



# MacKillop College

## Director: Learning Diversity

### Position Description

Classification (CEMEA 2022)	Teacher T2 1-6
Position of Leadership	POL 4 + 600 minutes time release
Position reports to	Deputy Principal: Learning and Teaching

### 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

This role will support a diverse range of students who have been identified as needing a differentiated learning program, curriculum, and assessment to accommodate their giftedness, transition, integration or another specific learning need.

As a key resource and advisor for the promotion and development for differentiated learning at the College, the Director will lead the consultative processes between students, educators and families to ensure a collective understanding of the goals, obligations and indicators of success. The Director will maintain and implement a suite of innovative learning resources for educators to create differentiated learning, and provide professional development to educators on how to evaluate the effectiveness and impact of the adjusted learning.

To be successful in the role you will need to demonstrate empathy and sensitivity to ensure that students have an opportunity to experience success, develop their academic knowledge and social skills, and achieve meaningful outcomes within the scope of their individual capability. As a trusted advisor, it is essential to drive an agenda of optimism, patience and authenticity to provide stability within complexity for students, educators and families.

This role will lead the collection of data and evidence the college's Nationally Consistent Collection of Data (NCCD) funding and ensure the College meets its commitment to an accessible and appropriate curriculum 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 willingness 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

---

## Leadership

---

- Oversight of the College's Learning Diversity programs for students requiring:
  - additional and/or extension learning tasks
  - modified or differentiated learning to address a literacy, numeracy or other specified learning need
  - emotional support to address a social or sensory learning need
  - support to address a physical disability
  - support to address a diagnosed intellectual or cognitive learning need
  - support with linguistic inclusion for new Australians and refugees
  - support with cultural inclusion and safety
- provide clear and competent leadership and direction to the Learning Diversity team including; Learning Support Officers (LSO), Learning Diversity Leaders, Cultural Inclusivity Leader, Gifted and Talented Leader, and NCCD Leader
- consulting with families when a student is identified as potentially having additional learning needs that requires a diagnosis and encouraging/assisting families to seek assessment and support
- manage the workload distribution and allocation of Learning Diversity resources across the College
- develop appropriate processes for the timely collation and dissemination of information, ensuring regular consultation with Learning Leaders, Teachers and families
- coordinate and chair Program Support Group meetings as required, ensuring that appropriate matters are discussed, actions are implemented, minutes are taken, families are engaged/consulted, and that there is a shared understanding of the support plan
- oversee and coordinate Case Management for students requiring learning support across the College
- assist with the development of relevant College guidelines, support structures and initiatives to facilitate the inclusion of students with additional learning or support needs
- lead the development and continuous improvement of Learning Diversity programs/supports through a planned evaluation process
- in collaboration with the Deputy Principal: Learning and Teaching, develop, implement and review Learning Diversity programs and processes to ensure that students are receiving current, evidence-based support for learning modification
- proactively engage and collaborate with Teachers, Year Level Leaders, Directors of Wellbeing and Directors of Learning and Teaching to ensure programs, curriculum and pedagogy are inclusive, contemporary and effective in addressing student needs
- ensure appropriate support is provided for the co-curricular activities of the College, including camps, retreats, excursions etc.
- engage and participate with the Melbourne Archdiocese Catholic Schools (MACS) Learning Diversity Network, including attending meetings and professional learning as required
- oversee a component of the student transition processes, with a specific focus on the identification of learning needs and supports required to assist the transition from primary to secondary education
- work collaboratively with the Directors of Wellbeing to deepen an understanding across the College of Learning Diversity matters, and assist in the development and implementation of relevant programs and supports for students and educators
- liaise with health care professionals, and external agencies as required to ensure appropriate support for students
- ensure that the College's learning management system is regularly updated with all required information, whilst maintaining appropriate security of documents to support student confidentiality
- maintain awareness of contemporary practices and innovations around individualised learning through professional engagement e.g. Melbourne Archdiocese Catholic Schools (MACS), professional reading, conferences, government policy documents
- assist with the oversight of NAPLAN, Progressive Achievement Tests (PAT), and 'on-demand' testing
- conduct assessment and diagnostic testing for students as qualified, and provide oversight of referrals to external agencies for assessments, WISC testing etc.
- coordinate and direct regular Learning Diversity team meetings in a manner that promotes collaboration, a common purpose and encourages staff to contribute ideas and develop in their professional practice
- assist with the induction, supervision, mentoring and appraisal of the Learning Diversity team
- facilitate change across the College to enhance Learning Diversity practice and improve student outcomes

---

## Learning Support Officers (LSO)

---

- oversee the planning, scheduling and allocation of LSO support across the College, ensuring they are utilised effectively, and individual student's needs are being met
- ensure that LSO's receive timely and appropriate feedback on their learning support practice
- work closely with LSO's to ensure they understand how to access and update relevant information on the College learning management system

---

## NCCD

---

- lead and coordinate processes for the collection and collation of NCCD and learning adjustment evidence and data in conjunction with the NCCD Leader
- coordinate applications and processes regarding Personalised Learning Programs (PLPs), Individualised Learning Programs (ILPs), Program Support Groups (PSGs) and National Consistent Collection of Data (NCCD) funding for students with additional learning needs
- ensure accurate notes are maintained for each student being supported for NCCD purposes;
- collect and present reports on student literacy and numeracy performance data
- complete an annual audit of evidence, and submit to the College Principal for validation
- maintain the NCCD reporting database
- support teachers in the identification and recording of appropriate adjustments for students with diverse learning needs
- generate NCCD reports for the Leadership Team as requested

---

## Learning and Teaching

---

- provide direct and timely support to students who need additional support as required
- ensure all learning modifications align to the requirements for MACS Schools
- lead collaboration with educators to implement programs that will improve the academic performance, emotional resilience and social/cultural inclusion of students with a modified learning need
- assist and guide teachers to design and implement PLPs and/or ILPs for those students who require a modified learning program or who are funded for their individual needs
- review the PLPs and ILPs, at the beginning of each semester ensuring the modified learning program is appropriate and understood
- assist educators to identify students with a learning need, any barriers within the learning environment, and how to implement appropriate mitigation actions
- guide educators to implement or adapt student participation and/or learning goals according to a student's progress and ability
- proactively advocate for students with a learning diversity need and propose suitable interventions and resources
- collaborate/engage with teachers to ensure classwork, examinations and assessment are appropriately differentiated
- ensure that consistent assessment and reporting procedures are implemented
- provide guidance and direction in the development, implementation and evaluation of learning resources
- support the trialling and implementation of modified learning practices, providing recommendations to the college based on student outcomes
- assist with development of appropriate resources to enhance examination/assessment preparation

---

## Building capacity for Learning diversity

---

- collaborate with teachers to ensure all students with a learning need transition smoothly into the College
- facilitate the professional development of educators on engaging students who require a modified learning program
- conduct classroom observations and provide feedback to educators as required
- assist with the subject selection process for students with diverse learning needs
- mentor and guide teachers through the implementation of a variety of learning techniques, to address student learning needs
- develop programs and strategies to address specific learning priorities identified by the College Leadership Team
- assist teachers to develop their knowledge of NCCD funding obligations
- role model co-design of curriculum and the application of evidence-based practices to improve student learning

---

## Communication

---

- clearly and regularly communicate with the Deputy Principal: Learning and Teaching to provide meaningful feedback and updates on the Learning Diversity portfolio
  - respond promptly to Teacher and family requests for information e.g., return phone calls and answer emails in a timely manner
  - respond promptly and empathetically to students
  - ensure clear, transparent and timely communication to families about student progress and challenges
  - provide written reports for external agencies as required
  - 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
  - implement 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 learning activities and approaches
- 

## Professional Development

---

- It is expected that the Director: Learning Diversity undertakes regular professional learning in order to maintain a high level of understanding of current and evidence-based practice in Learning Diversity
  - maintain currency in the understanding of pedagogical practices for developing, implementing and evaluating a differentiated curriculum
  - conduct regular conversations with LD staff around goal setting, performance, and College expectations
  - complete annual Child Protection and Mandatory Reporting training
  - participate in appraisal/feedback processes to receive constructive feedback, as required
  - maintain all required ICT skills required for the role
- 

## General Expectations

---

- support the Victorian Catholic Education Authority (VCEA) 'Statement of Principles Regarding Catholic Education'
  - Behave in accordance with the MACS Code of Conduct
  - 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 and MACS policies and procedures
  - work collaboratively and build effective working relationships
  - ensure MacKillop Colleges' public image, professional reputation and best interest is represented in 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.

## Required Capabilities

<b>Qualification</b>	<ul style="list-style-type: none"> <li>• VIT registered</li> <li>• Post graduate qualifications in learning diversity</li> </ul>
<b>Duty of Care</b>	<ul style="list-style-type: none"> <li>• must maintain currency qualifications in:           <ul style="list-style-type: none"> <li>– First Aid and CPR</li> <li>– Mandatory reporting</li> <li>– Anaphylaxis management</li> <li>– Asthma management</li> </ul> </li> <li>• an ability to identify and assess risks for students and implement appropriate mitigation responses/actions</li> <li>• provide appropriate direction, supervision and support to staff and students</li> </ul>
<b>Emotional intelligence</b>	<ul style="list-style-type: none"> <li>• a demonstrated understanding of social and emotional issues connected to student life</li> <li>• an ability to build positive and meaningful relationships with students</li> <li>• an ability to build relationships with staff and students and set clear behavioural expectations</li> <li>• an understanding of trauma informed practice</li> <li>• an understanding of emotional regulation of self and others</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>• excellent written and oral communication skills</li> <li>• develop authentic relationships with students, staff and families, promoting collegiality and open dialogue</li> <li>• an ability to provide clear instructions in a timely manner to staff and students</li> </ul>
<b>Organisation</b>	<ul style="list-style-type: none"> <li>• ability to manage tasks with minimal supervision</li> <li>• capacity to work to timelines</li> <li>• demonstrated organisational skills including strong attention to detail</li> <li>• proven time-management skills</li> <li>• exhibited self-motivation</li> </ul>
<b>Learning Diversity</b>	<ul style="list-style-type: none"> <li>• a strong understanding of how students with a differentiated learning need, learn</li> <li>• specialist knowledge of current evidence-based interventions to address learning needs</li> <li>• ability to lead staff professional development in Learning Diversity</li> <li>• excellent knowledge of learning needs (diagnosed or imputed)</li> <li>• a contemporary understanding of pedagogy for LD students, including the effective use of learning technologies</li> <li>• demonstrated expertise in data analysis, testing interpretation and the monitoring of student progress</li> </ul>

	<ul style="list-style-type: none"> <li>possess a strengths-based approach and solutions focus</li> </ul>
<b>Approachable</b>	<ul style="list-style-type: none"> <li>a demonstrated ability to foster a welcoming and calm learning environment that promotes positive behaviour</li> <li>be enthusiastic and professional</li> <li>be a positive role model for colleagues and students, demonstrating a commitment to life-long learning</li> </ul>
<b>Teamwork</b>	<ul style="list-style-type: none"> <li>ability to lead and manage a medium sized team</li> <li>flexible and willing to help and support others</li> <li>ability to collaborate with the teachers, staff and students</li> <li>ability to develop and maintain excellent working relationships with key stakeholders</li> </ul>
<b>Catholic Identity</b>	<ul style="list-style-type: none"> <li>a demonstrated commitment to working in a Catholic Education environment</li> <li>demonstrated pastoral approach towards student and staff relationships</li> </ul>

## 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: \_\_\_\_\_