



ST. JOSEPH'S Flexible Learning Centre

A Catholic School in the Edmund Rice Education Tradition
ABN: 32 525 803 013



Description: Instructional Leader – Teaching & Learning - Numeracy

Position title:	Instructional Leader – Teaching & Learning - Numeracy
Reports to (position title):	Director – Teaching & Learning
Organisation:	St Joseph's Flexible Learning Centre, North Melbourne
Contract tenure:	Fixed Term
FTE:	Full Time
Expected level of contact with Children: <i>(In accordance with Child Safeguarding Standards Framework)</i>	Direct Contact
Location:	Melbourne, VIC (preferred)
Approved:	June 2023

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

Flexible Learning Centres (FLCs) are an initiative of Edmund Rice Education Australia. EREA, offering 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 FLC services respond with a variety of flexible and innovative social inclusion and learning experiences.

FLC 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;

NORTH MELBOURNE CAMPUS

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GEELONG CAMPUS

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Grovedale VIC 3216
Phone: 03 5201 8090
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COLAC CAMPUS

174 Hearn Street,
Colac VIC 3250
Phone: 03 5297 1810
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- 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 - 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 <https://www.ereafsn.edu.au/wp-content/uploads/2017/09/18.-EREA-Youth-Foundation-Statement-Copy.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. They will lead a professional learning community to develop best practice teaching within our unique setting.

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 school.

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. Instructional Coaching
Create partnerships with teachers that support them to be experts on their learners, curriculum and pedagogy through reflective practice and goal setting.
 - Engage in professional learning to become proficient with the coaching model of the school and a broad range of instructional strategies that are effective in our context.
 - Partner with teachers in a regular 2-3 week reflective coaching cycle that involves collecting classroom data, setting student centred goals, actionable next steps and iterating until goals are met.
 - Model and/or team teach to share best practice teaching strategies that engage young people in high quality, challenging tasks.
 - Cover classes or create systems that enable peer observation of great practice within your team.
 - Engage in regular video review of your coaching with the Director of Teaching and Learning to support your own professional development.
3. Curriculum Leadership

To lead collaborative professional learning that develops teams of teachers to deliver best practice pedagogy within our unique flexible setting.

- Lead regular Professional Learning Community meetings, analysing and utilising data to explore student centred problems, design and implement action plans, and assess results.
- Lead teams of teachers to design, adapt and review term and unit planning documentation that is effectively linked to relevant curriculum standards.
- Support effective data collection and analysis.
- Support staff induction and compliance on key planning and documentation processes.
- Provide consultation on key differentiated curriculum planning including lesson planning, adjustment planners, personalised learning plans.
- Collaborate on strategic planning, including long term goals, milestone benchmarks, and effective assessment measures.

4. 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.
5. Other duties as reasonably directed by the Principal or School Directors
6. Ensure that all Safety /OHS and general school procedures and protocols are followed

Qualifications	Skills and Attributes
<ul style="list-style-type: none"> • Tertiary Qualification • Current teaching registration in Victoria (VIT) • 2 Years’ experience in a similar role. • 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 • 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. • Well-developed understanding of the developmental needs of young people from a disadvantaged or disengaged perspective. • Demonstrated outstanding classroom teaching skills and the capacity to support colleagues to continually improve teaching and learning • Current knowledge of Victorian Curriculum, learning practices, research and pedagogy including the planning, documentation, assessment and delivery of engaging learning experiences. • 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. • 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. • Excellent time management and organisational skills and the ability to work to deadlines. • 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.

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.

