ICT into teaching and learning in the classroom;
- meeting all curriculum and assessment requirements;
- engaging in cocurricular and pastoral programs of the College.

Qualifications and Experience

It is a condition of employment that all staff provide a current Employee Working with Children Check or VIT before their position will be confirmed. A Criminal Record check may also be requested in certain circumstances.

For Teachers at the College, VIT registration and a tertiary qualification in Education is required as a minimum.

For General Staff at the College, appropriate qualifications or experience for the specific role is a requirement.

Child Safe Responsibilities and Requirements

St Leonard's College has zero tolerance for child abuse.

St Leonard's College is committed to the safety and wellbeing of our students.

All employees are required to have a positive history of working with children, and be able to demonstrate their suitability, experience and attributes in relation to child safety.

Prior to commencing employment information will be collected in order to establish suitability for child-connected work as defined in Ministerial Order 1359.

Everyone working at St Leonard's College is responsible for the care and protection of the children and young people within our care and reporting of information about suspected child abuse. This includes not only a strong belief but also a legal requirement to comply with the child safety and protection obligations under Ministerial Order No. 1359, and a strong commitment to be actively engaged in the College's child safe culture.

All members of staff share in the responsibility for the prevention and detection of child abuse, and must:

- Be responsible for understanding and applying the College's Child Safe Policy including being compliant with the Child Safe Code of Conduct and being proactive in reporting any concerns or identified risk, and will be required to read and formally acknowledge their acceptance of the school's Code of Conduct for staff
- Take all reasonable steps to protect children from abuse

- Report any reasonable belief that a child's safety is at risk to the Principal or delegate
- Teachers, nurses and psychologists fulfil their obligations as mandatory reporters
- Report any suspicion that a child's safety may be at risk to their supervisor (or, if their supervisor is involved in the suspicion, to the Principal or delegate)
- Promote the cultural safety, participation, and empowerment of Aboriginal and Torres Strait Islander children
- Promote the safety, participation, and empowerment of children with culturally and/or linguistically diverse backgrounds
- Promote the safety, participation, and empowerment of children with a disability
- Provide an environment that is supportive of all children's emotional and physical safety

General Responsibilities

All staff are to be supportive of the St Leonard's College Mission Statement and to enhance the school's reputation as one which is a warm and caring environment, characterised by efficiency, professionalism and a willingness to meet the individual needs of those within its community.

This position is covered by the conditions stipulated in the *St Leonard's College Agreement 2023*, and any subsequent Agreement.

- The College:
 - is an equal opportunity employer
 - complies with the requirements of the Privacy Act
 - has a strong commitment to Health, Safety and Wellbeing
 - will not tolerate harassment of any kind.
- College Standards - all staff are expected to actively support the following standards:
 - Communication – effective, helpful and positive
 - Confidentiality – Protect the privacy and confidentiality of all personal information (staff/families/students)
 - Teamwork – work together as a team to achieve the best results. Share information and collaborate across all sections of the College; trust, respect and support
 - Accountability – we do our work with honesty, integrity and enthusiasm
 - Performance – we perform to the best of our ability
 - Initiative – looking for opportunities to improve the way we work; flexible, adaptable and efficient.