Position Description: Teaching, Learning & NCCD Coordinator

<table>
<thead>
<tr>
<th>Role Title</th>
<th>Teaching, Learning &amp; NCCD Coordinator (Nationally Consistent Collection of Data)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>St Joseph’s Flexible Learning Centre</td>
</tr>
<tr>
<td>Network</td>
<td>South East Flexi Schools Network Victoria and Tasmania (SEN), Youth+, Edmund Rice Education Australia</td>
</tr>
<tr>
<td>Salary or Award</td>
<td>Victorian Catholic Education Multi Enterprise Agreement 2018</td>
</tr>
<tr>
<td>Employment Status</td>
<td>Full Time – Fixed Term (3 years)</td>
</tr>
<tr>
<td>Commencement</td>
<td>Semester 2, 2019 or earlier</td>
</tr>
<tr>
<td>Position Reports To</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Position Supervises</td>
<td>School Development Officer Student Inclusion Assessment Referral Specialist Teaching &amp; Learning Mentor</td>
</tr>
<tr>
<td>Contact</td>
<td>Perri Broadbent-Hogan</td>
</tr>
<tr>
<td>Phone/Email</td>
<td>0418 372 902 / <a href="mailto:Perri.Broadbent-Hogan@youthplus.edu.au">Perri.Broadbent-Hogan@youthplus.edu.au</a></td>
</tr>
<tr>
<td>Job Reference No.</td>
<td>SJFLC/TLNCCD/0319</td>
</tr>
<tr>
<td>Closing Date</td>
<td>Friday 29th March 2019</td>
</tr>
</tbody>
</table>

Aboriginal and Torres Strait Islander people are encouraged to apply

Foundation Statement

Youth+ 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.

Youth+ 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

Youth+ is an initiative of Edmund Rice Education Australia. Youth+ 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 Youth+ services respond with a variety of flexible and innovative social inclusion and learning experiences.

Youth+ 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.youthplus.edu.au](http://www.youthplus.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](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](https://secure.erea.edu.au/Publications/EREA-Charter/docs/EREA-Charter.pdf).

**Primary Role**

This senior position, situated at St Joseph’s Flexible Learning Centre in North Melbourne, reports to the Assistant Principal, South East Network (SEN) Youth+. The person in this position works directly with the Principal and senior management team, holding responsibility for the management and delivery of the teaching and learning programs across the South East Network, that currently includes a campus of St Joseph’s in Geelong and the St Francis Flexible Learning Centre in Hobart. The role has specific focus on:

- Working collaboratively with the SEN to enhance teaching and learning programs across the network
- Leading curriculum development and innovative learning pedagogical practices with teachers with a specific focus on VCAL, Victorian Curriculum and VET
- Leading workforce development, support, formation and professional development of teachers
- Managing the Nationally Consistent Collection of Data (NCCD)
Duties and Responsibilities

Typical duties and responsibilities include but are not restricted to:

1. Working collaboratively with the South East Network (SEN) to enhance teaching and learning programs across the network by:
   - maintaining current knowledge of the requirements of statutory bodies, ACARA and VCAA, to ensure curriculum is compliant with all local authorities and school registration needs;
   - contributing to the strategic plan and facilitating development of appropriate teaching and learning policies;
   - supporting the enrolments, induction and transition processes;
   - overseeing the assessment and referrals processes;
   - implementing NAPLAN and other testing processes;
   - leading the development of learning resources and the use of digital technologies to improve educational outcomes;
   - developing and implementing the reporting timelines and overseeing the proof reading process;
   - developing the professional learning calendar; and
   - maintaining fidelity to and role model Operation by Principles and the best practice guidelines as articulated in the SEN Youth+ Practice Framework.

2. Leading curriculum development and innovative learning pedagogical practices with teachers with a specific focus on VCAL, Victorian Curriculum and VET by:
   - supporting teachers in developing and aligning curriculum documentation and teaching programs with the appropriate curriculum, including the development of unit plans, scope and sequence documents, and assessment tasks;
   - supporting teachers in the development and implementation of relevant, appropriate and innovative curriculum offerings;
   - encouraging risk-taking by staff, facilitating the planning, implementation and evaluation of innovative teaching and learning strategies;
   - supporting teachers in the writing of the weekly planners;
   - prioritising and supporting the increase of appropriate accredited learning on all sites;
   - overseeing the coordinating of the Victorian Certificate of Applied Learning (VCAL) and Vocational Education and Training (VET);
   - supporting teacher to use diagnostic testing with young people and to effectively use this to develop relevant and personalised learning programs;
   - providing ongoing support with developing individual learning goals and Personal Learning Plans;
   - responding as needed to the diverse and changing needs of our young people in relation to learning choices, testing and reporting;
   - coordinating assessment and reporting processes across the SEN; and
   - managing and overseeing the Victorian Assessment Software System (VASS).

3. Leading workforce development, support, formation and professional development of teachers by:
   - working with the Campus and Learning Leaders, to 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;
   - facilitating appraisals, performance reviews, Annual Review Meetings and Performance Management of teachers and supporting staff to reflect upon their practices through thoughtful and constructive feedback;
   - developing and implementing teacher professional learning programs that are linked to the strategic plan;
   - overseeing the process for teacher registration and movement from provisional to full registration; and
   - participating in the selection processes for teachers and chairing recruitment panels for teacher selection.

4. Managing the Nationally Consistent Collection of Data (NCCD) process by:
   - developing and overseeing an annual NCCD implementation plan for each campus in the Network;
   - implementing effective school processes to identify, collect, analyse and moderate NCCD data;
   - developing and delivering professional learning opportunities for staff members relating to NCCD;
   - supporting staff to accurately determine the disability category and level of adjustment for individual students supported with evidence;
   - building the capacity of school leaders to identify, collect, analyse and moderate their NCCD and provide explicit advice to the Network; and
   - establishing an NCCD working group at each campus and ensuring there is representation in NCCD professional networks.
Applications

Applications should be forwarded to southeastrecruitment@youthplus.edu.au by 29 March 2019 and need to include:

• A response to the selection criteria (listed below)
• A current curriculum vitae outlining previous experience and skills
• Three referees (including contact details). Please include a referee from current or most recent place of employment.

For further information contact Perri Broadbent-Hogan on Perri.Broadbent-Hogan@youthplus.edu.au or 0418 372 902.

Youth+ 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.

Selection Criteria

1. A commitment to the Catholic ethos, the principles of Catholic teaching and to the policies of Youth+ and Edmund Rice Education Australia.
2. Tertiary qualifications in Education and current VIT Registration (mandatory).
3. Postgraduate or further qualifications in a relevant area applicable to the position e.g. Master of Education and/or relevant teaching and leadership experience.
4. Demonstrated ability to build the capacity of teachers and leaders within schools in relation to teaching and learning, and inclusive teaching practices and curriculum provision, especially in curriculum development, planning and implementation of the Victorian Curriculum and VCAL.
5. Diverse educational experience, which may include an alternative educational setting.
6. Demonstrated understanding of state and national legislation and policies and curriculum in relation to the collection of Nationally Consistent Collection of Data on School Students with Disability (NCCD) and the Disability Standards for Education (DSE) and the implementation of the NCCD model (i.e. determining the category of disability, the level of adjustment required and moderation processes).
7. Demonstrated successful experience in writing and delivering a Personal Learning Plan (PLP) and understanding and applying evidence based teaching and learning adjustments.
8. Experience in managing and supervising of staff.
9. Outstanding interpersonal and communication skills and capacity to communicate effectively across a broad range of contexts.
10. Ability to operate collaboratively and effectively with teams and within a multidisciplinary setting.
11. Relevant ICT skills.
12. Capacity to travel regularly interstate.