



POSITION DESCRIPTION

DIVERSE LEARNING COORDINATOR

Context

Rosebank College, Five Dock, is a Good Samaritan, Benedictine, Catholic co-educational school committed to the successful integration of eLearning and innovative pedagogy across the Curriculum for Years 7 to 12.

Rosebank College belongs to the community of ten schools across Australia called Good Samaritan Education (GSE). Established in 2011 by the Sisters of the Good Samaritan, GSE schools offer quality Catholic education in the Good Samaritan Benedictine tradition. Rosebank is guided by the Good Samaritan Philosophy of Education and shaped by its commitment to the values of our spiritual tradition, including stewardship, mutuality, prayer, hospitality, humility, discernment, justice and peace. The College is committed to developing students who will engage with today's world as grounded, hope-filled young people who are equipped to lead wisely, to listen deeply and to treat their neighbour and their environment with justice, love and the compassion of Christ.

Rosebank College is incorporated and governed locally by a Board of Directors who are accountable through the Company Members to GSE.

Core Role Purpose & Accountability

The role of the Diverse Learning Coordinator is integral to both the academic and pastoral welfare of the students of Rosebank College. The Diverse Learning Coordinator is responsible for leading and developing the Diverse Learning Team. In working closely with the College Leadership Team through the Dean of Learning, the Diverse Learning Coordinator will facilitate the ongoing development of teaching and learning programs at the College to address the needs of all students.

Role Responsibilities

Specific responsibilities of the Diverse Learning Coordinator include:

Contributing to the Implementation of the College's Vision and Mission by

- Addressing perspectives which are consistent with the Catholic ethos of the College and the Strategic Plan
- Participating in and supporting the wider life of the College by involvement in events such as Carnivals, Community Events and Picnic Days

Providing Spiritual and Religious Leadership by

- Participating in the liturgical life of the school
- Providing a service which is consistent with the Mission, Vision and Good Samaritan ethos of the College

- Upholding the Benedictine value of service to others in the community

Developing the College Learning Community by

- Identifying particular needs of new students as they transition into the College and gathering relevant information from parents and previous schools (the Coordinator of Diverse Learning plays a key role in the enrolment procedure - all applications for enrolment are reviewed by the Diverse Learning Coordinator, who also has the discretion to interview and/or test the student prior to enrolment)
- Identifying particular needs of ongoing students through such methods as:
 - Teacher observation and referral
 - Internal educational testing (e.g. Progressive Achievement Tests, Wechsler Individual Achievement Test, Woodcock Reading Mastery Test)
 - External testing (e.g. NAPLAN, psychometric assessments)
- Coordinating the application and implementation of Special Provisions for students with special needs
- Overseeing development and implementation of individual collaborative plans for students with special needs
- Reviewing and disseminating results from NAPLAN assessments to both staff and parents

Providing Innovative Leadership by

- Raising awareness of staff regarding effective teaching and learning strategies for all students with special needs (including students with low levels of literacy, EAL/D students and Gifted and Talented students)
- Working with teachers to appropriately differentiate teaching programs, assessments and resources so that the needs of all students are met

Promoting Quality Relationships by

- Creating partnership with parents through effective communication of the role of the department and development of collaborative plans
- Assisting students to transition from school to post-school pathways (e.g. TAFE, work);
- Setting up and implementation of external testing measures (NAPLAN)
- Liaising with external agencies/resources as necessary to meet individual student needs (e.g. speech pathologist, counsellor)

Providing Organisational Leadership by

- Working with the Leadership Team on the College's Professional Development program
- Working with the Principal on the development of programs to meet the needs of overseas students
- Attending and contributing to Curriculum Leadership Team meetings

Other appropriate duties as assigned by the Principal.

The College may vary this Position Description, in response to the changing needs of the organisation.

ROSEBANK COLLEGE MISSION STATEMENT

We encourage a love of Christ, stewardship, hospitality, compassion and service working in partnership with our families, our staff and the broader community.

As a Catholic community, we give strong witness to our role as advocates of equity, diversity and justice. As a local community, we strive to support programs and partnerships focused on collaboration, giving, service and care. As global citizens, we respond critically and intelligently to our changing world, its demands and the educational and personal challenges of our students. We commit to sustainability and environmental responsibility.

OUR VISION

Rosebank's Vision is to be a community of faith for all to realise their full potential through personal leadership and lifelong learning.

We strive to develop leaders committed to personal excellence who:

- Nurture the importance of self-leadership and leadership of others
 - Embrace opportunities with agility and imagination
 - Respond with empathy and act with determination and compassion
 - Accept humility and service as a source of strength to empower others
 - Act as brave and critical thinkers who persevere with challenges
 - Advocate with moral courage for the good of others and our environment
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