



LEARNING DIVERSITY LEADER

POSITION DESCRIPTION

Our Vision: Catherine McAuley College (CMC) lives out the Mercy charism, striving to make Jesus Christ known and loved by all. Our learning community identifies, values and develops the gifts of each young person and provides them with educational opportunities to experience personal success.

Our Touchstone Statement: *Inspiring members of our community to be learners impelled to thrive and serve.*

We are dedicated to developing students who are critical and creative thinkers, with the skills to be self-motivated in the pursuit of knowledge. Our students are empowered to see themselves as positive agents of change, who are called to participate actively and ethically in society as young people of Mercy.

The College is a reGEN school committed to promoting and adopting an integrated curriculum approach to sustainable living including respecting, conserving, and renewing our global environment.

POSITION SUMMARY

The Learning Diversity Leader (LDL) is responsible for all the funded students with a disability (SWD) on their campus and for leading staff to ensure that the needs of each student are identified and targeted. The LDL reports to the Student Services Coordinator (SSC) and the Campus Director.

The LDL is responsible for supporting the SSC and Director of Campus in developing the data and evidence for student transition to and from their campus. This process is detailed in the transition risk register and includes relevant testing, clinical assessments, Nationally Consistent Collection of Data (NCCD) status, Student Support Groups (SSG's) pre-commencement and the establishment of appropriate intervention support, student placement and Personal Learning Plans (PLP's).

The LDL is responsible for the wellbeing and learning needs of all funded and English as an additional language (EAL) students on campus. They are to advocate on their behalf and ensure that they are appropriately supported in their learning, wellbeing and pathway.

The LDL will attend Intervention Committee meetings and represent those students funded and provide evidence of Specific Subject Learning Plans (SSPNs) and PLP's.

The LDL will work with all of the Learning and Teaching Team to ensure that the curriculum is accessible and appropriate. The LDL will coach and support Interdisciplinary Learning Leaders and Year Level Leaders and their teams to ensure that the appropriate curriculum is available for all students with a disability (SWD) to access and grow. The LDL will review assessments and the mandated reports.

The LDL will actively participate in the professional learning across the College and coach and mentor staff who are supporting SWD students. The LDL will advise and recommend professional learning to the Professional Learning Committee.

ESSENTIAL DUTIES & RESPONSIBILITIES

<p>Lead Diversity</p>	<ul style="list-style-type: none"> ● Responsible for accurate and timely data collection of reports including uploading to Catholic Education Victoria Network (CEVN) as per annual list of Data Collection requirements. ● Provide professional learning for staff and support collaborative partnerships between the school, parents/guardians and other professionals. ● Lead compliance of Disability Standards for Education e-learning - Educational Leaders. ● Schedule regular Nationally Consistent Collection of Data (NCCD) Team meetings for data collection and moderation. ● Attend NCCD Network meetings. ● Have a solid understanding of applicable legislation and ensure compliance with learning diversity programs. ● Implement NCCD Data collection process. ● Ensure applications, paperwork and reporting requirements are current and kept up to date for all: <ul style="list-style-type: none"> ○ English as an Additional Language (EAL) Students – New Arrivals; ○ Students With Disabilities (SWD) Funding - Attend Learning and Teaching Team meetings to ensure staff are regularly informed about the strategies in place to improve learning enrichment. ● Maintain all associated NCCD and National Disability Insurance Scheme (NDIS) data and documentation for Special Needs applications. ● Support teaching staff in identifying and responding to the additional learning needs of students. ● Facilitate the staffing to meet student individual needs. ● Inform staff of NCCD student information. ● Oversee and manage the Learning Support team. ● Actively advocate for students in developing targeted interventions with the YLL's and IDL's, based upon contextual data and research. ● Assist teaching staff in creating and implementing effective Personalised Learning Plans (PLP's) for students. ● Identify students and provide support to teaching staff for Gifted and Talented Students. ● Facilitate and provide professional development to subject teachers in all curriculum areas to assist them to gain further knowledge and skills in learning enrichment via peer observations, coaching, classroom visits, staff meetings, workshop, domain meetings, team planning sessions and consultations with individual teachers as required. ● Work closely with the Directors, Student Services Coordinator, Learning Leaders and Year Level Leaders to generate individual data to support PLP's. ● Actively participate in the Professional Learning Committee. ● In conjunction with the Directors, oversee ARM's - Peer observation involves teachers observing each other's practice and learning from each other. Creating the opportunity to give and receive feedback about teaching practice and develop awareness about their own teaching. ● Lead Education Support Staff in their work supporting the learning diversity program.
<p>Resource and Plan for Engaging Learning</p>	<ul style="list-style-type: none"> ● Manage, review and maintain relevant curriculum budgets, including resource requests for consumables. ● Investigate and propose capital purchases for contemporary learning across relevant learning areas. ● With the Learning and Teaching Team, develop, review and implement the booklist so that students have necessary resources for optimal learning while balancing the financial burden on families.
<p>Leading teaching and learning</p>	<ul style="list-style-type: none"> ● Ensure the school values underpin and support high-quality inclusive practices and set expectations that all activities are focused on improving student learning outcomes, prioritising the creation and sustainment of a student-centred learning environment. ● Lead staff and students in identifying and planning high-quality teaching and learning and share current developments in pedagogy and student engagement with all staff.

	<ul style="list-style-type: none"> ● Develop a robust approach to reviewing the curriculum and pedagogy to ensure a consistently high-quality environment for learning. Develop a coaching culture that encourages honest feedback to and from students and teachers based on evidence. ● Lead a school-wide focus on individual student achievement, implementing strategies that secure educational provision for all. Ensuring that reflective practices, structured feedback, peer review and use of the Australian Professional Standards for Teachers lead to personal improvement of both students and staff. ● Ensure interventions are in place to reduce gaps in attainment, communicating high aspirations and expectations for all, celebrate success and challenge underperformance. ● Lead high aspirations in learning and inspire the same in students, staff and parents and share successful strategies with the school community. ● Model collaborative leadership and engage with other schools and organisations to share and improve practice and encourage innovation in the education system.
Develop self and others	<ul style="list-style-type: none"> ● Promote the benefits of professional learning to all staff and ensure that their willingness and efforts to learn and improve are recognised. Work with staff to identify and prioritise their professional learning needs based on any gaps between the requirements of their roles and their current knowledge, understanding and skills. Model personal and professional learning that is clearly linked to school goals and seek support from others as appropriate. ● Seek leadership potential in others and provide opportunities for their development. Identify and implement professional learning opportunities with staff that are aligned with staff learning plans and school priorities. Provide staff with regular and effective feedback on their performance, determining together how they can improve and remove any obstacles to learning. ● Build capacity by creating a culture of empowerment, responsibility and self-directed research that leads to the development of a professional learning community ● Evaluate whether professional learning undertaken by self and staff has had the desired impact on students and has been shared with others.
Leading improvement, innovation and change	<ul style="list-style-type: none"> ● Identify the need for innovation and improvement that is consistent with the College vision and values and is informed by student learning outcomes and communicate this effectively with staff, students, and families. ● Take account of the impact of change on others, providing opportunities for regular feedback so that change is owned by the school community. Distribute leadership and encourage staff to build consensus across the College community and to take individual responsibility for implementing change. ● Maintain own values whilst working to secure the ongoing improvement of the school. Lead and implement the appropriate use of new technologies in all aspects of the school's development. Embed collaborative and creative practices in the school, allowing everyone to contribute to improvement and innovation. ● Embed a culture of continuous improvement, ensuring research, innovation and creativity are core characteristics of the school.
Leading the management of the school	<ul style="list-style-type: none"> ● Align management procedures and processes to the educational goals and the vision and values of the school. Clarify for staff the relationship between the school's vision and values and the operational tasks that support them. ● Model exemplary professional behaviour and promote ethical standards throughout the school community. ● Use a consultative approach with students, staff and the wider school community to develop formal strategic plans. ● Identify trends and influences that will have an impact upon the school and plan for them. They review the effectiveness of processes and use of data to improve school performance.

	<ul style="list-style-type: none"> ● Embed a culture of review, responsibility and shared accountability to achieve high standards for all.
Engaging and working within the community	<ul style="list-style-type: none"> ● Promote parental and carer engagement as a key aspect of raising the achievement of all students. ● Lead an inclusive curriculum and school culture that promotes understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages and other culturally and linguistically diverse communities. ● Build partnerships with the local community and external stakeholders so they are aware of the vision and values of the school and can contribute to its success. ● Identify and implement strategies to meet the diverse needs of students and their families, challenge low expectations and close gaps in achievement for specific groups. Understand the strengths and needs of their communities, promoting high expectations and achievement for all. ● Work with other agencies to support the health, wellbeing and safety of students and their families. Establish innovative processes to gather regular feedback from families and the local community that is systematically used to review school practices and inform decision-making. ● Lead the school as an inclusive outward facing organisation. Draw on evidenced based best practice nationally and internationally to embed a culture of inclusion and high expectations for all and take steps to tackle the effects of disadvantage on learning.
Teaching Duties	Uphold the professional standards expected of a teacher, as outlined in the Lead Teacher Position Description.

KEY SELECTION CRITERIA

Qualifications and Experience	<p>Essential:</p> <ul style="list-style-type: none"> ● Teaching qualifications ● Current Victorian Institute of Teaching (VIT) registration ● Accreditation to teach in a Catholic school (or be working towards such accreditation)
	<p>Desirable Other:</p> <ul style="list-style-type: none"> ● Accreditation to Teach Religious Education ● Demonstrated understanding and experience of the learning and teaching pedagogy associated with the Victorian Curriculum. ● Commitment to the AITSL standards and willingness to work within the standards framework. ● Preference for experience in inquiry-based learning and use of student data to maximise learning outcomes. ● Relevant postgraduate studies (or working towards such qualifications) ● Demonstrated understanding and experience of the learning and teaching pedagogy associated with the Victorian Curriculum ● Demonstrated experience in using ICT to teach subject area including but not limited to Google Applications, SIMON, Microsoft suite.
Skills and Attributes	<ul style="list-style-type: none"> ● Evidence of capacity to meet the required essential duties and responsibilities as detailed in this position description. ● Demonstrate professional and collegiate relationships with colleagues. ● Personal sense of initiative, innovation, and enthusiasm. ● Outstanding communication and interpersonal skills to build relationships with key stakeholders such as children, parents and the school community. ● Experience and proven record in effective learning and teaching skills, including management of composite classes/mixed ability classes.

	<ul style="list-style-type: none"> • Ability to demonstrate an understanding of appropriate behaviours when engaging with children. • Demonstrated capacity to participate in a range of school activities, e.g. school sports, sacramental programs, liturgies, school camps/excursions. • Ability and willingness to accept policy directives.
Commitment to Catholic Education	<ul style="list-style-type: none"> • A demonstrated understanding of and commitment to lead the ethos of a Catholic school and its mission. • A demonstrated understanding of and commitment to lead the Church's teachings and the Catholic teacher's role in the mission of the Church. • A demonstrated capacity to lead and instil in students and staff a respect for each other in accordance with the teachings of Jesus Christ. • A capacity to integrate the Church's teachings into all aspects of curriculum.
Commitment to Child Safety	<ul style="list-style-type: none"> • A demonstrated understanding of child safety. • A demonstrated understanding of appropriate behaviours when engaging with children. • Provide students with a child-safe environment and proactively monitor and support student wellbeing. • Familiarity with legal obligations relating to child safety (e.g. mandatory reporting) and comply with the College's child safe policy and code of conduct and any other policy, procedures or legislation related to child safety. • Be a suitable person to engage in child-connected work.

EMPLOYMENT CONDITIONS

Appointment	This position is appointed by Catherine McAuley College and the incumbent is an employee of Mercy Education Limited. The role is subject to the College's Policies and Procedures as provided as part of the Induction Program and ongoing Training Program.
Reports to	Principal, Deputy Principals and Directors.
Conditions	<p>Conditions are in accordance with the Victorian Catholic Education Multi Enterprise Agreement (VCMEA) 2018.</p> <p>This is a full-time, leadership position for three years, 2022-2024.</p>
Review and Appraisal	<p>As an employee of Mercy Education Limited this appointment will comply with the contract of employment.</p> <p>The incumbent is subject to the College's Annual Review Policy.</p>
Professional Development	Undertake professional development in line with the College Professional Learning policy.

No position description can be entirely comprehensive. The incumbent will be expected to carry out such other duties as may be required from time to time and are broadly consistent with the position description and the status of the post within the College. The position encompasses participation in decision-making processes and other activities relevant to the role which may require occasional involvement outside the currently designated school hours.