

JOB DESCRIPTION & EMPLOYEE SPECIFICATIONS

Learning Enrichment Coordinator

Mission Statement:	With Christ at our centre we equip our students to become flourishing, knowledgeable and compassionate people who enrich the lives of others with a servant heart.
Culture:	The College fosters a culture that is community focussed, relational, nurturing, inclusive and gracious
Position Title:	Learning Enrichment Coordinator
Position Additional Responsibility (PAR):	Leadership Points - 8 Time Allowance – No less than 4 hours of additional non-contact time
Tenure:	Full time position
PAR Allowance:	\$13,960 per annum
Salary:	Will be advised on the submission of Statements of Service and as outlined in the Lutheran Schools NT Collective Agreement 2021 or its replacement
Commencement:	2023
Working Relationships:	<ul style="list-style-type: none"> • Responsible to the Principal through Heads of School • Takes direction from Deputy Principal and Heads of School • Heads of School, Learning Area Coordinators, Primary Years Programme Coordinator, Middle Years Coordinator • Professional interaction with all students, staff, parents, volunteers, visitors and suppliers of Good Shepherd Lutheran College.
Direct Reports	<ul style="list-style-type: none"> • Learning Enrichment Teachers, Occupational Therapist and Classroom Support Staff
Committee Membership:	<ul style="list-style-type: none"> • Leading Teaching and Learning Committee; Learning Enrichment Area Team (Convenor)
Special Conditions:	<ul style="list-style-type: none"> • Teacher Registration in the Northern Territory • Current NT Working With Children Clearance (Ochre Card) • Vaccinated against COVID-19 as per College's Vaccination Policy • Inherent physical requirements of adequate strength, mobility, vision and hearing to perform first aid duties

Role Description

Position Summary (summary of the position in relation to the College's goals)

The Learning Enrichment Coordinator leads the Good Shepherd Lutheran College Learning Enrichment program. The focus of this leadership is the ongoing improvement of learning outcomes for students with additional learning needs across both primary and secondary campuses. The program offers support to

both students with learning difficulties and to those gifted and talented students needing extension. The Learning Enrichment Coordinator leads a team of Learning Enrichment teachers who support classroom teachers in the critical examination of their pedagogy and the modification of their teaching to meet the needs of all students.

Extent of Authority

- The Learning Enrichment Coordinator will liaise closely with the Principal, Deputy Principal and Head of Schools in the development of the Learning Enrichment program across the Junior, Middle and Senior schools of the College.
- The Learning Enrichment Coordinator will hold overall responsibility for the management of teaching and learning activities, staff and resources in this Learning Area.
- The Learning Enrichment Coordinator will oversee and coordinate the identification and case management of students with additional needs.

Key Responsibility Areas (KRAs)

Excellence in Learning

Learning

- Lead and oversee the development and maintenance of appropriate documentation required for identified students with additional learning needs
- Lead the Learning Area team to develop learning and teaching programs using comprehensive knowledge of curriculum, assessment and reporting
- Lead initiatives that utilise comprehensive content knowledge to improve the selection and sequencing of content into coherently organised learning and teaching programs
- Lead initiatives in the Learning Area to evaluate and improve knowledge of content and teaching strategies and demonstrate exemplary teaching of subjects using effective research-based learning and teaching programs
- Lead processes to evaluate the effectiveness of teaching programmes using research and workplace knowledge about how students learn.
- The Learning Enrichment Coordinator (LEC) would coordinate the work of the Learning Enrichment teachers, OT and Classroom Support staff in the development and delivery of the Learning Enrichment program for students with identified learning difficulties and additional learning needs. This would include working with classroom teachers to develop their skills in differentiating the curriculum, developing inclusive teaching approaches and producing modified assessment tasks.
- The LEC would work with Learning Enrichment teachers in the design and delivery of Learning Support activities and programs.
- The LEC would work with Learning Area Coordinators to promote enrichment of the learning experience for all students.

- Oversee the delivery of specific programs designed to enrich the learning of gifted students (eg. Tournament of the Minds, Future Problem Solving)
- Identify and develop relationships with external organisations (eg Charles Darwin University) that can offer experiences to enhance the learning of gifted students.

Curriculum

- Lead colleagues to evaluate the effectiveness of learning and teaching programs differentiated for the specific learning needs of students across the full range of abilities
- Initiate and lead the review of school policies to support the engagement and full participation of students with disability and ensure compliance with legislative and/or system policies.
- The LEC would work closely with Teacher-Librarians in the College Resource Centres to ensure adequate resourcing of Learning Enrichment programs at the College; the LEC would work with Teacher-Librarians and other relevant staff to ensure that the Resource Centres provide a contemporary experience to all students, supporting their learning within the guidelines of the International Baccalaureate and NTCET programs.
- Collaborate closely with Teacher-Librarians to ensure that College Resource Centres are adequately resourcing the Learning Enrichment programs of the College.
- As a member of the Resource Centre Management Committee work with other members to ensure the Resource Centres across the College provide a contemporary experience for all students which supports their learning within the International Baccalaureate and NTCET programs.

Wellbeing

- Oversee the Case Management of identified students ensuring there is regular student contact and liaison with classroom teachers.
- Collaboration and consultation with External Agencies in the provision of support for identified students.
- Initiate strategies and lead colleagues to implement effective classroom management and promote student responsibility for learning
- Evaluate the effectiveness of student well-being policies and safe working practices using current school and/or system, curriculum and legislative requirements and assist colleagues to update their practices.

School Connectedness

- Evaluate and revise school learning and teaching programs, using expert and community knowledge and experience, to meet the needs of students with diverse linguistic, cultural religious and socio-economic backgrounds
- Develop teaching programs that support equitable and ongoing participation of Aboriginal and Torres Strait Islander students by engaging in collaborative relationships with community representatives and parent/care givers.

Ongoing Improvement & Innovation

Improvement Focus

- Oversee the identification of students with Learning Difficulties or Disabilities through the use of standardised testing procedures; referral of students where relevant to external agencies.
- Oversee the identification of gifted students through the use of standardised testing procedures and referrals from classroom teachers.
- Manage the work of the Learning Enrichment Teachers and Classroom Support Staff in the delivery of Learning Enrichment program. This would include program design and the staffing of the various components of this program.
- Manage the work of the Learning Enrichment Teachers and Classroom Support Staff in the delivery of a Gifted Student program.
- Coaching and appraisal of Learning Enrichment teachers in the performance of their duties.
- Oversee and support Learning Enrichment staff in the development and review of EAPs (and other Support Plans) for identified students. Ensure all appropriate stakeholders are involved in the development of support plans/EAPs, and that ongoing communication occurs with stakeholders.
- Lead and evaluate moderation activities that ensure consistent and comparable judgements of student learning to meet curriculum and school or system requirements
- Implement professional dialogue within the school or professional learning networks that is informed by feedback, analysis of current research and practice to improve the educational outcomes of students
- Co-ordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice
- Conduct regular reviews of teaching and learning programs using multiple sources of evidence including: student assessment data, curriculum documents, teaching practices and feedback from parents/carers, students and colleagues.

Professional Learning

- Initiate collaborative relationships to expand professional learning opportunities, engage in research, and provide quality opportunities and placements for pre-service teachers
- Advocate, participate in and lead strategies to support high-quality professional learning opportunities for colleagues that focus on improved learning outcomes.

Leading Effective Organisation & Management

Identity

- Supporting the mission of the College.

Financial Management

- Model exemplary ethical behaviour and exercise informed judgements in all professional dealing with students, colleagues and the community.

Compliance

- In collaboration with leadership staff, initiate, develop and implement appropriate processes for the recording, collation and storage of evidence and data relating to the Nationally Consistent Collection of Data (NCCD) for the purpose of Government funding.

Leadership

- In collaboration with leadership staff develop and implement relevant policies and processes to support colleagues' compliance with and understanding of existing and new legislative, administrative, organisational and professional responsibilities.

Community Building

Supporting and Learning

- Identify, initiate and build on opportunities that engage parents and care givers in both the progress of their children's learning and in the educational priorities of the school.

Other Duties

- Actively model behaviours that reflect the College ethos, and contribute to the devotional life of the College
- Comply with legislation and College policies, processes, and instructions, including those relating to child protection, non-discrimination, safety, duty of care, and privacy
- Undertake and comply with mandatory training and regulatory requirements as determined by the College
- Actively participate in all school events and activities of the College as required.
- Participate in performance reviews and assessments as required
- Take reasonable care of your own health and safety, and that of others, follow any reasonable instruction given by the College, and report and concern(s) which may give rise to danger, and/or any injury which may occur in the workplace
- Apply the principles, purposes and practices of Growing Deep, the Lutheran Education leadership and formation framework, to your role at the College
- Perform other duties and responsibilities as assigned by their MYP Coordinator, NTCET Coordinator and Head of School.

Employee Specifications

Educational & Qualifications

- Relevant tertiary qualifications (i.e. Bachelor of Educations)
- Current Teacher Registration (Northern Territory)
- Accredited as a Teacher in Lutheran Schools

Experience & Knowledge

- A sound understanding of the principles of Lutheran educations (highly desirable)
- Appropriate experience in one or both of the following areas: Learning Enrichment, Gifted Education
- Understanding of, and experience in the application of Restorative Practices (highly desirable)
- Understanding of the framework of the International Baccalaureate - Middle Years Programme (IBMYP)
- Understand the framework of Northern Territory Certificate of Educations (NTCET)
- Demonstrated experience and ability to work independently and as part of a team, developing, establishing, implementing, and monitoring learning and curriculum
- Demonstrated experience supporting, instructing, monitoring, and encouraging students to achieve their full potential and develop their God-given abilities
- Knowledge of, and experience in using information technology relevant to the teaching, learning and management of a school
- Demonstrated experience and ability to provide mentoring and guidance to staff
- Demonstrated experience in effective administration, planning, and programming
- Demonstrated experience in establishing effective working relationships with staff, students and parents
- Experience in, and passionate about working with and supporting young people on their journey through primary and secondary education

Skills & Abilities

- A personal commitment to the College Vision, Mission and Values underpinning the delivery of a Christian based education to students in the College community, demonstrating Christian integrity in all things is essential
- Life skills that reflect an active Christian faith (or that demonstrate a willingness to uphold the Christian Ethos of the College)
- Highly developed organisation skills and a proactive approach to problem solving
- Strong oral and written communication skills
- Excellent time management skills
- Ability to work independently and as part of a team, initiating, adapting to, and managing change
- Accepts responsibility and is self-motivated

- Strong work ethic to achieve college goals
- Computer literate and experienced in providing computer assisted learning in key academic skills areas
- Manage highly confidential information with discretion and integrity
- Demonstrated ability to inspire and enthuse others and to deliver and accept feedback in respect to the effectiveness of one's endeavours, and the achievement of goals