



# PARADE COLLEGE

## Director, Learning Diversity Application Pack





PARADE COLLEGE

PARADE

TENETE TRADITIONES

# College History

Parade College is a Catholic secondary school with almost 2000 enrolled students, with campuses at Bundoora and Preston in Melbourne's north-east. It is the oldest Edmund Rice school in Australia, dating back to 1871, and has a proud history of excellence in the education and pastoral care of young men.

Originally established in Victoria Parade, East Melbourne, in the 1960s the pressure of numbers gave rise to a search for a new location and in 1968 the College moved to its present site in Bundoora. In 2009 the College embraced a second campus in Preston.

For 151 years the College has responded to an ever-changing educational climate and to the needs of students. With the advantages of space and accessibility, the College caters to students with a wide range of abilities and ambitions. It responds to differing needs by offering 'the best of both worlds', both academic and vocational pathways.

The College aims to help young people grow into well-rounded individuals who will make a meaningful contribution to society. They are challenged to achieve excellence in their academic studies as they discern the appropriate pathway to their future ambitions. They are also called to explore their spirituality through the works of Blessed Edmund Rice and participation in the various co-curricular offerings. These opportunities allow students to grow into people of good heart who have healthy self-respect, value right relationships with others, and can offer themselves in service to the needy and marginalised in our society.

The College offers many opportunities for growth through its faith formation and social justice initiatives, retreats and liturgies, sports programs, cultural activities, service to the community, outdoor education etc. These in turn provide many leadership opportunities.



# About the Christian Brothers

Edmund Rice Education Australia (EREA) was founded by the Christian Brothers. The Christian Brothers dedicate their lives to the service of others, particularly those at the margins of society. They work across the world in areas of education, community engagement, faith formation and social justice.

The Congregation of the Christian Brothers was founded in 1802 by Edmund Ignatius Rice in Waterford, Ireland. Edmund Rice was inspired by the work of Nano Nagle, founder of the Presentation Sisters, and supported their school and convent in Waterford from 1797. Edmund Rice was a Roman Catholic and believed that education was a basic right for all children, and the best way out of poverty, he founded the Religious Order to provide free education to boys.

From their origins in Waterford, the Christian Brothers spread throughout the world to establish schools and institutions with an educational mission.

Since those small beginnings in Waterford in 1802, the Christian Brothers have reached out in mission to many parts of the globe. Christian Brothers and other members of the Edmund Rice Network are now working in over 30 countries. They are continuing to discern the signs of the times and respond to the needs of the poor and the earth, while working towards a just and sustainable future for all.

The story of the Christian Brothers in Oceania began in 1843 in Sydney. Brothers Stephen Carroll, Peter Scannell and Francis Larkin arrived and established three schools in Abercrombie Street, Macquarie Street and Kent Street, Sydney, before returning to Ireland in 1846 as a result of unresolved issues with the local church authorities.

Following this short stay in Sydney, the Christian Brothers earnestly resumed their mission of establishing Catholic education in Australia with the arrival, of Brother Patrick Ambrose Treacy, and his three companions, Brothers Dominic Fursey Bodkin, John Barnabas Lynch and Patrick Joseph Nolan in Melbourne from Ireland in mid-November 1868.

From 1868, these four Brothers set out to provide a Catholic education for the colonial youth in the new colony, many of whom belonged to families who were regarded as being at the lower end of the social strata and who were relatively poor.

These beginnings were difficult but the Brothers would lay the foundations of an educational enterprise. After teaching out of a Primary School located behind St Francis' Church in Lonsdale St, Melbourne for two years, the first Christian Brothers' College was established in 1871.

The Brothers purchased land on Victoria Parade in East Melbourne, naming the College after the street it was built on. The building is an impressive three storey building and became affectionately known as the "Old Bluestone Pile". Approximately 100 boys were initially enrolled at the College, and these numbers grew considerably over the years ultimately leading to the College to settle in Bundoora in 1968. In 2009 Parade College opened its second campus in Preston.

The Brothers continue to direct their energies to working with those most in need. Ministries have been created in Australia and all over the world working with refugees, Indigenous communities, marginalised communities in Africa, East Timor and the Philippines. Throughout the world, the Congregation is finding opportunities for growth to bring hope where needed.

## An EREA School

Parade College takes its inspiration from Blessed Edmund Rice, founder of the Christian Brothers. The first Christian Brothers school was founded by Edmund Rice in Waterford, Ireland, in 1802. Edmund's followers arrived in Melbourne in 1868, led by Br Ambrose Treacy.

Parade College is a member of the national body of Catholic schools known as Edmund Rice Education Australia (EREA). Established by the Christian Brothers in 2007, EREA now governs the schools established by the Brothers, including Parade College. As part of their mission within the Church and inspired by the charism of Blessed Edmund Rice, schools offer an education guided by the Charter for Catholic Schools in the Edmund Rice Tradition. EREA is a significant national education network within Catholic education in Australia, governing around 50 schools and enrolling 40,000 students in all states and territories of Australia.

EREA has its own canonical and civil identity but remains closely connected to the Christian Brothers and their ongoing ministry. Schools operate in dioceses with the mandate of the Bishop of the diocese and work closely with local diocesan education authorities. The baton of educational leadership recently passed from the Christian Brothers, who had served as the leaders of Parade since 1871, to the first lay Principal in Mr Andy Kuppe in 2020.

In line with its Catholic tradition and identity, Religious Education at Parade College is compulsory at every year level. There are also many opportunities for faith development and 'faith in action' through community action, liturgies, retreats, Eddy's Brekky Van, St Alban's Tutoring and other activities. An integrated program of Religious Education makes faith and spirituality a reality in the lives of Parade students. The College is 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. The College invites all people into the story of Jesus and strives to make his message of compassion, justice and peace a living reality within the College community.

Staff members are encouraged to participate in personal and spiritual renewal programs locally and abroad, including immersion experiences for staff and students.



# College Mission Statement

*As a long-standing Catholic school for young people in the Edmund Rice tradition, Parade College will be a vibrant learning community offering best practice education and pastoral care to its members to foster fullness of life and holistic growth for all.*

Parade College, founded in 1871, is a Catholic secondary college and a ministry of Edmund Rice Australia. Our vision and our work are inspired by the Gospel, and animated by the charisma of Edmund Rice. We are a community of vibrant learners, offering best practice education and pastoral care that nurtures fullness of life and holistic growth for all.

## College Leadership

The Principal of Parade College is responsible for the leadership and management of the College. This is achieved through the work and the support of the College Executive and Leadership Team consisting of:

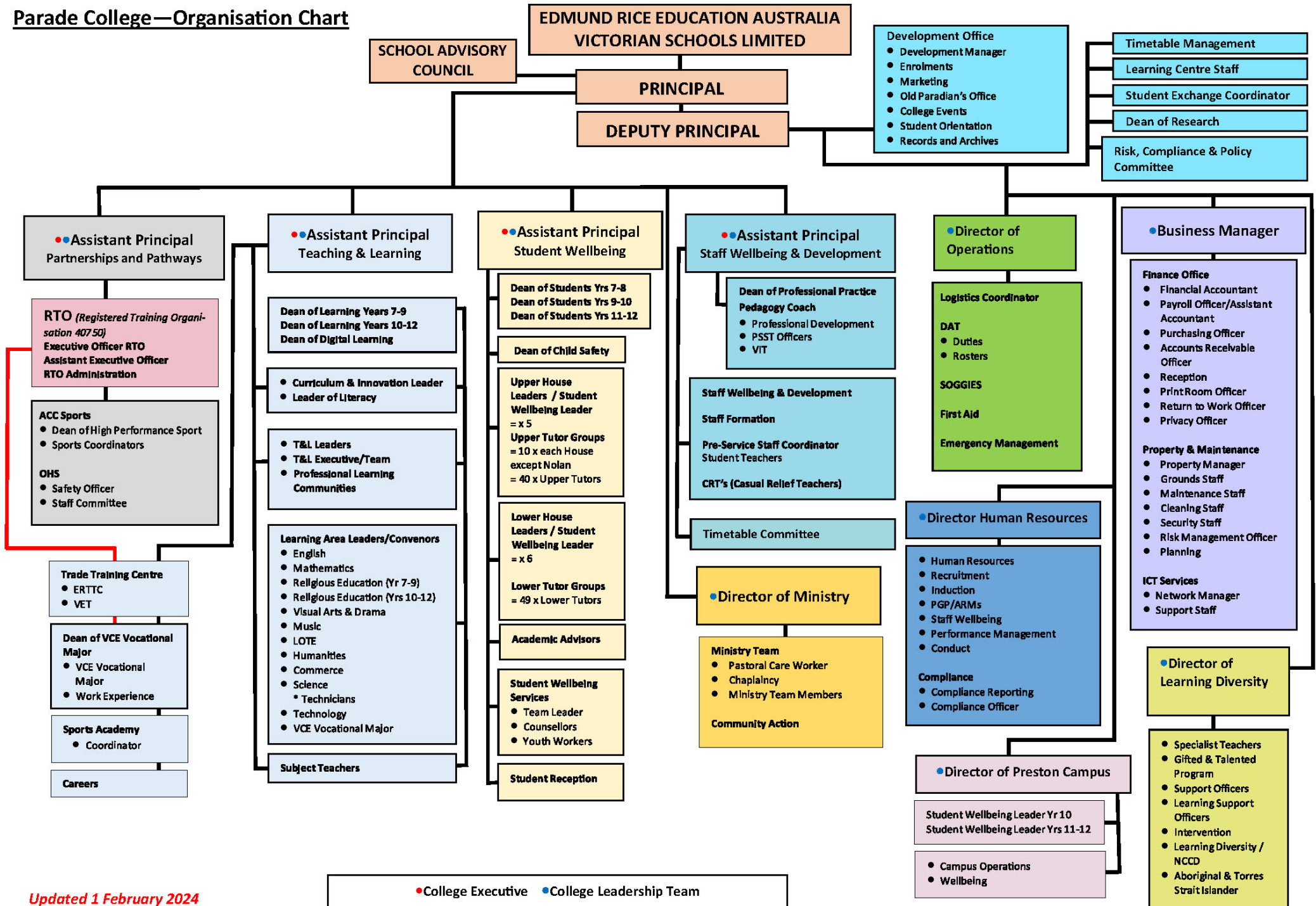
### **College Executive Team**

- Principal
- Deputy Principal
- Assistant Principal, Student Wellbeing
- Assistant Principal, Staff Wellbeing and Development
- Assistant Principal, Teaching and Learning
- Assistant Principal, Partnerships and Pathways

### **College Leadership Team**

- Members of the College Executive
- Director of Ministry
- Director, Learning Diversity
- Director, Operations
- Director, Preston Campus
- Director of Human Resources
- Business Manager

# Parade College—Organisation Chart



# Strategic Directions 2022–2026

Our strategic intent is captured in the Pillars of our Mission Statement:

**Education in Faith** – Parade College has a strong identity as a Catholic school in the Edmund Rice Tradition. To consolidate and deepen and this identity, the College will:

- Continue to cultivate an understanding and appreciation of the person of Jesus through the lens of Edmund Rice as expressed in the EREA Touchstone.
- Assess the Religious Education curriculum for its relevance and ability to meet student needs.
- Develop and promote understanding of Aboriginal and Torres Strait Islander cultures and cultural practice.

**School Community** - To further strengthen Parade College’s profile within and beyond the College, as a vibrant, strategic community, which is known and valued by students, staff, families and partners by:

- Maintaining strong enrolments and emphasise and expand our points of difference.
- Building and strengthening relationships with the wider community.

**Leadership and Management** – The wellbeing of students and staff is a high priority for Parade College and seen as a strength by parents and the broader community. The College will further strengthen this by:

- Maintaining and supporting staff wellbeing by promoting and modelling genuine collaboration.

**Student Wellbeing** - To further strengthen Parade College’s profile as a College that places high priority on the wellbeing of students, as seen as a strength by parents and the broader community by:

- Continuing to develop and grow young men who are respectful of themselves and others.
- Broadening student leadership opportunities

**Learning and Teaching** - To further strengthen Parade College’s intent, that as an educational community, Parade College clearly acknowledges excellence and improvement can be viewed in a variety of ways and that evidence of success should be gathered, interpreted and celebrated holistically by:

- Continuing to explore ways of gathering and using evidence to support the learning growth and progress of students.
- Continuing the development of quality contemporary learning and teaching, designed to enable our students to develop the skills and attributes they each need to thrive in an unforeseeable future.

For more information on the College Strategic Plan: [click here](#)

# Student Wellbeing

Making sure each student is personally known, valued, respected and cared for during his time at Parade is fundamental in supporting young people to develop as balanced and well-rounded individuals. Every student has access to the wide range of resources and support available at the College, so that he can enjoy a happy and rewarding educational journey at Parade.

We achieve this in number of ways, including through our House System, Tutor Groups, Counselling Services, Career Support, and Learning Diversity Support Services. We believe that the relationships each student builds in his Tutor Group, House and Year Level, together with the commitment of our staff, will ensure that his memories of Parade will be ones of genuine care and happiness.

The House System gives each student a feeling of belonging from the day he joins Parade College. We have five Houses named after the founding Brothers of Parade College: Bodkin, Hughes, Lynch, Nolan and Treacy. Each student is placed in one of these Houses on enrolment, and remains a member of that House during his time at the College.

Every Parade student will find that he is automatically part of a number of small groups which will support and encourage him during his time with us. As soon as a student arrives at Parade, he will join a House and be allocated to a Tutor Group in that House of approximately twenty-four students. Each Tutor Group is led by a Tutor Teacher who meets with the students in their Tutor Group each morning. The students stay together in their Lower Tutor Groups for three years, and move from there to the corresponding Upper Tutor Group, where they will once again be with the students with whom they shared their first year at Parade as Year 7s.

The Tutor Teacher is the first point of contact for withal aspects of a student's spiritual, academic, social and emotional well-being whilst he is at Parade. The Tutor Teacher will, in most cases, have the care of a student for three years and so can build up a strong level of personal knowledge which is used to support his well-being and progress at the College.

The Tutor Team and students are supported by a Lower and Upper House Leader. House Leaders will also oversee the pastoral care and academic progress of the students within their care, and work towards establishing strong relationships with their cohort and their families.

For more information on Student Wellbeing at Parade College: [click here](#)



# Child Safety at Parade

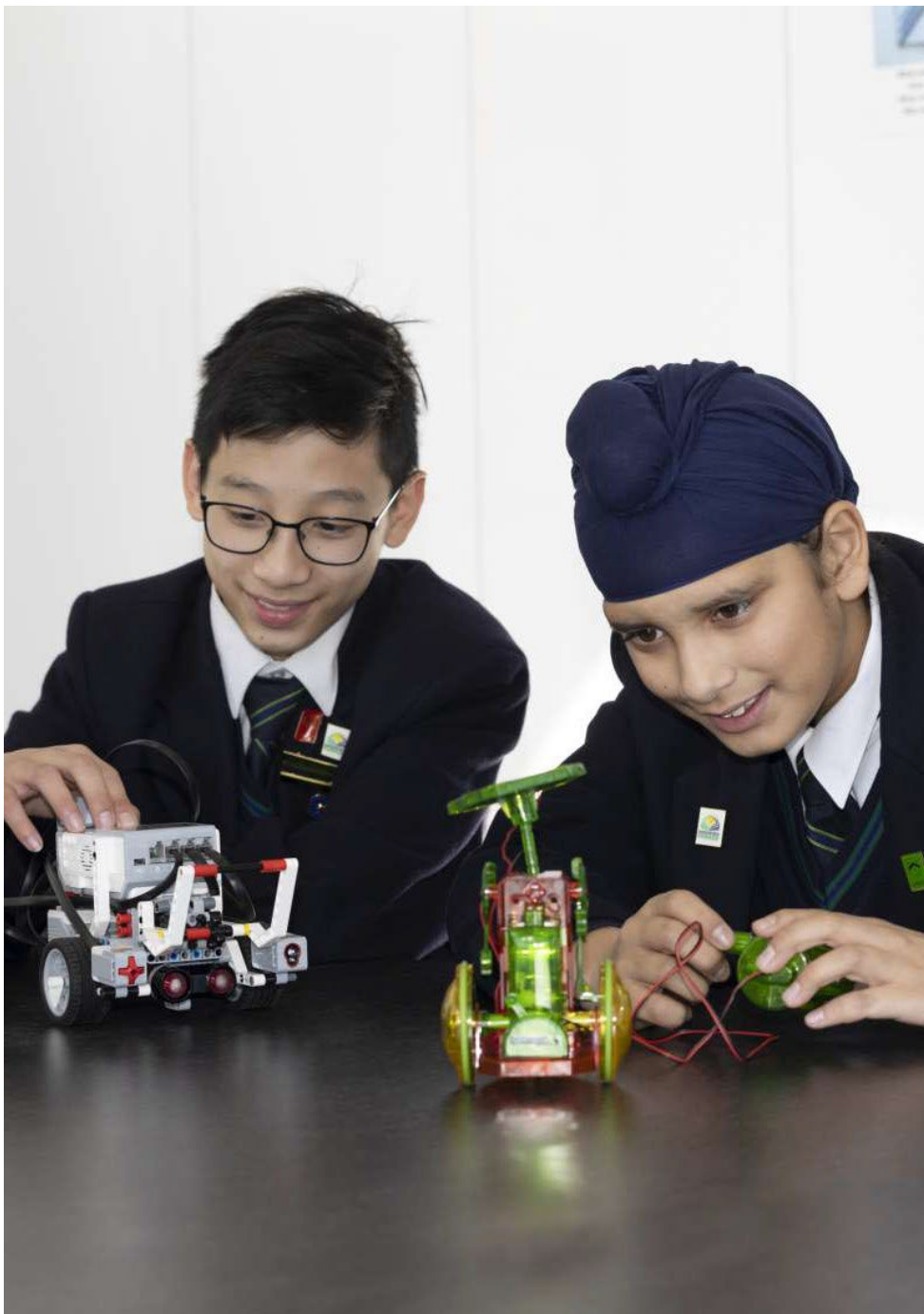
Parade College is entrusted with the holistic education of the child, in partnership with parents, guardians and caregivers, who are the primary educators of their children. Our staff, therefore, have a duty of care to all students to take reasonable care to avoid acts or omissions that they can reasonably foresee would be likely to result in harm or injury to the student, and to work for the positive wellbeing of the child.

Parade College's Child Safeguarding Program is made up of policies, procedures, practices and guidelines designed to maintain a child safe environment and to embed an organisational culture of child safety and wellbeing within the College community.

The Program deals specifically with creating and maintaining a child safe organisation, including - but not limited to - child protection issues.

Broader child safety and wellbeing issues arising from our common law duty of care are dealt with through our Student Duty of Care Program.

For more information on Child Safety at Parade College: [click here](#)



# Curriculum, Co-Curricular and Facilities

*'Have courage, the good seed will grow up in the children's hearts later on.'*  
*Blessed Edmund Rice*

The College supports a breadth of rich and diverse co-curricular activities designed to stimulate both the mind and the body. Students are presented with a grounding in core subjects as well as opportunities to explore a variety of elective subjects to explore their distinctive physical and creative abilities – from Sports, Technology, Art, Music and Drama through to Community Service, Leadership opportunities, extension and enrichment experiences.

The College curriculum blends the best of educational traditions with contemporary theory, practice and design. Courses reflect the latest developments in educational thinking from the Victorian Curriculum Foundation-10 which aligns with the Australian Curriculum. The Victorian Curriculum F-10 sets out what every student should learn during their first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship. The curriculum for Years 11 and 12 is set by the Victorian Curriculum and Assessment Authority, with Parade College offering a wide range of VCE and VCE Vocational Major courses.

Each student at Parade College is issued with a device as part of our laptop program. Students can access the school's ICT infrastructure and network via an individual network account provided by the College.

Our students continue to strive for excellence and are successful in gaining tertiary placements and employment after completion of their Year 12 studies. In 2023, two students achieved an ATAR above 99, with the two College Duces achieving 99.15. Twenty five students achieved an ATAR score above 90.

62% of the Year 12 VCE cohort received their first preference university offer, 86% of students received a first round offer, and all of the VCAL cohort was successful in obtaining an apprenticeship, offer of employment or embarked with further education.

The College's offers an 'Altior' acceleration program focused on challenging and negotiated content. The program is for students who are academically strong, highly motivated, and have an excellent work ethic. Highly able students entering Year 10 are able to study a VCE Units 1 & 2 subject, enabling an early start to their VCE.

We have also developed The Year 9 ExCEL (Excellence through Creative and Enhanced Learning) program aiming to engage our students and expose them to new and "real world" learning opportunities. The program allows Year 9 students to participate in a variety of Extended Learning Projects as well as learning4life, a series of Personal Development seminars.



## *Alternative Pathways*

The Edmund Rice Pathways Program is an alternative, vocationally orientated program for Year 10 students. House Leaders in consultation with a range of interested parties including Tutor teachers, classroom teachers, Dean of VCE Vocational Major and Learning Diversity will identify potential students and invite them to apply for a place. In addition, an information night will be held, during which parents can also enquire about applying. The program is offered to a limited number of students at Year 10.

Students at Years 11 and 12 have a choice of two pathways for the final two years of school. They can choose either the scored VCE (Victorian Certificate of Education), or the VCE VM (Victorian Certificate of Education Vocational Major).

Students may select the VCE VM program which is a two year senior secondary stream within the VCE. As part of the VCE VM, students must undertake units in Literacy, Numeracy, Personal Development Skills and Work Related Skills. Students must also undertake a minimum of 180 hours of VET training at Certificate II level or above.

The Edmund Rice Trade Training Centre was established at the Bundoora campus in 2010 and at the Preston campus in 2013. The Trade Training Centre offers an introduction of the skills associated with building and construction for students in Years 10 - 12, and is also used by Year 9 ExCEL Try-A-Trade elective students. As Parade is part of the Northern Melbourne VET cluster, the centre is used by students from other schools in the area who are learning the same skills.

To support the focus of the Centre, Parade College was granted RTO status in October 2013.

The facilities at Parade are well suited to conduct specialised training courses. These include:

- the **Edmund Rice Trade Training Centre** (Furnishing, Carpentry, Floor and Wall Tiling and Bricklaying);
- **Arundel Place** (Plumbing & Electrical at Preston);
- **Rivergum Theatre** with specialised sound mixing computer rooms (Music Industry);
- **Bunjil Park, Moore Hall and The Peter Bedford Centre** (Sport & Recreation)
- **Commercial kitchen facilities** in the Yarangabee Centre;
- **O'Shannassy Plumbing Centre** (Bundoora);
- **Specialised rooms at Bundoora Campus** (Certificate IV in Business, Community Service and Laboratory Skills); and
- Specialised rooms at Preston Campus for Small Business.

The theory component of the training is held in separate, fully integrated classrooms.

## Co-curricular Programs

The College supports a breadth of co-curricular activities designed to stimulate both the mind and the body, from sports, technology, art, music and drama through to community service, leadership opportunities, extension and enrichment experiences including trips overseas.

Music, drama and debating play an important part in the life of the College. The annual musical production is a highlight of the year, performed in collaboration with local Catholic girls' schools. Ensembles include the multiple award winning Big Band, which participates annually in the Mt Gambier Jazz Festival. The 'Carols Under the Cross' concert each December is a beloved event at Parade.

Parade is an inaugural member of the ACC (Associated Catholic Colleges) competition which involves 11 schools, and there is a long tradition of young sportsmen proudly wearing the purple, green and blue.

The Parade College Sport Academy for senior students builds on 150+ years of sporting heritage, offering:

- A flexible, supportive and 'athlete friendly' academic environment
- Discipline-based learning
- Quality coaching
- Competition & training opportunities matched to the athlete's development and potential
- Sport Science services such as fitness testing, performance analysis, sports psychology and physiotherapy
- Work experience and career education support and planning
- A personal development program specific to the student athlete.



The Sport Academy Program sits in the VCE Vocational Major program and when successfully completed articulates into undergraduate programs at La Trobe University.

Parade also has close partnerships with the Manchester City English Premier League soccer team, establishing the first Manchester City Football School in Australia based at the College, as well as a partnership with the Northern Knights AFL team and Diamond Valley Basketball.

Through our partnership with La Trobe University, our Year 12 VCE and VCE Vocational Major students commence their year at La Trobe with a Year 12 Conference that involved workshops that focused on strategies that will assist them in successfully managing the challenges that Year 12 presents. The event also included campus tours and presentations from representatives of various faculties.

We continue to strengthen the student pathways through this partnership including La Trobe-offered ASPIRE and direct entry into La Trobe University Undergraduate Program for senior students involved in our Sports Academy VCAL program.

Year 9 and 10 students through the La Trobe Outreach School Partnership Program, participate in a range of events through the Year 9 ExCEL program and as part of the Year 10 Work Experience program.

Outdoor Education is introduced during camps at Years 7 and 8. Outdoor Education electives at Years 9, 10 & 11 include the World Challenge program and the College snow sports team. The College works in conjunction with the school expedition company World Challenge in offering students in Year 10 and 11 a month-long multifaceted program in a developing part of the world which includes extended trekking and community engagement projects, with the daily organisation and operation of each team largely managed by the students as they maintain budgets, book accommodation, plan transport and research key sites to visit.



## *Community Action*

In Year 10 students participate in a service learning program which requires them to work a minimum of 10 hours in a voluntary capacity within the school environment or externally, e.g. fundraising or working with a charitable organisation. Within the school environment, students can choose to participate in the Eddie's Brekkie Van, tutor refugee primary school students at the St Alban's Tutoring program, help serve lunch at the monthly Community meal or volunteer for one of the College's many other community action projects.

In Year 11, students spend one morning each week for a term visiting nursing homes and special developmental schools, where they play games, plant out vegetable gardens, run art and craft projects and even entertain with their myriad musical abilities. Some students volunteer at community groups such as the Boots For All sports program where they are taught to renew second hand sports equipment that then goes to disadvantaged communities.

Connecting with the lives of others and finding out more about themselves is the focus of Year 12 retreats, where students can develop a sense of balance in a busy life. It's an engaging and rewarding experience where students can develop a sense of balance in a busy life.

Eddie's Backpack Project is another innovative community action program which has been running at the College for 9 years. With funding provided by external agencies, students prepare items to go in a small backpack to give to young children who are taken into foster care at short notice. These items include a toy, toothbrush and paste and books, as well as other useful donated goods.

Our much celebrated and popular Brekkie Van program is now in its 13th year of operation. The Brekkie Van team rolls up its sleeves every Tuesday morning during term time to cook breakfast for members of the local West Heidelberg/Olympic Village community who may otherwise go without.

An ambitious idea borne out of an acute sense of social justice, the Brekkie Van is one of Parade's most popular Community Action initiatives. Early every Tuesday morning during school term, a small team of volunteer students and staff leave Parade in a mini-van laden with donated breakfast goodies – bacon, eggs, sausages, bread, tea, coffee and Milo. The Olympic Village Park, was chosen as an appropriate location for the van to operate from, and before long children on the way to school, parents and even some nearby residents were warmly welcomed to a breakfast of bacon and eggs cooking on the BBQ.

Each term a small group of volunteers from our senior students attend the Northern Unit Blood Bank at the La Trobe Medical Centre to make a valuable blood donation. Accompanied by a staff member who also makes a donation, these visits are co-ordinated by our designated Year 12 "Blood For Life Ambassadors". For each donation, the students are aware that they help save the lives of at least three people. With an estimated 80% of Australians requiring a blood transfusion at some point in their lives, it's not hard for the students to see the community benefit of regularly donating blood.

Students from middle and senior levels also have the opportunity to participate in the St Albans Refugee Tutoring program, by volunteering on a weekly basis to spend a couple of hours after school tutoring refugee students from the western suburbs and helping them with their English. Parade was the first school to offer assistance to school aged refugees and asylum seekers at the Edmund Rice Centre in St Albans in 2002. The refugee students are recent arrivals in Australia. Parade students see it as practical way of living out the values of the Edmund Rice philosophy by providing this service to the needy in our community.

The annual Elderly Christmas Party event is perhaps the most eagerly anticipated of Parade's Community Action initiatives. Student planning begins in February each year and continues through to the big day in late November. The party caters for over 200 elderly guests and their carers from the local aged care facilities that our students visit as part of their Year 10 community service program. The planning is precise and involves students designing and making invitations, floor planning and layout, catering, decorating, entertaining, assigning student hosts for each table, lighting and traffic management. Tables are set up and decorated and gifts bought for all the elderly guests. The set up for the party takes two whole school days on a roster system. Logistically, it is by far the most demanding project undertaken within the Community Action Program, but it is also one of the most popular, with students lining up to volunteer their services.





# Campuses

Located approximately 20 kms from the Melbourne CBD, the Bundoora campus provides an expansive learning environment with excellent facilities. All students who wish to pursue an academic pathway and potentially go onto university studies are catered for at the Bundoora campus, where they have a choice of over 40 VCE and VCE VM subjects to study in their final years. Sports facilities include four dedicated ovals, a full-sized soccer pitch, four lane running track, long jump pit and six tennis courts. The Peter Bedford Centre houses the College's gym and is open for staff and student use alike. The centre is fully supervised during use. The centre consists of a central gymnasium fitted out with the latest resistance and cardio training equipment and two dedicated classrooms. The Dr Denis J Moore Hall, named after Dr. Denis Moore, Parade's longest serving principal, houses two large multipurpose spaces. The facility is used for full school and House assemblies, sporting activities and physical education classes. The main hall is the size of three basketball courts and can comfortably seat 2000 in one sitting; while the Rivergum Theatre is a state of the art performance space with a 300 seat capacity. The Nash Learning Centre, offers flexible, dynamic, technology-rich learning spaces in a student-centred model of education. The Yarangabee Hospitality Centre features two hospitality kitchens (one at commercial standard).

At the Preston campus is located 10 kms from the centre of Melbourne. The Preston campus grounds feature an all-weather synthetic turf field with opportunities for soccer, football, hockey and cricket. In addition, a multipurpose sports area supports two full-sized basketball courts. The Dowling Centre houses the Campus' gym and is open for staff and student use alike. The centre is fully supervised during use. The centre is fitted out with the latest resistance and cardio training equipment.

The Year 11/12 VCE VM program is based at Preston, with significant periods of time spent on work experience. Students are also able to access training through the Edmund Rice Trade and Training Centre located at the Bundoora campus.

The College is pleased to announce, our VCE Vocational Major (VCE VM) program at Parade College will become co-educational in 2025. The College will welcome full-time female student enrolments for the first time in our long history, into Year 11 in 2025. Starting in Term 1 2025, our VCE Vocational Major program, based at our Preston campus, will be expanding our student offerings by introducing a new Tertiary Pathways Program. The Tertiary Pathways Program will include a second stream of our highly successful Sport Academy, along with a new Business Academy. Both academies will provide a bespoke educational opportunity that will allow students to gain direct entry into a number of undergraduate tertiary courses at La Trobe University upon completion of the two-year course. *(This exciting co-educational initiative is subject to final approval by VRQA)*

Virtual tours of both campuses are available here:

[Bundoora Campus](#)

[Preston Campus](#)

With the original master plan nearing completion, the College renewed our master plan for development to ensure its facilities and resources are of the highest quality to meet the needs of students.

# Position Description

Applications are invited from outstanding and inspirational educational leaders for the position of Director, Learning Diversity at Parade College.

In a vibrant learning community, students are encouraged to explore and develop their talents to the fullest and aim for excellence in all endeavours. Parade College strives to be a learning community that offers best practice education and pastoral care to its students to foster fullness of life and holistic growth for all.

The Mission Statement of the College provides: “We are a community of vibrant learners, offering best practice education and pastoral care that nurtures fullness of life and holistic growth for all.” One of the key elements of our Strategic Plan 2022-2026: Student Wellbeing is a high priority for Parade College and seen as a strength by parents and the broader community. To further strengthen this profile the College will:

- continue to develop and grow young men who are respectful of themselves and others.

This is underpinned by a strong focus to enhance staff capacity around the factors which contribute to good learning and teaching and student wellbeing; and enhancing student voice and leadership.

The position of Director, Learning Diversity is a member of the College Leadership Team. The Director, Learning Diversity has a key role in the implementation of the College’s Teaching and Learning and Student Wellbeing Strategic Plan. The role of the Director, Learning Diversity is to provide exemplary leadership in the area of Learning Diversity to promote improved student learning outcomes and engagement by modelling best practice.

The Director, Learning Diversity is responsible for leading in the area of Learning Diversity including strategic planning in Literacy, Numeracy, EAL, refugee and indigenous support, and highly able students, ensuring all teaching and learning processes and procedures provide access and growth in learning for all students.

## STATEMENT OF DUTIES

### **Leadership & Management**

- Ensure that the College is meeting and adhering to legislative and compliant requirements as outlined by the relevant authorities.
- Ensure the College meets its obligations under the Disability and Discrimination Act (1992) and Disability Standards for Education (2005).
- Ensure that there are appropriate processes to identify and analyse the individual needs of students, particularly highly able students and those with learning, social emotional, physical, sensory or medical needs.
- Promote and inform staff, students and parents in the areas of general and specific learning diversity and/or disability within the NCCD Framework.
- Oversee and lead the work of the Learning Diversity team including the development of appropriate timetables for members of the Team.
- Ensure appropriate confidential record keeping.
- Provide effective educational leadership to improve team performance and build the collective efficacy of staff in supporting students with diverse learning needs.
- Manage the Learning Support Officer team, the Personalised Learning Plan (PLP) program and Program Support Group (PSG) processes, supported by the Learning Diversity Leader.

	<ul style="list-style-type: none"> <li>• Manage the further development and implementation of the NCCD, and the collection and collation of evidence, as supported by the Learning Diversity Leader.</li> <li>• Continue to develop and promote the College’s Altior program for highly able students including providing professional learning for staff and curriculum development.</li> <li>• Chair the Learning Diversity Coordinator and Altior meetings and any other associated focus groups regarding student support services.</li> <li>• Develop and deliver relevant and appropriate professional learning for staff, ensuring staff are aware of current developments within the area of diversity needs.</li> <li>• Develop a whole-school approach and understanding of how to best support students with diverse learning needs.</li> <li>• Oversee the transition of students with diverse learning needs and provide support structures for students during transition and ensure that necessary steps are in place for students identified, including liaising with the Registrar, House Leaders, and College Counsellors.</li> <li>• Manage the assessment program for Grade 6 students prior to their entry to the College.</li> <li>• Oversee the Scholarship programs.</li> <li>• With support from the Indigenous Education Officer, manage and oversee indigenous students’ programs to ensure ongoing cultural development and that appropriate funding and support is implemented.</li> <li>• Oversee support programs and funding applications for Students with Refugee Status.</li> <li>• Investigate best practice in Literacy and Numeracy to develop appropriate intervention programs and pedagogical practices.</li> <li>• Coordinate the College Immersion to Arnhem Land.</li> <li>• Develop, review and evaluate assessment and reporting policies and processes in regard to students with diverse learning needs.</li> <li>• Actively look for further opportunities to promote the programs available to students.</li> <li>• Liaise with external agencies and departments in order to support students with diverse learning needs.</li> <li>• Manage the Learning Diversity budget allocation.</li> </ul>
<p><b>Teaching and Learning</b></p>	<ul style="list-style-type: none"> <li>• Develop key policies and processes that foster a whole-school approach to differentiation, in conjunction with the Assistant Principal, Teaching and Learning.</li> <li>• Develop and facilitate a whole-school professional learning program to build staff capacity in the area of differentiation, in conjunction with the Assistant Principal, Teaching and Learning.</li> <li>• In conjunction with the Learning Diversity Leader, work with individual staff to assist them to develop their capacity in supporting students with diverse learning needs.</li> <li>• Work with Teaching and Learning Leadership, Learning Diversity Coordinators and the relevant staff members within the College’s gifted student program (Altior) in the development of programs across the College to best support students with their learning, including targeted support and enrichment opportunities.</li> <li>• Brief and continually update staff as to the individual needs of students within the Learning Diversity programs.</li> <li>• Oversee appropriate assessment and reporting procedures and processes to support students with diverse learning needs.</li> </ul>

	<ul style="list-style-type: none"> <li>• Work with teachers and Learning Diversity Coordinators to design, model and evaluate effective teaching strategies to engage all learners in the classroom, ensuring the material is accessible for all.</li> <li>• To manage applications for VCAA Special Examination arrangements and to provide eligible students with the approved arrangements.</li> </ul>
<b>Parents and Students</b>	<ul style="list-style-type: none"> <li>• Ensure equity in the access to all areas of College life for students with diverse learning needs, in terms of curriculum and co-curricular activities.</li> <li>• Encourage students, teachers and parents to be actively involved in the planning of learning programs and goals.</li> <li>• Work collaboratively with Learning Diversity Coordinators, Altior Coordinators, and parents, to develop appropriate structures for students with diverse learning needs.</li> <li>• Ensure the maintenance of accurate student records and the transfer of information to staff and parents.</li> <li>• Organise, where appropriate, educational assessments of students with appropriate staff members.</li> <li>• Oversee the implementation of the Catholic education guidelines in regard to Program Support Group meetings and communication.</li> </ul>
<b>Teaching Duties</b>	<ul style="list-style-type: none"> <li>• Teach a class(es) across a number of different year levels.</li> </ul>
<b>Leadership</b>	<ul style="list-style-type: none"> <li>• Working with the Principal and College Leadership Team to nurture and develop the Catholic Identity of the College through the implementation of the College Mission Statement and the EREA Touchstones.</li> <li>• Participate in the Annual Review Meetings Process, including interviewing staff and preparing documentation;</li> <li>• Support the College New Student Enrolment process through the facilitation of new student interviews. Liaise with the Development Office Enrolment Officers with regards to feedback following a new student enrolment interview;</li> <li>• Assist with selection and training of student leaders.</li> </ul>
<b>Other Duties</b>	Other duties as directed by the Principal and/or Deputy Principal.

#### KEY PERFORMANCE INDICATORS

- High degree of accountability and efficiency demonstrated in the carrying out of the duties for this position.
- Competent performance of multi-tasking duties both in immediate and longer term situations.
- Approachable and responsive to all members the community especially the Leadership Team and Learning Diversity Team.
- Strong evidence of commitment and contribution to the effective leadership of the Learning Diversity Team.
- Initiative and energy shown in all matters pertaining to learning diversity at the College.
- Continually striving to improve student outcomes.
- Clearly demonstrated, measurable and sustainable growth of initiated programs.
- Evidence of effective and efficient execution of the organisational matters relating to this role.

POSITION REQUIREMENTS	
<b>Skills &amp; Attributes</b>	<ul style="list-style-type: none"> <li>• Excellent time management skills and the ability to work to deadlines;</li> <li>• Excellent organisational skills;</li> <li>• Demonstrates confidence when engaging with parents, and is competent in managing expectations;</li> <li>• Possesses well-developed written and verbal communication skills;</li> <li>• Demonstrates drive to achieve the best outcomes for students, parents and the school;</li> <li>• Collaborative team player and a sound experience with leading teams;</li> <li>• Resilient and able to develop resilience in others;</li> <li>• Ability to build high quality relationships;</li> <li>• Ability to think flexibly and to problem solve;</li> <li>• Excellence in educational leadership;</li> <li>• Commitment to the Catholic faith and its values;</li> <li>• A pastoral concern for each individual student and staff member; and</li> <li>• The ability to lead and manage improvement, innovation and change.</li> </ul>
<b>Child Safety</b>	<ul style="list-style-type: none"> <li>• Be a suitable person to engage in child-connected work</li> <li>• Be experienced in working with children</li> <li>• A demonstrated understanding of child safety</li> <li>• A demonstrated understanding of appropriate behaviours when engaging with children</li> <li>• A sound knowledge of legal obligations relating to child safety under Ministerial Order No. 1359 Child Safe Standards,</li> <li>• Working familiarity with Child Safe requirements and expectations of MACS PROTECT, VIT, VCEA, EREA and VRQA</li> <li>• A demonstrated understanding of and commitment to Child Safeguarding protocols, codes of conduct and to ensuring Parade College is a Child Safe School.</li> </ul>
<b>Selection Criteria</b>	<p>Applicants should be able to demonstrate:</p> <ol style="list-style-type: none"> <li>1. Support and participation in the faith life of Parade College including commitment to the Mission Statement, ethos of the College, Charter of Edmund Rice Education Australia and personal faith formation.</li> <li>2. Proven record as a skilled educator, proven record of success as a leader of learning in secondary schools, with extensive knowledge of current educational theory and practice</li> <li>3. Demonstrated capacity to share in the work of the leadership of the College through being present at extra-curricular activities and representing the school at other forums;</li> <li>4. Well-developed skills including strategic planning, decision-making, change management, problem solving, time- management and communication.</li> <li>5. Demonstrated capacity and willingness to work collaboratively as part of the Leadership teams of the College.</li> <li>6. Ability to effectively lead staff to ensure a very high standard of professional practice.</li> <li>7. Ability to promote a healthy learning environment which promotes best practice and excellence in student learning outcomes.</li> <li>8. Knowledge and understanding of contemporary practices and policies related to student learning.</li> <li>9. Well-developed interpersonal skills including organisation and communication, with a proven ability to work effectively independently and in a team.</li> <li>10. Demonstrated high standards of professional conduct and discretion in relation to confidential matters at all times.</li> <li>11. Commitment to ongoing professional learning.</li> </ol>

## TERMS AND CONDITIONS

- Terms and conditions for this position are as outlined in the Catholic Education Multi Enterprise Agreement (CEMEA) 2022. Salary for the ongoing teaching appointment is set out in the Agreement according to years of experience and qualifications.
- This position attracts a POL allowance, and a time allowance per cycle as determined by the Principal. The leadership appointment is for an initial three-year term. The leadership position will be re-advertised after three years and is subject to the College Review process.
- An ongoing teaching position is associated with this appointment.
- The position reports to the Principal.
- The position will, from time-to-time require attendance outside normal hours. Generous remuneration within the position of leadership time allowance is provided for this time outside of regular hours.
- The successful applicant would require a commitment to ongoing professional learning and hold relevant qualifications. The position is subject to a regular cycle of professional appraisal and performance review according to College policy.
- All employees at Parade College are to follow College policies and procedures, including the Occupational Health and Safety Act 2004 and Equal Opportunity Act.
- Parade College is fully committed to the protection of children. The successful applicant will be expected to satisfy child protection screening, and adhere to the School's Child Safeguarding Policies.

### 1.3 Application Process

You are required to provide the following documentation in support of your application:

- Provide a covering letter addressed to Mr Mark Aiello, Principal;
- Respond to the Key Selection Criteria (responses to the criteria should not exceed three A4 pages);
- Provide a current Curriculum Vitae with the names of three referees;
- Applications for this position can be made directly via the [College website](#);
- Applications close: **5pm on 9 October 2024.**
- For enquiries please contact Doreen Cutajar, Director of Human Resources via email: [hr@parade.vic.edu.au](mailto:hr@parade.vic.edu.au), or phone: 94683300.

All information provided will be made available, in confidence, to members of the selection panel. The selection panel reserves the right to contact referees other than those nominated by the applicant. The applicant will be notified in advance of any approach being made to other parties.

### Further Information

For more information on the College, please visit [the College website](#).





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