



Penola Catholic College Position Description

Position Title	Acting Head Cultural Inclusion
Classification	Teacher, Position of Leadership (POL) – Level 3
Tenure	Fixed Term 2026
Reports to	Principal, Deputy Principal Learning and Teaching

About Penola Catholic College

Penola Catholic College is a co-educational college for students from years 7-12 with two campuses in the Northern suburbs of Melbourne. College campuses are situated in Glenroy, which caters for years 7 and 8, and the senior campus in Broadmeadows that features years 9 to 12 and a total college enrolment of approximately 1,400 students.

Penola Catholic College is a community of students, parents and staff guided by the teachings of Jesus Christ and inspired by the example of Saint Mary of the Cross MacKillop. Enlightened by the Gospel values of Faith, Love, Hope and Compassion, we strive to provide a holistic education which meets the needs and develops the gifts of each student. As a community we recognise that this is best achieved in a welcoming environment with a commitment to justice, service and collaboration.

Position Objective

Penola Catholic College acknowledges that we have students that have English as an Additional Language (EAL), are from a refugee background or are indigenous (that is identify or are of Aboriginal and/or Torres Strait Islander descent). To meet their individual needs, curriculum programs need to create a positive learning environment as these students often experience significant disruption to their schooling. The College has in place a number of strategies to support and enhance their learning, in particular their literacy. These students also require case management and significant holistic support for their needs due to the impacts of their experiences and other external factors.

The Acting Head of Cultural Inclusion is responsible for coordinating the EAL programme in the College across all year levels, 7-12. In broad terms, the role encompasses the areas of curriculum development, programme administration, compliance reporting, and student well-being. They are also responsible for refugee students and students who identify themselves as being Aboriginal or Torres Strait Islander. The Head of Cultural Inclusion will work closely with the Learning Diversity Leaders to ensure that refugee, Aboriginal or Torres Strait Islander, and other culturally and linguistically diverse (CALD) students are supported within the classroom.

Responsibilities and Accountabilities

- Establish an accurate data base of EAL, refugee, Aboriginal and Torres Strait Islander and CALD students at the College with particular emphasis on determining their academic and social needs.
- In consultation with the Head of English and Learning Diversity Leaders, develop structures and programmes to address the identified needs of EAL, refugee, Aboriginal and Torres Strait Islander and CALD students.
- In consultation with the Head of English, oversee the development of appropriate teaching programmes for EAL, Years 7 – 12, and for EAL students in mainstream English classes

- Provide advice and strategies for classroom teachers across all subject areas in relation to meeting the needs of all students within their classes, particularly those from culturally and linguistically diverse backgrounds.
- Provide assistance to classroom teachers across all subject areas in the assessment of EAL, refugee and Aboriginal and Torres Strait Islander and other CALD students and the development of Personalised Learning Plans.
- Oversee the gathering and development of resources for the teaching of EAL and CALD students in mainstream classes.
- Assist with the provision of professional learning opportunities for staff in relation to working with EAL, Aboriginal and Torres Strait Islander and other CALD students.
- Attend to the administration requirements for EAL, Aboriginal and Torres Strait Islander and other CALD students and programmes and culturally specific pathways opportunities.
- Develop structures and programmes for the welcome and induction of newly enrolled EAL students and other CALD students.
- Assist with the interviewing of prospective EAL students and their families.
- Complete compliance reports for EAL programmes and funding.
- Maintain links with MACS and local EAL networks.
- Convene meetings of EAL teachers.
- Provide direction and guidance to the Multicultural Education Aides, including the formation of their timetables to appropriately support students.
- Any other duties as directed by the Principal or Principal's nominee (eg Deputy Principal Head of Campus and or Business Manager).

Experience and Qualifications

Commitment to Catholic Education

- A demonstrated understanding of the ethos of a Catholic school and its mission.
- A demonstrated understanding of the Church's teachings and the Catholic teacher's role in the mission of the Church.
- A demonstrated capacity to instil in students a respect for each other in accordance with the teachings of Jesus Christ.
- A capacity to integrate the Church's teachings into all aspects of curriculum.

Commitment to Child Safety

- Experience working with children
- A demonstrated understanding of child safety
- A demonstrated understanding of appropriate behaviours when engaging with children
- Familiarity with legal obligations relating to child safety (e.g. mandatory reporting)
- Be a suitable person to engage in child-connected work

Education and Experience

Essential

- Teaching qualifications
- Current Victorian Institute of Teaching (VIT) registration
- Accreditation to teach in a Catholic school (or be working towards such accreditation).

Desirable

- Accreditation to Teach Religious Education
- Demonstrated understanding and experience of the learning and teaching pedagogy associated with the Victorian Curriculum
- Demonstrated experience in using ICT to teach subject area
- Preference for experience in inquiry based learning and use of student data to maximise learning outcomes

Skills / Attributes

- Good oral and written communication skills, including ability to communicate with children, parents and the school community.
- Experience and proven record in effective learning and teaching skills, including management of composite classes/mixed ability classes.
- Ability to demonstrate an understanding of appropriate behaviours when engaging with children.
- Demonstrated capacity to participate in a range of school activities, e.g. school sports, sacramental programs, liturgies, school camps/excursions.
- Leadership qualities.
- Self-motivation.
- Ability and willingness to accept policy directives.

Technical Expertise

- Demonstrated experience working with EAL, refugee, Aboriginal or Torres Strait Islander and/or CALD students.
- Strong organisational and time management skills with an ability to prioritise tasks, meet prescribed deadlines and concurrently manage a number of people and competing tasks.
- Demonstrated highly developed interpersonal and communication skills and the ability to liaise and communicate with people at all levels and from varying backgrounds.
- Ability to advise and liaise with a wide range of stakeholders including the school community, the wider community and EAL/CALD networks.
- Ability to work closely and demonstrate empathy with students and parent/guardians while maintaining the professional role of a guide and administrator.
- Ability to work independently and effectively in the face of changing priorities, deadlines and pressures.

Additional Information

Annual Review Meetings

Actively participate in the Annual Review Meeting (ARM) process with the Principal or Principal's nominee (Assessor). The ARM is a positive process for the Teacher and Assessor to:

- Identify and establish professional development goals and avenues for professional development;
- Assist the Teacher in relation to the Australian Professional Standards for Teachers (the Standards); and
- Affirm achievements and identify areas for improvement and development.

Meetings

Attend staff meetings and other meetings as required.

Professional Learning

Relevant professional learning can be accessed with the approval of the Deputy Principal Learning and Teaching.

Management of Staff

As a POL holder the incumbent will be required to effectively manage staff including setting directions, providing feedback and raising any performance concerns in accordance with the College's policies and procedures. As a POL it is expected that the incumbent will conduct Annual Review Meetings with staff, if they are nominated as an Assessor.

Employee Obligations

Policies

All staff are employed under and abide by the Catholic Education Multi Enterprise Agreement (CEMEA) 2022 (and any instrument that replaces it) and Penola Catholic College policies, guidelines and procedures.

Child Safety

The College has a zero tolerance of all forms of child abuse and actively works to listen to and empower students. The College has policies and processes in place to protect students from abuse and takes all allegations and concerns seriously, and responds in line with the organisation's policies and procedures.

Staff must adhere to the following:

- A thorough understanding of the College's Child Protection - Child Safety and Wellbeing Policies and the Child Safety Code of Conduct, and any other policies or procedures relating to child safety and wellbeing;
- Assist in the provision of a child-safe environment for students;
- Demonstrate duty of care to students in relation to their physical and mental wellbeing.

Breaches will be managed as per the CEMEA 2022 Clause 13 – Managing Employment Concerns.

Occupational Health Safety

Contribute to a healthy and safe work environment for yourself and others and comply with all safe work policies and procedures. It is the responsibility of all staff to ensure OHS guidelines are met, safe work practices are maintained and all hazards reported to the OHS representative or OHS committee.

Each staff member does make a positive contribution to the College environment. Suggestions that can improve the overall efficiency of a work area are valued and each staff member is encouraged to put forward ideas and suggestions to their Head of Department.