MARC/MACC

OPERATING GUIDELINES

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# marc/macc operating guidelines

The Mobile Area Resource Centre (MARC) and the Mobile Art Craft Centre (MACC) Operating Guidelines (the Guidelines) have been developed to support the operation of these services.

In 2017, the Department of Education and Training (the Department) commissioned a review of MARC/MACC services. MARC/MACC participants and other key stakeholders identified many strengths of the services but also raised issues including service coverage, governance, program design and curriculum alignment.

A key recommendation from the review was the creation of operating guidelines to clarify the governance, staffing, roles and responsibilities of the MARC/MACC services.

These Guidelines set out the minimum expectations for all MARC/MACC services across the state to support the delivery of consistent, high quality and equitable programs.

Within the Guidelines the term *‘base school’* refers to the school receiving the MARC/MACC funding and where the MARC/MACC teacher is employed, and *‘serviced schools’* are those receiving services from the MARC/MACC teacher.

The Guidelines recognise that some local context is required given that the services are delivered at the local school level. The Committee of Management (CoM) may wish to develop additional documentation to support local implementation. Additional information must not contradict the information in these Guidelines.

## Purpose of the services

MARC/MACC services enable small rural and regional schools to provide students with access to a broader range of texts and educational resources than they may usually be able to provide. MARC services provide literacy-based programs and MACC services provide art-based programs.

MARC/MACC teachers are committed to working collaboratively with serviced schools to increase opportunities for students to share in programs that will improve learning outcomes and engagement in relevant curriculum areas.

MARC/MACC:

* provide fair and equitable services to small rural and regional schools
* provide access to high quality resources to support student learning
* support and enrich teaching programs aligned to the Victorian Curriculum
* deliver high quality programs aligned to the goals and priorities set by the CoM
* participate in collaborative learning communities within and across the MARC/MACC

school clusters.

## SERVICE ELIGIBILITY

### Eligibility for MARC/MACC services

The focus of MARC/MACC is on small rural and regional schools. MARC/MACC eligibility is targeted at schools with fewer than 100 primary level (F-6 or equivalent) enrolments.

It is recommended that serviced schools are within 100km of a base school to maximise the amount of time MARC/MACC teachers spend at schools and minimise the time spent travelling between schools.

Enquiries related to service eligibility and provision should be raised by the CoM with the regional Service Support Manager.

## Governance

### Central and Regional Offices

Early Childhood and School Education Group provides policy oversight of MARC/MACC services including an annual review of the Guidelines.

One designated Service Support Manager located in each of the Department’s four regions has operational oversight for implementation of the Guidelines.

The key responsibilities of the Service Support Manager relating to MARC/MACC include:

* being a contact point for CoMs
* seeking approval for commencing and ceasing MARC/MACC services from the Area Executive Director, at the request of the CoM
* receiving annual reports submitted by each CoM
* maintaining databases of MARC/MACC base and serviced schools
* obtaining requests for van replacements made by base school principals
* identifying networking opportunities for MARC/MACC teachers.

### Base schools

Base schools are responsible for employing MARC/MACC teachers. Base school prinicpals are responsible for MARC/MACC teachers in the same manner as other teachers employed at their school, including approving the MARC/MACC teachers’ hours of duty in line with the [Victorian Government Schools Agreement 2017](http://www.education.vic.gov.au/hrweb/Documents/VGSA-2017.pdf) and the allocation of non-teaching/planning time for the year.

Base school principals are also responsible for overseeing the delivery of services, and are accountable for the service budget.

### Serviced schools

It is expected that all serviced schools actively participate in service planning and oversee operations to assist and support the base school principal with administrative and coordination responsibilities.

Serviced schools have a responsibility to:

* ensure MARC/MACC programs are aligned to the serviced school’s strategic planning and integrated in the school’s teaching and learning program (e.g. Literacy or the Arts)
* provide support to the MARC/MACC teacher while they are at their school including ensuring staff are available to supervise students when required (e.g. when MARC students are not borrowing material or when MACC students are cleaning up)
* provide a representative to attend CoM meetings
* actively contribute to service data collection for annual reporting purposes.

### Funding

MARC/MACC services are funded through the Student Resource Package (SRP). Funding is allocated to the base school, calculated on teacher FTE. As well as teacher salaries, the funding covers the operational requirements of the services. Base schools also receive an annual Casual Clerical Hours entitlement to support the management of MARC/MACC services.

Allocated funding must only be spent on MARC/MACC programs.

Further information about MARC/MACC funding can be found in the SRP Guide at [MARC/MACC Grant](https://www.education.vic.gov.au/school/teachers/management/finance/Pages/srpref046.aspx) and [MARC/MACC Teachers](https://www.education.vic.gov.au/school/teachers/management/finance/Pages/srpref040.aspx).

Schools may request voluntary payments from parents, following approval from the CoM, consistent with the [Parent Payments](https://www.education.vic.gov.au/school/principals/spag/management/pages/parentpayments.aspx) policy to support MARC/MACC programs.

### Committees of Management

Each cluster of base and serviced schools is required to establish a CoM comprising the base school principal, MARC/MACC teacher, and serviced school representative. Additional members may be invited including to represent curriculum areas, student perspectives, or community interests if deemed appropriate by the CoM. It is expected that CoMs meet at least once per school semester, with one meeting designated the Annual General Meeting.

The CoM is designed to provide local level governance of the services (not including employment issues) and to consider needs and priorities identified by the serviced schools. The CoM is accountable for overseeing funding, expenditure and reporting annually. Key functions of the CoM include:

* approving the annual budget
* overseeing the use of funds allocated to the base school through the SRP and the Casual Clerical Hours entitlement
* overseeing the base school’s development and implementation of a timetable of service allocation
* overseeing the arrangements for changes to the service timetable due to pupil-free days and other school events
* ensuring services support the implementation of the Victorian Curriculum
* determining the contribution to student report writing that is required
* requesting approval for schools to commence or cease MARC/MACC services from the Area Executive Director through the Service Support Manager
* defining the expectations of the services to be reported in the annual report
* endorsing the annual report to be submitted to the Service Support Manager by December of each year.

It is recommended the CoM develop a local implementation document addressing the items above, and other relevant program operations. The CoM should review and approve the document annually.

### Annual report

The annual report should be planned from the first CoM meeting of the year to establish systems for service data collection relevant to the report. The base school principal retains overall responsibility for development of the report. Service data required for annual reporting includes but is not limited to:

* number of schools, and current enrolment figures for each school
* timetable of service delivery
* number of CoM meetings and attendance rates
* budget and financial acquittal including total funding received and expenditure such as staff salaries etc.

Individual teacher performance information is not to be included in the report.

Annual reports are to be submitted to the Service Support Manager by the CoM in December of each year.

## Service Delivery

### Service coverage

The CoM should ensure each MARC/MACC teacher’s time is divided equitably across serviced schools. The timetable endorsed by the CoM should take into consideration such factors as travel time, size of serviced schools, number of classes delivered, and equitable service delivery. As serviced schools may vary from very low enrolments to approximately 100, no minimum time is set for each school within these Guidelines. However, the service allocation should be proportional to the number of students and classes participating in each school. It is expected that all primary level (F-6 or equivalent) students in each serviced school have access to the MARC/MACC program.

### Work-related driving

Information and guidance on work-related driving, such as managing driver fatigue and other driving-related risks, is provided on the Department’s [Work-Related Driving](https://www.education.vic.gov.au/hrweb/safetyhw/Pages/driverfatigue.aspx)web page, including:

* [Work-Related Driving](https://www.education.vic.gov.au/hrweb/safetyhw/Pages/driverfatigue.aspx) Procedure document which should be taken into account by MARC/MACC teachers and their base school principal when planning a service timetable.
* Work-Related Driving Checklist which MARC/MACC teachers and their base school principal should complete annually in consultation with the [Work-Related Driving](https://www.education.vic.gov.au/hrweb/safetyhw/Pages/driverfatigue.aspx) Procedure.

### Vehicle maintenance and replacement

In accordance with the [School Owned and Hired Vehicles policy](http://www.education.vic.gov.au/school/principals/spag/safety/pages/vehicles.aspx), the vehicle must be:

* registered and insured annually
* maintained in a roadworthy condition with maintenance carried out as prescribed in the vehicle warranty conditions
* driven by authorised persons
* not used other than for official duties
* not left parked on the street when garaged at the home of the driver
* left securely locked when unattended.

The vehicle should be garaged at the base school, or in close proximity if this is not feasible. Any changes to vehicle garaging arrangements must be approved by the CoM. The budget implications for such a change must be clearly stated at the time of the request. The vehicle may be garaged at the home of the teacher, where approval is granted by the CoM and this does not incur additional costs.

Base school principals are responsible for requesting van replacements. Requests should be submitted to the Service Support Manager who will work with the Regional Finance Manager to obtain Regional Director approval. All van replacement requests must be approved by the Regional Director.

### Teacher role and responsibilities

The MARC/MACC teacher must hold a relevant teaching qualification and a current Victorian driver’s licence appropriate to the category of vehicle. The teaching conditions for MARC/MACC teachers are the same as those for all other members of the Teaching Service and are set out in the [Victorian Government Schools Agreement 2017](http://www.education.vic.gov.au/hrweb/Documents/VGSA-2017.pdf).

The MARC/MACC teacher will be provided with planning and preparation time that reflects the special nature of their duties. This is the responsibility of the base school principal. MARC/MACC teachers are not required to do routine yard duty, and attendance at meetings can be negotiated with the base school principal. For example, a curriculum day at a serviced school focusing on ‘HITS and literacy approaches’ may be relevant to integrating the MARC program into whole school planning.

Key responsibilities of the MARC/MACC teacher include:

* development and delivery of relevant and developmentally appropriate, Victorian Curriculum aligned programs with a focus on student learning outcomes
* contribution to student reporting
* purchase and stocktake of resources and materials
* vehicle management and logbook keeping
* participation and contribution to planning and annual reporting as a key member of the CoM.

### Framework for Improving Student Outcomes

It is expected that MARC/MACC teachers deliver programs of learning aligned to the Victorian Curriculum. The role of the MARC/MACC teacher sits within the [Framework for Improving Student Outcomes (FISO) Priority: Excellence in teaching and learning](http://www.education.vic.gov.au/school/teachers/management/improvement/Pages/priority1excellenceteaching.aspx). The MARC/MACC teacher has a role in contributing to the four dimensions within this priority:

* Building practice excellence; MARC/MACC serviced schools are learning communities. CoMs promote a culture of collaboration and collective responsibility to support effective teaching practices and improve student achievement.
* Curriculum planning and assessment; MARC/MACC learning programs align to the Victorian Curriculum, clearly identify learning outcomes and relevant assessment strategies are embedded.
* Evidence-based, high impact teaching strategies; MARC/MACC teachers are fully qualified educators committed to evidence-based impactful teaching strategies, and regular opportunities for professional learning sustain the quality of practice.
* Evaluating impact of learning; MARC/MACC teachers are engaged in the ongoing process of gathering, analysing and reflecting on student results in both formative and summative assessments.

## Collegiate Support

### Communities of practice

MARC/MACC teachers should be provided with regular opportunities to share practices and design programs with their colleagues working in other clusters. Service Support Managers are responsible for identifying opportunities to enable collaborative practice across the clusters.

### Curriculum planning teams

For MARC teachers, opportunities to participate in literacy planning with teams at individual serviced schools, or at the cluster level can support the integration of the service into school programs. For MACC teachers, cross-curriculum opportunities should be sought to help integrate the service seamlessly within the wider school teaching and learning programs. Base school principals are responsible for providing and facilitating these opportunities for MARC/MACC teachers in their cluster.