

Position Description: Learning Diversity Teacher

ROLE TITLE	Learning Diversity Teacher
LOCATION	St Joseph's Flexible Learning Centre, North Melbourne
POSITION REPORTS TO	Director – Teaching and Learning
POSITION SUPERVISES	N/A
DOCUMENT DATE	08/09/2022

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;

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- 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 - Publications for further information.

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).

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 position is based at the North Melbourne Campus of St Joseph’s Flexible Learning Centre and reports to the Director – Teaching and Learning. The role will collaborate with other teachers and youth workers to support young people diagnosed with extensive needs, diagnosed with an Autism Spectrum Disorder (ASD) or other disabilities to engage with education programmes and other school related activities

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. Collaborating and consulting with all stakeholders in the development and implementation of Personalised Learning Plans (PLPs) for each young person with extensive needs, this should include participation in the initial Student Support Group (SSG) meeting for each young person that meets these criteria and then further SSG meetings as required.
3. Ensuring that learning goals are in accordance with the appropriate curriculum framework such as Victorian Curriculum, Victorian Certificate of Applied Learning or Australian Curriculum
4. Support for and development of staff capacity in working with young people with extensive needs including;
 - Providing secondary consults for staff that offers guidance and support in developing best practice strategies for working alongside each young person. This may include the development of specific educational support plans and related resources.
 - Collaborating with teachers and youth workers to plan for and implement an educational program that engages young people and offers a range of learning choices.
 - Providing in class support and observation for the purpose of upskilling key workers in their capacity to offer individualised and intentional learning to the young person that is appropriately adjusted to their needs; and
 - Facilitating staff professional development where required.

5. Supporting individual young people who require extensive adjustment, where discussed with the partnership staff and relevant Program Director. Support may include.
 - Participation in the enrolment process, to provide initial consultation with partnership staff around most appropriate supports for the young person.
 - Individual learning sessions to address a particular need, where requested by the partnership staff or identified through consultative processes.
 - Support in the classroom, where requested by the partnership staff or identified through consultative processes.
6. Facilitate peer and parent support groups on a regular basis, that focuses on upskilling young people with extensive needs and their families, as well as building connection and additional support networks.
7. Support the following processes in line with requirements for submission of the Nationally Consistent Collection of Data (NCCD);
 - Support teachers to assess the level of need of each young person, identifying appropriate adjustments that allow the young person to engage fully in their educational program.
 - Support teachers to plan for and implement appropriate adjustments for each young person.
 - Support staff to collect evidence that appropriately reflects the level of adjustment required for each young person.
 - Support the ongoing consultation and collaboration with parents/guardians/carers and care team members, to ensure the adjustments provided to each young person are reflective of their assessed need.
 - Support the completion of diagnostic assessments and work with staff to provide targeted interventions with ongoing monitoring and review of young person progress.
8. Maintain learning programs for teachers by being available to teach classes when a teacher is unavailable.
9. Participates 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.
 - 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.
 - Participate in the daily routines and activities of the FLC e.g., morning meetings, lunch, bus pick up and drop offs, electives, outings, camps.
 - When required offer electives to support engagement.
 - Build connections with families/carers to support learning outcomes for each young person.
10. Team participation/multidisciplinary practice
 - Participate in professional supervision.
 - Participate in daily and weekly staff meetings, and whole team reflective practice sessions
 - Operate within the context of EREA Policies and Procedures.
 - Participate in professional development that is relevant to the work of the FLC.
11. Administrative Responsibilities
 - Maintain appropriate records and prepare reports as required.
 - Maintain the TASS student database (i.e., student attendance roles).
 - Development of personal learning plans.
 - Participate in Student Support Group and care team meetings where required
 - NCCD data collection
12. All staff are expected to implement self-care strategies, and access organisational staff supports wherever needed.
13. **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.
14. Other duties as reasonably directed by the Head of Campus and/or Network Principal
15. Ensure that all Safety W/OHS and general school procedures and protocols are followed

Selection and Review Criteria

Qualifications	Skills and Attributes
<ul style="list-style-type: none"> • Tertiary Qualification and VIT Registration • 3 Years experience in a similar role working with young people with complex needs. • Hold appropriate Australian Work Rights • Valid First Aid Certificate or willingness to obtain. • Valid Australian Driver's Licence and willingness to drive school vehicles when required. 	<ul style="list-style-type: none"> • Be able and willing to uphold and role model the schools' principles of operation of Respect, Participation, Safe and Legal, and Honesty • Experience working with young people with diverse and complex backgrounds, particularly with students who are on the Autism Spectrum, who may have an intellectual disability and/or challenging behaviours. • Experience in developing Personal Learning Plans and curriculum with suitable learning adjustments for young people requiring significant adjustments. • Demonstrated high levels of ability in developing and implementing a range of flexible learning choices which meet the diverse characteristics, needs and learning preferences of young people who have been disenfranchised from education. Knowledge, or ability to acquire knowledge, of the Victorian Curriculum and/or Victorian Certificate of Applied Learning is required. • Highly developed interpersonal skills in the context of relating to work colleagues, young people and parents in a cross-cultural environment. In particular, demonstrated success in building relationships with disenfranchised young people. • Collaborative team player with the ability to build quality working relationships • A commitment to ongoing professional learning for self and others to enable further development of skills, expertise and teaching capacity • Resilient and able to develop resilience in others with a high level of emotional intelligence • Ability and willingness to travel to school sites and attend professional development as required.
<p>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.</p>	