

Inclusion and Diversity Teacher - First Nations Specialist

Classification:	CEMEA 2022, Teachers Salary, T1-1 to 2-6
Employment Type:	Fixed Term – Part time (0.4)
Reports to:	Inclusion and Diversity Leader
Direct Reports:	N/A

Context

Sacred Heart College is a proud, dynamic, high performing school community with strong traditions, a rich history and a deep sense of community and welcome. Our Catholic identity is best exemplified through a program of education that encourages students and staff to pursue the Mercy values of compassion, justice, respect, hospitality, service and courage. The Sacred Heart Way is identified through actions that uphold and advance Catherine McAuley's vision of the lived Gospel, which is at the heart of our community.



Strategy 2021 and Beyond articulates our vision of educating girls in the Mercy tradition to make a difference in our changing world. Key elements of the strategy focus on opportunities to reimagine learning that enables members of our school community to be creative, self-directed and critical thinkers, who are inspired to learn, whose natural inquisitiveness is nurtured and who strive for excellence.

Overview of role

At Sacred Heart College the primary role of the Inclusion and Diversity Teacher – First Nations Specialist is to be a facilitator, team member, educator, advocate and coach. Learning and knowledge is seen as continuous and lifelong which creates generalists with multiple specialties. Communication is multi-directional, key information is shared and decisions are jointly made as a result of broad-based input.



Educating Girls to Make a Difference

A Ministry of Mercy Education Limited ABN 69 154 531 870

The role of Inclusion and Diversity Teacher – First Nations Specialist is diverse and dynamic with specific professional requirements and demands. Below is a condensed outline of the role's requirements however each teacher is required to fulfil the Australian Professional Standards for Teachers, which is a comprehensive set of national standards for teaching governed by the Australian Institute for Teaching and School Leadership (AITSL.) The AITSL standards should be considered in conjunction with this role description.

The Inclusion and Diversity Teacher – First Nations Specialist works as part of a team to empower and enable all students to flourish in an inclusive, engaging and mutually respectful environment. The College's approach to inclusion and diversity is informed by the Universal Design for Learning Principles which offer a framework for curriculum development that provides all students with equal opportunity to learn. The framework provides a blueprint for creating challenging instructional goals, methods, materials and assessments that accurately assesses learner progress (Rose and Meyer 2011).

Key Responsibilities

Responsibilities include but are not limited to:

- Provide First Nations students with opportunities that will enhance their sense of belonging, connection to community and cultural identity
- Complete documentation to support funding for First Nations students
- Facilitate First Nations Mentor group
- Contribute to the design, construction and delivery of curriculum that enhances the learning outcomes of First Nations students
- Facilitate and/or participate in Program Support Group meetings and Transition meetings
- Partner with the Inclusion and Diversity Network to develop and implement reasonable adjustments
- Prioritise and advocate for the diverse needs of the First Nations students
- Consider and document reasonable adjustments and development of goals, in consultation with students, families and key stakeholders, to foster a culture of continuous learning and development
- Gather and analyse data regarding student learning growth
- Construct and maintain student Learner Profiles
- Liaise with multiple internal and external stakeholders to establish communication channels and partnerships to maximise student learning outcomes
- Provide support and guidance to the Inclusion and Diversity Network, including contributing to and supporting compliance processes
- Demonstrate current knowledge of the Disability Standards for Education and support staff to build their capacity in the application of these standards

Classroom Teachers' professional standards of work are governed by the expectations outlined in the following key professional industry documents:

- [AITSL Standards](#)
- [VIT Code of Conduct](#)



Responsibility	Expected Outcomes
Contemporary Teaching	<ul style="list-style-type: none"> • Develop a stimulating learning environment by using a variety of styles and approaches to cater for individual learning needs • Understand and adhere to state and national course requirements including the standards of professional practice – Australian Standards of Teaching – and the CECV • Employ a variety of effective teaching strategies to effectively implement the curriculum • Give appropriate time to lesson planning and organisation • Understand state and national course requirements • Keep accurate records of student attendance • Embrace the use of information and communications technologies to enhance learning • Engage in learning progress discussions • Write formal academic reports that conform to report writing guidelines • Monitor the progress of each student and provide meaningful and regular feedback to each student on their progress • Liaise with appropriate support staff in the implementation of the curriculum
Pastoral Care and Child Safety	<ul style="list-style-type: none"> • Provide students with a child-safe environment • Be familiar with and comply with the school's child-safe policy and code of conduct, and any other policies or procedures relating to child safety • Proactively monitor and support student development • Exercise pastoral care in a manner which reflects school values • Implement strategies which promote a healthy and positive learning environment • Attend meetings as necessary • Attend all College assemblies • Attend College liturgical celebrations • Attend College organised activities as relevant and required
Curriculum Development	<ul style="list-style-type: none"> • Plan, develop, review and evaluate curriculum in disciplines and at year levels which you teach • Develop assessment instruments in a collegial manner where whole group testing takes place • Evaluate digital learning materials and make recommendations about their implementation • Create and evaluate online resources for the purposes of enriching the curriculum



Professional Development	<ul style="list-style-type: none"> • Have current knowledge of curriculum initiatives in your disciplines • Commit to ongoing professional development in your disciplines • Be open to researching areas of interest relevant to directions provided in the College's strategic plan • Continue development of ICT skills as technologies evolve • Participate in the staff appraisal process • Be an active member of a relevant professional association as duties permit • Support collegial learning by acting as a mentor or supervising and supporting a student
Co-Curricular Involvement	<ul style="list-style-type: none"> • Support and be involved in the co-curricular program • Proactively encourage students to participate in co-curricular activities • Act as a role model for participating students • Keep accurate records of student attendance and participation within the co-curricular activity • Create and maintain a safe environment in which students may enjoy their participation • Oversee the provision and care of relevant equipment materials and first aid requirements
General and Administrative Duties	<ul style="list-style-type: none"> • Contribute to a healthy and safe work environment for yourself and others and comply with all safe work policies and procedures • Maintain currency of first aid, mandatory reporting and anaphylaxis training • Demonstrate duty of care to students in relation to the physical and mental wellbeing • Attend all relevant College meetings and after School services/assemblies, sporting events, mass, community and faith days as well as professional learning opportunities • Participate in duty supervision as rostered and other supervision duties when required • Demonstrate professional and collegiate relationships with colleagues • Uphold the professional standards expected of a teacher • Other duties as directed by the Principal



Co-Curricular Program

Among the strengths of our College is the extra-curricular program, and the willingness of staff to involve themselves in team preparation of courses, units of work etc. You will be asked to volunteer for areas of interest so the load is shared equitably. All staff are required to do a minimum of one out of school time outreach activity across the year.

Key Relationships

- Inclusion and Diversity Leader
- Inclusion and Diversity Coordinator
- Inclusion and Diversity Teachers
- Inclusion and Diversity Network
- Learning Design Leader and Learning and Teaching Network POLs
- House Leaders
- House Engagement Leader
- Mission and Ministry Network POLs
- Teachers
- Koorie Education Worker

Skills, Experience and Qualifications

Essential:

- Well-formed understanding of student diversity and experience in adjusting curriculum to suit student needs
- Qualification or industry experience in Student diversity
- Ability to work with external partnerships and stakeholders to build relationships to support student learning
- Commitment to work within and positively advance the College's Mission and Mercy values
- Understanding and/or appreciation of the principles of a Catholic community organisation

Desirable

- Previous experience with compliance documentation and/or evidence collation

All employees are subject to appropriate employment and compliance checks prior to and during employment.

This position requires:

- current VIT registration, or
- current Police Check and Employee Working with Children Check.

Child Safety

The Catholic Identity Integration Leader will be committed to the College's child-safe policy, comply with the Safeguarding Children and Young People Code of Conduct, Mercy Education Limited Code of Conduct and all other



policies and procedures relating to child safety. They will demonstrate a duty of care to students in relation to their wellness for learning, and will proactively support a child safe environment.

Acknowledgment

A holder of this position does so acknowledging:

- they have read and understood the general requirements of the position;
- they are suitably qualified and capable to undertake the responsibilities within;
- this position description serves to describe the position as accurately as possible but does not constitute a full statement of duties; and
- that other reasonable duties may also be allocated

