

POSITION DESCRIPTION

POSITION TITLE:	Position of Leadership - Diversity
SECTION:	St Michael's School, Gordonvale
REPORTS TO:	The Principal
CLASSIFICATION:	Remuneration in accordance with the <i>Catholic Employing Authorities Single Enterprise Collective Agreement – Diocesan Schools of Queensland</i>
AUTHORISATION:	Executive Director

Catholic Education – Diocese of Cairns

Catholic Education - Diocese of Cairns (CEDC) 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.

CEDC 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.

CEDC 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 is the responsibility of the Executive Director of CEDC. 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 fundamental to the ethos of Catholic schools. The Position of Leadership – Diversity works within whole-school initiatives to address the diverse needs of students through a culture of inclusiveness.

The Position of Leadership (POL) – Diversity works closely with teachers to plan and implement teaching strategies and programs that identify and respond to the individual needs of students. The POL– Diversity communicates with parents as key partners in the educational outcomes of students. The POL – Diversity also liaises with visiting specialists, including Therapists and Inclusive Education Teachers to support student learning.

The POL– Diversity reports to the Principal or delegate, as line manager and works in consultation with and direction from the Principal in the oversight of the role and responsibilities of other key roles such as the Learning Support Teacher.

The POL – Diversity is supported by Catholic Education Diocese of Cairns (CEDC) to enhance school capacity in catering for diversity.

The POL – Diversity is expected to attend regular Professional Development sessions to stay engaged with system process and initiatives across the Diocese of Cairns. Personnel in this leadership position must demonstrate a commitment to proactively engage in developing their own skills in the areas of pedagogy and practice in inclusive education and catering for diverse learners in order to provide leadership in the developing of capacity within their school communities.

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 senior leadership team in relation to Whole School Planning based on the analysis of school data that identifies school needs and priorities.
- Work with all stakeholders to ensure good communication and reporting between all educational team members and the student’s family to promote informed decisions making and consistent support.
- Work collaboratively with specialists, therapists and external agencies to coordinate services which improve student learning.
- Develop effective professional and community networks in the area of inclusive education to support students, parents, self and whole school staff.
- Maintain appropriate behaviours when engaging with children.

SUPPORTING LEARNING AND TEACHING

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

- Work with school 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 school senior leadership team.
- Facilitate collaborative teaching and planning for all students who require adjustments to the curriculum.



- Support 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 assessments to inform intervention programs.
- Assist teachers in developing evidenced based intervention strategies.
- Administer standardised and diagnostic assessments to inform intervention programs.
- Ensure current Individual Education and Learning Plans (PLP's) are in place for identified students.
- Complete Education Adjustment Profile (EAP) documentation for students who are eligible for verification.
- Ensure PLP's are in place and reviews conducted as required.

ORGANISATION

Manage administration processes of inclusive education across the school community

- Provide leadership and coaching re school system and processes re the documentation for all students with disabilities as per diocesan guidelines e.g.: NCCD.
- Facilitate and support school systems that maintain and analyse data from parents, therapists and other stakeholders to inform and evaluate the effectiveness of educational programming.
- Manage an allocated caseload and participate in individual case conferences as necessary.

CAPACITY BUILDING

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

- In collaboration with school senior leadership, plan and implement programs to ensure that the school community is aware of legislative requirements and best practices in pedagogy for diverse learners.
- 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.
- Provide access to specialised training for teachers and school officers to work with identified students who have specific needs.
- Ensure training is undertaken in standardised testing prior to any administration of the tests.

QUALITY ASSURANCE (professional standards)

Ensuring that legislative requirements are met

- Develop staff knowledge of diocesan procedures, policies and guidelines.
- Develop and implement school wide practices to meet legislation and policies especially in relation to students with disability.
 - Disability Discrimination Act 1992 (DDA)
 - Disability Standards for Education 2005.
 - Enrolment Application and Support Procedures for students requiring significant educational adjustment.
 - Risk Assessments.

The incumbent may be asked to act in the place of the Principal when members of the Senior Leadership team are not on the school site.



Genuine Occupational Requirements

In addition to specific knowledge and skills required to the position, the PoL will demonstrate the following in the course of their duties:

- Share in the Church as a professional with 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 behaviour.
- 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*)
 - 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 in 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.
- Facilitate the prevention of child harm by recognising and responding appropriately.
- 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.
- Competent use of digital technologies necessary to demonstrate the required range of skills and tasks
- Accountable and responsible for creating a positive workplace culture and reducing the risks to physical and mental health in the workplace

Physical requirements of the position:

- Work is normally performed in a typical interior office and/or classroom environment.
- Frequent access to and movement within multilevel buildings that may include open spaces e.g. balconies.
- Work may be performed in an outdoors environment and may involve frequent exposure to elements such as weather (sun/wind/rain), dust, dirt, fumes and/or loud noises.
- Manoeuvring within the office/school environment appropriate to the position.
- Frequent driving of a motor vehicle.
- Frequent use of telecommunication and electronic equipment.

Mandatory Qualifications And Requirements

- Demonstrated skills in interpersonal relationships
- Demonstrated commitment to the wellbeing of members of the school community.
- Skills for building community including facilitation, delegation and consultation.
- Registered or eligible to register with Queensland College of Teachers.
- Experience working with students who have diverse learning needs and those requiring learning support in a school setting.
- 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
- Promote child safety at all times
- Formal qualifications at Degree level are required, along with relevant post graduate qualifications or extensive and relevant experience as required by the employer

Related Documents

- 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.
- 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.

