



**POSITION DESCRIPTION – TEACHER  
INCLUSIVE EDUCATION (LEARNING SUPPORT)  
HEMMANT FLEXIBLE LEARNING CENTRE**

For more information about this position, please contact Cameron Leeder, Head of Campus, Hemmant Flexible Learning Centre, or Amy Tynan, Speech Pathologist/Inclusive Education Co-ordinator, Marlene Moore Flexi Schools Network:

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<b>Role Title</b>	Teacher – Inclusive Education (Learning Support)
<b>Location</b>	Hemmant Flexible Learning Centre, Quandamooka/Yuggera Countries
<b>Contract</b>	Full Time Continuing
<b>Start Date</b>	Tuesday 18 January 2022
<b>Applications Close</b>	4pm Monday 27 September
<b>Applications to:</b>	<a href="mailto:MMRecruitment@ereafsn.edu.au">MMRecruitment@ereafsn.edu.au</a>
<b>Reports To</b>	Head of Campus at Hemmant Flexible Learning Centre, and Inclusive Education Co-ordinator, Marlene Moore FSN
<b>Award</b>	<i>CATHOLIC EMPLOYING AUTHORITIES SINGLE ENTERPRISE COLLECTIVE AGREEMENT DIOCESAN SCHOOLS QUEENSLANDS 2019-2023 – Schedule 1</i>

**FOUNDATION STATEMENT**

Edmund Rice Education Australia (EREA) seeks to respond to the needs of young people disenfranchised and disengaged from education. They provide a place and an opportunity to re-engage in a suitable, flexible learning environment. Flexible Learning Centres (FLCs) seek to build honest and authentic relationships with young people, their families and communities, supporting and celebrating the uniqueness and dignity of each person. FLCs are guided by the vision of Edmund Rice about the empowering service of education, to achieve personal and community liberation through educational experiences that enable transformation.



## PRINCIPLES OF OPERATION (RESPECT, PARTICIPATION, SAFE AND LEGAL, HONESTY)

All employees of the Marlene Moore Flexi School Network adhere to the concepts of Common Ground and Operation by Principles – more information can be found on the EREA website. All flexible learning centres operate under this framework and this 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.

## BACKGROUND

Marlene Moore (1945-1995) was a proud Wakka Wakka woman who worked on the staff of the first FLC at Logan in the 1980's. A member of the Stolen Generations who was taken from Gayndah to Cherbourg at the age of two along with her seven brothers and sisters, Marlene left at the age of 15 and worked as a domestic. She married and moved to Logan in 1975 where she raised six children. Marlene decided to return to study at Kangaroo Point TAFE College, where she completed studies in Welfare. She also went on to complete Early Childhood Studies through the Creche and Kindergarten Association. Marlene was appointed Indigenous Liaison Worker within Centre Education where she also worked as live-in caretaker. Her last few years were spent proudly working as the Indigenous Liaison Officer at Logan Hospital. Marlene passed away in 1995 aged 50.

Marlene Moore Flexi Schools Network (MMFSN), named in honour of Marlene, is an initiative of EREA. MMFSN offers a full-time and multiyear secondary education and social inclusion program for disenfranchised young people across four school campuses: Hemmant, Deception Bay, Noosa, and Gympie. Young people may express a broad range of complex education and social needs and MMFSN FLCs respond with a variety of flexible and innovative social inclusion and learning experiences.

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MMFSN provides 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 include Indigenous and non-Indigenous young people who are disengaged from mainstream education for a range of reasons and include:

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

See [www.ereafsn.edu.au](http://www.ereafsn.edu.au) for further information

## PRIMARY ROLE

The Teacher (Inclusive Education – Learning Support) reports to the Head of Campus and Inclusive Education Co-ordinator, Marlene Moore Flexi Schools Network. They have delegated responsibility to develop and maintain learning and social inclusion responses of the FLC. Along with the typical duties and responsibilities of the FLC teacher, listed below, the specific role of Inclusive Education Teacher (Learning Support) includes:

1. Planning, preparation and delivery of effective inclusive learning and teaching programs for young people;
2. Provide advice, support and mentorship to assist teachers in the provision of resources and strategies to enable them to work effectively with students who have identified learning needs;
3. Assist the Inclusive Education Coordinator with the development and monitoring of consistent systems for use with Nationally Consistent Collection of Data (NCCD) and Students With Disabilities (SWD) processes, including verification/submissions;
4. Support teaching teams to:
  - a. conduct parent interviews to discuss how individual learning needs are best addressed;
  - b. make necessary and appropriate adjustments to ensure each young person may access the curriculum;



- c. make assessments regarding NCCD processes and categories, and collate evidence to support these assessments
5. Provide advice, support and mentorship for staff regarding Inclusive Education;
6. Engage in professional learning, especially in the area of Inclusive Education;
7. Identify and plan Inclusive Education professional development opportunities for staff;
8. To work with the Inclusive Education Coordinator, MMFSN, to develop and implement consistent Inclusive Education practices across the network.

## DUTIES AND RESPONSIBILITIES

Typical duties and responsibilities include but are not restricted to:

- 1. Develop and implement learning choices (curriculum) which support the Personal Learning Plan (PLP) of each young person**
  - In collaboration with teachers and youth workers – plan and implement an educational program which engages young people, and offers a range of learning choices including:
    - Access to the Australian Curriculum;
    - Numeracy and Literacy Learning programs or other area of specialisation;
    - Inquiry/project-based learning programs;
    - Embed ATSI cultural perspectives within learning programs;
    - Develop Personal Learning Plans in collaboration with young people and youth workers.
- 2. Access external support networks**
  - Support young people to access external support services e.g. counselling, health support, community activities;
  - Work collaboratively with the team to support/develop cultural links, community and family connections which support the engagement and connection of young people to learning and the wider community.
- 3. Participate in program provision to ensure wellbeing in an inclusive learning environment**
  - Collaborate with the team to support a socially inclusive program that responds to the physical, intellectual, social, spiritual and cultural needs of young people;
  - Participate in the daily routines and activities of the FLC e.g. morning meetings, lunch, electives, outings, camps;



- Build connections with families to support learning outcomes for each young person.
- 4. Team participation/multidisciplinary practice**
- Support regular whole team reflective practice sessions including daily staff debrief;
  - Operate within the context of EREA Policies and Procedures;
  - Participate in professional development that is relevant to the work of the FLC.
- 5. Administrative Responsibilities**
- Maintain appropriate records and prepare reports as required;
  - Maintain records on the database;
  - Support the development of Personal Learning Plans;
  - Participate in Young Person 'cross agency' meetings as required.
- 6. Other identified duties specific to the role in this Flexible Learning Centre**
- Carry out duties and tasks that may be reasonably assigned by the Head of Campus or Principal from time to time.

## APPLICATION PROCESS AND SELECTION CRITERIA

Applications are to be emailed to [MMRecruitment@ereafsn.edu.au](mailto:MMRecruitment@ereafsn.edu.au) by 4pm Monday 27 September. To apply for this role please provide the following documents:

- ❖ A cover letter addressed to Matt Hawkins, Principal Marlene Moore Flexi Schools Network, outlining relevant experience and reasons for wishing to apply;
- ❖ Current resume outlining qualifications, previous experience and skills:
  - Please include QCT Registration Number
  - Please include contact details of two referees, one of whom is from current or most recent place of employment.

*Our organisation supports the rights of children and young people and is committed to providing a safe and supportive environment directed at ensuring their safety and wellbeing. All applicants for these positions will be subject to EREA screening procedures.*

***First Nations Peoples are encouraged to apply.***