



POSITION DESCRIPTION

CAMPUS LEARNING ENHANCEMENT CO-ORDINATOR

MORNINGTON, ROSEBUD AND TYABB

CONTEXT

Padua College provides a contemporary Catholic secondary co-education for young people within the regions of the Mornington Peninsula and Western Port Bay. Our College was founded by the Sisters of Mercy and is named after St Anthony of Padua. In partnership with our students, staff, parents, parishes and the wider community, Padua College gives witness to the Christian faith in our Catholic tradition. We aim to be a positive, creative, hope-filled learning community where Catholic values and spirit are shared and the sacred dignity of each person is nurtured.

Our Core Values:

- a) We welcome and affirm
- b) We inspire growth of the whole person
- c) We create a love of learning
- d) We build positive relationships
- e) We embrace diversity
- f) We show compassion for those in need
- g) We reconcile and forgive
- h) We work for a just and peaceful world

Those in positions of leadership on each campus shape and drive the development of a College wide attitude that engenders the Padua College Mission and Values.

OVERVIEW OF THE ROLE

The role of the Learning Enhancement Team at Padua College is to provide an inclusive education and to enhance educational opportunities for all students. The full inclusion of students with disability has a positive impact upon the learning and teaching environment for all. The Response to Intervention (RtI) model informs the structure of the Learning Enhancement Team and the educational programs offered to students with disability in accordance with the Disability Standards for Education (2005).

The Learning Enhancement Co-ordinators in conjunction with the Directors of Learning Enhancement are responsible for promoting and ensuring an inclusive educational environment through the co-ordination, oversight and monitoring of students with disabilities or with additional learning support needs on their Campus. This will include co-ordinating a caring and dedicated team of learning support officers and teachers to plan and co-ordinate the delivery of additional support for individual students and their learning needs.

The Campus Learning Enhancement Co-ordinators assist the Directors of Learning Enhancement in meeting obligations and compliance with regulatory authorities. They will lead and work collaboratively with the Learning Enhancement support staff on the Campus to cater for the needs of students who require extra assistance to reach their potential, and to provide those students with access to the curriculum by supporting their classroom learning. The Campus Learning Enhancement Co-ordinators will work with teachers on their campus to develop in students the necessary strategies and skills to foster learning, independence and confidence, and to facilitate ongoing progress and the attainment of optimal educational outcomes.

The Campus Learning Enhancement Co-ordinators are key members of the Learning Enhancement Team under the direction the Directors of Learning Enhancement and report to the Directors of Learning Enhancement and the Head of Campus.

MAJOR AREAS OF RESPONSIBILITY

The major areas of responsibility of the Learning Enhancement Co-ordinator are to:

- i. Liaise with students, parents and staff to oversee the **Personalised Learning Program (PLP)** of students with a disability or with additional needs

- ii. Collaborate with Learning Team Leaders, Assistant Learning Team Leaders and teachers regarding suitable **pedagogy** to support students with diverse learning needs
- iii. Lead **staff** in the department at the individual Campus
- iv. Oversee departmental **processes** which align with the Response to Intervention (RtI) model and the Disability Standards for Education (2005)

STATEMENT OF DUTIES

The following duties are aligned to the Learning Enhancement Co-ordinator's major areas of responsibility.

<p>i. Personalised Learning</p>	<ul style="list-style-type: none"> • Foster positive relationships with students and families to facilitate an inclusive educational experience at Padua College • Case-manage students through a collaborative process involving consultation with teachers, House Co-ordinators and relevant stakeholders in the Student Management Group • Develop, monitor and evaluate the Personalised Learning Plan (PLP) in collaboration with the student, parents and teachers • Hold regular Program Support Group (PSG) meetings for students who fall under the Disability Standards for Education (2005) • Oversee the administrative duties associated with the PSG process • Use data to monitor student progress • Support students with disability to enable them to function to the best of their ability whilst encouraging the development of lifelong skills such as independence and resilience • Work with groups of students on a Reduced Program, overseeing progress in relation to short and long term goals detailed on the student's PLP • Develop Learning and Teaching initiatives for students with additional needs • Explore the use of digital technologies in the support of student learning • Collaborate with the Directors of Learning Enhancement to ensure students with disability are identified, catered and planned for through a PLP • Collect and summarise prior assessment data and relevant information to provide teachers and Teacher Assistants with an annual overview of those students with additional needs, which includes suggested strategies for curriculum adjustments and pedagogical approaches • Liaise with the Leadership Team, Learning Area Leaders, subject teachers, Student Management Group, medical and health professionals and CEM personnel regarding the specific learning needs of students with disability, and in the provision of appropriate programming and support for individual students • Liaise with the Pastoral Co-ordinators, Heads of Campus, Wellbeing staff, the Learning Enhancement team, previous school (where relevant), VCE/VCAL/Careers Co-ordinators (for senior students) to effectively manage the transition of students with disability into secondary school/Senior school/post-school options. • Work with AHoC-Learning to arrange Special Provisions for Assessment & Exams, including assisting with formal applications to VCAA and VTAC such as SEAS
<p>ii. Pedagogy</p>	<ul style="list-style-type: none"> • Model best practice with regard to the teaching and learning process as it applies to the provision of support for students with additional learning needs • Liaise with the Leadership Team, Learning Area Leaders, subject teachers, Student Management Group, CEM personnel regarding adjustments that may be required to facilitate access to the curriculum for students with disability • Collaborate with Learning Areas regarding the implementation of a differentiated and fully inclusive curriculum including reasonable adjustments that cater for students with additional needs • Consult with subject teachers to determine appropriate learning goals for the PLP and liaise regularly to ensure goals are being addressed in class

	<ul style="list-style-type: none"> • Provide support and advice to subject teachers in devising, locating and adjusting curriculum, differentiating resources, and appropriately modifying learning program and assessments where necessary • Liaise with Learning Support Officers and teachers to assist them in providing support to students who fall under the Disability Standards for Education (2005) • Inform teachers of students' specific learning needs and advise as to how these may be catered for in the classroom • Ensure staff are aware of contemporary inclusive practice in catering for students with disability and offer both advice and leadership on the basis of this knowledge • Collaborate with subject teachers to develop assessment and reporting techniques to support and promote effective teaching and learning for students with disability • Collaborate with the Directors of Learning Enhancement, Student Management Group and subject teachers to work through a process that allows special provisions for students
iii. Lead Staff	<ul style="list-style-type: none"> • Lead Learning Enhancement staff • Convene regular meetings of Learning Enhancement staff at individual campuses • Foster, in collaboration with the Directors of Learning Enhancement, the professional learning, training and assistance of staff within their department at point of need , including induction of new staff • Utilise coaching and coaching approaches to enhance the quality and efficacy of professional conversations • Oversee administrative duties of Teacher Assistants • Oversee the duties of the Teacher Assistants • In conjunction with the Directors of Learning Enhancement, oversee the timetables for Teacher Assistants
iv. Departmental processes	<ul style="list-style-type: none"> • Maintain profiles on LMS for SWD and other non-funded students with diagnosed learning & additional learning needs • Assist Directors of Learning Enhancement in the maintenance of NCCD register • Collaborate with the Pastoral Co-ordinators and Directors of Learning Enhancement in establishing appropriate class placements, timetables and reporting for students with disability • Collaborate with Directors of Learning Enhancement, parents, external agencies and previous school (if a new student) to assist with preparation of the SWD funding application • Collaborate with the Directors of Learning Enhancement, to oversee CEM referrals for further assessment and specialist support for students requiring intervention beyond the school level • Oversee the Occupational Health & Safety policy administration of the department and its environs • Be responsible for record-keeping and information storage to protect confidentiality • In consultation with the Directors of Learning Enhancement ensure student data is maintained • Manage campus department resources in consultation with Directors of Learning Enhancement • Convene regular department team meetings • Assist the Directors of Learning Enhancement with respect to budget requirements for the campus department • Promote successes by sharing positive achievements of students with wider school community via the Yearbook, the College Newsletter, Staff Bulletin, College assemblies etc • Attend Student Management Group meetings, discuss students' learning needs and report back to relevant Learning Enhancement staff

	<ul style="list-style-type: none"> Collaborate with key staff in developing medical plans and behaviour support plans for students with disability Perform other day-to-day operations as requested by the Directors of Learning Enhancement
v.Expectations	<p>The Learning Enhancement Co-ordinator:</p> <ol style="list-style-type: none"> will be required to undertake other duties related to the role as directed by the Principal or the Deputy Principal - Head of Campus is expected to attend a planning day prior to the start of school each year is expected to undertake regular professional learning to maintain a high level of awareness of current and best practice in the major areas of responsibility associated with the role will support and comply with the implementation of Padua's child safe policy and code of conduct, and other College policies and procedures relating to child safety is expected to comply with legislated occupational health and safety practices and participate in consultative processes to ensure workplace safety for staff and students

KEY ORGANISATIONAL RELATIONSHIPS

INTERNAL	EXTERNAL	COMMITTEES
Vice Principal – Learning & Teaching Deputy Principal – Head of Campus Directors of Learning Enhancement AHoC SWAG/SWAG Leader AHoC LaP/ LaP Leader Learning Enhancement Team Learning Team Leaders Assistant Learning Team Leaders	Parents CEM VCAA Agencies	LaP Executive SWAG Executive

CRITERIA FOR EFFECTIVE LEADERSHIP

The effective performance of the Campus Learning Enhancement Co-ordinator will be due to their capabilities across a comprehensive range of the following:

Attributes & Dispositions

- commitment to the Mission, Vision, Catholic Ethos of Padua College and the holistic Catholic education of young people
- perseverance, sensitivity, compassion and patience in the face of complex and difficult situations
- commitment to contribute to a culture of continuous school improvement
- high level of discretion when handling confidential and sensitive information
- commitment to the College's contemporary vision of inclusive education
- optimism, confidence and enthusiasm when motivating staff and students
- collaborative and flexible in professional settings
- openness to change and to learning in all situations
- dependability and reliability

Knowledge & Understandings

- experience in an inclusive education setting
- knowledge and understanding of student engagement data and impact on student achievement and wellbeing at Padua
- understanding of the issues that most concern the students and their parents
- knowledge of the appropriate avenues and resources for seeking information to support staff, parents and students in the learning and wellbeing of young people with additional needs
- commitment to ongoing learning

Skills & Capabilities

- demonstrated record as a highly accomplished teacher in respect of the Australian Professional Standards for Teachers
- track record of skilfully fostering positive relationships between teachers and students
- demonstrated ability to effectively communicate with school administration, fellow teachers, related services staff, parents and guardians
- experience in developing, implementing and evaluating educational policy and practice
- ability to interpret specialist assessments and knowledge of Students With Disability (SWD) funding arrangements
- ability to form teams and sustain teamwork
- well developed IT knowledge and skills including a knowledge of, and experience in, the application of digital technologies in the area of inclusive education
- ability to implement effective and efficient inclusive practices across the team and the College
- capabilities in the application of data management system for recording keeping and documentation
- demonstrated ability to communicate clearly, personably and effectively
- capacity to maintain professional relationships within the College community and with other organisations on behalf of the College
- capacity to reflect on one's own leadership performance and style
- capacity to negotiate
- capacity to multi-task and pay close attention to detail

TENURE, CONDITIONS AND REQUIREMENTS

CLASSIFICATION:	POL 2
	Rosebud Campus: 24 of 48 periods
	Tyabb Campus: 38 of 48 periods
	Mornington Junior Campus: 29 of 48 periods
	Mornington Senior: 2018 24 of 48; 2019 43 of 48 periods <i>Additional Learning Enhancement teaching load to be negotiated</i>
TENURE	3-year appointment 2019 – 2020
APPRAISALS	Annual Review Meeting Formal Appraisal in Semester 2 of 2 nd year of appointment
ENTITLEMENTS	Entitlements under the Victorian Catholic Schools Multi Enterprise Agreement 2013 (or its successors)
REQUIREMENTS	Victorian Institute of Teaching – Full Registration CECV Accreditation to Teach in a Catholic School Criminal Record Check Valid Working with Children Card

Authorised by: _____

Date: _____

Signed by: _____

Date: _____