



CARDIJN
COLLEGE

Position Information Document

Position Title	LaValla Learning Coordinator
Team	Diverse Learning Team
Responsible to	Leader of Diverse Learning and ultimately to the Principal
Classification	Teaching / Position of Responsibility (POR) 2
Fractional Time	1.0 FTE (0.4 FTE release, 0.6 FTE teaching)
Tenure	Teaching Permanent POR – Fixed term for 3 years

Cardijn Context

Cardijn College is an R-12 co-educational Catholic school in the Marist tradition, deeply inspired by the dual charisms of College patrons Cardinal Joseph Cardijn and St. Marcellin Champagnat. Educating and inspiring students in the Southern Vales region of Adelaide since 1984, Cardijn has grown to be a College across three sites, each with distinct offerings. With a current enrolment of 2050 students and over 300 staff, Cardijn College is a Catholic institution which strives to be a beacon of faith in the community and to holistically educate students to have a positive influence on the world around them.

Cardijn College Marian at Noarlunga Downs offers Years 7-12 and is renowned for its extensive curriculum and a vibrant extra-curricular program so as to provide learning pathways for its diversity of students. Cardijn College Marcellin at Christie Downs provides a wide variety of vocational education and training opportunities for students in Years 10–12 and beyond, with relationships that extend well into their careers across a range of industry partnerships. Cardijn College Galilee at Aldinga offers Reception to Year 9 in a context where every student experiences a unique sense of belonging in a caring and ecologically aware environment.

Position Summary

The LaValla Learning Coordinator is responsible for the oversight of the delivery and adaptation of the learning programs for students with additional needs. The LaValla Learning Coordinator is required to work in partnership with the Leader of Diverse Learning and Diverse Learning staff to provide Coordinatorship to the whole staff on the modification and adjustment of programs and assessment for students experiencing learning difficulties. The LaValla Learning Spaces are places where students with additional needs receive their education in a supportive environment and in a coordinated manner.

The LaValla Learning Coordinator works in collaboration with the Leader of Diverse Learning and the Diverse Learning team to support students who are experiencing difficulties in learning by providing access to the curriculum and supporting their classroom learning. The LaValla Learning Coordinator works with a team of teachers and Education Support Officers to develop within students, strategies and skills necessary to foster learning, independence and confidence and to facilitate ongoing progress.

Key Working Relationships

- Executive Coordinatorship Team
- Campus Coordinatorship Team
- Diverse Learning Team
- Staff
- Students
- Parents/Caregivers
- Allied Health Professionals

KEY AREAS OF WORK

Leading and Managing the Lavalla Learning Team

The LaValla Learning Coordinator will:

- Lead the Lavalla Learning Team, chairing meetings and providing support and guidance to the Coordinators, teachers and education support officers (ESOs) within the team.
- In partnership with the Leader of Diverse Learning, lead the processes associated with the NCCD across the College including the collection of evidence such as Personalised Plans for Learning (PPLs), evidence of adjustments, consultation and collaboration requirements, monitoring and review expectations, recording meeting notes and the like.
- Have oversight of the workflow, timetables, rosters and schedules of ESO and teaching staff in the LaValla Learning Team.
- Promote and inspire the teaching of Inclusive Education within the LaValla Learning Spaces in alignment with the Australian Curriculum.
- Plan and manage the day-to-day routine of the LaValla Learning and Sensory spaces.

Induction of Students & Families and Case Management

The LaValla Learning Coordinator will:

- Together with the Diverse Learning Team, oversee the management of students who have a diagnosed or imputed disability or learning difficulty and access the LaValla

Learning Spaces.

- Have oversight for the assurance of a Personalised Plan for Learning for each funded student in the LaValla Learning Space, in conjunction with the student, parent/caregiver, school staff, additional needs consultant and other agencies.
- Develop and support others with developing relevant plans for students such as Safety Plans, Return to School Plans, Support Plans, Management Plans and others as required.
- Work in partnership with the Diverse Learning Team to oversee the enrolment and transition process for students joining Cardijn and develop processes to support this based on best practice.
- Lead the review and evaluation of diagnostic reports for students who access the LaValla learning services, as well as those that accompany enrolment applications and post-acceptance, implementing actions as required in response to those reports.
- Assist with enrolment and transition interviews.

Staff Professional Learning

The LaValla Learning Coordinator will:

- Lead professional learning and development of staff to provide them with opportunities to develop knowledge and skills to cater for the diversity of learners in our college. Support staff in developing strategies that result in positive educational outcomes for all students.
- Provide assistance, and support teachers as needed, with matters relating to curriculum design, assessment and reporting, resources, excursions and incursions.
- Lead the development of teachers' capabilities in learning how to engage with PPLs and adjust the curriculum and learning tasks, assessments and reporting tools to ensure that all students can access the curriculum.
- Support subject teachers in the area of modified and adjusted curriculum and assessments.
- Develop appropriate assessment and reporting practices that reflect the student's abilities, progress and achievements in line the school policy.

Stakeholder Liaison

The LaValla Learning Coordinator will:

- Develop a learning pathway approach for identified students from enrolment, transition to graduation and pathways beyond Cardijn,
- Liaise with the relevant CESA consultants and external providers (e.g., NDIS, DCP, psychologists, psychiatrists, occupational therapists, etc).
- Lead and develop processes relating to our work with Allied Health Professionals and their engagement with the College.

Other Duties

The LaValla Learning Coordinator will:

- Support the response to critical incidents involving students with diverse learning needs in partnership with the relevant campus Coordinators.
- Oversee the special provisions of exams for Inclusive Education students.
- Oversee the LaValla Learning Budget in consultation with the Leader of Diverse Learning, Finance Manager and Business Manager.
- Promote a safe working environment for all staff, students and volunteers.
- Perform other duties as required by the Principal (or delegate).

TEACHER DUTY STATEMENT

Professional Responsibilities

- Operate in accordance with the Charter for Teachers in SA Catholic Schools.
- Have a commitment to uphold and contribute to the ethos of Catholic schools.
- Have a commitment to uphold and contribute to the ethos of Cardijn College.
- Understand the employer's requirements and act in accordance with South Australian Commission for Catholic Schools (SACCS) and the College's policies, guidelines, and procedures.
- Ensure that confidential information is handled appropriately.
- Complete administrative tasks accurately and on time including record keeping.
- Participate in professional development activities which lead to improved student outcomes and strengthen the professionalism of the teacher.
- Appropriately assist students who are hurt, sick or in distress.
- Meet and teach students at designated locations and times.
- Develop and maintain effective professional partnerships with other staff.
- Undertake supervision duties including yard duty diligently.
- Undertake supervision of all Teachers, Education Support Officers, and students in the designated area(s) of responsibility.
- Attend staff meetings, parent teacher interviews and other co-curricular activities.
- Accept delegated responsibilities.
- Perform any other duties as required from time to time by the Principal and/or College Coordinators.

Content of Teaching and Learning

- Understand and implement the requirements for curriculum development and create curricula in accordance with the Australian Curriculum and school's directives.
- Design, develop and implement teaching programs and lesson plans.
- Address students' varying intellectual, emotional, and physical abilities in teaching practice.
- Identify individual learning needs and styles and plan authentic learning experiences that enable all students to achieve success.
- Know and understand a range of learning methodologies and technologies and their application to the classroom.
- Research and utilise teaching resources to build upon concepts and apply them in classroom environments.
- Observe students to determine how well they are performing and assist individual students who may not be performing well.
- Evaluate each student according to assessment standards, keeping in mind individual limitations.
- Develop curriculum and assessment procedures in designated curriculum areas/year levels according to college policies.
- Demonstrate best practice in teaching and learning.
- Apply prior learning to changes that happen from time to time in teaching and learning practice.
- Provide students with information and support in improving performance.

Classroom Management and Behaviour Education

- Supervise students during classroom and extra-curricular activities that ensures their physical and emotional wellbeing.
- Manage behavioural problems in accordance with the Cardijn Behaviour Management Procedure to ensure that each student understands the need for following acceptable

behaviour standards.

- Establish positive and effective relationships with students.
- Establish and maintain a task-oriented learning environment.
- Set and adhere to timelines for completion of work.
- Negotiate and implement consequences if expectations are not adhered to.
- Arrange student furniture to suit the learning activity.
- Work with students to create an attractive welcoming classroom environment.
- Maintain standards of tidiness and orderliness.
- Ensure necessary equipment and facilities are accessible, available and in readiness for planned activities.
- Make all reasonable efforts to manage the behaviour of students effectively within the directions of the relevant SACCS and School Policies and Procedures.
- Consistently maintain behavioural expectations and respond appropriately to student behaviour by applying behaviour management skills as per school policy.
- Identify factors contributing to prolonged, repeated or severely irresponsible behaviour and seek resolutions.
- Consistently maintain behavioural expectations.
- Apply effective consequences and strategies to assist students who interfere with teaching and learning.

Assessment and Reporting of Student Learning

- Maintain accurate and comprehensive records of student progress and achievement.
- Use a variety of assessment and reporting methods to regularly monitor student learning and achievement.
- Use assessment tasks that are purposeful and relevant to the teaching and learning program and the learning needs of students.
- Provide students with positive feedback on performance that reinforces student achievement and focuses on improvement.
- Provide parents and students with detailed, accurate and informative written and oral reports at appropriate times, as required by the College.

Professional Learning

- Willingly update learning and teaching pedagogy to implement appropriate strategies that support student learning including the use of ICT.
- Maintain up to date knowledge and understanding of the SACE and the Australian Curriculum.
- Make a commitment to professional learning associated with all school matters including Work, Health & Safety, wellbeing, school organisation and other professional themes.
- Be a reflective practitioner that engages in ongoing planning, evaluation and implementing improved strategies for the learning program.
- Reflect upon NAPLAN and other data as applicable to develop improved learning strategies that lead to enhanced student learning outcomes.
- Share outcomes of professional learning with colleagues.

Policy & Administration

- Adhere to the Code of Conduct for staff employed in CESA schools.
- Support and adhere to the CESA Teacher Accreditation Policy.
- Support and implement College policies and the contents of the Staff Handbook.
- Keep up to date with the College Calendar.
- Fulfil professional obligations in terms of supervision of students in class and on yard duty.

- Attend meetings and briefings to ensure effective communication is achieved.
- Support special College events such as Feast Days, Awards Assembly and other evening events as required.
- Act as an ambassador for the College.

Interaction with the College and broader community

- Demonstrate effective Coordinatorship skills in designated areas of responsibility.
- Demonstrate effective communication skills with students, colleagues, parents or guardians and others.
- Work effectively as a member of a college team in a range of college activities.
- Participate in partnerships with colleagues to reflect upon and improve teaching and learning practice.

PERSON SPECIFICATIONS

- Current Teacher Registration in South Australia and relevant demonstrated knowledge and experience.
- Teacher Accreditation in Catholic Education SA.
- Active support for the Catholic ethos and the College Mission and Values.
- Significant and relevant experience of and commitment to development and formation of staff.
- Significant experience in the strategic staff development and frameworks to achieve high quality teaching that supports learning environments and learning outcomes.
- Exceptional teaching and learning practices relevant to secondary schooling in a co-educational setting.
- Proven ability to build relationships between students, parents/caregivers and staff.
- Ability to translate vision into action and inspire, engage and lead others in an innovative manner.
- High-level organisational skills with demonstrated ability to plan strategically, problem solve, prioritise, work to deadlines to achieve quality outcomes, give attention to detail and relate tasks/actions to a wider strategic improvement context.
- High-level written and oral communication, interpersonal and negotiating skills with demonstrated capacity to cooperate and communicate effectively with people at all levels.

SPECIFIC REQUIREMENTS

Acquire and maintain:

- CESA Staff do not need to be vaccinated against COVID-19 as a condition of employment, with the exception of CESA Staff working in High-Risk Settings. CESA Staff are however strongly encouraged to have and maintain an Up-To-Date Vaccination Status in accordance with the ATAGI statement. The vaccination requirement for CESA Staff working in High-Risk Settings is a condition of employment or engagement unless an exemption is approved in accordance with the CESA COVID-19 Vaccination Policy.
- Working With Children Check and Catholic Police Clearance to work in Catholic Education SA.
- Current valid Responding to Risks of Harm, Abuse and Neglect – Education and Care certificate.
- Approved Mandatory Notification training.
- Applicable First Aid Certificate relevant to the role requirements.

WORK HEALTH AND SAFETY

This role is deemed to be a Worker under the South Australian Work Health and Safety (WHS) Act 2012.

As a Worker while at work you must:

- Take reasonable care for your own health and safety.
- Take reasonable care that your actions or omissions do not adversely affect the health and safety of other persons.
- Comply, in so far as you are reasonably able to, with any reasonable instruction given by the employer.
- Cooperate with any reasonable policy or procedure of the employer that is related to health and safety at the workplace that has been notified to workers.

(Reference: Division 4, Section 28 – SA WHS Act 2012)

PERFORMANCE REVIEW

- All employees are required to proactively participate in the College's Performance Appraisal and Development Program including periodic review.
- On the first anniversary of appointment and biennially thereafter, or at another mutually agreed time, consultation will occur between the employer and the employee to ensure that the duty statement is accurate.

This position information document indicates the general nature and level of work performed by the incumbent and is not a comprehensive listing of all responsibilities, tasks and outcomes.