MYP Learning Technology Coach  
Job Description and Person Specification

Purposeful and creative utilization of instructional technology embedded into, and across, curriculum is one of a strategic objectives of Renaissance College.

The College is technologically well resourced and has been an Apple laptop school since its inception in 2006, with a fully implemented 1:1 laptop program in Years 6 to 13, for approximately 1300 students. In addition, a handheld learning program using iPads is being developed, especially in the lower Primary.

To help achieve its goal, Renaissance College operates a Red Door Center, which comprises Learning Technology Team (LTT), Helpdesk Support and Systems Support under the leadership of Vice-Principal for Learning Technologies. The Red Door team will move into a purpose built center in December 2013.

The Learning Technology (LT) Coaches are new positions in 2013. LTT will comprise PYP LT Coach, MYP LT Coach, DP LT Coach and Learning Technology Coach for Film and Media. The Vice-Principal for Learning Technologies fulfills one of these roles.

Purpose and Overview

The MYP Learning Technology Coach is a full-time teaching position. While reporting to the Vice-Principal for Learning Technologies, responsibilities require working closely with the MYP Coordinator, Vice Principal Pastoral, Heads of Department and Heads of Year and other curriculum leaders, especially Curriculum Project Leaders, Personal Project Coordinator and the MYP Teacher Librarian.

The purpose of this role is to provide leadership, assistance, and mentoring in the integration of technology and communication tools to support primary teachers in their delivery of the MYP curriculum and to enhance student learning.

It will focus on providing professional development through a reflective collegial cycle of inquiry, data and information analysis, high functional learning communities, and instructional leadership. The MYP LT Coach will spend the majority of time working in classrooms, directly with teachers providing in-class coaching, situated and “just in time” training and guidance, observing, modeling of instructional strategies, and developing instructional plans with teams of teachers or as individuals.

The role focuses on coaching MYP teachers, but might additionally include involvement in, or leadership of, whole-school technology initiatives.
The MYP LT Coach will be involved in the development of the Secondary wide Virtual Learning Environment, blogging and ePortfolios.

**Person Specification**

**Essential**
- Fully certified middle years secondary teacher with at least five years of verifiable classroom experience, preferably in a MYP school or a similar inquiry based and transdisciplinary curriculum. Experience of working in large urban schools will be an advantage.
- An understanding of key learning theories and methods of instruction, and their relation to technology integration.
- Understanding of adult learners and experience of facilitating adult learning such as leading teacher workshops and one-to-one coaching.
- In-depth understanding of technology operations and concepts.
- Advanced knowledge of Apple software and ability to troubleshoot technology issues.
- Experience of formally evaluating learning technology integration using models such as SAMR, TPACK or Florida Technology Integration Matrix.

**Desirable**
- Higher degree/graduate certificate in Educational Technology or recently published articles.
- Any of the following: Apple Distinguished Educator, Google Certified Teacher, Adobe Certified Expert, Adobe Certified Instructor, Adobe Educational Leader.
- Record of engagement with peers through conferences presentations, professional writing and personal learning network and communities of practice.
- Experience in implementing initiatives such as learning networks (VLE/LMS, Blogs), digital citizenship, flipped classroom, authentic assessment, challenge-based learning, game based learning, robotics and programming.
- Experience of working in 1:1 classrooms and handheld learning environments.

**Personal Skills**
- Courage and initiative to engage in discussions on difficult topics;
- Willingness to leave one's comfort zone to experiment with new strategies;
- Commitment to deep reflection and growth;
- An attitude of open-mindedness, integrity, and professional behavior;
- Superior communication skills to work with teachers with a range of technological expertise, from highly technical to fearful of technology
- Ability to manage short and long-term projects.
- Demonstrated ability to manage a complex workload, prioritize tasks, and use good judgment in providing services based on goals.
- Maturity of judgment under pressure; ability to resolve/mediate problems in a timely and effective manner.

**Main Functions**
1. Visionary Leadership.
   - Contribute to the development, communication, and implementation of a shared vision for the comprehensive use of technology to support a digital-age education for all students.
   - Contribute to the planning, development, communication, implementation, and evaluation of technology-infused strategic plans at school, including curriculum articulation, and ESF levels.
   - Advocate for policies, procedures, programs, and funding strategies to support implementation of the shared vision represented in the school technology plans and guidelines.
   - Help implement strategies for initiating and sustaining technology innovations and manage the change process in school and classrooms.
   - Help implement strategies and approaches for evaluation of learning technology.

2. Teaching, Learning, & Assessments.
   - Coach teachers to plan, design, and model effective learning environments and multiple experiences supported by technology using research based, learner centered instructional strategies and addressing the diverse needs and interest of students and meeting the requirements of the MYP programme.
   - Coach teachers, and model engagement of students, in local and global interdisciplinary units in which technology helps students assume professional roles, research real-world problems, collaborate with others, and produce products that are meaningful and useful to a wide audience.
   - Coach teachers in and model design and implementation of technology-enhanced learning experiences emphasizing creativity, higher-order thinking skills and processes, and mental habits of mind (e.g., critical thinking, meta-cognition, and self-regulation).
   - Coach teachers in and model design and implementation of technology-enhanced learning experiences using differentiation, including adjusting content, process, product, and learning environment based upon student readiness levels, learning styles, interests, and personal goals.
   - Coach teachers in and model incorporation of research-based best practices in instructional design when planning technology-enhanced learning experiences.
   - Coach teachers in and model effective use of technology tools and resources to continuously assess student learning and technology literacy.
   - Promotes and facilitates students leadership in technology oversees one of students technology team.
3. Digital-Age Learning Environments.
   - Model effective classroom management and collaborative learning strategies to maximize teacher and student use of digital tools and resources and access to technology-rich learning environments
   - Maintain and manage a variety of digital tools and resources for teacher and student use in technology-rich learning environments.
   - Coach teachers in and model use of online and blended learning, digital content, and collaborative learning networks to support and extend student learning as well as expand opportunities and choices for online professional development for teachers and administrators.
   - In collaboration with the Learning Enhancement Team, select, evaluate, and facilitate the use of adaptive and assistive technologies to support student learning.
   - Troubleshoot basic software, hardware, and connectivity problems common in digital learning environments.
   - Collaborate with teachers and administrators to select and evaluate digital tools and resources that enhance teaching and learning and are compatible with the school technology infrastructure
   - Use digital communication and collaboration tools to communicate locally and globally with students, parents, peers, and the larger community
   - Coach teachers for the management of technology resources within the context of learning activities.
   - Coach teachers in using technology to develop teaching and learning resources.

   - Conduct needs assessments to inform the content and delivery of technology-related professional learning programs that result in a positive impact on student learning.
   - Design, develop, and implement technology-rich professional learning programs that model principles of adult learning and promote digital-age best practices in teaching, learning, and assessment.
   - Evaluate results of professional learning programs to determine the effectiveness on deepening teacher content knowledge, improving teacher pedagogical skills and/or increasing student learning.

5. Digital Citizenship.
   - Model and promote strategies for achieving equitable access to digital tools and resources and technology-related best practices for all students and teachers.
   - Model and facilitate safe, healthy, legal, and ethical uses of digital information and technologies.
   - Model and promote diversity, cultural understanding, and global awareness by using digital-age communication and collaboration tools to interact locally and globally with students, peers, parents, and the larger community.

6. Content Knowledge and Professional Growth.
   - Engage in continual learning to deepen content and pedagogical knowledge in technology integration and current and emerging technologies.
- Engage in continuous learning to deepen professional knowledge, skills, and dispositions in organizational change and leadership, project management, and adult learning to improve professional practice
- Regularly evaluate and reflect on their professional practice and dispositions to improve and strengthen their ability to effectively model and facilitate technology-enhanced learning experiences

Working Conditions

1. Normal working calendar of a full time teacher
2. School Hours 8:00 a.m. to 4:30 p.m.
3. Participate in and assist with school events as required. This may include evenings and weekends
4. Duties - 4 per 10 day cycle
5. Advisor to a group of MYP students
6. Teaching - 1 MYP class
7. Contributes to at least one EOTC experience
8. Contributes to the C&S and/or CAS programmes
9. Offers at least two after school activities per year, one of which is technology focussed
10. Part of the Red Door Learning Technology Team
11. Member of the MYP curriculum planning groups
12. Attend and constructively contribute in staff meetings

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