

MacKillop College

Learning Diversity Leader



Position Description

Classification (CEMEA 2022)	Teacher T2 1-6
Position of Leadership	POL 2 + 400 minutes time release
Position reports to	Director Learning Diversity

About MacKillop College

MacKillop is a Catholic college in the Josephite tradition. Inspired by the spirit of St Mary of the Cross MacKillop, we strive to:

- encourage individuals to reach their full potential as lifelong learners by providing an innovative, challenging and collaborative learning and teaching environment in a rapidly evolving society;
- foster leadership by empowering and developing all members of the school community;
- enhance positive relationships in a supportive community by promoting justice and a sustainable future;
- support wellbeing by affirming the intrinsic dignity of each individual, embracing diversity and empowering active citizenship;
- witness the presence of God amongst us by celebrating our Catholic heritage as a faith community.

Overview of the Role

In consultation with the Director of Learning Diversity, this role will collaborate with educators to design, implement and evaluate learning programs that will meet the needs of students with an identified, differentiated learning need. The Learning Diversity Leader will assist educators to build their capacity in supporting students who are differently abled, and help in the implementation of differentiated learning resources, including individualised learning plans .

This role will assist in the collection of data and evidence the college's Nationally Consistent Collection of Data (NCCD) funding and will help lead the College's commitment to ensure that our curriculum is accessible and appropriate for all students.

Commitment to Catholic Education

- demonstrate an understanding of the ethos of a Catholic school and its mission
- demonstrate an understanding of the Church's teachings and the Catholic teacher's role in the mission of the Church
- demonstrate a capacity to instil in students a respect for each other in accordance with the teachings of Jesus Christ willing to Church's teachings into all aspects of curriculum

Commitment to Child Safety

- ensure students are provided with a child safe environment
- be familiar with and comply with the MacKillop College child safe policy and code of conduct, and any other policies or procedures relating to child safety
- demonstrate a duty of care to students in relation to their spiritual, physical and mental wellbeing
- implement strategies that promote a healthy and positive learning environment
- demonstrate an understanding of child safety standards and obligations (e.g. mandatory reporting)
- demonstrate an understanding of appropriate behaviours when engaging with children
- report any concerns relating to child safety immediately



Accountabilities

Data Collection

- collect, prepare and present data for the Colleges' National Consistent Collection Data (NCCD) submission
 - collect and present reports on Literacy and Numeracy performance data across the college
 - collaborate with the Learning Diversity team and teachers to strategically use data to improve student outcomes
 - ensure the appropriate storage and security of documents to maintain student confidentiality
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Learning and Teaching

- maintain currency of pedagogical practices for developing, implementing and evaluating a differentiated curriculum
 - proactively advocate for students with a learning diversity need and propose suitable interventions and resources
 - assist teachers to identify students requiring Literacy and/or Numeracy support
 - ensure that appropriate and consistent assessment and reporting procedures are implemented for students needing adjusted learning
 - guide teachers to implement Individualised Learning Plans (ILP) for students who require a modified learning program or who are funded for a specific need
 - collaboratively engage with subject teachers to ensure classwork, examinations and other assessments are developed, implemented and evaluated to ensure optimal learning experiences for students
 - ensure the curriculum is inclusive and accessible to all students
 - provide guidance and direction in the development, implementation and evaluation of learning resources used and adjustments.
 - review Personalised Learning Plan (PLP) at the beginning of each semester for students completing a modified learning program, ensuring the plan is still appropriate and aligned to student need
 - promote the use of digital technologies to support differentiation
 - support the trialling and implementation of a range of inclusive learning practices, providing recommendations to the college based on student outcomes
 - assist with development of appropriate resources to enhance examination/assessment preparation
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Building capacity for Learning diversity

- collaborate with teachers to ensure all students with particular diverse learning needs transition smoothly into the College
 - facilitate staff professional learning for educators on engaging students with differentiated learning needs and how to make adjustments to the learning
 - conduct classroom observations and provide feedback to teachers as required
 - assist with the subject selection process for students with diverse learning needs
 - mentor and coach individual teachers to ensure appropriate support is provided to students with diverse learning needs
 - work strategically to enhance teachers' capacity to provide effective and differentiated instruction for all students in the classroom
 - coordinate programs and strategies that address the needs of individual students and classroom structures
 - convene, support and lead Program Support Group (PSG) meetings as required
 - assist teachers to develop their professional knowledge and understanding for students funding arrangements to individual learning needs
 - model evidence-based practices to improve student learning through in class modelling and co-design of curriculum
 - facilitate change in the area of learning diversity to improve student outcomes, using evidence-based research in learning diversity
 - coordinate LSO participation in excursions and camps/retreats to assist students, as required
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Differentiated learning

- identify students with differentiated learning needs and provide appropriate support
 - identify any barriers within the environment and implement appropriate mitigation actions
 - implement or adapt goals according to a student's ability
 - provide direct and timely support to students who need additional support
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Communication

- clearly and regularly communicate with the Director of Learning Diversity to provide meaningful and regular feedback
- initiate and lead family contact as required
- respond promptly to Teacher and family requests for information, return phone calls and answer emails
- respond promptly and empathetically to students
- ensure clear and timely communication to families about student progress and challenges
- ensure all allocated marking for student work and assessment tasks is completed, and feedback provided in a professional and timely manner
- provide written reports for medical professionals
- provide written reports for families that clearly reflect the student's approach to learning, performance on a range of assessment tasks, strengths, challenges and recommended future learning strategies
- participate in Student Progress Interviews as required

Learning Environment

- develop a strong learning culture that includes support for students with diverse learning needs
- create and maintain a safe learning environment
- promote positive, respectful and encouraging relationships
- demonstrate effective behavioural management skills, implementing appropriate behaviour management strategies
- use appropriate restorative practices
- establish clear expectations for student behaviour and encourage students to take responsibility for their own behaviour
- create a stimulating learning environment by using a variety of activities

Professional Development

- support a performance and development culture
- provide support for and encourage student involvement in co-curricular programs
- complete annual Child Protection and Mandatory Reporting training
- participate in appraisal/feedback processes to receive constructive feedback, as required
- commit to ongoing professional development
- maintain required ICT skills required for the role

General Expectations

- support the Victorian Catholic Education Authority (VCEA) 'Statement of Principles Regarding Catholic Education'
- act as a role model for students and staff
- actively contribute to the achievement of the School Improvement Plan
- stay informed by reading the Principal Memo, all College emails/direct messages and other correspondence on at least a weekly basis, responding appropriately
- abide by all College policies and procedures
- work collaboratively and build effective working relationships
- ensure MacKillop Colleges' public image, professional reputation and best interest is represented through all interactions and activities
- model a professional approach for all staff and students, including conduct, language and professional dress
- attend all relevant school meetings, functions, events, liturgies, open days, staff faith proceedings and professional development as required by the Principal
- observe the strictest confidentiality for all sensitive and private information
- participate in duty supervision as rostered, and other supervision duties as required
- actively contribute to the care of all College facilities, grounds, equipment and resources

Work Health and Safety

- take reasonable care of your own health and safety
- take reasonable care for the health and safety of others who may be affected by your acts or omissions
- cooperate with any actions MacKillop College implements to comply with Safety requirements
- comply with all Safe Working Procedures
- use appropriate Personal Protective Equipment (PPE) as required
- periodically update MacKillop College about any medical condition that:
 - is life threatening or may require Emergency Services to be called
 - could impact on your ability to perform your duties
- complete safety training courses as required and participate in compliance briefings or inductions as required
- do not ‘intentionally or recklessly interfere with or misuse’ anything provided at the workplace to support health, safety and welfare
- report all hazards (e.g. unsafe working conditions) and incidents (e.g. injuries, illnesses, etc.)
- work cooperatively and consult with Health and Safety Representatives to resolve workplace safety changes and issues
- undertake all work activities in a manner that ensures the workplace is free from harassment, bullying and discrimination and supports workplace diversity
- contribute to a healthy and safe work environment, and comply with all safe work policies and procedures

Other Duties

It is not the intention of this role description to limit the scope or accountability of the position but to highlight the most important aspects. All employees are required to undertake reasonable duties commensurate with their skills and training from time to time in accordance with the needs of the College or as directed by the Principal.

This position may also be used in other areas of the College where extra supervisor is required, especially in relation to excursions, incursions and camps.

Required Capabilities

Qualification	<ul style="list-style-type: none">• VIT registered• Post graduate qualifications in learning diversity (preferred)
Duty of Care	<ul style="list-style-type: none">• must maintain currency qualifications in:<ul style="list-style-type: none">– First Aid and CPR– Mandatory reporting– Anaphylaxis management– Asthma management• an ability to identify and assess risks for students and implement appropriate mitigation responses/actions• provide appropriate direction, supervision and support to staff and students
Emotional intelligence	<ul style="list-style-type: none">• a demonstrated understanding of social and emotional issues connected to student life• an ability to build positive and meaningful relationships with students• an ability to build relationships with staff and students and set clear behavioural expectations• an understanding of trauma informed practice• an understanding of emotional regulation of self and others
Communication	<ul style="list-style-type: none">• excellent written and oral communication skills, including ability to communicate with students, staff and families• excellent interpersonal and communication skills• an ability to provide clear instructions in a timely manner to staff and students
Organisation	<ul style="list-style-type: none">• ability to manage tasks with minimal supervision• capacity to work to timelines• demonstrated organisational skills including strong attention to detail• proven time-management skills• exhibited self-motivation
Learning Support	<ul style="list-style-type: none">• use of multiple teaching techniques to engage students in learning• contemporary knowledge of the subject matter being instructed

Approachable	<ul style="list-style-type: none"> • a demonstrated ability to foster a welcoming and calm learning environment that promotes positive behaviour • be enthusiastic and professional
Teamwork	<ul style="list-style-type: none"> • ability to work as part of a team • flexible and willing to help and support others • ability to collaborate with the teachers, staff and students • ability to develop and maintain excellent working relationships with key stakeholders
Catholic Identity	<ul style="list-style-type: none"> • a demonstrated commitment to working in a Catholic Education environment • demonstrated pastoral approach towards student and staff relationships

Qualifications, Education and Experience

Essential

- current Victorian Institute of Teaching (VIT) registration
- demonstrated understanding and experience of the learning and teaching pedagogy associated with the Victorian Curriculum
- a contemporary understanding of the development, implementation and evaluation of teaching strategies for learning diversity
- demonstrated understanding and experience with young people
- experience working with people living with a diagnosis or disability that can impact learning or independence
- a commitment to teaching in a Catholic school environment

Desirable

- relevant postgraduate studies (or working towards such qualifications)
- demonstrated experience in working with students in a secondary school setting
- accreditation to teach in a Catholic school
- demonstrated experience in contemporary learning technologies within the subject area
- experience in inquiry-based learning and use of student data to maximise learning outcomes

Declaration

I accept the above duties for the position at MacKillop College.

Name: _____

Signature: _____

Date: _____