ALTONA COLLEGE

Dear candidate,

Thank you for your interest in the role of Learning Environment Coach (Learning Specialist) at Altona College. In the pages that follow, I hope you will gain insight into the vision and responsibilities associated with these roles. My hope is that prospective candidates can find both familiarity and challenge in our vision and core beliefs.

At the heart of our work, is the pursuit of excellent and equitable outcomes for all learners. In pursuit of this, Coaches must understand that improving teacher capability is the greatest strategic lever we can pull in schools. Knowledge and expertise are vital, but the interpersonal capability that is required to challenge and support teachers to keep improving can't be underestimated. In pursuing one of these roles, you are making a commitment to be vulnerable, compassionate and inclusive in your leadership. At the same time, you will be expected to challenge your peers to be high performing practitioners, accepting only the highest standards of performance. This will demand difficult conversations, constant feedback and a level of resilience far beyond that expected of most school staff.

In 2027, only one role remains available for a Learning Environment Coach.

The role is challenging; the community are remarkable and the opportunity we are afforded to shape our system and in turn the lives of our young people is a great privilege. With this said, I warmly invite you to read on to better understand both the opportunity and the expectation. I look forward to your submission and any other queries you might have.

Warmest regards,



Nathan Guthridge

Principal

Altona College

Nathan.guthridge@education.vic.gov.au

Our Vision: Achievement, Wellbeing, Engagement (AWE)

Altona College welcomes all students into an AWE-inspiring learning environment. Our vision for effective education will focus on a careful balance of student Achievement, Wellbeing and Engagement (AWE). This means students will:

- *achieve* the acquisition of knowledge, skills and capabilities that adequately prepare them to lead satisfying, productive lives;
- their *wellbeing* will include connection, personal health and the resilience required to bounce back from difficult experiences;
- their *engagement* will see them balance personal agency and integrity while actively participating in opportunities to enrich and extend their learning.

Reflective of this pursuit, our values of **Innovation, Integrity and Respect** emphasise our commitment to developing empowered individuals who are open-minded, compassionate and considerate of the diverse world they are being prepared to shape.

Our Mission

We will use our skills and capability to respect and attend to the needs and potential of every child, ensuring their learning and wellbeing is maximised through every school experience.

Leadership

Principal: Nathan Guthridge

Assistant Principal F-6: Felicity Maxwell

Assistant Principal 7-9: Mathew Kelly

Assistant Principal 10-12: Tara Dunstan

Director of Achievement & Engagement F-6: Rachel Ibbetson

Director of Student Wellbeing & Engagement F-6: Casey Sperling

Director of Student Achievement 7-12: Xavier Barker

Director of Student Wellbeing 7-12: Julie Giles

Director of Student Engagement 7-12: Hamish McGee

Positive Classroom Management Coach (aligned to this role): Rhett Dadswell

PLT Leaders: F-2, 3-6

Year Level Coordinators: 7-9 x 3 (Achievement, Wellbeing, Engagement), 10-12 x 3 (Achievement, Wellbeing, Engagement)

Learning Area Coordinators: English, Maths, Science, Humanities, HPE, Arts & Technology.

Our vision for Achievement

As one of the three pillars of our AWE mindset, Student Achievement refers to the attainment of academic learning outcomes across the full breadth of curriculum offered at Altona College. Achievement looks different for every learner, at every stage of schooling.

Our collaborative pursuit of excellent and equitable achievement outcomes for every learner is grounded in the following core beliefs:

- All learners should be supported to achieve six months of learning progression each semester, wherever possible.
- All learners benefit from the explicit teaching of high-quality curriculum.
- All learners should be monitored and assessed in terms of learning proficiency and learning growth over time.
- Learning is most effective in safe, orderly, learning-focused classrooms.
- Both special provisions and reasonable adjustments are essential to ensure all students have a fair opportunity to access and demonstrate learning.
- Students and families deserve regular, timely, evidence-informed feedback on student achievement.
- The achievement of every learner is the responsibility of the teaching team. This means:
    - developing responsive teaching capability and resources is a shared pursuit across teaching teams
    - teaching and assessment programs are planned, moderated and reviewed in teams
    - students are monitored at individual, class and cohort level
- Academic success and optimism support Wellbeing and Engagement.
- Where student achievement is below expected levels, Tier 1 programming is the first point of investigation, followed by consideration of Tier 2 and 3 supports.

Strategic Plan Goal 1 (2024–2028): *Maximise the learning growth of all students*

1.1 — Relative Growth Students achieving Medium or High Relative Growth in Years 5, 7 and 9 Reading and Numeracy: 80% High

1.2 — Teacher Judgement Growth At or above expected level:

- Years 1–6 Reading 80%,
- Years 7–10 Reading 70%, Years 1–6 Mathematics 80%,
- Years 7–10 Mathematics 80%

1.3 — VCE study scores Mean score for English: 29.8; all study scores: 29

1.4 — School Staff Survey (SSS)

- Moderating assessment tasks together: 47% → 60%;
- PL through peer observation: 12% → 45%;
- Academic emphasis: 50% → 55%; Teacher collaboration: 51% → 60%

1.5 — Attitudes to School Survey (AtoSS)

- Effective teaching time: 64% → 70%;
- High expectations for success: 73% → 77%;
- Differentiated learning challenge: 66% → 70%

Key Improvement Strategies

1.a Refine and implement a teaching and learning architecture that aligns to VTLM 2.0
1.b Continue to build leadership capability at all levels of the school
1.c Strengthen the use of data to monitor and improve the achievement, engagement and wellbeing of all learners

Our vision for Wellbeing

As one of the three pillars of our AWE mindset, Student Wellbeing encompasses a student's physical, social, mental and emotional state. A broad range of factors influence student mental health and wellbeing, many of which are beyond the control of our students. Altona College combines high-impact wellbeing strategies for all learners with flexible, tailored approaches for students who need additional support.

Our collaborative pursuit of excellent and equitable wellbeing outcomes for every learner is grounded in the following core beliefs:

- Students spend a large amount of time at school and in class. A teacher is often the first person to notice a student needs extra support, and students often trust their teacher to help them.
- School provides a positive, nurturing environment for students to develop confidence, social skills and healthy life habits.
- Teachers form positive relationships with students, promote student voice and agency, hold high expectations of all students, and create a safe, welcoming, inclusive classroom — the SWPBS Values Guide sets the shared standard for this.
- Social and emotional skills, and a positive attitude to self, school and civic life, are explicitly taught, not assumed.
- Schools play a role in identifying signs of mental health concern, providing early support, and referring students to health services where needed.
- Strong wellbeing supports Achievement and Engagement.
- Where student wellbeing is below expected levels, Tier 1 programming is the first point of investigation, followed by consideration of Tier 2 and 3 supports (see MTSS).

Strategic Plan Goal 2 (2024–2028): *Improve the wellbeing and engagement of all students*

2.2 — AtoSS (wellbeing factors)

- Managing bullying: 50% → 60%;
- Respect for diversity: 44% → 55%

2.1 — Attendance (equity-funded students) 20+ absent days:

- P–6 from 55% → 46%;
- Years 7–12 from 61% → 51%

Key Improvement Strategies:

2.a Strengthen the capability of teachers to ensure supported and responsive, learning-focused environments

2.b Refine and implement a student engagement and wellbeing improvement strategy

Our vision for Engagement

As one of the three pillars of our AWE mindset, Student Engagement refers to how actively a student participates in, and connects with, their learning — observable through the Engagement Continuum, ranging from disrupting or avoiding learning, through withdrawing, to participating, investing and driving one's own learning. Engagement is shaped most directly by the quality of classroom instruction and routines.

Our collaborative pursuit of excellent and equitable engagement outcomes for every learner is grounded in the following core beliefs:

- Engagement is best understood as a continuum, not a fixed trait — a student's engagement can shift within a single lesson, and the Engagement Continuum gives staff a shared language to observe and describe this.
- Well-designed, well-rehearsed learning routines (StepLab's Create Culture and Secure Attention practices, delivered through an agreed Instructional Model) are the most effective way to build and maintain engagement, and reduce the likelihood of a student disengaging or escalating.
- Where engagement deteriorates, Positive Behaviour Management provides a staged, proportionate response matched to the level of disengagement observed.
- Regular school attendance is a foundational, necessary condition for engagement — a student cannot engage with learning they are not present for.
- Student voice and agency, and genuine interest and challenge in learning, move students from passively participating toward investing in and driving their own learning.
- Strong engagement supports Achievement and Wellbeing.
- Where student engagement is below expected levels, Tier 1 programming (quality classroom instruction and routines) is the first point of investigation, followed by consideration of Tier 2 and 3 supports (see MTSS).

Strategic Plan Goal 1 (2024–2028): *Maximise the learning growth of all students*

1.5 — Attitudes to School Survey (AtoSS)

- Effective teaching time: 64% → 70%;
- High expectations for success: 73% → 77%;
- Differentiated learning challenge: 66% → 70%

Strategic Plan Goal 2 (2024–2028): *Improve the wellbeing and engagement of all students*

2.2 — AtoSS (engagement factors)

- Student voice and agency: 46% → 51%;
- Stimulated learning: 57% → 63%

2.3 — Post-school destinations

- Year 12 students exiting to further education: 61% → 66%

2.4 — VCE completion: Maintain 2023 rate of 100%

Key Improvement Strategies:

2.a Strengthen the capability of teachers to ensure supported and responsive, learning-focused environments

2.b Refine and implement a student engagement and wellbeing improvement strategy

Position Description: Learning Specialist – Positive Classroom Management Coach

Overview
Position: Learning Environment Coach 7–12
Classification: Learning Specialist
Duration: 2027–2030

Position Description
Working as senior leaders in the College, Learning specialised play a critical role in planning, monitoring and delivering school improvement initiatives related to teacher effectiveness and capacity building. Operating under the guidance of Principal class staff, they have a range of responsibilities related to their expertise, including data monitoring and response systems, teaching demonstration lessons, observing and providing feedback to other teachers and facilitating school-based professional learning.

Learning specialists are expected to have deep knowledge and expertise in high-quality teaching and learning focused on delivering improved achievement, engagement and wellbeing for students. As the complexity of teacher work evolves, specialist guidance will also extend beyond the classroom to ensure teachers are well equipped with the technical, interpersonal and strategic capabilities needed to perform in a responsive school environment.

Key functions

- demonstrate high-level expertise in Tier 1 instruction and positive classroom management
- provide a child safe environment in accordance with the child safe standards
- model exemplary classroom practice, including through teaching demonstration lessons that model agreed instructional and learning environment routines working together
- work with SIT to develop and refine a shared view of highly effective Tier 1 practice at Altona College
- play a key role in professional learning, including developing processes and protocols for observation, feedback and peer collaboration
- provide evidence informed feedback to teaching and support staff to help reflection and continuous improvement
- provide expert advice on the content, processes and strategies that shape practice improvement, so that it is ongoing, data-driven and matched to need
- mentor and coach teachers, and supervise and train one or more pre-service teachers
- model exemplary use of student and implementation data to inform teaching approaches
- promote school-wide professional learning structures, processes and protocols through professional learning communities
- model exemplary professional learning practice, including seeking feedback from other teachers and leaders on their own classroom practice as part of critical reflection and inquiry
- Support the delivery of key operations and events that strengthen stakeholder engagement and participation

Learning Specialist: Strategic portfolio
Tier 1 Instruction and Learning Environment (MTSS)

- **Multiple tiers of instruction and intervention:** lead the implementation and monitoring of Tier 1 instruction and learning environment practices that can be attributed to measurable improvement in student participation, including:

    - SWPBS expectations and the SWPBS Values Guide
    - StepLab Create Culture and Secure Attention routines
    - OTRs and CFUs within the agreed Instructional Model (LTL)
    - The Engagement Continuum and staged Positive Behaviour Management responses
    - Planning and delivery of behaviour supports and reasonable adjustments to support participation in the learning environment

- **Problem-solving process:** support teams to engage in complex problem solving.
    - Use agreed processes to test Instruction, Curriculum and Environment hypotheses first, so the Learner is considered only once curriculum, instruction and environment are appropriate.
    - Lead the collection of observation and interview evidence to evaluate the appropriateness of curriculum, instruction and environment: how teachers gain and maintain attention, academic engaged time, transitions, routines and expectations, positive reinforcement, and the quality of student–teacher interaction
    - Planning, and facilitating (as part of a multi-disciplinary team), Tier 2 supports for groups and individuals where the gap is not a Tier 1 problem

- **Data evaluation:** model and support the use of multiple sources of data to decide where support is needed and whether it is working, including:
    - Implementation data: StepLab drop-ins, coaching cycle records and staff acceptability and confidence surveys
    - Indicative data: engagement reporting and student survey data
    - Outcome data: Chronicle incidents and AtoSS classroom behaviour and effective teaching time

- **Capacity building:** provide ongoing, data-driven coaching and professional learning matched to teacher need, including:
    - Demonstration lessons and StepLab coaching cycles
    - Peer observation and collaboration protocols
    - Graduate, early career and pre-service teacher support
    - Implementation guidance on agreed school processes and practices

- **Communication and collaboration:** build consensus about effective Tier 1 practice and coordinate support with other leaders, including:
    - Documenting and modelling agreed Instructional techniques
    - Modelling agreed Classroom management techniques and procedures
    - Modelling co-regulation and de-escalation strategies
    - Parent, student and teacher collaboration and meetings

- **Leadership:** contribute to SIT as the voice of classroom practice, including:
    - Testing each Director's strategy against teachers' current Tier 1 capability
    - Planning the modelling and coaching needed to close the gap
    - Monitoring implementation fidelity and effectiveness

Other duties as required by the Principal and delegates

- Support staff in the effective delivery of daily duties, including curriculum planning, student management, inclusive practice, parent communication and administrative requirements
- Support student crisis and incident management as required
- Support staff in all aspects of Child Safety and general compliance with school policies and procedures
- Contribute to whole-school supervision, safety and general student management

- Support the organisation and running of camps, excursions and College events as required
- Participate in SIT and regular team meetings (often in addition to the two scheduled after-school meetings outlined in the award, with TIL awarded as appropriate)
- Contribute to the design, implementation, monitoring and review of Annual Implementation Plans, compliance audits and strategic planning
- Other duties as directed or required by the Principal

Selection Criteria

SC1 Demonstrated expert knowledge of the relevant curriculum. Demonstrated ability to model exemplary teaching practice, including the teaching of literacy and numeracy skills across the curriculum, and implement school priorities.
SC2 Demonstrated expertise in the implementation and modelling of high impact teaching strategies that respond to student learning needs. Demonstrated ability to support teachers to evaluate the impact of learning and teaching programs on student learning growth.
SC3 Demonstrated exemplary ability to model the monitoring and assessment of student learning. Demonstrated ability to support others in using data to inform teaching practice and to provide feedback on student learning growth and achievement to students and parents.
SC4 Demonstrated exemplary interpersonal and communication skills. Demonstrated ability to engage in collaborative relationships with students, colleagues, parents and the broader school community to support student learning, agency, wellbeing and engagement.
SC5 Demonstrated ability to model behaviours and attitudes consistent with Department values. Demonstrated ability to support others to reflect on their practice and facilitate school-based professional learning.
SC6 Demonstrated capacity to coach teachers to deliver effective Tier 1 instruction within a safe, orderly, inclusive learning environment, using positive classroom management, observation and feedback cycles and implementation data to lead continuous improvement aligned with school priorities.

All responses should be no less than two thirds of one page and no greater than one and a half pages of text no smaller than size 11 of an accessible font.