

Terms of Reference

Teacher Coaches – The Aga Khan Academies

Background and Context

In 2000, His Highness the Aga Khan called for the establishment of an integrated network of schools to be located in countries across Africa, South and Central Asia, and the Middle East. The first of these Aga Khan Academies was opened in Mombasa (Kenya) in 2003, the second in Hyderabad (India) in 2011 and the third in Maputo (Mozambique) in 2013. When complete, the network of Academies will form a global learning community of 18 schools in 14 countries. They will eventually serve approximately 14,000 girls and boys of exceptional calibre, graduating 1,500 students annually.

The aim of the Academies is to develop future leaders with the skills, knowledge and dispositions to support positive development in their societies. The Academies will achieve this by identifying exceptional young people from all backgrounds and providing them with the highest international standard of education. Selection is based on merit and is means-blind. Financial aid is available to support students without the financial means.

As the network of Academies continues to grow, teachers who are not only outstanding in their craft but also expert as coaches and developers of other teachers, are vital in building teaching capacity. Teacher Coaches, formerly known as Master Teachers, will be based in one Academy but work across the network. They are from one of two groups:

- internationally-experienced teachers who work across the Academies network to coach teachers and develop teaching and learning. These teachers benefit the Academy students by bringing in external expertise to the network to support less experienced teachers and enhance the overall quality of teaching. They bring expertise from beyond the Academies Network and from beyond the country in which the Academy is located.
- local teachers who are already working within the Academies Network and who show consistent excellence in IB teaching and a proven ability to coach less experienced or less competent teachers. In addition to a high level of skill in teaching the IB programmes, these teachers bring a deep understanding of local culture and language and a capacity to work effectively within the local context.

How will the role look and feel in practice?

Terms of Reference – Teacher Coaches

The Teacher-Coach:

- is predominantly classroom rather than office-based, perhaps spending 50-75% of the working week working alongside teachers in supporting their teaching;
- is a coach with a focus on building the capacity of others, working in a sustainable way;
- works across the network to develop quality and network consistency;
- organises work in partnership with the Academies, with the Head of Academy/Dean of Studies or their designate, for example a Head of Department or a Programme Leader;
- works in Academies for blocks of continuous time, for example throughout a unit of inquiry or series of lessons;
- keeps in touch with teachers/faculty teams between visits;

The network has identified the following specialisms as priorities and will be making up to five appointments in 2019/20, to join our existing three Teacher Coaches:

- Science
- English Language Acquisition
- Integration of Technology
- Physical Education and Sports
- Humanities
- Performing Arts
- Primary Education

These posts will be based in one of the three Aga Khan Academies but each Teacher Coach will have a network-wide responsibility.

Relationships

The Teacher Coach will:

- Report to the Academic Development Manager and will work as a key member of the Education Team for the network
- Work closely with those individuals and teams of the Academies having a direct role in developing pedagogy to raise standards of achievement, including the respective Heads of Department, the IB Programme Coordinators, the Dean of Studies, where appropriate and the Dean of Students. Keeps the

Terms of Reference – Teacher Coaches

Head of Academy at the base Academy or her/his designate informed of programmes of support/activity being planned;

- Although not involved in direct supervision or line management, be involved as a coach, mentor, critical friend and catalyst for development of respective faculty and staff members.
- Interact with senior colleagues in other Aga Khan Development Network (AKDN) and related organisations, if required.

Key Duties and Responsibilities

The Teacher Coach:

- improves the quality of teaching, learning and support for students in their respective areas of responsibility across the network;
- achieves these improvements by modelling, coaching, mentoring and developing Professional Learning Communities (PLCs) of common interest groups across the network;
- supports the quality of teachers' planning and differentiation to personalise the learning of each student;
- develops the use of data in tracking students' performance and prompting early and suitable interventions;
- supports the development of the curriculum, i.e. the IB programmes customised to meet the vision of the Aga Khan Academies through the Aga Khan Strands^{*(1)};
- supports the Academies' preparations for the IB's evaluation and quality assurance visits;
- builds capacity in the faculty to ensure improvements are sustainable;
- supports students by helping to develop a culture of success and achievement in partnership with the Academy's faculty and staff; and
- plays a full part in the lives of the Academies while on campus.
- contributes to the strategic planning for teachers' professional development across the network with respect to their discipline or specific area of expertise.

Candidate Profile

The ideal candidate will have the following:

- a proven record of success as an IB teacher;
- proven successes as a teacher coach;
- an ability to work in partnership with Academy teams, building on their strengths to support their work in raising achievement of students;
- a detailed understanding of one or more IB programmes (PYP; MYP; or DP) and/or the IB Continuum of programmes;
- an ability to use technology in an integrated way to promote students' learning;
- intercultural appreciation of the work of teachers and support staff in the contexts of the Academies;
- an ability to bring the best out of teachers and to effect sustainable improvements in teaching quality;
- an understanding of students and what motivates them through their learning;
- leadership experience in a school, at subject, phase, grade or programme level;
- the skills of being a team player in a school and putting the development of others above that of oneself;
- a strong conceptual understanding of practice and pedagogy;
- an understanding of sustainable school improvement and the contribution effective teaching plays in this; and
- an understanding of sustainable development and the role of education in building communities through the development of ethical leadership.

Desirable attributes include:

- successful experience in contributing to whole-school development;
- successful experience in IB authorisation, evaluation and/or IB workshop leadership;
- experience of working in sub-Saharan Africa or the Indian sub-continent.

Deliverables

- demonstrable improvements in the quality of teaching in the Academies;

Terms of Reference – Teacher Coaches

- departments demonstrate their understanding and ownership of developments such that they are able to implement improvements independently; and
- demonstrable improvements in the quality and richness of students' learning and their subsequent achievements;
- faculty has a greater appreciation of what constitutes international standards and benchmarks in their area of specialism; and
- closer collaboration and alignment of practice across the network of Academies.

* ⁽¹⁾ The Aga Khan Curricular Strands (AK Strands) are a response to the central question of what understandings, dispositions and skills the future leaders and stewards of the developing world will need to build societies that allow people to live well together and to enjoy quality of life. The AK Strands reflect the specific nature, position and mission of the Academies and are a defining feature of our curricular work.

The AK Strands are created from areas highlighted by His Highness, the Aga Khan, as being of particular importance to an Academy student's education.

The AK Strands are:

- Ethics
- Pluralism
- Cultures (with an emphasis on Muslim civilisations)
- Economics for Development
- Governance and Civil Society