



GEELONG GRAMMAR SCHOOL®
EXCEPTIONAL EDUCATION

POSITION: Inclusive Learning Collaborator

DEPARTMENT/CAMPUS: Corio Campus

DATE PREPARED: August 2024

REPORTS TO: Head of Inclusive Learning | Secondary

WORKING ENVIRONMENT

Geelong Grammar School is one of the world's leading coeducational boarding and day schools offering exceptional education to all of its students, from Early Learning to Year 12. Geelong Grammar School seeks to inspire its students and community to thrive and make a positive difference through its unique and transformational education. Geelong Grammar School has four campuses:

Bostock House (approximately 100 students). Situated in the Geelong suburb of Newtown, this campus caters for day students from Early Learning to Year 4. After Year 4, students from Bostock House proceed to Corio. The Bostock campus has approximately 17 full time and part time teaching and support staff.

Toorak (approximately 320 students) is located in Melbourne. It caters for day students from Early Learning to Year 6. After Year 6, most students proceed to Corio. The Toorak campus has approximately 50 full time and part time teaching and support staff.

Corio (approximately 920 students) offers day, day boarding, weekly boarding and full boarding in Years 5 to 8 (Middle School) and day and full boarding in Years 10 to 12 (Senior School). About 70% of Corio students are full boarders. Approximately 100 staff (nearly all teaching) reside on the campus, with 30 accommodation units being connected to boarding houses, and the remainder consisting mostly of free-standing residences. The campus is like a small community with its own (large) kitchen/dining facilities, a medical centre (9 beds), chapel and maintenance workshops and comprehensive educational infrastructure. The campus also provides high level sport, recreational, training and performance facilities used by the School community. The Handbury Centre for Wellbeing provides a gymnasium, indoor swimming pool, dance studio and multi-purpose playing courts and the (SPACE) provides "State of the Art" auditoriums, performance theatres, creative education hubs and display spaces that utilise the latest in technology.

Timbertop (approximately 245 students) is a boarding campus for all Year 9 students, located near Mt Buller in Victoria's Alps. All teaching staff live on the campus and students spend the entire year at Timbertop taking part in hiking, recreational and community service activities.

POSITION CONTEXT:

Teachers at Corio choose to join a largely residential community and are thus involved in supporting students in a variety of different ways. This provides opportunities to develop a very full relationship with students and thus a chance to play a significant role in their overall education and wellbeing, teaching staff are involved in the academic, co-curricular and pastoral programmes (within Day and Boarding Houses) and are actively involved in enhancing the resiliency and wellbeing of students through the delivery of Positive Education, based on the principles of Positive Psychology.

POSITION OBJECTIVES:

- To inspire students to learn and to maximise each learning opportunity.
- To encourage and provide opportunities for all students to flourish and develop their potential.
- To work in partnership with all campus staff members to create a work environment that is conducive to academic growth and success.
- To create the necessary academic support structures for students that cater for their individual learning needs.
- To assist classroom teachers to plan and deliver a genuinely differentiated curriculum.
- To support students and classroom teachers to master technology which supports learning.
- To design and monitor individual goals to maximise learning outcomes.

KEY RESPONSIBILITIES:

The key responsibilities of the Inclusive Learning Collaborator at Corio include:

- To assist the Head of Inclusive Learning | Secondary to review and develop an engaging and innovative approach to meeting the individual learning needs of students.
- To plan and deliver teaching for small group and individual learning experiences that support students with neurodiversities, including Specific Learning Disabilities, to achieve their potential.
- To develop Individual Learning Plans (ILPs) for students working below the expectations of the year level.
- To meet with classroom teachers, Head of House and parents to discuss student progress and review ILPs as required.
- To meet regularly and/or when required with the Head of Inclusive Learning | Secondary.
- To use formative and summative assessments in an appropriate manner that is consistent with School policy. To maintain accurate records of all assessments.
- To engage in the application and delivery of the School's Positive Education programme.
- To assist in the investigation and application of new teaching resources, including information technology that would complement the curriculum objectives and the School notebook programme.
- To support and guide students in the development of appropriate learning strategies as required.
- To work in partnership with other teaching and support staff to ensure all students develop their potential.
- To participate fully in the School's academic, co-curricular pastoral and spiritual programmes.
- To engage in professional development activities regularly and as required by the School.
- To demonstrate Courage, Compassion and Curiosity and the application of the Strategic Imperatives.

ORGANISATIONAL RELATIONSHIPS:

The Inclusive Learning Collaborator reports to the Head of Inclusive Learning | Secondary and has regular liaison with the following staff.

Internal Liaisons

Principal
Vice Principals
Heads of Senior and Middle School
Head of Learning and Teaching
Director of Sport
Subject Coordinators
Teaching staff
Campus Chaplains
Assistants (GAP and Language)
Support staff
Coaches and sessional staff

External liaisons

Parents and guardians
Allied Health Providers

KEY SELECTION CRITERIA:

The Key Selection Criteria for the Inclusive Learning Collaborator include:

- A demonstrated ability to cater to the individual learning needs of students, particularly those with neurodiversities including, but not limited to, specific learning disorders, ADHD, and Autism.
- An ongoing commitment to professional learning relevant to the education of students with individual learning needs, with the ability to use these learnings to build staff capacity for inclusive practice.
- The ability to plan and document programmes for students, as well as develop, monitor and report on individual student learning goals.
- Excellent interpersonal and communication skills, including a proven capacity to build constructive relationships with students, families and colleagues to support inclusion.
- Well-developed report writing and curriculum documentation skills, with demonstrated high-level organisational and administrative skills.
- A willingness and ability to participate fully in the School's academic, co-curricular, spiritual and pastoral programmes.

QUALIFICATIONS AND EXPERIENCE:

Mandatory requirements

- Registration as a Teacher with the Victorian Institute of Teaching, which includes a National Police Check undertaken by VIT.
- Applicants must provide evidence that they fulfil the Proficient Level in all of the AITSL Australian Professional Standards for Teachers.
- Experience and knowledge of individual academic learning programmes for students with diverse abilities and needs.
- Relevant professional development or qualifications in Special Education.
- It is a condition of employment that Teachers must possess First Aid qualifications and have current Anaphylaxis Management Accreditation in accordance with the new Ministerial Order 706 and the School's Anaphylaxis Management Policy (2015). Information regarding First Aid and Anaphylaxis Management Accreditation requirements, training courses and compulsory briefings scheduled by the School are provided by the Head of Department.

Highly desirable

- Current driver's licence (a bus licence is highly desirable).
- Experience working within a Boarding School environment.
- Previous experience teaching the International Baccalaureate (IB) Diploma program.

OTHER REQUIREMENTS AND OUT OF HOURS EXPECTATIONS:

- The incumbent will be required to attend to student pastoral matters outside of usual work hours, including weekends and overnight (e.g. Camps).
- Attendance at School and House events outside of usual work hours is required (for example Athletics Carnival, Family Day and House/Valedictory Dinners).
- Work on public holidays within Term time will be required.

COMMITMENT TO POSITIVE, ADVENTURE AND CREATIVE EDUCATION:

Geelong Grammar School is committed to experiential learning with and through nature and Creative, Adventure and Positive Education.

All staff are required to attend our Discovering Positive Education training course within their first two years of employment at the school. Staff also have the opportunity to participate in ongoing Positive Education training throughout the year.

OUR COMMITMENT TO STUDENT SAFEGUARDING:

Geelong Grammar School is committed to the safety of all students and has a zero tolerance of student abuse.

Attachment 1: Teaching at Corio



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TEACHING | SECONDARY AT CORIO

Teachers | Secondary at Corio choose to join a largely residential community and are thus involved in supporting students in a host of different ways. This provides for an opportunity to develop a very full relationship with students and thus a chance to play a significant role in their overall education – academic, physical, spiritual and moral – and in doing so give them the opportunity to recognise and develop their talents. More importantly, we hope that the students can develop courage in themselves and foster the courage in others to love and to use their talents productively. Through this comes hope and direction.

These opportunities arise out of teaching, games, house duty, religious and co-curricular activities and also indirectly through social events – connections that develop from formal links and the interaction that comes from being part of such a residential community.

Although it is impossible to set down exact duties as they may vary from year to year and in some cases between teachers, in general, Teachers | Secondary at Corio are involved in:

1. Teaching classes. The normal teaching load at present is 35 hours of face-to-face normal classroom teaching in a ten-day cycle. As in all schools, staff are also involved in the normal administrative tasks, membership of subject committees and have a commitment to professional development. These activities that are part and parcel of being a good classroom teacher.
2. Cocurricular activities. Sport and activities are an important component of our programme at Corio. They provide opportunities for physical, social and emotional development and are viewed as part of what is important in the broad liberal education of young people. Staff should be involved in such activities throughout the academic year. At present this means involvement in games and/or activities during the week and on Saturdays. Some staff take up the opportunity of being in charge of various sports and activities.
3. House duty. Corio is based on the House System. Teaching staff are involved in pastoral and administrative duties in houses. These duties vary between boarding and day boarding houses and between Senior and Middle School. Staff who reside on campus are typically involved in some weekend and weekday/evening duties. Teaching staff may undertake the care of a House Mentor group of approximately 12 students.

The above represents a full and busy life. It also represents an opportunity to be part of a community. A community of teachers living and working together offers a remarkable opportunity for education. All the ways that we learn are made possible in such an environment. More importantly, it provides the time and variety of contact necessary to join the important traditions of our society. Our tradition both in words and practice must be one of respect for every member of our community. That is the foundation of our moral life and it creates an environment in which learning and hope can thrive. We must also acknowledge our great intellectual and spiritual inheritance. We must recognise that the education we offer is an apprenticeship in its ways. This is not to accept bigotry or stagnation. To join that tradition is to take on questioning, dispute and change. It is to recognise authority, but authority that demands investigation, discovery and invention.