



## Penola Catholic College Position Description

<b>Position Title</b>	Professional Practice Coach (Senior Campus)
<b>Classification</b>	Teacher, Position of Leadership (POL) – Level 3
<b>Tenure</b>	2026 – 2028
<b>Reports to</b>	Principal, Deputy Principal Learning and Teaching

### About Penola Catholic College

Penola Catholic College is a co-educational college for students from years 7-12 with two campuses in the Northern suburbs of Melbourne. College campuses are situated in Glenroy, which caters for years 7 and 8, and the senior campus in Broadmeadows that features years 9 to 12 and a total college enrolment of approximately 1,500 students.

Penola Catholic College is a community of students, parents and staff guided by the teachings of Jesus Christ and inspired by the example of Saint Mary of the Cross MacKillop. Enlightened by the Gospel values of Faith, Love, Hope and Compassion, we strive to provide a holistic education which meets the needs and develops the gifts of each student. As a community we recognise that this is best achieved in a welcoming environment with a commitment to justice, service and collaboration.

### Position Objective

The Professional Practice Coach is responsible for improving student learning through the coaching and the cultivation of a differentiated culture of professional learning. This will be achieved by fostering engaging in professional observation and dialogues and fostering professional internal networks to enhance teaching pedagogy and practices in alignment with the College's strategic direction, and reporting on the program's progress.

The Professional Practice Coach will provide regular and clear reporting outlining the overall learning needs of teaching staff, inform on areas where whole school development is required, and indicate areas of improvement and success that have been achieved across the College.

### Responsibilities and Accountabilities

#### *Learning Culture*

- Liaise with the Executive Team and key leaders to identify the Learning and Teaching priorities, strengths and needs to inform the focus of learning walks on the Senior Campus.
- Establish clear protocols that promote psychological safety and a strong learning focus.
- Prioritise presence in classrooms to identify examples of strong practice, new approaches and other practice that promotes learning to incorporate in learning walks.
- Communicate regularly with teaching staff to build engagement, encourage familiarity and comfort with the program, and created a clear and shared understanding of purpose.
- Design and lead learning walks, fostering dialogue and discussion that promotes the development of shared pedagogical practice, including cross-campus walks.
- Maintain records of staff involvement in the program, identify mechanisms to track the impact of the program and provide regular feedback to leadership on engagement and impact.

- Model and champion effective strategies used by teachers, encourage teachers to share their stories of success with one another and share ideas and teaching approaches throughout the entire College.
- Promote a belief across all Learning Areas that all students are capable of learning and improving their performance.
- With the Professional Practice Coach (Junior Campus), explore opportunities for cross-campus learning walks and related professional learning

### ***Early Career Teachers***

- With the Professional Practice Coach (Junior Campus), lead an internal network for Early Career Teachers to support and respond to the needs of teachers in their first three years of teaching.
- Meet with the Early Career Teachers at least once a term to foster opportunities for discussion about their challenges and celebration of successes, actively cultivating a psychologically safe and supportive environment.
- Identify professional learning needs of Early Career Teachers and liaise with the Executive Team to ensure that opportunities are identified or created to address these needs.

### ***Coaching***

- Provide an effective and professional instructional coaching service to staff from a variety of teaching disciplines.
- Provide coaching based on the Impact Cycle (Identify, Learn, Improve) and partnership principles (Equality, Choice, Voice, Reflection, Dialogue and Praxis). (Knight, 2007).
- Demonstrate an understanding of evidence-based teaching practices and their effective use in the classroom to drive student outcomes.
- Ensure that the coaching program encourages and empowers staff, allows for self-reflection, growth and a process for accountability.
- Plan effective coaching times with staff that limit impact on instructional learning at the College and create the best opportunity for positive interaction with the coachee.
- Ensure that scheduled coaching sessions occur with allocated coachees, and that the progress of coaching sessions is recorded in relevant systems.
- Understand and consistently apply College processes when guiding the professional learning choices of staff.
- Provide regular reporting to the Principal and Deputy Principal Learning and Teaching on staff engagement in the Coaching Program, the categories of pedagogical and professional goals being worked towards by staff, number of coaching sessions being held, attendance at coaching sessions, progress against goals, and summary of improvements to practice and student learning resulting from coaching.
- Make visible and celebrate ongoing successes of the program to all staff.
- Continually work towards strengthening professional teaching knowledge, skills and strategies. This involves remaining abreast of professional literature and the latest research on practices that help teachers improve their instructional practice.
- In conjunction with the Principal, Deputy Principal Learning and Teaching and Heads of Learning and Teaching devise and help implement professional learning that increases teachers' pedagogy and maximises student learning, and which supports them in their classroom.

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## **Experience and Qualifications**

### ***Commitment to Catholic Education***

- A demonstrated understanding of the ethos of a Catholic school and its mission.
- A demonstrated understanding of the Church's teachings and the Catholic teacher's role in the mission of the Church.

- A demonstrated capacity to instil in students a respect for each other in accordance with the teachings of Jesus Christ.
- A capacity to integrate the Church's teachings into all aspects of curriculum.

### ***Commitment to Child Safety***

- Experience working with children
- A demonstrated understanding of child safety
- A demonstrated understanding of appropriate behaviours when engaging with children
- Familiarity with legal obligations relating to child safety (e.g. mandatory reporting)
- Be a suitable person to engage in child-connected work

## **Education and Experience**

### ***Essential***

- Teaching qualifications
- Current Victorian Institute of Teaching (VIT) registration
- Accreditation to teach in a Catholic school (or be working towards such accreditation)

### ***Desirable***

- Accreditation to Teach Religious Education
- Demonstrated understanding and experience of the learning and teaching pedagogy associated with the Victorian Curriculum
- Demonstrated experience in using ICT to teach subject area
- Preference for experience in inquiry based learning and use of student data to maximise learning outcomes

### ***Skills / Attributes***

- Good oral and written communication skills, including ability to communicate with children, parents and the school community.
- Experience and proven record in effective learning and teaching skills, including management of composite classes/mixed ability classes.
- Ability to demonstrate an understanding of appropriate behaviours when engaging with children.
- Demonstrated capacity to participate in a range of school activities, e.g. school sports, sacramental programs, liturgies, school camps/excursions.
- Leadership qualities.
- Self-motivation.
- Ability and willingness to accept policy directives.

### ***Technical Expertise***

- A genuine commitment to maximising the participation of all students in the house and co-curricular programs of the College.
- An openness to and enthusiasm for new ideas and challenges which will extend the range of activities available to students.
- A willingness to approach and encourage staff colleagues to lead and participate in the co-curricular and house program.
- Highly developed administrative and time management skills.
- Ability to advise and liaise with a wide range of stakeholders including the school community, the wider community and sporting associations
- Ability to work closely and demonstrate empathy with students and parent/guardians while maintaining the professional role of a guide and administrator

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## **Additional Information**

### ***Annual Review Meetings***

Actively participate in the Annual Review Meeting (ARM) process with the Principal or Principal's nominee (Assessor). The ARM is a positive process for the Teacher and Assessor to:

- Identify and establish professional development goals and avenues for professional development;
- Assist the Teacher in relation to the Australian Professional Standards for Teachers (the Standards); and
- Affirm achievements and identify areas for improvement and development.

### **Meetings**

Attend staff meetings and other meetings as required.

### **Professional Learning**

Relevant professional learning can be accessed with the approval of the Deputy Principal Learning and Teaching.

### **Management of Staff**

As a POL holder the incumbent will be required to effectively manage staff including setting directions, providing feedback and raising any performance concerns in accordance with the College's policies and procedures. As a POL it is expected that the incumbent will conduct Annual Review Meetings with staff, if they are nominated as an Assessor.

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## **Employee Obligations**

### **Policies**

All staff are employed under and abide by the *Catholic Education Multi Enterprise Agreement (CEMEA) 2022* (and any instrument that replaces it) and Penola Catholic College policies, guidelines and procedures.

### **Child Safety**

The College has a zero tolerance of all forms of child abuse and actively works to listen to and empower students. The College has policies and processes in place to protect students from abuse and takes all allegations and concerns seriously, and responds in line with the organisation's policies and procedures.

Staff must adhere to the following:

- A thorough understanding of the College's Child Protection - Child Safety and Wellbeing Policies and the Child Safety Code of Conduct, and any other policies or procedures relating to child safety and wellbeing;
- Assist in the provision of a child-safe environment for students;
- Demonstrate duty of care to students in relation to their physical and mental wellbeing.

Breaches will be managed as per the CEMEA 2022 Clause 13 – Managing Employment Concerns.

### **Occupational Health Safety**

Contribute to a healthy and safe work environment for yourself and others and comply with all safe work policies and procedures. It is the responsibility of all staff to ensure OHS guidelines are met, safe work practices are maintained and all hazards reported to the OHS representative or OHS committee.

Each staff member does make a positive contribution to the College environment. Suggestions that can improve the overall efficiency of a work area are valued and each staff member is encouraged to put forward ideas and suggestions to their Head of Department.