

POSITION TITLE:	Teacher of Diversity
REPORTS TO:	The Principal
CLASSIFICATION:	Remuneration in accordance with the <i>Catholic Employing Authorities Single Enterprise Collective Agreement – Diocesan Schools of Queensland</i> Teacher: Graduate to Lead Teacher
AUTHORISATION:	Executive Director

Catholic Education Services – Diocese Of Cairns

Catholic Education Services in the Diocese of Cairns is a dynamic and growing organisation that is actively inviting schools to co-create with us, schools that are places of rich learning for now and into the 22nd Century.

Our vision is to offer every student in every school a world class education enriched by their lived encounter with the Catholic Faith.

Catholic Education Services is committed to this vision through Co-Leadership with schools to build communities of learning that provide a safe, nurturing and academically challenging environment. Our schools are places where we create opportunities for every student and every staff member so that they are inspired to contribute to our society, innovate, explore possibilities, and achieve excellence.

Catholic Education Services in the Diocese of Cairns embraces thirty (30) schools including twenty (20) primary schools, two (2) Prep to Year 12 colleges and eight (8) secondary colleges. One of these colleges is a Special Assistance College with campuses in Cairns, Cooktown, and Edmonton. This community also includes Catholic Education Services located in Cairns itself. Over the next five years there are two new schools planned.

All schools and colleges, except three, are within a two-hour drive of Cairns. Cooktown, Waibeni Island (Thursday Island) and Weipa are accessed by daily flights and located in some of the most beautiful parts of the country. In total, there are 11 500 students and 1500 staff.

Leadership and strategic management of Catholic Education Services is the responsibility of the Executive Director of Catholic Education. Through a team of professionals, and in Co-Leadership with principals, the Executive Director manages and facilitates a number of significant delegations which include:

- Support of the mission of the Church as delivered through Catholic Education
- Support of schools by providing services that strengthen school capacity
- Provision of leadership and forward planning to develop organisational capability
- Distribution to schools of government allocated funds and their accountability
- Monitoring quality of schools and compliance/accountability with requirements of governments, Church, and parents
- Within limits, provision of some centralised, specialised student services, where this is the most effective and efficient approach

Our staff are supported to experience success and satisfaction in their vital role.

Cairns also offers many lifestyle opportunities that can be found in few other places and is surrounded by World Heritage listed areas including the Great Barrier Reef and the Daintree Rainforest, all within an hour's journey from the growing City of Cairns. It is the gateway to our Asian neighbours with direct flights to China, Japan and Singapore as well as having direct flights to all the east coast capital cities, Darwin, and Queensland's Sunshine and Gold Coasts.

Purpose Of The Role

Student diversity is valued and inclusive practices are fundamental to the ethos of Catholic schools. The Diverse Learning / Inclusion Support Teacher works within whole-school initiatives to address the needs of students through a culture of inclusiveness and focuses on the holistic growth and development of each student. They contribute to the quality of educational outcomes of the Catholic school by providing effective assistance to teachers in supporting students with diverse learning needs.

The Teacher of Diversity has a primary role in supporting students with a disability and/or who are EALD. They will work closely with teachers to plan and implement teaching strategies and programs that identify and respond to the individual needs of students. They will communicate with parents as key partners in the educational outcomes of students and liaise with visiting specialists, including Therapists and Inclusive Education Teachers to support student learning.

The Teacher of Diversity reports to the Middle Leader of Diversity (ML Diversity), Deputy Principal, Principal or other delegated Line Manager, and works in consultation with and under the direction of the Line Manager who will oversee their role and responsibilities.

The Teacher of Diversity is supported by Catholic Education Services (CES) to enhance school capacity in diverse learning. They will be expected to attend regular Professional Development sessions provided by CES and continue to develop their own skills in the Diverse Learning area.

As a Teacher of Diversity you will:

- Work with classroom teachers to plan, prepare and deliver effective learning and teaching programmes, including personalised learning processes and documentation for students with Diverse Learning needs and complex educational profiles
- Contribute to the development and implementation of the school objectives and school planning
- Contribute to the establishment and maintenance of a supportive school environment
- Undertake a small teaching load
- Plan, instruct, report on, case manage students on the Student Diversity Support List

Essential Duties and Responsibilities

Typical duties performed may include, but are not limited to:

COMMUNICATION

Regular communication across the school community

- Promote the philosophy of inclusive schooling in a supportive school environment.
- Liaise and report to the ML Diversity in accordance with the strategic directions of the College.
- Facilitate high quality communication with all stakeholders to ensure good communication between all educational team members and the student's family to promote informed decision making and consistent support.
- Work collaboratively with other specialists and therapists to coordinate services which improve Student learning
- Liaise with external agencies and professionals to inform specialised programs and support for Students
- Develop effective professional and community networks in the area of inclusive education to support self and whole school staff



SUPPORTING LEARNING AND TEACHING

Planning and provision of specialised programming that supports students with diverse learning needs

- Work with the Middle and Senior leadership to ensure a whole school approach to planning for students with diverse learning needs
- Provide evidence of key planning documents and overview to line manager.
- Provide support to individual teachers in identifying students whose educational needs require intervention, by analysing data on student achievement, observing and assessing students both formally and informally, and examining the results of diagnostic testing
- Facilitate collaborative teaching and planning for students who require adjustments to access and participate in learning and the broader school community and events
- Assist teachers in developing evidenced based intervention strategies and adjustments
- Create and support the implementation of personalised learning planning processes and documentation, including Out of Year Level (OYL) curriculum plans (ie: Out of Phase (OOP) and Highly Individual Curriculum Plans (HICP's) as appropriate for identified students
- Liaise with the school curriculum team regarding standardised and diagnostic assessments to inform intervention programs
- Work with classroom teachers and Middle Leader of Diversity to plan and implement a range of strategies and adjustments either in class, individually or in small groups for identified students
- Monitor and evaluate teaching programs for students with diverse learning needs in conjunction with Leader of Diversity and liaise with parents and carers
- Ensure that students can access special provisions for assessment are known and implemented as Required e.g. QCAA guidelines, NAPLAN
- Work in consultation with schools, families, agencies and Student Services to implement processes to support students with diverse learning, e.g. CES referral process, Enrolment Application Support Procedure (EASP)
- Provide transition support for families and students with special needs in conjunction with the ML Diversity

ORGANISATION

Manage administration processes of inclusive education across the school community as designated by the Principal

- Maintain and analyse data to monitor and evaluate the effectiveness of programs
- Maintain school files as per the school's procedures so that accurate records of intervention, assessment and communication are recorded
- Be familiar with the Nationally Consistent Collection of Data (NCCD), its rationale, purpose and requirements; effectively use the ENGAGE platform (or similar) for relevant record keeping and uploading of information for NCCD purposes; work closely with the ML Diversity in the annual NCCD census process including moderation with key stakeholders at Cairns Catholic Education
- Maintain documentation for all students with disabilities as per diocesan guidelines
- Collect and collate data from parents, therapists and other stakeholders to inform educational Programming
- Manage an allocated student diversity caseload including, where needed, students on a CIA pathway

CAPACITY BUILDING

Facilitate Professional Development and capacity building across the school community to support inclusive education

- In collaboration with school leadership, plan and implement programs to ensure that the school community is aware of legislative requirements and best practice in pedagogy for diverse learners
- Assistance to teachers in effectively implementing individual programs for identified students
- Build capacity of teaching expertise and knowledge of effective, evidence-based teaching practices to improve student learning across the curriculum with a focus on literacy and numeracy



QUALITY ASSURANCE (professional standards)

Ensuring that legislative requirements are met

- Demonstrate current professional development in learning
- Demonstrate knowledge of the Diocesan procedures, policies and guidelines
- Demonstrate knowledge of the legislation and policies that impact on schooling especially in relation to students with disability:
 - Disability Discriminations Act 1992 (DDA)
 - Disability Standards for Education 2005
- Conduct risk assessments
- Maintain appropriate behaviours when engaging with children
- Support the National Consistent Collection of Data (NCCD) process

MISSION OF THE CHURCH

- Understands and supports the role of Catholic Education in the Mission of the Church
- Demonstrates a willingness to articulate the implications of the model and message of Christ and the school's Mission Statement in the curriculum
- Committed to the life and practice of one's faith tradition
- Demonstrates a willingness to review and reflect teaching practices in light of the school's mission statement
- Incorporates gospel values in the curriculum
- Actively supports school worship and liturgy
- Nurtures personal spiritual development

LEARNING AND TEACHING

- Develops a relational platform as a basis for learning and teaching
 - Understands the nature of the learner and the learning process and tailors teaching programs to meet the diverse needs of students
 - Plans and prepares effective, quality learning and teaching programs and practices, which are consistent with the National Professional Standards for Teaching and diocesan and school based learning area plans and policies
 - Maintains teaching competency and currency of knowledge of relevant curriculum programs, as required by school and Diocese, including Accreditation to Teach in a Catholic School and Accreditation to Teach Religion in a Catholic School
 - Creates a nurturing and stimulating learning environment, which is inclusive, learner centred and academically challenging
 - Demonstrates effective classroom management, which provides an environment that is conducive to learning
 - Provides assistance to students with individual educational needs
 - Maintain appropriate behaviours when engaging with children
 - Assesses student performance (diagnostic, formative and summative) for developmental feedback and reporting purposes
 - Maintains student records and samples of work and reports on student performance to students, parents, the school, diocesan and statutory authorities.
 - Exercises professional responsibility in engendering a love of learning/ developing lifelong learners
 - Effectively uses ICT in learning and teaching
- (In accordance with National Professional Standards for Teachers, Number 1, 2, 3 & 5)*



STUDENT WELLBEING

- Facilitates personal development and social participation of the learner
- Demonstrates effective behaviour management practices
- Provides for the physical, social, cultural and emotional well-being and physical safety of students
- Enhances student development towards effective citizenship and responsible adulthood, through participation in planned and extra curricula activities

(In accordance with National Professional Standards for Teaching, Number 4)

PROFESSIONAL GROWTH

- In consultation with the leadership team of the school or a nominated support person, regularly monitors the effectiveness of the teaching / learning program.
- Participates in and supports professional learning.
- Implements knowledge, skills and strategies gained from professional learning

(In accordance with National Professional Standards for Teachers, No 6)

PARTNERSHIPS

- Participates in collaborative development and evaluation of curriculum, school policies and procedures.
- Establishes and maintains appropriate interpersonal relationships within the school, as well as between the school and community, particularly in regard to the Diocesan 'Code of Conduct'.
- Is aware of and actively supports school and Diocesan policies

(In accordance with National Professional Standard, Number 7)

Genuine Occupational Requirements

- Share in the Church as a professional within the school faith community
 - Support the Catholic ethos of our schools
 - Participate in worship and prayer in our schools
 - Develop in students an appreciation and acceptance of Catholic values through teachings and by personal example, integrity and behavior
- Plan, prepare and implement for effective learning and teaching *(Refer to National Professional Standards for Teachers, Number 1, 2, 3 & 5)*
 - Appropriate knowledge to plan and prepare teaching and learning programs which meet the diverse characteristics, needs and learning styles of students, and are consistent with relevant curriculum and policies
 - Implement effective and inclusive teaching and learning processes, including the use of technology, to establish a challenging learning environment to encourage students to work toward their full potential
- Create and maintain safe, supportive and caring environments *(Refer to National Professional Standards for Teachers, Number 4)*
 - Facilitate the prevention of child harm by recognising and responding appropriately
 - Communicate effectively with students including using appropriate interpersonal skills
 - Plan and apply appropriate behaviour management strategies that contribute to the establishment and maintenance of a safe and supportive learning environment
- Engage in professional learning and reflection *(Refer to National Professional Standards for Teachers, Number 6)*
 - Model continuous learning through participation in professional development activities
 - Review and evaluate personal teaching practices to improve student learning
 - Engage with colleagues to discuss teaching practices to improve educational outcomes



- Engage professionally with colleagues, parents/carers and the community (*Refer to National Professional Standards for Teachers, Number 7*)
 - Comply with professional ethics and understanding
 - Understand the need to work collaboratively with school staff, parents and members of the wider community to establish effective partnerships and achieve educational outcomes
 - Contribute to the school community
- Accountable and responsible for ensuring professional behaviour
- Ability to cope with own emotions and behaviour effectively
- Ability to comply with legislation and professional regulations to reduce the risk of harm to self and others
- Ability to maintain an appropriate level of confidentiality
- Ability to communicate in English both verbally and in writing to meet necessary standards with respect to clarity, accuracy and professionalism appropriate to the position
- Ability to locate appropriate and relevant information from multiple sources and convey, integrate and implement knowledge in practice
- Ability to prioritise workloads and manage multiple tasks with competing timelines
- Ability to accept responsibility for own work
- Intermediate to advanced skills in Microsoft Office applications necessary to demonstrate the required range of skills and tasks
- Competent use of digital technologies necessary to demonstrate the required range of skills and tasks

Physical requirements of the position:

- Work is normally performed in a typical interior office and/or classroom environment
- Manoeuvring within the school environment appropriate to the position
- Frequent use of telecommunication and electronic equipment

Mandatory Qualifications And Requirements

- Professional qualifications in Education
- Registered or eligible to register with Queensland College of Teachers
- Willingness to achieve Accreditation to Teach in a Catholic School and Accreditation to Teach Religion in a Catholic School (Teachers of Religious Education)
- Willingness to support and participate in the prayer, liturgy and sacramental life of the Church in the school community
- Promote child safety at all times
- Capacity to understand and implement Duty of Care and Workplace Health and Safety requirements.
- Current drivers licence
- A strong demonstrated commitment to the objectives, vision and ethos of Catholic Education

Related Documents

- National Professional Standards for Teachers
- Policy – Accreditation to Teach and Accreditation to Teach Religious Education
- Statement of Principles for Employment in Catholic Education
- Code of Conduct for Employees of Catholic Education
- Catholic Employing Authorities Single Enterprise Collective Agreement Diocesan Schools of Queensland



Additional Information

The incumbent will need:

- The appointee to this position will be required to complete a period of 6 months' probation, in accordance with The Fair Work Act 2009.
- Teachers are covered under the Catholic Employing Authorities Single Enterprise Collective Agreement Diocesan Schools of Queensland.
- An in-depth understanding of and commitment to the mission and objectives of Catholic Education in the Diocese of Cairns;
- A sound working knowledge of the Catholic Education context and an appreciation for Catholic Education issues.

