

Learning Diversity Teacher

INTRODUCTION TO THE COLLEGE

Mazenod College was established in 1966 by the Oblates of Mary Immaculate, served through two Oblate Priests, Fr Dennis McCarthy OMI, and Fr Ian Mackintosh OMI. The Charism of St Eugene de Mazenod OMI inspired these pioneering Oblates to build a Catholic boys' school on 21 acres of bushland on the Darling Scarp in Lesmurdie, Western Australia. On the 14 February 1966, they welcomed the first Year 6 and Year 7 students to Mazenod College and the Boarding Residence was established in 1967, providing the vital opportunity of education to rural students.

Today, Mazenod College is a thriving community which continues to be guided and supported by an Oblate presence, and a commitment to providing a safe and nurturing, quality Catholic Education for boys. Celebrating its 60th Anniversary of the day school in 2026 and the 60th Anniversary of Boarding in 2027, over 900 students from Years 7-12 attend Mazenod College, with approximately 100 young men receiving their educational journey as members of our Boarding community. These students come from a wide range of rural and remote areas within Western Australia and beyond. The Mazenod College Boarding experience is a journey of growth, guided by the Charism of St Eugene de Mazenod and the Oblate tradition of community. The personal and spiritual care of each young man is a priority for all our Boarding students. In our Cebula Residential Community, a sense of a home away from home permeates every part of the Boarding life.

Mazenod College specialises in boys' education and offers an extensive range of learning opportunities both inside and outside of the classroom. We strive to offer a rich and holistic education for each boy. The College is equipped with a Chapel, spacious grounds and modern facilities that support a diverse range of interests and learning opportunities which support the holistic development of young men, grounded in faith. Mazenod College's aspiration is not to be one of the best schools in Western Australia, rather, one of the best schools for Western Australia.

Mazenod College challenges students to go to the margins, act with respect and dignity, approach life with courage and passion and develop their hearts so they can be men of compassion. St Eugene de Mazenod and the Oblates of Mary Immaculate call all our students to 'Come, learn who you are in the eyes of God.' Our young men are supported in their development to leave the College as well-rounded young men holding high aspirations, with a commitment to making a positive difference in the world.

Central to the life of Mazenod College is the strong partnership between families and the College. We recognise that parents and caregivers are the primary educators of their sons, and through open communication, mutual respect, and shared aspirations, we work together to support the growth, wellbeing, and success of each young man.

Staff play a vital role in this partnership, serving not only as educators but also as mentors, role models, and guides. Through their commitment, care and witness to the values of the Gospel and the Charism of St Eugene de Mazenod, they help shape young men of faith, character, compassion, and purpose.

A strong sense of community known as the 'Mazenod Spirit' provides a sense of pride for our Students, Staff, and our Old Boys alike.

ACCOUNTABILITY

Position Title:	Learning Diversity Teacher Learning Diversity
Accountable to:	Head of Learning Area
Responsible to:	The Principal, through the Deputy Principal Teaching and Learning

THE ROLE

As a member of Mazenod College, it is expected at all times that the Teacher actively embodies and promotes the Vision, Mission, Values, and Oblate Charism of St Eugene de Mazenod and the Missionary Oblates of Mary Immaculate. Through authentic Catholic leadership, the Learning Diversity Teacher contributes to the faith formation, wellbeing, and holistic development of students while fostering a culture that upholds the dignity, safety, and learning of every young man as he comes to Learn who he is in the eyes of God.

The Learning Diversity Teacher is expected to be an exemplary professional to all members of the College community. Every Teacher shares a collegial responsibility for the quality of teaching and learning at the College and possess a high level of knowledge and skills in the discipline(s) in which you teach.

Through the classroom teaching, Curriculum delivery and general contact with students, the Learning Diversity Teacher is expected to deliver innovative, engaging, and effective teaching and learning practices, with a view to improve student outcomes. The Learning Diversity Teacher is expected to show initiative in providing genuine support and pastoral care for all students.

The Learning Diversity Teacher is an important member of the Learning Area. They will continue to build their professional capacity through continued professional learning opportunities. The Teacher works with the Head of Learning Area (HoLA) to foster a positive, inclusive, and high-performing team culture that promotes collegiality, accountability, wellbeing, and continuous improvement. Working with the HoLA, the Teacher is expected to provide effective contemporary teaching practices, respond to diverse student learning needs, and maintain high standards of educational excellence.

The Teacher will work collaboratively with the HoLA to support effective stewardship of Learning Area resources, ensuring that Learning Area decisions are aligned with the College's Mission, strategic priorities, and commitment to continuous improvement. Through visionary teaching, professional expertise, and a commitment to innovation, the Teacher will champion a culture of academic excellence, lifelong learning, and authentic Catholic education across their Learning Area and the broader College community.

There is an expectation at Mazenod College that all Learning Diversity Teachers will assume a role as a Form Teacher. The Form Teacher has a particular responsibility for student pastoral matters, and communication with parents and guardians for effective dissemination of information to students. Most importantly the Form Teacher plays an integral role in the pastoral care and student wellbeing activities of the College.

The Form Teacher will endeavour to create an environment where each student is personally known, valued and feels they are an integral member of a supportive College Community. In this important role, the Form Teacher is an advisor, and mentor to each student in their care and will act as a focal person for communication between the family and the College. The Form Teacher will support the Principal, the Staff and the College Community to promote and uphold the religious, social and educational values of the College.

KEY TASKS

- Champion and uphold the dignity, inclusion and holistic development of every student, serving as a passionate advocate for young men with diverse learning needs and fostering a culture in which each student is known, valued, supported and empowered to flourish as he Comes to learn who he is in the eyes of God
- Champion the strategic and comprehensive Case Management of students with identified learning diversity needs, coordinating personalised, evidence-informed interventions and Support Plans that promote student wellbeing, engagement, inclusion and academic growth
- Ensure delivery, monitoring and evaluation of targeted Learning Diversity programs and adjustments, working collaboratively with students, families, staff and external professionals to maximise educational outcomes and enable every student to experience success and achieve their potential
- Identify and monitor students requiring additional learning support through the analysis of Diagnostic Assessments, Standardised testing, referral data and professional recommendations, ensuring timely and appropriate intervention
- Utilise student achievement, diagnostic and assessment data to inform teaching, learning and intervention strategies, supporting evidence-informed decision-making and improved student outcomes
- Develop, implement and continually review of Individual Education Plans (IEPs) and other personalised support plans, ensuring they are responsive to student needs and aligned with College expectations and best practice
- Coordinate and support the implementation of reasonable adjustments, modified learning programs and authentic assessment practices for students with diverse learning needs, ensuring equitable access to curriculum and learning opportunities
- Work collaboratively with the Head of Learning Diversity, Academic Leadership Team, Pastoral Leadership Team and College Support Staff to facilitate successful student transitions, foster positive wellbeing outcomes and provide holistic support for students
- Contribute to a culture of inclusive education by partnering with Teachers and Education Assistants to strengthen capacity, promote best practice and support effective differentiation across the College
- Liaise with external Psychologists, Counsellors and Specialist professionals to ensure coordinated and effective support for students' academic, behavioural, social and emotional needs
- Ensure all Learning Diversity programs, documentation, reporting processes and student accommodations comply with College policies, SCSA requirements and contemporary evidence-informed practice
- Support effective communication and partnership with families through the provision of timely, professional and informative reporting, meetings and feedback processes that enhance student learning and wellbeing outcomes

KEY RESPONSIBILITIES

1. CATHOLIC IDENTITY AND OBLATE MISSION LEADERSHIP

- Give active witness to the faith life of the Catholic Church
- Model and promote the Catholic faith, Gospel values, and the Oblate Charism throughout the life of the College
- Ensure that the relevance and expression of the Oblate Values and Charism are evident to all staff, students, parents, and community members, across the life and all daily practices of the College
- Support the Principal, Rector and Director of Catholic Faith and Oblate Mission in creating a positive culture to develop all religious life and faith formation of students
- Support the Principal, Rector and Director of Catholic Faith and Oblate Mission to ensure that all students experience Catholic faith, liturgy, culture, sacramental life, and traditions in meaningful and authentic ways
- Support the Principal and College Leadership Team in advancing the College Vision, Mission, and strategic priorities
- Ensure the College's Mission and Values are embedded within teaching, learning and professional practice

2. STRATEGIC LEADERSHIP AND GOVERNANCE

- Support the Principal, College Leadership Team and HoLA by contributing to the development, implementation and evaluation of the College Strategic Plan and School Improvement Plan
- Provide Teaching and Learning practices that are current and relevant and support the strategic direction within the particular Learning Area
- Use data and evidence-informed practices to evaluate student performance, with a focus on current pedagogical practices
- Pro-actively contribute to your professional growth and reflective growth by participating in effective Professional Learning initiatives
- Engage in Curriculum planning, reviewing and continued development processes that will strengthen Curriculum delivery, subject pathways and academic achievement
- Liaise with the Head of Learning Area and Deputy Principal | Teaching and Learning to ensure the Mission of the College is active and authentic across Teaching and Learning initiatives within our College Policies, Programs, and Strategic Direction
- Utilise student achievement data, feedback and evidence-based practices that support improved student learning outcomes and informed teaching results

3. PEOPLE AND CULTURE LEADERSHIP | STUDENTS AND STAFF

- Support the effective implementation of a positive Student Behaviour Management Policy and Process which is reflective of the Charism, Mission, and Vision of the College
- Promote an active and informed involvement of parents and the wider College community in the learning process, especially in relation to the promotion of a positive and effective student learning culture
- Implement effective classroom management practices that promote student engagement, responsibility and high behavioural expectations
- In collaboration with the Head of Learning Area, Deputy Principal | Teaching and Learning and Learning Diversity teachers, ensure you can adapt lesson planning to facilitate the learning requirements of those students identified with diverse learning needs
- Contribute to the development of a collaborative, respectful and high performing Team culture
- Foster a positive, collaborative, and high-performance culture aligned with the College's Vision and Mission
- Act as an exemplary Role Model and Mentor to foster positive and productive relationships with students, families, and colleagues
- Work collaboratively with the Academic Leadership Team and the Pastoral Leadership Team, on all aspects of Student Academic Progress to maximise student engagement in learning
- Promote staff wellbeing, professional accountability and continuous growth and improvement
- Support inclusive practices that enable all students to achieve personal excellence and experience success
- Demonstrate collegiality by sharing resources, professional knowledge and effective pedagogical practices with colleagues

4. EDUCATIONAL LEADERSHIP

- Liaise with the Head of Learning Area and the College Leadership Team to support the implementation of the College's Vision for Learning across Years 7-12 in reflecting contemporary Curriculum Design, Evidence-informed Pedagogy, and Innovative Teaching practices that inspire Excellence in boys' education
- Demonstrate support of the College Leadership Team in maintaining a Whole-school Improvement in Curriculum, Teaching, Learning, Assessment, and Academic Achievement, ensuring a cohesive and future-focused educational experience for all students
- Support the analysis of Student Achievement data, the identification of Learning Needs, and the

implementation of Targeted Intervention and Extension Strategies that maximise growth and achievement across Years 7-12

- Design, implement and evaluate teaching and learning programs, assessment tasks, and learning experiences that are aligned to Curriculum requirements
- Support excellence in Teaching, Learning, Student Wellbeing, and holistic formation in boys' education
- Working with the Head of Learning Area deliver and monitor pedagogical approaches in Teaching and Learning across the College, with a particular focus on building positive relationships, and the promotion of positive approaches in the classroom
- Support strategic alignment between Academic and Pastoral initiatives
- Support the development, implementation, and continuous review of high-quality Assessment, Examination, and Reporting practices that strengthen learning, provide meaningful feedback, and promote Academic Growth
- Ensure Curriculum programs comply with relevant Curriculum and Assessment requirements
- Promote evidence-informed practice, innovation, and continuous improvement in Boys' education
- Build strong partnerships across the College and wider community to enhance student outcomes
- Champion a culture of innovation, academic excellence and continuous improvement across the Learning Area

5. STEWARDSHIP

- Promote the stewardship of human resources in the Teaching and Learning strategic priorities of the College.
- Promote the stewardship of the College's resources and operational systems, ensuring accountability, effective Governance, prudent, Risk Management and fidelity to the College's Mission
- Promote responsible environmental practices and sustainable use of classroom resources

6. COMMUNITY MISSION AND ENGAGEMENT

- Foster and strengthen life-giving relationships with students, families, Oblates, staff, Old Boys, Parish communities and all who share in the Mission of Mazenod College
- Strengthen and foster partnerships that enhance learning opportunities and support Community engagement
- Working with the College Leadership Team, support strategies to support First Nations students
- Give visible witness to the Gospel and the Oblate Charism through authentic service that advances the Mission, Values, and enduring legacy of the College

OTHER DUTIES

- Attend College functions and Community events as a member of the Teaching Staff Team
- Undertake any other duties or responsibilities as required by the Principal or delegate

KEY RELATIONSHIPS

The Teacher has the following key relationships:

- Head of Learning Area
- Deputy Principal | Teaching and Learning
- Deputy Principal | Student Culture
- Heads of Year
- College Psychologists
- First Nations Program Coordinator
- Education Assistants
- College Leadership Team
- Academic Leadership Team
- Pastoral Leadership Team
- College Staff

REMUNERATION

Remuneration: The remuneration for this position will be commensurate with qualifications, skills, and experience of the successful applicant; and in accordance with the WA Catholic Schools Teachers Enterprise Agreement 2023

ESSENTIAL CRITERIA

The Teacher will:

- Promote the teachings of the Church and the Charism of St Eugene de Mazenod
- Have the desire and capacity to form a respected, valued, and collaborative relationship with the College Leadership Team, Head of Learning Area, and the College Community for the sake of the Mission of the College
- Have a minimum four (4) years' Tertiary qualification, which includes appropriate qualifications in Education
- Be currently and Fully Registered with the Teachers Registration Board of Western Australia (TRBWA)
- Be able to demonstrate a high level of competency in the responsibilities and duties listed under each of the six (6) Key Responsibilities

On appointment, the successful applicant will be required to:

- Have a current Teacher Registration Board of Western Australia (TRBWA)
- Have a current Working with Children Check (WWC)
- Undergo Child Protection and Mandatory Reporting Training
- Undergo Staff Code of Conduct Training
- Acquire and /or maintain relevant Accreditation requirements to Teach in a Catholic School

DESIRABLE CRITERIA

The Learning Diversity Teacher will:

- Be an active member of the Catholic Church with a commitment to promoting the teachings of the Church and the Charism of St Eugene de Mazenod
- Hold or Acquire either Accreditation to Teach Religious Education or Accreditation in a Catholic School
- Have experience and proven performance in a similar or related role within a school environment
- Have an educational vision and strong sense of purpose consistent with the Oblate and College Mission
- Demonstrate a passion and deep commitment to boys' education
- Have a proven record of success as a Secondary Teacher with knowledge of current educational theory and contemporary learning and teaching practices
- Demonstrate the ability to assist in the development of Community amongst Teaching and Support Staff, Students and Parents
- Working with the College Leadership Team, have the desire to lead Cultural Change and Community Development