



ROLE DESCRIPTION

EAL/D (English as an Additional Language/Dialect) Teacher

INCLUSIVE EDUCATION

PURPOSE OF POSITION

The purpose of the EAL/D Teacher is to support the school and teachers to meet the specific learning needs of EAL/D students. The EAL/D Teacher uses the principles of inclusive education to provide flexibility to respond to the diverse needs of EAL/D students within Marist College Ashgrove.

As an EAL/D Teacher you will:

- Plan, prepare and deliver effective learning and teaching programs for EAL/D;
- Contribute to the development and implementation of the school objectives and school planning;
- Contribute to the establishment and maintenance of a supportive school environment

Student diversity is valued, and inclusive practices are fundamental to the ethos of Catholic schools. The EAL/D Teacher works within whole-school initiatives to address the diverse needs of EAL/D students through a culture of inclusiveness and focuses on the holistic growth and development of each student. The EAL/D Teacher contributes to the quality of educational outcomes of the Catholic school by providing effective assistance to teachers in supporting students with diverse learning needs.

The EAL/D Teacher works closely with teachers to plan and implement teaching strategies and programs that identify and respond to the individual needs of EAL/D students. The EAL/D Teacher communicates with parents as key partners in the educational outcomes of students. The EAL/D Teacher also liaises with visiting specialists, including therapists, Inclusive Education Teachers and the Indigenous Support Officer to support student learning.

The EAL/D Teacher reports to the Head of College and Deputy Head of College through the Head of Learning Enrichment and Head of English. The EAL/D Teacher works in consultation with and direction from the Head of College and Line Manager who will oversee the role and responsibilities of the EAL/D Teacher

RESPONSIBILITIES & DUTIES

The EAL/D Teacher has key partnerships with stakeholders such as parents/caregivers, students, school leadership, classroom teachers, Guidance Counsellors, Indigenous Support Officer, Head of Learning Enrichment, Head of English, Indigenous scholarship personnel and other professionals in fostering a school culture that improves the educational outcomes for all students.

Typical duties performed may include, but are not limited to:

COMMUNICATION

Regular communication across the school community

- Promote the philosophy of inclusive schooling in a supportive school environment.
- Liaise and report to the Line Manager in relation to the MCA Strategic Plan so that evaluation and review of the EAL/D Teacher's planning and programming is responsive to identified school needs and priorities.
- Dialogue with all stakeholders to ensure good communication between all educational team members and the student's family to promote informed decision making and consistent support.
- Work collaboratively with other specialists and therapists to coordinate services which improve student learning.
- Liaise with external agencies for specialised program support e.g. Autism Qld, SPELD QLD, Child Youth and Mental Health Services, Epilepsy Queensland as required.
- Report student progress to parents through oral and written means in collaboration with classroom teachers.
- Develop effective professional and community networks in the area of inclusive education to support self and whole school staff.

SUPPORTING LEARNING AND TEACHING

Planning and provision of specialised programming that supports students with EAL/D learning needs in accordance with College processes.

Work collaboratively to ensure a whole school approach to planning for students with EAL/D learning needs.

- Provide evidence of key planning documents and overview to Line Manager and/or school leadership team.
- Provide support to individual teachers in identifying students whose educational needs require intervention, by analysing data on student achievement, observing, and assessing students both formally and informally, and examining the results of diagnostic testing.
- Facilitate collaborative teaching and planning for all students who require adjustments to the curriculum.
- Assist teachers in developing evidenced based intervention strategies.
- Administer standardised and diagnostic assessments to inform intervention programs.
- Plan and implement a range of strategies either in class, individually or in small groups for identified students.
- Monitor and evaluate teaching programs for students with EAL/D learning needs in conjunction with classroom teachers and liaise with parents and carers.
- Ensure current Student Overview and Advice documents are in place on the portal for identified EAL/D students.
- Ensure that access issues such as special provisions for assessment are known and implemented as required.
- Work in consultation with schools, families, agencies and Student Services to implement processes to support students with EAL/D learning needs e.g. profiling, educational adjustment plans, referral process etc.

ORGANISATION

Manage administration processes of inclusive education across the school community as designated by the Head of College.

- Maintain and analyse data to monitor and evaluate the effectiveness of programs.
- Maintain school files as per the school's procedures so that accurate records of intervention, assessment and communication are recorded.
- Maintain documentation for all EAL/D students as per diocesan guidelines.
- Collect and collate data from parents, therapists, and other stakeholders to inform educational programming.

CAPACITY BUILDING

Facilitate Professional Development and capacity building across the school community to support inclusive education.

- In collaboration with school leadership, plan and implement programs to ensure that the school community is aware of legislative requirements and best practice in pedagogy for EAL/D learners.
- Assistance to teachers in effectively implementing individual programs for identified students.
- Build capacity of teaching expertise and knowledge of effective, evidence-based teaching practices to improve student learning across the curriculum.

QUALITY ASSURANCE (professional standards)

Ensuring that legislative requirements are met

- The EAL/D Teacher will be able to demonstrate current professional development in learning.
- Demonstrate knowledge of the MCA's procedures, policies and guidelines.
- Demonstrate knowledge of the legislation and policies that impact on schooling especially in relation to EAL/D students with reference to ACARA and QCAA policies.
- Enrolment Application and Support Procedures for students requiring EAL/D adjustments.

SPIRITUAL LIFE OF THE COLLEGE

- Ensuring that the mission of Marist College Ashgrove in the tradition of the Marist Brothers permeates all aspects of leadership and management related to this role;
- Witnessing to the Catholic values of the school;
- Demonstrating faith as an integral part of the mission of the College.
- The acceptance of and commitment to the College's Mission Statement and the Marist ethos and Champagnat vision that has existed here from the College's foundation in 1940
- Nurturing positive human relations among all staff - teaching, services, boarding, school officers
- Leading students in prayer in their classrooms and supporting the faith life of the College by their presence at Assemblies and school and planning class liturgies as appropriate and requested

PASTORAL CARE

- Facilitates personal development and social participation of the learner;
- Demonstrates effective behaviour management practices;
- Provides for the physical, social, cultural and emotional well-being and physical safety of students;
- Enhances student development towards effective citizenship and responsible adulthood, through participation in planned and extra curricula activities.

PROFESSIONAL DEVELOPMENT

- Keeping abreast of developments in the areas of contemporary curriculum leadership, learning and teaching through on-going professional reading and research
- Liaising with the Head of ICT, to encourage the appropriate use of information and communication technologies within the classroom;

GENERAL

- Participating in review and appraisal processes;
- Actively participating in decision-making regarding departmental policies and procedures;
- Actively supporting and implementing all College policies and procedures;
- Demonstrating interest and active involvement in the total life of the College, in curricular and co- curricular activities, parent information nights, subject selection meetings, orientation and induction activities, parent educational evenings;
- Other appropriate duties as required by the Head of Learning Enrichment or Head of College.

REPORTING RELATIONSHIP

The role holder is responsible to the Deputy Head of College through the Curriculum Leader.

CONDITIONS

This is a teaching position.