

St Scholastica's College Position Description

- Coordinator of Diverse Learning



St Scholastica's College is a Catholic Girls' Day and Boarding School in the Good Samaritan tradition, which recognises and respects the dignity and individuality of each person within our multicultural community.

We strive to develop each student's capabilities through a variety of quality learning experiences by emphasising the strengths of each student, promoting her individuality, providing educational challenges and the freedom to learn.

Position: Coordinator of Diverse Learning

Classification: Teaching

Mode: On-going, full-time position

1. Role Purpose

The role of Coordinator of Diverse Learning is to develop a strong team that will have responsibility for all aspects of the provision of learning support for students within the College from Years 7 to 12. The Coordinator of Diverse Learning will have a particular responsibility for promoting an inclusive educational environment through the coordination, oversight and monitoring of students with disabilities or with learning support needs (students with additional needs) and to challenge those students requiring extension and enrichment. This will include leading a talented, caring and dedicated team of Teachers and Teacher Assistants to plan and coordinate the delivery of additional support for individual students by creating a vision that fosters the holistic development of all students. The Coordinator of Diverse Learning will also work closely with staff to review and analyse data, develop pedagogical practices and meet accreditation requirements.

2. Role Responsibility

The Coordinator of Diverse Learning is responsible to the Principal via the Assistant Principal Teaching & Learning

3. Role Accountability

- Giving personal witness to Catholic values in carrying out the day to day duties of the position and always reflecting the values of the College
- Seeking and maintaining compliance with CEC, DDA and government bodies.
- Establishing and maintaining effective lines of communication and processes that support the information needs of the College Executive, colleagues, parents and Guidance Coordinators
- Acting as an advocate for students with additional needs through the promotion of inclusion in all manner of College events.
- Liaising with the Principal and participating in enrolment interviews for students with additional needs when required.
- Organising and coordinating specialist programs and activities for students with additional needs such as excursions, recreation, work- based learning, etc.
- Ensuring the underlying values of the College Mission and Disability Discrimination Act are embedded in practice within the teaching and learning process and other events associated with the Learning Support Area.
- Contributing appropriately and actively support the implementation of the Annual Plan as part of the College's overall Strategic Plan.
- Acting as the point of contact for all parent enquiries and disseminate information to staff as required in regards to diverse learning.
- Communicating with parents in regard to students' course choices or other curriculum related issues and attend Parent Information Evenings in an advisory capacity.

- Ensuring that appropriate minutes of all Learning Support Area meetings are recorded and that copies are circulated to the respective Teachers and Teacher Assistants.
- Attending all Teaching & Learning Team meetings and actively and appropriately represent issues raised within the Learning Support Area.
- Ensuring that Teachers and Teacher Assistants receive all relevant information and documentation regarding learning support from the various curriculum authorities and professional associations.
- Overseeing and supporting the Teachers and Teacher Assistants within the Learning Support area.
- Overseeing the recording and submission of data to relevant external agencies and authorities that capture the nature of the students with additional needs and the levels of adjustments required for such students (NCCD, etc.).
- Maintaining confidential records and ensuring that all staff have an understanding of the need to maintain confidentiality.
- Liaising with the Literacy Support Teacher and Diverse Learning Support Teacher to ensure the successful implementation of programs in the whole school and for individual students.
- Working with staff to review and analyse student performance data with the aim of making relevant and effective program and assessment adjustments.
- Providing development for staff in the field of diverse learning needs.
- Managing Special Provisions for assessment and examinations.
- Assisting in the management of Teacher Accreditation practices.
- Undertaking extra duties as requested by the Principal.

**More Specifically:
Special Needs**

- To implement a model of Learning Support that focuses on providing support for teachers to assist them to adequately support students in the classroom.
- To ensure that pre-enrolment screening of new students is effectively carried out and that all appropriate information in regard to students' learning needs is available to the appropriate staff
- To ensure that submissions for funding to support the inclusion of students with disabilities in the regular classroom are effectively prepared and followed through.
- To ensure that effective transition planning is undertaken with students with learning difficulties and/or disabilities.
- To ensure effective liaison with Curriculum Coordinator and the Board of Studies in relation to Special Provisions for students with need

Advanced Learner Programs:

- To develop and implement an effective program for the identification and appropriate support and encouragement of students who are gifted.
- To provide Professional Development opportunities for staff to enable them to identify students who are gifted.
- To work in collaboration with the Principal and Assistant Principal Teaching and Learning to ensure that quality specialist staff are appointed to Learning Support.
- Ensure the respective teachers within the school administer their responsibilities in accordance with the philosophy of inclusivity for students with additional needs.
- Model good practice with regard to the teaching and learning process as it applies to the provision of learning support for students with additional needs.

Experience, Qualifications and Special Conditions:

- Demonstrated ability to work cooperatively and collaboratively as a member of a team.
- Demonstrated ability to demonstrate initiative, drive and a strong sense of professionalism.

- Demonstrated capacity to manage staff relationships in a manner that enhances productive working relationships and
- Demonstrated ability to communicate effectively, delegate appropriately and work empathetically with others.
- Demonstrated ability to set goals, prioritise work and manage multiple simultaneous tasks.
- Demonstrated ability to work with a wide range of staff and build meaningful and professional relationships with students and families.
- Demonstrated ability to work with different groups and levels within a school
- Demonstrated interpersonal and communication skills.
- Demonstrated organisational and administrative skills with a strong attention to detail.
- A minimum four years' Tertiary qualification, which includes appropriate educational qualifications specific to the role.
- Have completed and have current either Accreditation to Teach Religious Education or Accreditation to Teach in a Catholic School would be advantageous
- A minimum of five years of teaching experience.
- Demonstrated ability and experience in teaching in the area of learning support.
- A sound understanding of the Disability Discrimination Act and the Disability Standards for Education.