

Music Coordinator Portfolio

The role of the Music Coordinator is to realise the vision of whole school music through facilitating its implementation into the broader curriculum and school life of all children in Classes 2-10.

OVERVIEW

The teacher in this portfolio is responsible for overseeing the Music Program at Chrysalis and must have the ability to initiate ongoing development, improvement and evaluation of the music program in line with the values and pedagogy of Steiner education.

The teacher in this portfolio leads a faculty of music teachers/tutors and is responsible to the Education Director.

MANAGEMENT OF MUSIC PROGRAM AS PART OF THE WHOLE

- **Support, encourage, inspire** and facilitate a cohesive and dynamic faculty of music specialists.
- **Maintain the big picture** of whole school music and its place within the broader whole school curriculum.
- **Oversee functioning of the music program** and all teachers/tutors involved.
- **Educate community** about music education and its role in the children's overall education.
- **Ensure** style of specialist music tutor's **presentation** is in line with **school values and pedagogy**.
- **Oversee the pedagogy and content** of music classes and its alignment with curriculum.
- **Delegate** responsibilities to other music staff.

ORGANISATION

- **Organise student instrumental preferences** and ensembles to best cater for all individuals. This is done in communication with class teachers, parents and other relevant music staff.
- **Organise and coordinate** music concerts, assemblies, lunchtime concerts and public performances. **Facilitate concert vision, process and logistics**.
- **Facilitate collaborations** between ensembles and classes.
- **Organise** visiting performances to the school.
- **Timetabling**

TIMETABLING

- **Ensure the effective scheduling** of music lessons/classes and allocation of students and teaching staff to all classes 2-10.
- **Timetabling** instrumental lessons for classes 3-10 so as to best suit class teachers, specialist teachers and the rhythm of the school day.
- **Make suitable rotations** for students wherever possible.
- **Provide class timetables** to class teachers as required.
- **Make changes** due to school activities, class teacher requests.
- **Try to have only one Main-Lesson** period per week significantly interrupted per class.

PROGRAMMING

- **Oversee programming** of each curriculum stage to meet both Steiner Education Australia and NSW Education Standards Authority outcomes.

REPORTING

- **Provide reporting information** and clear requirements to specialist music teachers.
- **Collate and check reports** of specialist music teachers.
- **Proofread** all music reports.

COMMUNICATION WITH CLASS TEACHERS

- **Liaise** with class teachers re needs of individual students.
- **Liaise** with class teachers/College and tutors regarding class requirements for curriculum-based music/songs, festivals, plays, etc..
- **Assist class teachers** in ways they can support musical education for their students.
- **Provide information to school community** regarding music program and its developments (College).
- **Work with** class teachers to make sure they are comfortable with timetable and logistics.

COMMUNICATION WITH FAMILIES

- **Liaise** with parents re needs of individual children and overall program information.
- **Establish ongoing support** for children and families throughout program e.g. ... practice, participation, strategies, daily rhythm.
- **Assist children and families in instrumental choices.**
- **Assist students and families** from each stage of program into appropriate position in the next.
- **Attend class meetings** to inform parents about program and strategies and answer questions.
- **Liaise with broader community** musical opportunities for children.

EDUCATION AND PROFESSIONAL DEVELOPMENT

- **Attend professional development** activities as relevant.
- **Educate parents** in ways to support musical education of their children.
- **Design and provide professional development** in Steiner education music to specialist music staff.
- **Observe lessons** and give feedback to tutors.
- **Arrange for tutors to observe** each other's lessons as opportunities arise.

LEARNING SUPPORT

- **Liaise with class teachers, learning support team** and specialist music teachers re managing learning differences and IEPs in music.

MEETINGS

- **Arrange and facilitate meetings** for specialist music staff two hours twice per term (16 hours per year).
- **Leadership meetings** weekly or fortnightly as required.
- **Attend College meetings** pro-rata FTE.
- **Meet with Education Director** regularly as required.
- **Meet with Business Operations Manager** as required.
- **Attend parent meetings and class meetings** as appropriate.

STAFFING

- **Advertising, recruiting** and orienting new music staff.
- **Dealing with staff grievances** through appropriate channels.
- **Arrange for casual relief staff** when tutors are absent.

MANAGEMENT OF INSTRUMENTS AND RESOURCES BUDGET

- **Manage ordering and purchase** of instruments and resources.
- **Maintain and order storeroom.**
- **Maintain and update inventory.**
- **Liaise with Business Operations Manager** regarding resource budgetary matters.
- **Organise hiring, rehiring, buying and reselling** of instruments.
- **Provide information and discuss with parents** where necessary information regarding the above.
- **Preparation of instruments** for resale.
- **Manage maintenance and repairs** of school instruments and musical equipment.

BEHAVIOUR MANAGEMENT

- **Attend to behaviour and discipline** issues referred by specialist music staff in line with school behaviour policy.
- **Support tutors with behaviour strategies** and make sure they are aware of behaviour management policy.

TEACHING

- **Teach classes, ensembles and instrumental lessons** as timetabled.