

## Job Description

### Program Manager: Curriculum and Learning Inclusion

<b>Role Title</b>	Program Manager: Curriculum and Learning Inclusion.
<b>Flexible Learning Centre</b>	Northern Flexible Learning Program (Outreach of FAME).
<b>Network</b>	EREA Youth+ Central West Flexi Schools Network.
<b>Location</b>	Elizabeth – SA.
<b>Report</b>	Network Principal through Network Deputy.
<b>Hours of Duty</b>	Full-time, Fixed-term, 12-month contract with the possibility of permanent ongoing dependent on enrolments and funding.
<b>Probationary Period</b>	6-month probation in accordance with the EBA.
<b>Band/Wage Scale</b>	In alignment with the South Australian Catholic Schools Enterprise Agreement 2017.

***Aboriginal and Torres Strait Islander people are encouraged to apply.***

#### Background:

Youth+ is an initiative of Edmund Rice Education Australia. EREA Youth+ services including Flexible Learning Centres (FLCs) offer a full-time and multi-year secondary education and social inclusion program for young people who have disenfranchised from mainstream structures. Young people may express a broad range of complex education and social needs and the Youth+ services respond with a variety of flexible and innovative social inclusion and learning experiences.

EREA Youth + services provide young people with a varied and holistic set of learning experiences supporting them to identify and pursue an individual transition to adulthood, employment, further education and training and social connectedness.

Young people who attend include indigenous and non-indigenous young people who are disengaged from mainstream education for a range of reasons and include:

- Those who have had contact with the juvenile justice system;
- Those in the care of the Office of Children and Families;
- Those with a history of trauma;
- Those with a history of extended periods of unexplained absences;
- Those who are highly mobile;
- Those with mental illness or at risk of engaging in self-harming behaviours or substance abuse;
- Those who have been excluded or repeatedly suspended from school;
- Those who are homeless;
- Those who are young parents;
- Those with a generational history of early school leaving; and
- Those with a generational history of unemployment.

See [www.youthplus.edu.au](http://www.youthplus.edu.au) - Publications for further information.

## Principles of Operation (Respect, Participation, Safe & Legal and Honesty):

A primary responsibility for this role is to maintain fidelity to Operation by Principle and the best practice guidelines as articulated in the Youth+ Foundation and FLC Occasional Papers (available on the website [www.youthplus.edu.au](http://www.youthplus.edu.au) ).

## Primary Role:

The Program Manager: Curriculum and Learning Inclusion to the Network Deputy and Network Principal. He/she has delegated responsibility to enhance, develop and maintain the education, wellbeing and social inclusion responses for Young People enrolled at the Northern FLP. He/she provides leadership to the staff and the Young People, working collaboratively with the Program Manager Community Partnerships and Wellbeing, Network Deputy, Network Principal and Network Support Team. The Program Manager: Curriculum and Learning Inclusion will have the primary responsibility in their role for:

1. Innovative curriculum development.
2. Student Learning outcomes.
3. Supporting staff to meet all legislative requirements with respect to young people with disabilities i.e. Disability Discrimination Act, Disability Standards for Education, National Consistent Collection of Data, National Disability Insurance Scheme.
4. Building capacity of staff with respect to understanding the diversity within the classroom and designing learning experiences that cater for individuals with specific needs.
5. Ensuring young people identified as meeting the criteria for a disability and/or as having high support needs, are provided with a service that maximizes their outcomes (academically, behaviorally and/or socially).
6. Ensuring that there is an effective communication about the needs of Special Needs Students and teaching to parents and classroom teachers, and any appropriate external agencies in supporting transitions.
7. Administration processes.

Other responsibilities will be negotiated at the time of appointment with the Network Deputy Principal and Network Principal.

## Qualifications and Key Essential Selection Criteria:

1. A minimum of 5 years' experience in the education profession.
2. Previous experience within curriculum leadership.
3. Teachers from a primary/secondary school background with qualifications and experience in Special Education.
4. Tertiary qualifications in education.
5. Experience in working with young people who have been disenfranchised for mainstream education.

## Duties and Responsibilities:

The Program Manager, Curriculum and Learning Inclusion reports to the Network Deputy. Typical duties and responsibilities include but are not restricted to the following:

- 1. Provide support and leadership to the development of educational programs for Young People**
  - Support staff in the development, delivery and innovation of the holistic curriculum to support positive educational and wellbeing outcomes for our young people;
  - In collaboration with the team, ensure each Young Person has a current individualised Learning Plan through which his/her engagement, educational and transition program is negotiated;
  - Work collaboratively with the team to ensure program provision is culturally appropriate;
  - Work collaboratively with the team to ensure the educational program offers each Young Person appropriate accredited and non-accredited learning opportunities to meet individual needs that supports their learning pathway and general capability development; and
  - Support staff in the development and delivery of differentiated curriculum to meet the needs of Young People.

## **2. Develop and coordinate appropriate educational measurement and reporting procedures**

- In collaboration with the Network Deputy (Head of Policy and School Improvement), develop appropriate testing, measurement, analysis and reporting of student educational outcomes using programs and standardised tools; and
- Work collaboratively with the school and Network team to use the relevant data to measure the effectiveness of the teaching and learning programs that support the engagement and connection of Young People to learning.

## **3. Participate in, and lead program provision to enhance our Youth+ practice in an inclusive learning environment**

- Develop and support processes and practices which empower the genuine voice of Young People in the operation of the school;
- In collaboration with the team, support Young People in their transition into the school;
- In collaboration with the team, support Young People in developing pathways to transition to the next phase of life/learning/employment; and
- Participate in and lead the daily routines and activities of the FLC e.g. morning meetings, lunch, electives, outings and camps.

## **4. Develop and implement educational assessment which support the development of individual learning plans of each young person**

- In collaboration with teachers and youth workers - plan and implement an educational assessment program which engages young people and assists in the development of IEPs as required;
- Use of appropriate educational assessments;
- Review and refine student IEP, ensuring accommodations are developed and provided;
- The support of literacy and numeracy development;
- Ensure culturally appropriate methods are used in the educational assessment process;
- Support teaching staff to develop IEPs in collaboration with young people, families and youth workers; and
- Collect and input all relevant NCCD data for validation by the Network Principal.

## **5. Provision of professional support to teachers and youth workers**

- Engage with staff a consultative and/or mentoring role to provide support for young people with disabilities and/or high needs (academic, behavioural or social) - including modelling best practice;
- Provide professional development for staff on planning, preparation and delivery of effective learning, teaching and assessment programs for young people with verified special needs and low literacy / numeracy levels in both middle and senior phases of secondary education;
- Assist individual staff on site to develop curriculum that is appropriate and achieves measureable outcomes for individual young people with high learning needs- including engagement with Australian Curriculum, SACE and VET courses that are suitable for these young people;
- Design and implement intensive programs for individual young people identified by staff on site as needing a more systematic learning plan; and
- Maintain an up-to-date knowledge of legislation, Catholic Education Office (SA) Policy and current best practice in Special Needs Education and NCCD.

## **6. Team participation/multidisciplinary practice**

- In collaboration with the Network Deputy, develop and lead a culture of professional support for staff;
- Support colleagues in their professional development through informal and formal processes; and
- Lead regular whole team reflective practice sessions.

## **7. Professional Development:**

- Participate in regular professional supervision;
- Participate in performance review and support processes within Youth+;

- Participate in professional development activities relevant to both the FLC program and his/her own personal and professional growth; and
- Provide professional learning opportunities for colleagues using strategies such as, professional learning communities, team teaching, mentoring and coaching.

## 8. Administrative Leadership:

- Maintain appropriate records and prepare reports as required;
- Develop and oversee processes for effective administration of the FLC including:
  - Student database operation for attendance and academic outcomes;
  - NCCD Data collection;
  - Timetabling and reporting; and
  - Data capture for reporting to various educational and Government authorities.
- Act for the Network Deputy when he/she is away from the Campus.

Carry out duties that from time to time, may be assigned by the Network Deputy and/or Network Principal.

## Foundation Statement:

Youth+ seeks to respond to the needs of young people disenfranchised and disengaged from education. They provide a place and an opportunity to re-engage in a suitable, flexible learning environment.

Flexible Learning Centres seek to build honest and authentic relationships with young people, their families and communities, supporting and celebrating the uniqueness and dignity of each person.

Flexible Learning Centres are guided by the vision of Edmund Rice about the empowering service of education, to achieve personal and community liberation through educational experiences that enable transformation.

## Strategic Values:

Within our radical, social and ecological justice framework, Flexible Learning Centres are intentional learning communities that articulate the following core values through authenticity and integrity and are expressed through the life journey of its members.

### SAFETY

Safety within our environment is liberating, holistic and implicit in all aspects of community life. This includes non-violence, peaceful resolution of conflict, celebration of diversity, freedom from judgement, security to take emotional and intellectual risks.

### RELATIONSHIP

Relationships are formed on shared common ground with compassion and love, respecting and celebrating the individual. We embrace the connectedness of complex and authentic relationships within diverse communities.

### COMMUNITY

Our dynamic communities seek to be life giving environments where the dignity of all is honoured. Our communities are multi-dimensional spaces for the liberating power of learning and engaging together.



## TRANSFORMATION

We walk together on journeys of individual and community transformation. We are sustained by and celebrate our commitment to hope, optimism and a belief in the possible

## Eco-JUSTICE

Eco-justice calls us to enact our responsibility to the interconnectedness, sacredness and dignity of all creation.

### Acceptance

I, (print name) ..... have received, reviewed and fully understand the Position Description for Program Manager, Curriculum and Learning Inclusion. I further understand that I am responsible for the satisfactory execution of the essential functions described therein.

Signature: ..... Date: .....