



POSITION DESCRIPTION

Leader of Learning

Role Title	Leader of Learning
School Network	Xavier Flexi Schools Network Edmund Rice Education Australia
Location	Office based in Paddington, Queensland Frequent travel to the schools: <ul style="list-style-type: none">• The Centre Education Programme, Kingston• Inala Flexible Learning Centre• Ipswich Flexible Learning Centre• Townsville Flexible Learning Centre, including;<ul style="list-style-type: none">○ Campus at Burdekin (Ayr)○ Campus at Bowen
Reports	Principal
Band/Wage Scale	Senior Leadership Position Catholic Employing Authorities Single Enterprise Collective Agreement Religious Schools of Queensland 2019-2023
Status	Full-time, Fixed-term 5 years (includes a six month probation period) with a possibility of a further 5 years subject to successful review
Commencement	As soon as can be negotiated

FOUNDATION STATEMENT:

Edmund Rice Education Australia (EREA) is a catholic organisation that is a child-safe and committed to the protection of children. EREA seeks to respond to the needs of young people disenfranchised from education through the provision of a safe place that provides an opportunity for them to re-engage in a suitable, flexible learning environment.

Edmund Rice schools strive to offer a liberating education, based on a gospel spirituality, within an inclusive community committed to justice and solidarity. The Charter uses four touchstones to describe the culture of a Catholic school in the Edmund Rice tradition:

1. Liberating Education
2. Gospel Spirituality
3. Inclusive Community
4. Justice and Solidarity

These touchstones help us set our direction and define our goals. The Charter and Touchstones can be accessed at <https://secure.erea.edu.au/Publications/EREA-Charter/docs/EREA-Charter.pdf>

EREA Flexible Learning Centres (FLCs) are guided by Gospel Spirituality and the vision of Edmund Rice, and the empowering service of education, so that young people may achieve personal and community liberation through educational experiences that enable transformation.

Flexible Learning Centres seek to build honest and authentic relationships with young people, their families and communities, through valuing, supporting and celebrating the uniqueness and dignity of each person

BACKGROUND:

The Xavier Flexi Schools Network (FSN) is a network of four co-educational Catholic secondary schools in the Edmund Rice tradition. A full-time, composite secondary education and social inclusion program offered to young people who have become disengaged from mainstream structures. There are four schools within the Xavier Network that this position will support and visit frequently:

- The Centre Education Programme
- Ipswich Flexible Learning Centre
- Inala Flexible Learning centre
- Townsville Flexible Learning Centre
 - Campus at Burdekin (Ayr)
 - Campus at Bowen

Xavier FSN is committed to social justice and stands in solidarity with disadvantaged people of all social, cultural and religious backgrounds with a particular sensitivity to Indigenous culture. Our schools provide holistic learning experiences that address the social needs of students, and promotes their emotional, cognitive, spiritual and academic growth mainstream education.

Further information can be found at www.ereafsn.edu.au

Xavier Network schools provide disenfranchised young people with a varied and holistic set of learning experiences, supporting them to identify and pursue an individual transition to adulthood, employment, further education and training, and social connectedness.

Young people who attend may express a broad range of complex educational and social needs, and are usually disengaged from mainstream education for a range of reasons that may include those:

- who have had contact with the juvenile justice system
- in the care of the Office of Children and Families
- with a history of trauma
- with a history of extended periods of unexplained absences
- who are highly mobile
- with mental illness or at risk of engaging in self-harming behaviours or substance abuse
- who have been excluded or repeatedly suspended from school
- who are homeless
- who are young parents
- with a generational history of early school leaving; and/ or
- with a generational history of unemployment.

The Xavier Network Support Team comprises a range of support staff who work in collaboration with schools in the areas of teaching and learning, practice based on Operation by Principles, staff and young person wellbeing, compliance and administration.

OPERATING PRINCIPALS:

The Four Principles of operation that all Flexible Learning Centres, and the Xavier Network Support Team operate under are:

- Respect
- Participation
- Safe and Legal
- Honesty

This framework is a significant point of difference from mainstream schooling. The principles establish a “common ground” among staff, young people and families where the means to resolve conflict, negotiate learning, recognise rights and responsibilities are modelled and explored, both within the group and individually.

A primary responsibility of this role is to maintain fidelity to Operation by Principle and the best practice guidelines as articulated FLC Occasional Papers available at www.ereafsn.edu.au

PURPOSE

The person who will best suit this position will be energised by and enthusiastic about building relationships and trust in an inclusive community. They will have a passion for developing curriculum and pedagogy. This person will possess a deep knowledge in research and trends in educational matters and demonstrated leadership in this area. They should be adaptable, agile and resilient in order to transfer their skills and experience into a dynamic and changing context. Additionally, they will have demonstrated experience in leading change processes and supporting staff to journey with them through this process.

Based in Brisbane at the Xavier Network Support Team Office at the Lavalla Centre, Paddington, and reporting to the Network Principal, this position is accountable for ensuring schools in the Xavier Network offer curriculum that is aligned to the Australian National Curriculum, that meets the diverse learning needs of young people, and complies with the State and Commonwealth standards for Special Assistance Schools in Queensland including Non-State Schools Accreditation Board (NASSB). This involves:

- Working collaboratively with the Principal, Network Support Team staff, Heads of Campuses and school staff to build the knowledge and capability of all schools to document, develop and deliver innovative accredited curriculum.
- Liaising with relevant curriculum authorities to maintain relationships, curriculum currency and to advocate for the learning needs of disenfranchised young people.
- Overseeing Network compliance with the requirements of NASSB and QCAA

KEY WORKING RELATIONSHIPS

The position requires positive and harmonious working relationships with:

- The Network Principal
- Other Network Support Team Staff
- Heads of Campus, Associate Head of Campus and other Flexible Learning Centre staff
- Those staff at sites who coordinate learning choices, NCCD implementation and special needs (i.e. Inclusive Education Coordinator and Teachers).
- Network Curriculum Project Officers
- Other FSN Networks and staff
- Edmund Rice Education Australia (EREA)

KEY ACCOUNTABILITIES

The key responsibilities of this position are intended to describe the general nature and responsibility of work in this position. They are not to be construed as an exhaustive list of all responsibilities and skills required of the position. Employees will also be required to follow any other position related tasks, duties and instructions, EREA policies, and to perform other duties required to support the networks compliance with its legislative obligations. Through consultation with the employee, the Principal/delegate may vary the responsibilities of the position temporarily as required, but within the skills and responsibility levels appropriate to the position.

Professional Knowledge

- Support the development of relevant and meaningful curriculum offerings for disenfranchised young people at each site.
- Ensure that there is provision within the program to focus on transferable skills, environmental sustainability and is culturally appropriate including the embedding of indigenous perspectives.
- In collaboration, assist in the provision of strategic and developmental assistance.

- Work collaboratively with key staff (Inclusive Education Coordinator and Teachers) to support the SWD verification and NCCD procedure ensuring effective systems and processes are in place.
- Contribute to the development of a robust culture of professional learning and growth in curriculum, supervision, learning choices and collaborative team processes in line with strategic priorities through informal and formal processes.
- Build a commitment to the sharing of curriculum resources across the Xavier Network and through working collaboratively with other Flexi Networks.
- Support all sites to ensure processes for personalised learning based on young person needs are in place with particular reference to Disability Standards for Education (2005).
- Knowledge and experience with:
 - Australian Curriculum, QCAA and VET policies and practices
 - Assessment and Reporting processes and protocols
 - NSSAB and accreditation/compliance processes
 - Along with data analytics - Contribution to and use of research and evidence based practices to inform curriculum directions
 - Flexi practice frameworks to inform whole school learning and wellbeing programs and outcomes
 - NCCD and differentiated learning practices

Professional Practice

- Coordinate and oversee Highly Accomplished Teacher (HAT) and Lead Teacher (LT) applications.
- Scope appropriate funding opportunities, support in the development and writing of grant applications and work with the Business Manager to acquit any funding received from grants.
- Ensure learning programs at sites offer appropriate accredited and responsive learning experiences to meet the individual needs of each young person with a particular focus on building transferable skills.
- Lead the network in implementing literacy and numeracy testing, data collection and analysis using programs such as Basic Key Skills Builder (BKSB).
- Lead and support the appropriate development and delivery of the learning choices framework to meet key objectives of the network and schools.
- Support schools to develop approaches to build staff capability to advance young people's literacy and numeracy.
- Ensure processes for student data capture are in place for reporting to authorities including NASSB, Education Queensland, QCEC, EREA, and as delegated by the Principal.
- Maintain appropriate records and prepare reports as required by the Principal.
- Plan and facilitate network events including but not limited to staff induction and training, curriculum days, curriculum planning, moderation and resource sharing.
- Represent the network in relevant groups and teams as required by the Principal.

Professional Engagement

- Support sites by liaising with relevant curriculum authorities and their frameworks e.g.
 - Australian Curriculum
 - Assessment and Reporting Authority (ACARA)
 - Queensland Curriculum and Assessment Authority (QCAA)
 - National Vocational and Education Training (VET)
 - Non-State Schools Accreditation Board (NSSAB)
- Support the development of staff in a culture of ongoing professional learning and growth initiatives around curriculum and delivery aligned to national professional standards of bodies e.g. AITSL, VET, QCAA.
- Continue to develop Learner Profiles that include recognition of transferable skills and micro credentials.

Additional Duties

- Participate in Human Resource processes (probation, interviews, professional conversations, feedback)
- Any other duties as reasonably requested by the Principal. These additional duties will generally be mutually agreed by all parties.

KEY SELECTION CRITERIA

1. Demonstrated leadership experience in ensuring curriculum is accessible and inclusive to all young people, outlining ways to include young people's voice and agency whilst demonstrating a high level of knowledge and experience in:
 - Australian Curriculum, QCAA and VET policies and practices
 - Assessment and Reporting processes and protocols
 - NSSAB and accreditation/compliance processes
 - Along with data analytics - Contribution to and use of research and evidence based practices to inform curriculum directions
 - Flexi practice frameworks to inform whole school learning and wellbeing programs and outcomes
 - NCCD and differentiated learning practices
2. High level oral communication including interpersonal and rapport building skills with the ability to think creatively and critically whilst listening to the needs of 6 diverse sites within the Xavier Network.
3. Demonstrated willingness to commit to the Edmund Rice Charism through both the EREA Charter (<https://www.erea.edu.au/about-us-the-charter/>) and the EREAFSN Common Ground Philosophy through Operation by Principles. (www.ereafsn.edu.au)
4. Demonstrated capability to effectively lead and implement change processes to ensure our educational perspectives and opportunities prepare our young people for a futuristic future.
5. High level digital, written communication and analytic skills to capture and use data to enhance our understanding of educational practice including current and future trends.
6. Registration with the Queensland College of Teachers and willingness to travel via car and air - frequent intrastate and occasional interstate travel with reliable transportation and current and valid driver's licence

EXPRESSION OF INTEREST PROCESS:

Please visit www.ereafsn.edu.au to view the full duties within the position description.

Expressions of interest close **12pm, Monday 2 August 2021** and can be addressed to Mrs Michelle Kinnane, Co-Principal, Xavier Flexi Schools Network and emailed to xavierrecruitment@ereafsn.edu.au.

Please include:

- *Cover letter outlining reasons for your interest in and suitability for this position (no more than 2 pages)*
- *Curriculum vitae outlining relevant work history and contact details of at least three referees including your current employer.*

Suitably qualified candidates will be notified and invited to attend a breakfast meeting on **Thursday, 5 August 2021** to find out more about the position.

All applications for this position will be subjected to screening procedures as detailed in the Commission for Children and Young People and Child Guardian legislation.

These checks are consistent with Edmund Rice Education Australia's commitment to child protection policies and procedures.