

# Position Description

<b>Title</b>	<b>Diverse Learning Teacher</b>		
<b>School</b>	Mount Isa Flexible Learning Centre	<b>Location</b>	Mount Isa, North West QLD
<b>Annual Salary</b>	Determined by QCT registration status and statements of service	<b>Classification</b>	Teacher
<b>Status &amp; employment type</b>	Full Time ongoing (Includes a six month probation period)	<b>Job duration</b>	Ongoing
<b>Reports to</b>	Head of Campus	<b>Delegations</b>	Nil
<b>Commencement date</b>	Immediate commencement available for the successful applicant		
<b>Agreement</b>	<i>Catholic Employing Authorities Single Enterprise Collective Agreement Religious Schools of Queensland 2019-2023</i>		
<b>Contact details</b>	Stephanie Bouzige, 0459 950 382 <a href="mailto:Wollemi.recruitment@ereafsn.edu.au">Wollemi.recruitment@ereafsn.edu.au</a>		
<b>Mandatory qualifications, conditions, requirements</b>	<ul style="list-style-type: none"> <li>Registration with the Queensland College of Teachers</li> <li>Proficient computer literacy including the ability to learn various computer software systems and ability to train and support other staff</li> <li>High level of oral and written communication skills and effective program delivery skills</li> <li>Travel is a requirement of this position therefore it is a requirement that the applicant hold a current 'C' drivers licence</li> </ul>		

Edmund Rice Education Australia (EREA) is a child safe organisation committed to the protection of children and has a zero tolerance of abuse of children. Wollemi Flexible Schools Network (FSN) being a subsidiary of EREA is also committed to ensuring the safety, wellbeing and dignity of all children and young people therefore, all applicants will be subject to EREA and legislative screening procedures. These checks are consistent with EREA's commitment to child safeguarding policies and procedures. This includes complying with our Child Safeguarding policy and EREA Code of Conduct.

Wollemi FSN is an equal opportunity employer that promotes the safety and wellbeing of Aboriginal and Torres Strait Islander children and encourages applications from Aboriginal and Torres Strait Islander people.

## Who are we?

Mount Isa Flexible Learning Centre (FLC) is a coeducational Catholic school in the Edmund Rice tradition that offers a full time and multi-year secondary education and social inclusion program for young people who have disengaged from mainstream structures. Young people enrolled may express a broad range of complex education and social needs and the school responds with a variety of flexible and innovative social inclusion and learning experiences. Mount Isa FLC provides young people with a varied and holistic set of learning experiences, supporting them to meet their potential now and into the future.



**Liberating Education**

We open hearts and minds, through quality teaching and learning experiences, so that thorough critical reflection and engagement each person is hope-filled and free to build a better world for all.



**Gospel Spirituality**

We invite all people into the story of Jesus and strive to make his message of compassion, justice and peace a living reality within our community.



**Justice and Solidarity**

We are committed to justice and peace for all, grounded in a spirituality of action and reflection that calls us to stand in solidarity with those who are marginalised and the Earth itself.



**Inclusive Community**

Our community is accepting and welcoming, fostering right relationships and committed to the common good.



We acknowledge the traditional owners of the land on which we operate and pay respects to elders past, present and emerging. We acknowledge the cultural authority and knowledge of Aboriginal and Torres Strait Islander Queenslanders, and the vital importance of cultural identity and connection.



Further information can be found at [www.ereafsn.edu.au](http://www.ereafsn.edu.au) or [www.erea.edu.au](http://www.erea.edu.au)

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

The four principles of operation that our Flexible Learning Centre operates under are Honesty, Participation, Respect and Safe and Legal. This way of being is a significant point of difference from mainstream schooling. The principles provide boundaries to a “common ground” among staff, young people, and families. They support people within the school community to resolve conflict, negotiate learning, and recognise rights and responsibilities. Honesty, Participation, Respect and Safe and Legal are modelled and explored both within the group and individually. A primary responsibility for this role is to maintain fidelity to Operation by Principles.

### **What is the role?**

The role of the Diverse Learning Teacher is to develop and maintain learning and social inclusion responses of the school including planning, preparation and delivery of effective learning and teaching programs for young people. This includes contributing to the development and implementation of the school's objectives and planning. The position involves working directly with children and young people on a daily basis and therefore must be able to demonstrate an understanding of appropriate child safeguarding behaviours when engaging with children. All young people are owed a duty of care while in the supervision of the position.

### **Key responsibilities**

It would be expected that applicants are able to demonstrate practice across the AITSL standards for teachers at at least a proficient level.

The key responsibilities of this position are intended to describe the general nature and responsibility of work in this position. They are not to be construed as an exhaustive list of all responsibilities and skills required of the position. Employees will also be required to follow any other position related tasks, duties and instructions, EREA policies, and to perform other position related duties required to support the networks compliance with its legislative obligations. Through consultation with the employee, the Principal/delegate may vary the responsibilities of the position temporarily as required, but within the skills and responsibility levels appropriate to the position.

#### *Professional Knowledge*

- Use knowledge of young people’s physical, social and intellectual development and characteristics to engage young people and progress their learning according to individualised personal learning plans.
- Use a range of pedagogies to design and implement effective teaching strategies that are responsive to the strengths and needs of young people from diverse linguistic, cultural (in particular First Nations), religious and socio-economic backgrounds with particular regard to differentiation across a full range of abilities.
- Apply knowledge and understanding of effective teaching strategies to support students’ literacy and numeracy achievement.
- Design and implement effective learning and teaching programs that meet the needs of young people using knowledge of the Australian Curriculum, as well as formative assessment techniques and reporting as feedback on learning.
- Use general knowledge and understanding of child safeguarding standards to ensure the immediate and ongoing safety of young people and meet legal and policy obligations in an educational setting.

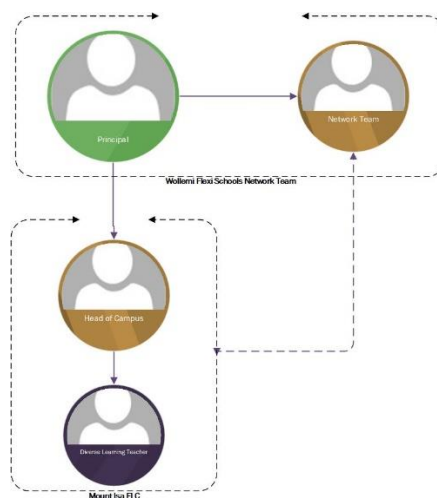
#### *Professional Practice*

- Establish and maintain an inclusive and relational environmental based on common ground to engage and support all young people in learning activities.
- Plan for meaningful and contextually relevant opportunities for families of young people to be involved in their young peoples’ learning and the school community.
- Assess accurately and report clearly to young people and their families about their knowledge and skill development progress.
- Select and use relevant teaching strategies including offsite learning, project based learning and experiential learning to develop knowledge and transferable skills, in particular literacy, numeracy, digital literacy, problem solving, creativity, cultural awareness, communication, collaboration.
- In collaboration with young people, set explicit, challenging and achievable learning goals for all young people.
- Follow all EREA and school level policies and procedures with a high focus on risk management and child safeguarding.

- Operate against the four principles Respect, Safe and Legal, Honesty and Participation towards a common ground
- Establish and maintain collegial and collaborative relationships within multidisciplinary teams that may include youth workers and allied health workers with the purpose of meeting the diverse learning needs of young people.
- Support/develop cultural links, community and family connections which support the engagement and connection of young people to learning, the school, and the wider community.
- Establish and maintain respectful collaborative relationships with families regarding their young person's learning and wellbeing.
- Undertake professional learning and participate in collegial discussions and reflective practice to improve professional knowledge and practice.
- Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes, in particular, duty of care, mandatory reporting, child safeguarding standards, disability standards for education and the disability discrimination act.

## Working Relationships

The Diverse Learning Teacher reports directly to the Head of Campus and has no direct line supervision responsibilities for any staff. The position works collaboratively with all staff at the school and network team.



## Conditions and benefits of the role

The organisation provides access to an employee assistance program and a range of learning and development opportunities. Your employment experience with the school will include work life balance with competitive salary and benefits (including salary sacrificing opportunities, including up to 12.75% superannuation contributions by your employer), career progression opportunities and the chance to make a difference to vulnerable young people.

The school is committed to building an inclusive culture that respects and promotes human rights and diversity (<https://www.erea.edu.au/commitment-statement-to-child-safety/>). We respectfully journey together to aspire to be a culturally capable organisation and are an inclusive, equal employment opportunity employer and place value on our diverse workforce. We encourage applications representing all genders, ethnicities, ages, languages, sexual orientations, and people with disability or family responsibilities to apply.

## Interested in applying?

To be considered for this role you need to submit the following to <https://wollemi-external.applynow.net.au/jobs/WFS21>:

- Cover letter - that outlines why you are the best applicant for the position taking into consideration the three key responsibility areas of Professional Knowledge, Professional Practice and Professional Engagement (max two pages)
- Current resume including two referees (one current employer)
- Copies of qualifications (if hold)
  - Certificate/Diploma level qualifications
  - Undergraduate degree/s
  - Postgraduate qualifications
  - Queensland College of Teachers (QCT) Registration

- First Aid Certificate
- Drivers licence

The panel understand if you wish to be notified prior to us contacting referees, in particular your current employer. All applications will be subject to EREA screening.