

POSITION DESCRIPTION

COORDINATOR OF AIF/EIF



Position Title	Coordinator of AIF/EIF
Tenure	2 years
POR Allowance	Band 2, Level 1 per Wilderness School Enterprise Agreement 2025
Time Allowance	6 lessons per fortnight
Reporting To	Head of Futures Learning

Wilderness School is a globally-leading independent girl's school educating students from Early Learning through to Year 12.

Since 1884, Wilderness School has prepared girls to be adventurous, courageous, responsible and respectful learners and leaders.

At Wilderness, we enable each student to be the best that she can be, personally and academically.

Wilderness School staff members embody our values and exemplify our legacy of innovation by:

- Cultivating kind and respectful relationships
- Leading with vision and agency
- Collaborating to deliver impact and exceptional outcomes

Wilderness teachers are passionate educators, preparing girls to excel as global leaders in a complex and rapidly changing world.

At Wilderness School, we have a shared definition of leadership and are committed to the growth of others. We are:

- Respectful leaders who demonstrate kindness and empathy and form healthy fulfilling relationships with others, honouring their dignity.
- Responsible leaders who are trustworthy and reliable. We understand others' rights and act with integrity, matching our purposes with congruent actions and words.
- Adventurous leaders who are reflective, self-authoring, values driven and purposeful.
- True and courageous leaders who are agents of growth and change. We are committed to the ongoing growth of our leadership and team members.

Role Purpose:

The Coordinator of AIF/EIF is responsible for effectively leading and managing the AIF/EIF Department in accordance with the Mission, Vision, Values and Strategic Priorities of Wilderness School.

The Coordinator of AIF/EIF will deliver an innovative and rigorous AIF/EIF curriculum that offers a world class education to prepare our students to flourish in the twenty first century and beyond. As a leader, the Coordinator of AIF/EIF will not only be committed to ongoing leadership development, but actively engage in the ongoing development of the AIF/EIF Department staff. There is a teaching component to this role.

Key Areas of Responsibility:

Leads Teaching and Learning
Operationalises the School's Vision, Mission and Strategic Priorities <ul style="list-style-type: none">• Works with the Head of Learning Futures to ensure that Department curricula reflect the School's Mission, Vision, Values and Strategic Priorities.• Builds consensus amongst team members to implement the School's Vision, Mission, Values and Strategic Priorities within the subject area, while also optimising opportunities for student learning, progress and achievement.• Ensures that team members explicitly foster and promote the dispositions and capabilities that will enable Wilderness students to flourish both in school and in their lives beyond.

- Ensures that Department teachers make explicit links between students' learning and their future lives and provide genuine opportunities for transfer to unfamiliar and unanticipated situations and contexts.

Ensure provision of a guaranteed curriculum

- Collaborates with Department teachers to identify the essence of the subject area/s based on SACE Curriculum.
- Guides the monitoring and regular evaluation of teaching and learning programs to ensure that they are relevant, rigorous, engaging and articulated with adjacent year levels.
- Oversees documentation of up-to-date records of curriculum and teaching and learning on relevant platforms.
- Develops and implements regular check-ins with Department teachers to monitor observance of agreed upon curriculum, assessment and documentation tasks.
- Works collaboratively with Department teachers to develop shared understanding of how learners typically progress in their learning in the subject area and how to sequence learning to maximise growth.
- Oversees Learning and Assessment Plans for EIF and AIF.

Leads assessment and analyses data

- Collaborates with the Department to devise and monitor fair, consistent and reasonable assessment procedures at each year level that recognise our students' busy lives and competing demands.
- Ensures that assessment tasks provide valid and reliable evidence of student achievement against the selected outcomes of the subject essence.
- Implements and leads processes to guarantee accuracy and consistency of standards, outcomes and benchmarks in assessment and curricula.
- Ensures that teachers have access to shared standards or assessments, and feedback or observation protocols that enable them to identify student achievement, next steps and progress.
- Models and cultivates conscious curiosity about the use of rich forms of achievement and progress data to evaluate impact on student learning, identify areas needing improvement and plan interventions and future learning.
- Ensures that professional conversations are focused on student growth, achievement and learning, rather than 'ability'.
- In conjunction with the SACE Coordinator, Head of Learning Impact and Deputy Principal- L & T, analyses, evaluates and actions improvements related to AIF Stage 2 results.

Develop Self and Others

Engages in own leadership development

- Regularly reflects on own leadership, including strengths, stretches and challenges.
- Seeks and acts on feedback on leadership from line manager, colleagues and team members.
- Participates in leadership development opportunities offered by the School, including informal and formal reflection and planning with the Deputy Principal - Learning and Teaching, Leadership Sprints and Talking Partners.
- Engages in regular ongoing cycles of leadership development.
- Maintains ongoing knowledge of current trends in educational leadership.

Cultivates trust

- Works with team members to establish working agreements which articulate a shared agreement on the behaviours expected of all team members to build a psychologically safe work environment.
- Builds and nurtures collaborative skills.
- Conducts regular check-ins with team members and adjusts department expectations and practices in response to feedback on the team's performance and adherence to the working agreements and norms of collaboration.
- Acts swiftly and sensitively to the concerns of members of staff, demonstrating kindness, patience and persistence when resolving issues.
- Balances support of Department staff with an awareness of own leadership responsibilities.
- Negotiates time and routines for Department teachers to work with and learn from others to refine practice and, where desired, develop new approaches.

Develops the professional practice of others

- Establishes high expectations for all in the Department through supporting, developing, and modelling best practices in professional collaboration and learning and teaching for girls.
- Communicates belief in the capacity for the growth of team members and students through congruent words and actions.
- Supports Department teachers to engage in ongoing inquiry, continually re-examining the extent to which their practices support the learning and growth of all their students.
- Acknowledges and celebrates individual contributions and Department achievements.
- Leads Department staff in contacts with professional associations, and access to resources or communities to support the ongoing development of their professional practice.

- Works with the Deputy Principal - Learning and Teaching to recommend/provide professional learning to Department teachers that support the achievement of the strategic goals of the School and Department.

Manage the Learning Area

Manages resources

- Explores, selects and oversees purchase of resources and curriculum materials to support teaching and learning.
- Develops and implements systems to monitor and evaluate resources against planned outcomes.
- Plans and manages Department budget, keeping up-to-date detailed records of expenditure.
- Oversees presentation and maintenance of Department teaching and learning areas.

Organises people

- Provides advice to the timetable team regarding allocation of classes.
- In partnership with Deputy Principal - Learning and Teaching, coordinates classroom observations with relevant teachers.
- Encourages, assists and monitors beginning teachers and new teachers with induction into Departmental practices.

Communicates in a timely and intentional manner

- Regularly briefs team members on the School's strategic plans, priorities, and operational issues and disseminates relevant information from Heads of Department meetings.
- Ensures team meets on a regular and purposefully structured basis (Round Table- at least twice per term; Square Table – at least once per term).
- Reports on Department activities to members of Senior Leadership, including sharing of Agendas and Minutes.

Monitors team members consistency with school practices

- Ensures team members communicate with parents in a timely and appropriate manner about the progress and achievement of their daughters.
- Monitors team members' appropriate use of the protocols for assessments and student concerns.
- Oversees team members' compliance with school reporting guidelines and timelines.
- Oversees educational rationale and planning for excursions.

Manages compliance

- Meets requirements of Legislative Acts and Government agencies.

Qualifications, Skills and Experience:

Qualifications and Experience

- Academic qualifications, suitable experience and a background relevant to the role, including maintaining a South Australian Teaching Registration Certificate with the Teacher's Registration Board SA.
- Capacity to work as a constructive team member both within the AIF/EIF Department and among the Heads of Department and, when appropriate, other School planning and leadership groups.
- Strong record of performance as an exemplary teacher in the subject area.
- Ability in curriculum design, innovation and implementation, including the integration of appropriate digital technologies that support student learning.
- Experience in pedagogical and curriculum leadership, or the potential to do so.
- Commitment to developing own leadership as well as the professional practice of team members.
- Demonstrated capacity to foster independence, resilience, leadership and responsibility.
- Ability to efficiently manage the administrative duties related to the Department.
- Knowledge of and commitment to policies and practices relating to Risk Management, WH&S and Equal Opportunity.

Personal Qualities

- Ability to motivate students and influence growth in student learning.
- Excellent communication skills and ability to relate effectively to students, staff, parents and community members.
- Outstanding organisational skills, planning, analytical and strategic thinking capabilities.
- Personal sense of initiative, enthusiasm and energy.
- Proven capacity to operate in a respectful, collaborative, professional, confident and discreet manner.
- Openness to new ideas, responsiveness to emerging opportunities and issues.
- Understanding of and commitment to the ethos of Wilderness School.
- Evidence of ethical behaviour in all professional duties.

Conditions

- Some out of hours' work is an essential component of this role.
- Work from any other metropolitan location as required.
- Some Interstate and Intrastate travel is a requirement of this position.
- Current registration or ability to be registered with the Teacher's Registration Board of South Australia.
- The School reserves the right to modify and adjust position descriptions to meet its operational and strategic need.
- The successful applicant will be required to undergo a Working with Children Check and Responding to Risks of Harm, Abuse and Neglect Training. In addition, you are required to adhere to the School's Child Protection Policy.

Acknowledgement:

I have received, reviewed and fully understand the position description. I further understand that I am responsible for the satisfactory execution of the essential functions described therein, under any and all conditions as described.

Signed:

Date:

Print Name: