



NAZARETH COLLEGE

ROLE DESCRIPTION

LEARNING DIVERSITY AND ENGAGEMENT INSTRUCTIONAL LEADER

POSITION REPORTS TO: Principal Deputy Principal (Teaching and Learning)	AWARD: Entitlements under the Victorian Catholic Education Multi Enterprise Agreement 2018 (or its successor)
CLASSIFICATION: POL 2 14 x 75 minutes periods per 10 day cycle	TERMS OF EMPLOYMENT: Two-three years (Depending on Appointee)
ANNUAL LEAVE: As per VCMEA Award	REQUIREMENTS: <ul style="list-style-type: none"> ○ On Commencement, Instructional Leaders will meet with the Deputy Principal (Teaching and Learning) to set goals; ○ Annual Review Meeting; ○ Formal Appraisal in Semester Two of penultimate year of appointment; ○ Victorian Institute of Teaching – Full Registration; ○ CECV Accreditation to Teach in a Catholic School; ○ Criminal Record Check/VIT/Working with Children Check.
COMMENCEMENT DATE: January 27 2021	TO BE REVIEWED BY AND DATE: The Principal, in the penultimate year of the contract

CONTEXT

Nazareth College is a Catholic Coeducational Regional Secondary College established in 1986. It is a learning community centred on the person of Jesus Christ. The Nazareth Community is committed to the safety, wellbeing and inclusion of all students in its care.

Through learning and teaching in the Catholic tradition, we foster a culture of Faith, Wisdom and Knowledge.

'He returned to Nazareth and became strong, filled with wisdom; And the favour of God was upon Him.' (Luke 2:40)

OVERVIEW OF INSTRUCTIONAL LEADERS

Instructional Leaders are accountable to the Principal through the Deputy Principal (Teaching and Learning). They are responsible for the staff and students within their instructional area to:

- Work with teachers to provide innovative pedagogical approaches to deliver optimal learning outcomes for students;
- Coordinate and oversee the delivery of relevant, appropriate and high quality curriculum within the instructional area;

- Lead and implement College Learning Innovations.

Instructional Leaders hold overall responsibility for the leadership of teaching and learning activities and resources in their instructional area. Instructional Leaders are committed to the development of consistent and continuous curriculum design, development and improvement to extend and enhance learning outcomes for students. They promote student learning by planning and implementing curriculum strategies within the school improvement framework. The Instructional Leader will be committed to the implementation of best practice in teaching and learning to meet the needs of every learner and will work with their instructional area to ensure the implementation to improve student learning outcomes.

The Instructional Leader in consultation with the Deputy Principal (Teaching and Learning) will be a member of either the Student Growth, Student Engagement or Curriculum Differentiation Learning Innovation Team. The responsibilities for these teams are to meet regularly, conduct action research and upskill staff in the area of innovation. All Innovation Teams convene as a combined team regularly. Further information on the teams can be found in Appendix One.

Catholic schools are places where the sacred dignity of each person is recognised, respected and fostered. Nazareth College take an integrated and collaborative approach to building and strengthening a safe and respectful school community. The partnerships between staff are pivotal in the learning, wellbeing and empowerment of Nazareth College students.

Nazareth College is committed to the safety, wellbeing and inclusion of all children and young people. All employees of, and volunteers to the College, must be committed to providing the highest level of safety and care.

The successful candidate for this position will commence 27 January 2021. They have the option of nominating a two or three year period of appointment. For the nominated tenure, an ongoing teaching position is associated with this appointment.

LEARNING DIVERSITY AND ENGAGEMENT INSTRUCTIONAL LEADER

Nazareth supports the diverse learning needs of identified students through a range of classroom programs and initiatives. The Learning Diversity and Engagement Instructional Leader is a middle leadership position and is responsible to the Principal through the Deputy Principal. They are responsible for managing and providing support to students with diverse learning needs including indigenous students, students with refugee status, students who are new arrivals/EAL and students who require adjustments to their learning.

The Learning Diversity and Engagement Instructional Leader has the primary responsibility for ensuring quality learning and teaching is tailored to meet the needs of students with diverse learning needs. They will model best practice and support teachers in meeting the diverse learning needs of students through implementing and reviewing programs and processes to enrich student learning.

The Learning Diversity and Engagement Instructional Leader will lead learning support, learning diversity and differentiation within the College. They will promote and support the development of contemporary pedagogy, evidence based learning and teaching practices. They will promote a range of programs to support students with diverse needs within, and beyond the classroom.

They will provide proactive leadership of learning and teaching pedagogy, conduct instructional area meetings, review performance of staff and be accountable for appropriate standards in educational delivery. They will foster a sense of unity, growth and development within learning diversity and support staff to provide a broad, coherent and innovative curriculum that engages students in learning and meets their individual needs.

They will have high standards for teaching students with diverse learning needs and be committed to best teaching practice and targeted learning for all students. They will work

collaboratively with the Learning Support Officers to support teachers in preparing and implementing individualised targeted teaching and learning programs to inspire and challenge students to reach their potential whilst meeting the legislative requirements of the Disability Discrimination Act (1992), 2018 Nationally Consistent Collection of Data Guidelines and the Disability Standards for Education (2005).

They are responsible for managing practices and processes to gather and analyse student data to determine eligibility for NCCD funding. They will also be required to implement the recommendations of the '2020 Learning Diversity Review Report.' The review was conducted by Catholic Education Melbourne (CEM) and provided recommendations for:

- Practices;
- Program Support Group (PSG);
- Personalised Learning Plans (PLP);
- Referrals;
- Learning Diversity Identity;
- Learning Support Officers;
- Leadership and Communication.

They will actively support and promote the values inherent in a Catholic school, be highly professional in all aspects of the role and display proficiency in areas of organisation, communication, consultation and decision making. They must have a capacity to develop an understanding, rapport and trust with young people recognising different stages of development and different learning styles.

The Learning Diversity and Engagement Instructional Leader is required to be familiar with and comply with the College's Child Safety Policy and the Code of Conduct. They will provide students with a child safe environment, which proactively monitor and support student wellbeing and exercise pastoral care in a manner which reflects school values.

DUTIES/RESPONSIBILITIES

LEARNING DIVERSITY AND ENGAGEMENT

- Oversee Year 7-12 Learning Diversity;
- Be visionary in the leadership of Learning Diversity and Engagement;
- Monitor and evaluate the implementation of teaching strategies to improve students' achievement using research-based knowledge and student data;
- Be continuously involved in reflective practice and professional growth;
- Be responsible for overseeing agreed processes to ensure that classroom practices meet the learning needs of identified students as determined by the 2018 NCCD Guidelines in conjunction with the Disability Discrimination Act (1992) and the Disability Standards for Education (2005);
- Adhere to CECV, State and National compliances including the Australian Standards of Teaching;
- Contribute to the implementation and review of policies/programs for students requiring adjustments;
- Utilise the CECV Intervention Framework to accurately identify, assess and monitor students who may require adjustments;
- Post personalised recommendations for students with diverse learning needs on SIMON;
- Identify students with diverse learning needs through observation and assessment using a range of instruments to plan appropriate interventions and support and actively seek opportunities to promote best practice in the support of them;
- Encourage staff to discuss concerns regarding students deemed to be at risk;
- Develop, maintain and review teaching programs that support diverse learners;
- Support teachers to develop knowledge and understanding for students who require adjustments to their learning and assessment;
- Assist teachers with differentiation, the implementation of teaching and learning recommendations, adjustments and Personalised Learning Plans (PLP);

- Actively monitor the progress of students with diverse learning needs including liaising with teachers and the regular checking of students' academic results;
- Advise students and their families of pathway options and subject selection;
- Follow up students with diverse learning needs referred to panel, and provide support;
- Liaise with Instructional Leaders regarding assessments and examinations for students with diverse learning needs including special examination arrangements for eligible students;
- Actively participate in instructional leader, learning innovation, learning and pastoral and learning diversity and engagement team meetings;
- Liaise with the Wellbeing Team regarding the development and implementation of relevant programs to support students with diverse learning needs;
- Communicate regularly with staff, students, parents/guardians through email, SIMON, Principal's Memo, meetings and College Newsletter;
- Work with relevant staff to finalise promotions and provide advice on subject selection;
- Understand the academic and social/emotional needs of students who learn differently;
- Understand the connections between pastoral, academic, social, spiritual, cultural, sporting and creative factors that work together to provide a dynamic learning community committed to the wellbeing of the whole person;
- Coordinate funding applications and programs for Aboriginal and Torres Strait Islander, refugee students and others relevant to supporting educational outcomes;
- Develop an Annual Action Plan (AAP) for Learning Diversity in line with the College's Annual Action Plan and commit to the ongoing review of it each year;
- Liaise with external agencies in order to access available resources and information as and when required, including but not limited to CEM, health professionals and specialists;
- Implement the 2020 CEM Learning Diversity Review recommendations.

CURRICULUM DESIGN

- Gather and analyse data to inform curriculum development;
- Lead the development of curriculum including processes of review for continual improvement and ensuring externally mandated curricula are implemented effectively (eg Victorian Curriculum);
- Implement an innovative curriculum that allows students the opportunity to experience a broad, challenging and stimulating curriculum that caters for individual needs across the full range of student abilities from Year 7 to 12 (including VCE, VET and VCAL);
- Model, guide and support staff to develop effective school processes to assess student need, provide required adjustments, document, monitor and review progress and consult with students and/or parents/carers/guardians;
- Promote awareness with staff of an inclusive curriculum to support diverse learners;
- Make appropriate adjustments to the curriculum including assessment and reporting that comply with required standards;
- Support staff in creating inclusive classroom environments where curriculum is personalised by deliberate, appropriate and accurate levels of adjustment for individual students.

TEACHING AND LEARNING PRACTICES

- Ensure that teaching/learning is of the highest standard and caters for the needs of all students;
- Implement inclusive teaching practices within the context of the Victorian Curriculum responsive to the diverse needs of students (cognitive, sensory, physical and social/emotional);
- Teach classes and model a range of teaching and learning practices, including cooperative learning, action learning, strategies for coping with differences in preferred learning styles, and enhanced opportunities for skills based learning;
- Analyse, interpret and use school and student data to improve student learning;
- Develop positive working relationships with members of the Student Growth, Student Engagement and Curriculum Differentiation Teams;

- Attend and prepare (eg update handbooks) for Information Evenings and be available for parents and students to discuss pathways in the instructional area;
- Improve student engagement and learning through differentiation and student ownership;
- Assist the Deputy Principal (Learning and Teaching) with professional development regarding instructional practices and assessment for diverse learners;
- Support staff to plan and teach differentiated lessons and units of study that assess, address, and evaluate the needs of diverse learners;
- Ensure that staff utilise best practice in pedagogy and curriculum differentiation in meeting the needs of students with diverse learning needs including disability, learning difficulties, gifted and talented, EAL/D and students of ATSI heritage;
- Coordinate the development and implementation of learning programs for students who are identified to have diverse learning needs;
- Oversee and/or organise formal and informal assessments in order to support and gain greater understanding of diverse learners. Facilitate referrals to CEM as required;
- Review and develop policies and procedures to support the engagement and participation of students with diverse learning needs, including the storage and maintenance of all relevant documentation;
- Oversee and keep accurate and detailed files on 'referred' students, paying particular attention to the dissemination of information;
- Develop and deliver programs to assist diverse learners at risk of disengaging;
- Develop and implement programs for enhancement, enrichment and extension;
- Provide targeted teaching to inform design of educational programs, documentation of personalised learning plans, and effective consultation and communication with families and key stakeholders;
- Provide feedback to staff on pedagogy and differentiated learning through regular classroom observations;
- Make recommendations regarding funding, resourcing and programming to Leadership.

PLP/PSG/NCCD

- Lead the Nationally Consistent Collection of Data (NCCD) team. Complete an audit of evidence and annually provide this to the Principal that will allow validation and meet the submission of NCCD data. An understanding of the statutory and compliance requirements of NCCD is also required;
- Oversee NCCD intervention strategy ensuring fidelity in policy, process and procedures;
- Work with teaching staff in the collection and collation of evidence for NCCD;
- Provide ongoing consultation and support to staff with the development, implementation and evaluation of Personalised Learning Plans (PLP's) and appropriate adjustments;
- Support staff with writing, implementing and evaluating PLP's and other requirements, ensuring that they are provided with support to develop modified programs for students;
- Work with and support LSO's to work in partnership and under the direction of teachers in the implementation of PLP's;
- Plan and coordinate PSG meetings for students receiving substantial and extensive adjustments under NCCD and for others as required. Encourage student voice at PSG's;
- Ensure PSG's comply with practices/protocols outlined in the Catholic Education Melbourne PSG guidelines;
- Coordinate applications and processes regarding PLP's, PSG and NCCD;
- Work with the Deputy Principal (Teaching and Learning) to develop policies, processes and PD for a whole school approach to differentiation;
- Complete NCCD audits and moderation for students with the Pastoral and Learning Team;
- Each semester, provide a summary progress of NCCD funded students to the Deputy Principal.

GIFTED AND TALENTED

- Use the CECV Intervention Framework, Gifted and Talented Students: A Resource Guide for Teachers in Victorian Catholic Schools and Effective Practices Framework

for Learning Support Officers, to support staff in the development of an adjusted curriculum, to engage and challenge high achievers in their learning;

- Oversee the implementation of targeted supports that address specific student needs by coaching and mentoring best practice in advanced differentiation as appropriate;
- Evaluate and monitor at appropriate intervals - intervention supports and adjustments to ensure consistent and effective educational opportunities and growth for students.

TRANSITION

- Take an active role in the Year 6 Primary School meetings and Grade 6 Testing day;
- Work with the College Registrar, Transition Coordinator and other key stakeholders to coordinate the transition of new students requiring adjustments or where they have diverse learning needs;
- Participate in the orientation program to support students with diverse learning needs;
- Assist with enrolment interviews for students identified as having diverse learning needs.

PROFESSIONAL DEVELOPMENT (PD)

- Provide and coordinate PD opportunities for teaching staff for VIT registration and compliance with disability standards legislation and to increase staff knowledge and capacity regarding students with diverse learning needs to ensure teacher capacity is enhanced;
- Attend Professional Development Courses/Workshops/Network Meetings to keep informed of teaching methods/resources and supports for students with diverse learning needs;
- Identify opportunities for LSO's to attend professional development activities for supporting teachers that are informed by data and will enhance student outcomes.

RESOURCE MANAGEMENT

- Together with the Business Manager, prepare and manage the budget for the instructional area;
- Oversee and manage the use of resources, including preparation of student resources to support curriculum delivery and ensure they are used efficiently, effectively and safely;
- Distribute resources/information to staff, students and parents as required.

CLASSROOM MANAGEMENT

- Apply effective behaviour management with a focus on PBS and restorative practices which are consistent with the College's Behaviour Management Policy;
- Have knowledge of and advise students of the College policies and procedures;
- Encourage student cooperation, emphasising respect for others and observation of school rules and expectations for appropriate behaviour;
- Form working relationships with students which are positive, consistent and fair;
- Take responsibility for managing inappropriate student behaviour;
- Be punctual, manage time, lesson planning and assessment schedules efficiently;
- Establish a learning environment where students feel safe and are encouraged to be fully engaged;
- Monitor student progress and liaise with relevant staff regarding individual needs;
- Take responsibility for the pastoral needs, duty of care and standards of behaviour of all students inside and outside the classroom;
- Protect the safety and wellbeing of each student;
- In conjunction with the Child Safety Officers, implement the Child Safe Policy and Code of Conduct and any other policies or procedures relating to child safety;
- Report irresponsible or improper behaviour that is beyond normal classroom management to the Heads of House or Director of Wellbeing.

LEADERSHIP

- Implement decisions and procedures as directed by College Leadership which assist in the efficient organisation of the College;
- Provide positive and supportive leadership through appropriate peer observation, mentoring, feedback and support for staff. Ensure feedback is given to support growth;

- Liaise with support services, such as those provided by Catholic Education Melbourne (CEM) - Visiting Teacher Service, or Royal Children's Hospital;
- Convene and facilitate regular Instructional Area Meetings, ensuring appropriate agenda and minutes are distributed in a timely manner to all relevant staff;
- Manage and lead programs to promote a safe workplace and optimal learning opportunities for students;
- Lead the Instructional Area in the organisation of school events (eg Open School);
- Leaders are of one voice and supportive of each other in all initiatives and messaging to staff, students and parents;
- Be aware of, address and manage all aspects of OHS within the Instructional Area;
- Demonstrate an active and supportive interest in College events, particularly those in which students are involved (eg swimming carnival);
- Provide effective leadership through outstanding relationships of support, accountability and excellence;
- Foster an environment of professional trust, empowerment and learning;
- As part of the College coaching and ARM process, facilitate a growth coaching conversation to develop appropriate goals;
- Participate in College requested PD to continue to build leadership capacity and growth;
- Support staff to use restorative and PBS processes and practices;
- Lead and manage the Learning Diversity and Engagement Team including modelling best practice to meet student needs;
- Coordinate and supervise the training of Learning Support Officers (LSO) to provide optimal support to students creating a climate of professional dialogue around performance and targets;
- Oversee and coordinate the workload and timetables of LSO's and keep an accurate record of time in lieu, recall days, camp and other duties;
- Support the Deputy Principals in the recruitment and induction of new staff;
- Provide leadership for all involved in teaching including mentoring, collaborating and the sharing of information to encourage continuous improvement in the quality of teaching and learning for students with diverse learning needs.

PROFESSIONAL EXPECTATIONS

- Exercise discretion when handling confidential and sensitive information;
- Attend College functions, meetings and events as required;
- Adhere to College policies and procedures;
- Show collegiate support to all staff members;
- Continue to meet the characteristics of a Lead Teacher as documented in the Australian Professional Standards for Teachers (AITSL);
- Engage in appropriate Professional Development and relevant professional networks;
- Take an active role in the Cocurricular programs;
- Interact positively and proactively with parents to build strong relationships;
- Record, update and disseminate relevant student information and recommendations to staff;
- Communicate information of a serious nature to a member of the Leadership Team;
- Ensure Nazareth College continues to build its reputation as a school of choice.

CHILD SAFETY

Every person employed or volunteering at Nazareth College has a responsibility to understand the importance and specific role they play individually and collectively to ensure that the wellbeing and safety of all students is at the forefront of all they do and every decision they make. Such responsibility requires employees to:

- Provide students with a safe environment and proactively monitor and support student wellbeing;
- Be a suitable person to engage in child connected work and satisfy child protection screening;

- Be experienced in working with children;
- A demonstrated understanding of child safety and protection;
- A demonstrated understanding of appropriate behaviours when engaging with children;
- A thorough knowledge of legal obligations relating to child safety under Ministerial Order No. 870 Child Safe Standards and expectations of CEM, PROTECT, VIT and VRQA;
- A demonstrated understanding of and commitment to Child Safety protocols, Codes of Conduct and to ensuring Nazareth College is a child safe school;
- In conjunction with the Child Safety Officers, implement the child safe policy and code of conduct and any other policies or procedures relating to child safety;
- To ensure all protocols relating to reporting an issue of child safety and mandatory reporting are adhered to in the protection of the safety and wellbeing of all students.

OTHER DUTIES

- No position description can be entirely comprehensive and the incumbent will be expected to carry out such other duties as requested by the Principal or his delegate as may be required from time to time and are broadly consistent with the responsibilities of this position description;
- The position is subject to review and modification by the Principal (or nominee), through consultation and agreement with the appointee, in response to the evolving needs of the College, and experience and expertise of the appointee;
- The position will, from time to time require attendance outside normal hours;
- The successful applicant will require a commitment to ongoing professional learning;
- All employees at Nazareth College are to follow College policies and procedures, including the Occupational Health and Safety Act 2004 and Equal Opportunity Act.

QUALITIES

- By their dress, demeanour, actions, support and involvement, they will be an exemplary example to staff and students;
- Professionally competent in teaching, administration and pastoral care;
- The role by its very nature, requires a broad knowledge of the life of the College, and a willingness to give of oneself rather than simply giving of one's time;
- Knowledgeable of, and active in promoting Child Safety policies and protocols;
- Excellent ability to effectively case manage students with diverse learning needs;
- Developed knowledge of CECV policies, NCCD process, VCAA regulations and Government legislation pertaining to students with disabilities and impairments;
- Empathy and understanding of students with diverse learning needs

KEY PERFORMANCE INDICATORS

- Accountability and efficiency in the carrying out of the duties of the position;
- Committed to the safety and protection of all students at the College;
- Show initiative and energy in all matters pertaining to the role of Instructional Leader;
- Achieve targets in the AAP and outcomes relating to curriculum strategies;
- Improved student learning outcomes eg incremental improvement in the learning data of students with Diverse Learning Needs;
- Evidence of diverse learners being successfully educated at the College;
- Innovations in enhancement and extension programs;
- Evidence of student data for NCCD funding and to improve student outcomes;
- Timely follow up and communication with staff, students and parents/guardians;
- Timely production of PSG Agendas and the dissemination of PSG minutes;
- All communication to teachers, students and parents are of the highest quality.

SELECTION CRITERIA

Nazareth College, Noble Park North recognises and values the unique gifts, talents and experience of each applicant. The criteria listed below will inform the selection process.

1. Support of the vision and mission statements of our learning and faith Community.

2. A commitment to the Catholic ethos of the College and recognition of the role of all leaders to provide faith leadership.
3. Well developed organisational and interpersonal skills including a demonstrated ability to work effectively, independently and collaboratively in a team environment. including the ability to manage information and correspondence with confidentiality, discretion and diplomacy with staff, students and parents/guardians.
4. Effectively lead staff, within the instructional area and if necessary, hold them to account.
5. Commitment to the promotion of restorative and PBS practices and processes.
6. Sound understanding of child safe standards and mandatory reporting requirements as they apply to Nazareth, and a strong commitment to providing a child safe environment.
7. Understanding of the Disability Discrimination Act (1992), Disability Standards for Education (2005) and the 2018 Nationally Consistent Collection of Data Guidelines.
8. Evidence of extensive experience and contemporary practice in developing learning strategies to support students with diverse learning needs.
9. Strong organisational and time management skills with an ability to prioritise tasks, meet prescribed deadlines and concurrently manage a number of competing tasks.
10. Capacity to provide leadership characterised by lateral thinking, innovation and a willingness for ongoing improvement and to embrace change.
11. Experience in the development of evidence based teaching and learning approaches including use of a broad range of assessment tools to inform adjustments for students.
12. Demonstrated ability to build capacity of staff in relation to inclusive teaching practices and curriculum provision for students with diverse learning needs.
13. Outstanding interpersonal and communication skills, including:
 - (i) experience in working collaboratively with leadership;
 - (ii) ability to operate effectively within a multidisciplinary team;
 - (iii) capacity to communicate effectively across a broad range of contexts.
14. Demonstrated knowledge of the AITSL Standards specifically Standard 1: Know your Students and How They Learn.
15. Highly developed ability to identify and assist students with diverse learning needs.
16. Knowledge of government legislation pertaining to students with diverse learning needs including CECV policies, VCAA regulations and NCCD.
17. Post graduate qualifications or experience in the area of diverse learning needs.
18. Extensive teaching experience as a secondary school teacher.
19. Registered Teacher in Victoria (or eligible for registration).
20. Accreditation to teach in a Catholic School (or working towards).
21. First Aid Certificate – Level 2 (or willingness to obtain).
22. Anaphylaxis Awareness training (or willingness to obtain).
23. Non Government Schools Protecting Children-Mandatory reporting and other Obligations Certificate.
24. Have the ability to promote the cultural safety, participation and empowerment of students and their families identified as vulnerable, students with a disability, linguistically and culturally diverse students and Aboriginal and Torres Strait Islander students.

KEY ORGANISATIONAL RELATIONSHIPS

INTERNAL	EXTERNAL	MEETINGS
Principal Deputy Principal Learning Innovation Team members Instructional Leaders Heads of House Subject Teachers Students College Counsellor	Parents Professional Networks CEM Learning Diversity	Fortnightly Learning Innovations Regular Instructional Leader Fortnightly Learning and Pastoral Learning Diversity Meetings

TENURE, CONDITIONS AND REQUIREMENTS

CLASSIFICATION:	POL 2 14 x 75 minute periods per 10 day cycle
TENURE	Two or Three year appointment (Successful candidate will choose) 2021 – 2022/2023
APPRAISALS	Annual Review Meeting Formal Appraisal in Semester Two of penultimate year of appointment
ENTITLEMENTS	Entitlements under the <i>Victorian Catholic Education Multi Enterprise Agreement 2018</i> (or its successors)
REQUIREMENTS	Victorian Institute of Teaching – Full Registration CECV Accreditation to Teach in a Catholic School Criminal Record Check/VIT/Valid Working with Children Check

EMPLOYEE ACKNOWLEDGEMENT

I have read and understand the content of this Role Description and undertake to meet the key accountabilities in an appropriate manner.

Name:

Signature:.....Date:

Authorised by Principal or Representative

Name:

Signature:..... Date:

APPENDIX 1 - Learning Innovation Teams

Student Growth Team

- Literacy and SLIP (Secondary Literacy Improvement Project);
- VCE Data Analysis;
- NAPLAN and PAT Coordination;
- Student tracking, including NAPLAN, PAT and internal data analysis (eg reporting).

Student Engagement Team

- Pedagogies for personalised learning;
- eLearning and GAFE;
- STEM;
- Year 9 program.

Curriculum Differentiation Team

- Curriculum planning and differentiation;
- Pedagogies for gifted and talented students.