



### Position Description: Instructional Leader Teaching and Learning

<b>ROLE TITLE</b>	Instructional Leader Teaching and Learning
<b>LOCATION</b>	St Joseph's Flexible Learning Centre, North Melbourne
<b>POSITION REPORTS TO</b>	Director Teaching and Learning
<b>POSITION SUPERVISES</b>	Teaching Staff at the direction of the Head of Campus
<b>DOCUMENT DATE</b>	01/12/2021

**Aboriginal and Torres Strait Islander people, people from culturally and linguistically diverse (CALD) backgrounds and people with disabilities are encouraged to apply**

#### Foundation Statement

EREA seeks to respond to the needs of young people disenfranchised and disengaged from education through the provision of a safe place that provides an opportunity for them to re-engage in a suitable, flexible learning environment.

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.

EREA Flexible Learning Centres are guided by 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.

#### Background

The Nano Nagle Network is an initiative of Edmund Rice Education Australia. EREA services including Flexible Learning Centres (FLCs), offer a full-time and multiyear secondary education and social inclusion program for young people who have disengaged from mainstream structures. Young people may express a broad range of complex education and social needs and the Nano Nagle Network services respond with a variety of flexible and innovative social inclusion and learning experiences.

Nano Nagle Network services provide 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.

Indigenous and non-indigenous young people who attend 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.

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

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## Principles of Operation

The four principles of operation that all Flexible Learning Centres operate under are Respect, Participation, Safe and Legal and 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 for this role is to maintain fidelity to Operation by Principle and the best practice guidelines as articulated in the Youth+ Foundation and FLC Occasional Papers (available on the website at [http://mail.ereflc.org.au/docs/occasional\\_paper\\_series\\_booklet.pdf](http://mail.ereflc.org.au/docs/occasional_paper_series_booklet.pdf) ).

## EREA Charter and Touchstones

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 describes our distinct identity as Edmund Rice schools and provides a practical expression of this identity. The Charter uses four touchstones to describe the culture of a Catholic school in the Edmund Rice tradition. These touchstones give us ideals authentically linked with the Charism which underpins the ministry in our schools and educational endeavours. They help us set our direction and define our goals as, following Edmund Rice’s vision, we continue to reflect and to seek to make the Gospel a living reality in our communities. The Charter and Touchstones can be accessed from the EREA website:

<https://secure.erea.edu.au/Publications/EREA-Charter/docs/EREA-Charter.pdf>

## Primary Role

This role is supported by the Director Teaching and Learning at St Joseph’s Flexible Learning Centre (SJFLC) and will require an instructional leadership and coaching approach to bring about growth for teachers. They will model and observe classroom practice to support reflection and conversation about practice leading to professional growth and the full flourishing of every young person enrolled.

This position will contribute to improving quality teaching, learning and support across the North Melbourne campus in a manner consistent with the traditions of Edmund Rice Education Australia and the strategic plan, vision, mission and values of the Nano Nagle Network.

## Duties and Responsibilities

Typical duties and responsibilities include but are not restricted to:

1. Maintain fidelity to and model best practice in Operation by Principles and other key Nano Nagle practices as articulated in our Framework;
2. Provide professional support, supervision, leadership and development to teaching staff to enhance their skills, knowledge and confidence in developing and consistently implementing high quality standards and outcomes based curriculum and assessment programs across all Learning Areas
  - This includes the development of unit plans, scope and sequence documents, the weekly planner, assessment tasks and the Personalised Learning Plans (PLP) to ensure students of all achievement levels can progress.
  - Ensuring assessment is appropriately documented and mapped to Victorian requirements
  - Supporting teachers to determine realistic and appropriate enrolments in programs.
3. Work collaboratively with school leaders to ensure all teaching and learning practices reflect the approaches adopted by the Nano Nagle Network.
4. Ensure standards, quality and performance of the program is maintained in line with relevant Nano Nagle policies and procedures;
5. Ensure that appropriate program procedures and processes are in place in relation to the learning needs of young people;
6. Maintain learning programs for teachers by being available to teach classes when a teacher is unavailable;
7. Provide senior level teaching practice consultation, joint planning and assessment support to staff;
8. **Team participation/multidisciplinary practice**
  - Develop and lead a culture of professional supervision.
  - Participate in probation, performance review and support processes for staff.
  - Support workers in their professional development through informal and formal processes.
  - Leading regular whole team reflective practice sessions including daily staff debrief.

## 9. Staff supervision, support, and professional development

- Lead regular individual reflective practice sessions
- Support new staff induction processes as required, ensuring all new staff are provided the appropriate training include trauma-informed practice, and training in the Operation by Principles approach
- Conduct professional supervision with staff as per the Nano Nagle Network guidelines
- Participates in regular professional supervision meetings with your nominated supervisor
- Participates in probation, performance, and annual reviews, and support processes.
- Participates in professional development activities relevant to the School Program and personal growth in the work.

## 10. Support and comply with Child Safeguarding Practices according to policy

- Abide by EREA's [Child Protection Policies](#), [Code of Conduct](#), and [Child Safe Code of Conduct](#).
- Abide by Nano Nagle Network's [Child Safety Policy and Code of Conduct](#).
- In consultation with the Head of Campus, Associate Heads of Campus or School Leader/s provide support to young people and families dealing with issues of child safety.
- Ensure legal and mandatory reporting obligations are met, consistent with the FLC's 'Procedures for Responding to and Reporting Allegations of Child Abuse' within the FLC's 'Child Protection Program'.
- Provide a referral point for young people and families to appropriate support services.

11. Other duties as reasonably directed by the Head of Campus and/or Network Principal

12. Ensure that all Safety /OHS and general school procedures and protocols are followed

## Selection and Review Criteria

Qualifications	Skills and Attributes
<ul style="list-style-type: none"> <li>• Tertiary Qualification</li> <li>• Current teaching registration in Victoria</li> <li>• 2 years' experience in a similar role</li> <li>• Ability to obtain and maintain a Working with Children/Vulnerable People Check</li> <li>• Hold appropriate Australian Work Rights</li> <li>• Valid First Aid Certificate or willingness to obtain.</li> <li>• Valid Australian Driver's Licence and willingness to drive school vehicles when required.</li> </ul>	<ul style="list-style-type: none"> <li>• Be able and willing to uphold and role model the schools' principles of operation of Respect, Participation, Safe and Legal, and Honesty</li> <li>• Collaborative team player with the ability to build quality working relationships</li> <li>• A commitment to ongoing professional learning for self and others to enable further development of skills, expertise and teaching capacity</li> <li>• Resilient and able to develop resilience in others with a high level of emotional intelligence</li> <li>• Ability and willingness to travel to school sites and attend professional development as required.</li> <li>• Well-developed understanding of the developmental needs of young people from a disadvantaged or disengaged perspective.</li> <li>• Demonstrated outstanding classroom teaching skills and the capacity to support colleagues to continually improve teaching and learning</li> <li>• Current knowledge of Victorian Curriculum, learning practices, research and pedagogy including the planning, documentation, assessment and delivery of engaging learning experiences.</li> <li>• Demonstrated understanding and application of the AITSL Standards and how they inform the development of professional learning goals and provide a framework by which teachers can judge the success of their learning and assist self-reflection and self-assessment.</li> <li>• Demonstrated ability to monitor and assess student learning data at the individual, class and stream level and to use this data to inform teaching for improved student learning.</li> <li>• Excellent time management and organisational skills and the ability to work to deadlines.</li> <li>• Well-developed written and verbal communication skills and high level interpersonal skills including a capacity to develop constructive relationships with young people, parents and other staff and contribute to the leadership and management of the Victorian Curriculum stream.</li> </ul>

### Physical Requirements:

This role will involve frequent sitting and standing, walking or moving within a school and office environment across multiple levels, complete fine motor skills such as typing or writing, and requires auditory and visual ability. Some lifting of supplies and materials may be required from time to time, practicing safe manual handling.