

Learning Diversity Coordinator

Emmaus College is a proudly co-educational Catholic college, established in 1980 through the amalgamation of St Thomas More College, a Christian Brothers' school for boys (1969 – 1979) and Chavoin College, a Marist Sisters' school for girls (1966 – 1979). The next stage of the amalgamation in 2025 was with Holy Saviour Primary School, Vermont South and St Timothy's Primary School, Vermont. The College operates over multiple campuses in Vermont South, Vermont and Burwood. One campus is dedicated to Years 7, 8, 10, 11 and 12, another campus is designated to the Year 9 program, Y9@E, and another is a dedicated Junior School K to Year 6. All staff at Emmaus may be required to work at any of our campuses.

Our school motto: To Know Christ

College Vision: To foster a community that nurtures the full flourishing of each learner, inspiring excellence as they come 'To Know Christ' on their own road to Emmaus

College Mission: Emmaus College, as a Christ centred Community, has fundamentally at the heart of its spirituality, the person of Jesus Christ. The story of the Walk to Emmaus in the Gospel of Luke and from which the College is named, nourishes our spirituality. Students are encouraged to live by the key core values of faith, community, respect, excellence, integrity and service and to empower them to achieve their best academically. Emmaus aims to ensure that learners acquire and utilise the knowledge and skills to be future-ready. Our mission as a Christ-centred community provides a caring and supportive environment that enables students to develop their full potential in all areas of life. Pastoral care is a key focus of the College and promotes and enhances student wellbeing of a personal, social, physical, emotional, cognitive and spiritual nature.

Expectations of Staff in a Child Safe School

Emmaus College is committed to creating and maintaining a child-safe school environment. Students' care, safety, and welfare are embedded in policies and procedures that ensure a commitment to zero tolerance of child abuse. All actions and programs will maintain high ethical standards and work according to child safety standards and child protection reporting guidelines. All employees have a shared legal responsibility to contribute to a safe working environment for staff and students in their area. Emmaus College is an equal opportunity employer.

Teachers at Emmaus College

Teachers at Emmaus College work together in a spirit of cooperation in the best interests of all students within the confines of College policies and procedures to achieve the goals of the College.

The Position

The Learning Diversity Coordinator reports to the Director of Learning Diversity and is a member of both the Learning Diversity Team and, where applicable, the relevant Student Wellbeing Team.

The Coordinator supports students with individual learning needs, including those requiring learning support, integration assistance and curriculum adjustments, across the nominated year levels or campus. This includes:

- For **Junior Campus:** providing targeted support for students from Prep to Year 6.
- For **Senior Campus:** supporting students in Years 7–12, generally within a designated House.

Working in close collaboration with the Director of Learning Diversity, the Coordinator contributes to the identification, planning, implementation and review of supports for students, ensuring practices align with the College's commitment to inclusive and personalised education.

Learning Diversity Structure

The Learning Diversity Team at Emmaus College is structured as follows:

- **Director of Learning Diversity**
Responsible for leading the Learning Diversity Team and ensuring the effective delivery of programs that support student learning needs, including the smooth transition of students into the College. This leadership position works closely with the Deputy Principal – Learning and Innovation.
- **Learning Diversity Coordinator (Junior Campus)**
Oversees the learning support of students at the Junior Campus (Prep – Year 6).
- **Learning Diversity Coordinator (Chavoin)**
Responsible for the learning support of students in Chavoin House (Years 7–12).
- **Learning Diversity Coordinator (Colin)**
Responsible for the learning support of students in Colin House (Years 7–12).
- **Learning Diversity Coordinator (More)**
Responsible for the learning support of students in More House (Years 7–12).
- **Learning Diversity Coordinator (Rice)**
Responsible for the learning support of students in Rice House (Years 7–12).
- **Learning Diversity Coordinator – Gifted and Talented (specific duties listed below)**
Responsible for supporting students identified as gifted and talented, ensuring they have access to extension activities and a more advanced curriculum where appropriate.
- **Learning Assistants**
Support students across various year levels and are allocated according to the needs within each area of responsibility.

Learning Diversity Coordinator Role Description

Nationally Consistent Collection of Data on School Students with Disability (NCCD SWD)

The Learning Diversity Coordinator supports the Director of Learning Diversity in the ongoing development and implementation of the NCCD by:

- staying up to date with current literature, guidelines, and best practices related to the NCCD
- understanding procedures for compiling and verifying NCCD-related school data
- being familiar with classroom implementation requirements for the NCCD
- collaborating with the Director of Learning Diversity to collect, collate and record data for all Emmaus students receiving Quality Differentiated Teaching Practice (QDTP), or supplementary, substantial, or extensive adjustments
- monitoring the effectiveness of student adjustments and contributing to review processes that inform future planning and support
- assisting in the secure collation and storage of evidence of adjustments, as required under NCCD guidelines
- ensuring that all evidence collected for NCCD purposes meets audit standards (e.g., clear annotation, multiple forms of evidence and timeliness)
- preparing documentation, writing reports and assisting with applications for NCCD-related funding
- supporting the Director of Learning Diversity to educate and coach staff in implementing classroom adjustments and maintaining required records
- supporting staff in planning and delivering an inclusive curriculum and assessment to ensure equitable access for all students
- contributing to whole-school inclusive practices aligned with current disability legislation and NCCD frameworks

Junior School specific:

- organising assessments/referrals for students with additional learning needs, both those with funding and others, through Melbourne Archdiocese Catholic Schools Ltd (MACS) and other agencies where appropriate
- organising internal assessments where appropriate, e.g. articulation, screening tools, assessments, classroom observations and confer with the Director of the Junior School and other learning leaders and classroom teachers regarding students' needs
- using the MACS ROSEA referral systems to gain support for our students needing significant support
- organising review sessions and parent meetings, every term or as required, with the relevant MACS staff

- liaising with MACS Learning Consultant, Additional Learning Needs staff, Speech Pathologists and Psychologists
- liaising with outside agencies – Counsellors, Speech Pathologists, Occupational Therapists and Psychologists
- deploying Learning Support Officers to classrooms and programs according to needs determined across the Junior School
- collaborating with classroom and specialist teachers and assisting with teaching and learning strategies
- working with teachers to write Personalised Learning Plans (PLP) using the agreed Personalised Learning Plan Template, for students eligible for *Students with Disabilities* funding and support classroom programs with teachers
- maintaining school-based tracking of students to ensure the support that has been implemented is effective
- collecting evidence and collating the required information for NCCD accountability
- supporting other leaders with analysis of individual student data (NAPLAN, MACSSIS, PAT, etc)
- supporting effective year-level transitions for students, including into Year 7
- promoting and alerting staff to local and broader community support services/agencies to assist with staff, parents and students
- keeping the Director of the Junior up to date with information relating to areas of student needs

Student Support

- supporting students with diverse learning needs, including those currently receiving or potentially eligible for NCCD inclusion
- administering educational assessments
- developing, reviewing and documenting Personalised Learning Plans (PLPs), incorporating student voice wherever possible
- attending regular meetings with the Director of Learning Diversity to evaluate support effectiveness
- monitoring Learning Assistant placements to ensure support is matched to student needs
- notifying teachers and House Leaders of any special provisions required for assessments or examinations
- liaising, in consultation with the Director of Learning Diversity, with internal and external specialists such as learning consultants, speech pathologists, audiologists and psychiatrists
- coordinating and facilitating Program Support Group (PSG) meetings as required
- maintaining accurate records of PSG meetings and actioning outcomes in a timely and effective manner
- working collaboratively with the Wellbeing Team to support students with overlapping academic and social-emotional needs

Student Transition

- supporting the Director of Y9@E and House Leaders in the transition of new students
- visiting feeder schools, as required, to ensure accurate Personalised Learning Profiles are developed for newly enrolled funded students
- collaborating with feeder schools and the Director of Learning Diversity to ensure a smooth transition for students entering relevant year levels
- working with the Physical Resources team to ensure any facility adjustments are in place prior to a student's commencement
- supporting students and families through the transition process, ensuring a welcoming and well-informed start to their journey at Emmaus

Professional Learning and Whole-School Contribution

- engaging in ongoing professional learning to remain current in best practice for learning diversity and inclusion
- assisting in the planning and delivery of staff information sessions regarding students with additional learning needs and required adjustments, both at the beginning of the year and during transition handovers
- coaching and supporting staff in inclusive teaching and curriculum differentiation strategies
- contributing to the development and implementation of whole-school inclusive education policies and strategic goals

Administrative Support

- regularly updating staff-accessible information regarding students with diagnosed learning needs, including curriculum adjustments, while ensuring privacy and confidentiality
- maintaining comprehensive student files, including interview notes, assessments, Personalised Learning Plans (PLPs) and special arrangements
- assisting in the formulation of Learning Assistant timetables

Gifted and Talented Coordinator duties:

- mentoring and providing support for students with high ability
- leading and coordinating any formal gifted and talented program implemented by the College
- educating teaching staff towards a heightened awareness and understanding of students with high ability
- assist teaching staff in the development and implementation of suitably modified curriculum materials for students of high ability where necessary
- acting as a resource for materials and or strategies that may be required by staff in relation to high-ability students' individual needs
- liaising with staff to ensure that they are aware of and resourced to meet the needs of students with specific high learning abilities
- providing students with opportunities to participate in appropriate internal and external events or competitions
- promoting internal and external conferences relating to high-performance thinkers
- referring to and liaising with school staff, outside agencies and parents to help identify and support students with high ability
- ensuring that the school and students are well represented at appropriate external activities
- leading appropriate co-curricular programs that challenge and engage all students such as the College debating program, Lego Club, Tournament of the Minds, Model United Nations, etc.

Additional Duties:

- attending evening functions and meetings of a general nature concerning the College is expected
- actively role modelling effective teaching and differentiation
- involvement in co-curricular programs of the College is expected
- contributing appropriate articles to the College newsletter, other school publications and the wider community as required, paying particular attention to regular communication via the College's Instagram and Facebook feeds
- developing and maintaining, at all times, collegial and professional relationships with colleagues
- contributing to a healthy and safe work environment
- ensuring the safety of our community by attending to OH&S issues in an appropriate and timely manner
- supporting a performance and development culture
- modelling a professional approach for all staff, this includes conduct, professional dress, and in dealing with all members of the school community
- attending meetings as required, this may mean more meetings per week than for non-POL holders
- being available as needed for consultation with other staff and parents in addition to class and scheduled meeting times
- following the College's financial requirements in relation to budgeting, record keeping, ordering and deliveries
- contributing to the life of the College by participating in College functions, events, camps, excursions, etc.
- undertaking other duties as required by the Principal from time to time

Accountability

- the Learning Diversity Coordinator is accountable to the Principal via the Director of Learning Diversity
- the Learning Diversity Coordinator has an additional accountability to the Director of the Junior School
- the Learning Diversity Coordinator – Gifted and Talented is accountable to the Principal via the Directors of Learning

Committees, Teams and Meetings

The Learning Diversity Coordinator is a member of the following committees and/or teams and, as such, is required to attend all associated meetings and action items arising from the minutes accordingly:

- Learning Diversity Team
- Such other committees may be required from time to time

Skills and Qualities required:

- a positive and proactive approach to leadership and management of people
- the ability to communicate a shared vision and to generate ideas and strategies to support its implementation
- an understanding of the school's culture and context, with the ability to develop strategies that will support and enhance its development
- demonstrated instructional leadership, with the ability to model evidence-informed pedagogical practice aligned with the College Instructional Playbook
- skills in planning, organising, implementing and reviewing programs and activities
- the ability to use a variety of decision-making skills, seeking consensus through collaboration and consultation
- the ability to encourage and empower others to contribute to a high-performing, cohesive team
- strong interpersonal and communication skills, with the ability to build effective, respectful relationships with students, staff and parents
- the ability to interpret and use student learning data to inform decision-making and drive improvement
- a positive approach to reflective practice and continuing professional growth
- a commitment to equity and inclusion, ensuring all learners are supported to achieve personal academic excellence
- personal qualities including integrity, resilience, emotional intelligence and good humour

Essential Qualifications and Accreditations

- Full registration with the Victorian Institute of Teaching (VIT), including a current National Criminal Record Check
- Relevant tertiary qualifications
- In addition to holding a teaching qualification, it is desirable that the Learning Diversity Coordinator holds, or is working towards, a postgraduate qualification in Learning Diversity or a related field.

Teaching staff are required to hold an *Accreditation to Teach or Lead in a Catholic School*, or upon employment, to be working towards such accreditation within a five-year period. Professional learning opportunities for this purpose will be provided.

Please note that in accordance with *Ministerial Order No. 1359* both VIT Registration and relevant tertiary qualifications must be sighted by the school.

Terms and Conditions

This position carries a Position of Leadership (POL 2) allowance. The associated time allocations are:

- **Learning Diversity Coordinator (Junior):** 350 minutes time release per week
- **Learning Diversity Coordinator (Year 7 - 12):** 725 minutes time release per week
- **Learning Diversity Coordinator – Gifted and Talented:** 250 minutes time release per week

As part of this time allowance, the Learning Diversity Coordinator may be asked to teach students who have been withdrawn from regular classes or to support small groups of students requiring short-term learning intervention. Positions of Leadership are reviewed and re-advertised regularly (usually every three years).

Professional Review

This Position Description is intended as a framework for review.

This position statement is a guide only and is not intended to be an exhaustive or exclusive list of the duties attached to this position. It is subject to review and modification by the Principal in response to the changing needs of the College and the development of skills and knowledge.