



## Director - Learning Diversity

Title	Director - Learning Diversity
Classification	Teacher
Time allowance	29 x 60 minutes periods per 10 day cycle
Appointment duration	Principal Appointment
Date Reviewed	July 2025

Whitefriars College provides a quality education for young men grounded in the Catholic Carmelite tradition that emphasises critical thinking, the search for meaning and how to contribute to the common good of society. The College supports every student to seek and achieve excellence in their learning, their relationships, and their participation in the community. Students are invited to appreciate the Christian worldview and see the goodness of God in themselves, all others and the natural world. Our aim is to enable our young men to look beyond themselves with a moral compass and social conscience and to approach life with intelligence, inner strength and gentleness. At Whitefriars College we value:

- **Faith** Shared faith expressed through contemplation, community and service.
- **Gentleness** The expression of gentleness as the intelligent way to express masculinity.
- **Excellence** Excellence and collaboration in learning, teaching and in all we do.
- **Respect** Positive, inclusive and respectful relationships across our community.
- **Justice** Action and advocacy for equity, justice and environmental stewardship through words and deeds.

### Commitment to Ethos

All staff in the Catholic school have an indispensable role to play in furthering the mission of the Church.

It is expected that all staff employed in a Catholic school:

- accept the Catholic educational philosophy of the school.
- develop and maintain an adequate understanding of those aspects of Catholic teaching that touch upon their subject areas and other aspects of their work.
- by their teaching ministry, other work and by personal example strive to help students and families to understand, accept and appreciate Catholic teaching and values.
- avoid, whether by word, action or public lifestyle, influence upon students that is contrary to the teaching and values of the Church community, in whose name they act.
- Continuously work towards their accreditation to teach in a Catholic School as per the Victorian Catholic Education Authority (VCEA) policy.

Furthermore, it is expected of all employed at Whitefriars College that they accept and support the ethos of the Carmelite order, along with activities directed at the broader aims of the College.

**Whitefriars College** is committed to strengthened practice for the protection of children in line with the Victorian Government child safety reforms and **Ministerial Order 1359**.

Catholic school communities place the highest priority on the care, wellbeing and protection of children and young people. Founded in Christ and sustained by faith, Catholic schools seek to fulfil their mission of enabling each student to come into the fullness of their own humanity. This includes paying attention to the inherent dignity of children and young people, and their fundamental right to be respected, nurtured and safeguarded by all. Whitefriars College staff and volunteers are instructed about the school's child safety policies and are expected to comply with the school's obligations and understanding of a child protection culture and minimisation of the risk of child abuse. Staff and volunteers are provided with appropriate training and development opportunities, as well as ongoing supervision and management, to ensure their conduct is consistent with the school's child safety and wellbeing policies and procedures.

## Overview

The Director, Learning Diversity requires a passion for their area. This is not only manifest in the degree of knowledge they possess, but also in the way they can inspire fellow staff who are their co-learners. A wider view in the understanding and provision of an appropriate range of programs to support students with diverse learning needs within and beyond the classroom is expected.

The Director, Learning Diversity will have experience in leadership, Learning Diversity resource management and possess high level interpersonal skills. There should be a clear and evident collaborative style in order to support an effective team approach to learning.

The Director, Learning Diversity will be outward looking and requires an understanding of contemporary pedagogy, including the effective use of learning technologies.

The Director - Learning Diversity is responsible to the Deputy Principal (Learning and Teaching) for the provision of an appropriate range of programs to support students with additional needs within and beyond the classroom. Such students would include:

- those students needing extra support because they have:
  - considerable literacy needs
  - considerable numeracy needs
  - significant cognitive, physical, sensory or social/emotional challenges
  - chronic health problems
- Students requiring such support and noted as receiving adjustments in the Nationally Consistent Collection of Data (NCCD)

The Director – Learning Diversity is also responsible for students who require additional support because they are highly able/highly capable.

## Key Responsibilities

The Director, Learning Diversity is responsible for:

- As a key member of the NCCD School Team, leading the *Nationally Consistent Collection of Data* on students with disability, oversee the key tasks of the data collection including:
  - liaising with teaching and support staff to explain new documentation, procedures, and promoting awareness of the legislation (*DDA 1992* and *DSE 2005*), professional (ATSIL) and ethical (Catholic Education) responsibilities of the mandatory collection of the data on adjustments offered in the classroom for SWD – including maintaining the current database and documentation for the upcoming count
  - encouraging and leading Professional Learning around NCCD
  - communicating with the school community of the upcoming data collection
  - co-ordinating the Moderation process with LD teachers
  - coordinating the MACS Quality Assurance process and reporting back to the NCCD School Team
  - gathering the teacher and assistant data and summarising this data in line with funding requirements
  - providing all documentation for the Principal to submit the NCCD
  - and running the Acquittal of NCCD Funding in consultation with the Principal and Business Manager in November each year
- Leading the Learning Diversity team
- Identifying students needing educational or social/emotional support and making recommendations regarding screening and interventions. This would, in part, require:
  - use of appropriate diagnostic assessments
  - collaborating with key staff involved in teaching and supporting the student
  - partnering with families to help the student achieve their potential
- Chairing the *Program Support Group* meeting to strengthen the family-school partnership in concert with other teaching staff; to provide monitoring and feedback to families, and help to set goals and actions for the following term/semester with parents
- Overseeing the provision of appropriate educational support - the Director, Learning Diversity is responsible for providing advice about appropriate modifications to such text material or to teaching and learning programs. This involves preparing student profiles for each individual with identified specific learning difficulties and then suggesting strategies and consulting with staff on a regular basis in:
  - the preparation and updating of on-line *Personalised Learning Profiles* (PLP) for students with known disability/learning impairments
  - collaborating with teachers of students on Adjusted programs, who may need modified materials or who may need help with text material, including assisting with their understanding of developing an *Individual Curriculum Plan* (ICP)

- Advising and supporting subject teachers so that they can devise and provide appropriate learning opportunities and programs suitable for students with particular learning needs; including classroom observations and teaching support when required
- Overseeing the allocation of *Learning Support* LSO (Tier 1&2) to the classrooms for student support
- Overseeing the *Social-work program*: (Tier 2) liaising with parents and House Leaders to plan for social/emotional support for individual students, excursion and camp support, sports and continued work on Individual Pathways, and Vocational Major projects
- Overseeing the *Learning Support classes*: (Tier 2) Literacy and Numeracy interventions Year 8 & 9 Learning Support; Year 10 Literacy Support, including allocation of teachers and addressing student needs
- Overseeing the *Speech Pathology program*: (Tier 3) testing and intervention to support students with significant social/emotional needs, and substantial literacy needs
- Conducting Learning Area meetings including the Allied Staff/Learning Support Officers meetings and encouraging LD staff collaboration in other Learning Areas through the LAL meetings and collaborative Year level meetings
- Working collaboratively with the Director of Middle Years on a range of issues or events for students with disability, including PAT testing and NAPLAN support, immunisations, excursions and camps, to ensure an inclusive environment for students with additional needs
- Working collaboratively with the Director of Senior Years to draft the School Based Evidence for VCAA Special Provisions, and liaising with families for individual students doing a range of Unit 3/4 subjects.
- Overseeing and advising on accessibility issues including evacuation issues for students with physical disability, and the facilitation of communication between teachers and families regarding the adjustments for students with accessibility issues
- Overseeing the Learning Diversity Referral system, and liaising with the College Speech Pathologist and LD teachers with User-B qualifications in relation to the screening tools - WIAT, DASH, YARC and CELF
- Working collaboratively and support NCCD students with Special Provisions during examinations for Years 9-11 including LD staff in exam rooms for monitoring and recording special provisions
- Regular meetings with the Multi-Tiered Systems of Support MTSS team (Psychologists, Speech Pathologist, Health Centre Manager and Learning Diversity teachers) to discuss, problem solve, advise and report back to relevant teachers and House Leaders on the specialised approach to each student with imputed learning disability, and students requiring further Tier 1& 2 testing and intervention.
- In consultation with the Assistant Director, Learning Diversity, overseeing the application for and monitoring of the *Aboriginal & Torres Strait Islander (A&TSI) Funding*; including ensuring PSG meetings for families and liaison with MACS for each A&TSI student
- In consultation with the Assistant Director, Learning Diversity and the Transitions Coordinator support the Transitions program for NCCD students, including supporting with Grade 6 PSG meetings at the Primary Schools, set up of Personalised Learning Profiles for Year 7, and ongoing work with individual students, their teachers, pastoral staff and families across Year 7
- Ongoing conversations with prospective families, who are looking for a supportive learning environment for their sons.

## Other Responsibilities

The Director, Learning Diversity is responsible for:

- As a member of the Learning Team, working closely with the Deputy Principal - Learning and Teaching to help promote key policy and undertake research to promote the implementation of effective, research-based teaching throughout the College, to enhance student learning.
- Maintaining and encouraging high standards of professional practise.
- Managing the workload and resources of the Area, and liaising with Learning Area Leaders regarding support for students in their Area
- Preparing and administering the budget for Learning Diversity services. In consultation with the Business Manager.
- Undertaking ongoing professional learning, and sharing information with members of the Learning Diversity Area, and in other forums
- Supporting the co-curricular activities of the College, including camps, retreats, socials, masses, dinners
- Willingness to engage with the MACS Learning Diversity Network meetings, the PL offered to support the role; and to lead professional sharing in areas of expertise as relates to diverse learners, both in the LD Area and with the wider College staff group

Undertaking other relevant duties as directed by the Deputy Principal or Principal.

## Key Selection Criteria

- Commitment to the Catholic Carmelite Ethos and Values of Whitefriars College
- Demonstrated leadership experience within a Learning Diversity context, including team management and alignment with strategic priorities.
- Extensive expertise in the development and delivery of targeted programs for students with diverse learning needs.
- Sound knowledge of the NCCD and relevant legislative and compliance frameworks including familiarity with Disability Discrimination Act (1992), Disability Standards for Education (2005), and related compliance, reporting and funding requirements.
- Proven ability to support differentiated curriculum planning and intervention across Years 7–12.
- High Level Interpersonal and Communication Skills
- Strong capacity for data-informed practice and problem-solving.
- Proficiency in using contemporary learning technologies to support inclusive education.

Terms and Conditions of employment are as per the Catholic Education Multi Enterprise Agreement 2022 (CEMEA 2022).



## Application

Applicants should submit:

- A covering letter of *no more than one page* outlining why the application is being made for the position
- A response of *no more than one page* on your ability and experience that will enable you to undertake the various aspects of the role
- An up-to-date Curriculum Vitae
- The names and contact details of at least three relevant referees

Applications should be addressed to **Mr Mark Murphy, Principal, Whitefriars College** and emailed to [employment@whitefriars.vic.edu.au](mailto:employment@whitefriars.vic.edu.au) no later than **4.00pm on Monday, 20 October 2025**.

Any enquiries regarding the role should be directed, in the first instance, to Ms Nipuni De Silva, Human Resources Manager on 9872 8214.