



Nano Nagle
NETWORK

Position Description: Curriculum Officer

ROLE TITLE	Curriculum Officer
LOCATION	Nano Nagle Network Office, Carlton, Victoria
NETWORK	Nano Nagle, Edmund Rice Education Australia (EREA)
SALARY OR AWARD	Victorian Catholic Education Multi Enterprise Agreement 2018
EMPLOYMENT STATUS	Full time/Part time – Fixed Term Commencing Term Three 2020 and concluding end of 2021
COMMENCEMENT	Term 3, 2020
POSITION REPORTS TO	NNN Teaching and Learning Manager
POSITION SUPERVISES	NA
CONTACT	Daniel Brown, NNN Teaching and Learning Manager
PHONE/EMAIL	0427 888 219 or Daniel.brown@youthplus.edu.au
JOB REFERENCE NO.	NNNCO0720
CLOSING DATE	Monday 27 July 2020

Aboriginal and Torres Strait Islander people are encouraged to apply

Foundation Statement

The Nano Nagle Network (NNN) seeks to respond to the needs of young people disenfranchised and disengaged from education through the provision of a safe place that provides an opportunity for them to re-engage in a suitable and flexible learning environment.

Flexible Learning Centres (FLCs) provide a safe place for young people, their families and communities to build honest and authentic relationships through valuing, supporting and celebrating the uniqueness and dignity of each person.

The FLCs are guided by the vision of Edmund Rice, and the empowering service of education, so that young people may achieve personal and community liberation through educational experiences that enable transformation.

Background

The network is an initiative of Edmund Rice Education Australia. The network services FLCs, offer a full-time and multiyear secondary education and social inclusion program for young people who have disengaged from mainstream structures. Young people may present with a broad range of complex educational and social needs. The network responds with a variety of flexible and innovative social inclusion and learning experiences.

The network provides young people with a varied and holistic set of learning experiences, supporting them to identify and pursue an individual transition to adulthood, employment, further education and training, and social connectedness.

Indigenous and non-indigenous young people who attend are usually disengaged from mainstream education for a range of reasons that may include those:

- who have had contact with the juvenile justice system;
- in the care of the Office of Children and Families;
- with a history of trauma;
- with a history of extended periods of unexplained absences;
- who are highly mobile;
- with mental illness or at risk of engaging in self-harming behaviours or substance abuse;
- who have been excluded or repeatedly suspended from school;
- who are homeless;
- who are young parents;
- with a generational history of early school leaving; and/ or
- with a generational history of unemployment.

See www.ereafsn.edu.au - Publications for further information.

Operation by Principles

The four principles of operation that all EREA FLCs operate under are Respect, Participation, Honesty and Safe and Legal conduct. This framework is a significant point of difference from mainstream schooling. The principles establish “common ground” among staff, young people and families where the means to resolve conflict, negotiate learning, and recognise rights and responsibilities are modelled and explored in group and individual situations.

A primary responsibility for this role is to maintain fidelity to Operation by Principles (OBP) and the best practice guidelines as articulated in the NNN Foundation and FLC Occasional Papers (available on the website at http://mail.ereflc.org.au/docs/occasional_paper_series_booklet.pdf).

EREA Charter and Touchstones

Edmund Rice schools strive to offer a liberating education, based on a gospel spirituality, within an inclusive community committed to justice and solidarity. The Charter describes our distinct identity as Edmund Rice schools and provides a practical expression of this identity. The Charter uses four touchstones to describe the culture of a Catholic school in the Edmund Rice tradition. These touchstones give us ideals authentically linked with the Charism which underpins the ministry in our schools and educational endeavours. They help us set our direction and define our goals as, following Edmund Rice’s vision, we continue to reflect and to seek to make the Gospel a living reality in our communities. The Charter and Touchstones can be accessed from the EREA website: <https://secure.erea.edu.au/Publications/EREA-Charter/docs/EREA-Charter.pdf>

Primary Role

This role reports to the NNN Teaching and Learning Manager and works across campuses in North Melbourne, Geelong, Hobart and other Victorian regional centres. The Curriculum Officer will require experience in developing curriculum documentation and working with teachers to facilitate curriculum delivery, assessment and reporting practices.

Specifically, the objectives of this position are to:

- Collaboratively develop practical curriculum documentation that is appropriate and sensitive to young people including scope and sequence documents, unit plans and assessment rubrics;
- Design and create appropriate and meaningful online learning experiences for young people to ensure ongoing learning occurs on or offsite;
- Source, collate and share relevant teaching materials and resources;
- In collaboration, analyse school-wide data and identify specific areas for teaching and learning focus;
- Work with teachers and key leaders to build a positive and inclusive learning environment for all young people through curriculum development;
- Be a part of negotiated professional learning for staff;
- Assist in creating a professional community that focuses on high expectations in a trauma-aware environment;
- Model contemporary practices to develop content knowledge and skill development; and
- Assist in aligning staff with the network's Teaching and Learning Strategic Plan.

Duties and Responsibilities

Typical duties and responsibilities include but are not limited to:

- Maintaining fidelity to and modelling best practice in Operation by Principles and other key network practices as articulated in the NNN Teaching and Learning Framework;
- Working collaboratively with school leaders and the NNN Teaching and Learning Manager to ensure all teaching and learning practices reflect the approaches adopted by the network;
- Assisting teachers and school leaders to utilise school-based data to inform teaching and learning direction, student learning goals and student reports;
- Ensuring standards, quality and performance of the program is maintained in line with relevant NNN policies and procedures;
- Ensuring that appropriate program procedures and processes are in place in relation to the learning needs of young people;
- Providing teaching practice consultation, joint planning and assessment support referencing the Victorian and Australian curriculum; and
- Other duties as reasonably directed by the NNN Teaching and Learning Manager or Network Principal.

Applications

Applications should be forwarded to nanonaglerecruitment@youthplus.edu.au by **27th July 2020** and need to include:

- A letter of introduction and a response to the Selection Criteria;
- A current curriculum vitae outlining previous experience and skills;
- Two referees (including contact details). Please include a referee from current or most recent place of employment.

Primary school teachers encouraged to apply.

For further information contact Daniel Brown, NNN Teaching and Learning Manager, on 0427 888 219 or Daniel.brown@youthplus.edu.au

The Nano Nagle Network is committed to being a child safe organisation. The network supports the rights of children and young people and is committed to providing a safe and supportive environment directed at ensuring a child or young person's safety and wellbeing.

All applicants for these positions will be subject to EREA screening procedures. Comprehensive reference and background checking will be undertaken, including a Working with Children Check and police check.

Selection Criteria

1. Demonstrated outstanding classroom teaching skills and the capacity to support colleagues to continually improve teaching and learning.
2. Demonstrated understanding of contemporary teaching and learning in light of the curriculum, including the planning, documentation, assessment and delivery of engaging learning experiences.
3. Demonstrated understanding and application of the AITSL Standards and how they inform the development of professional learning goals, provide a framework by which teachers can judge the success of their learning and assist self-reflection and self-assessment.
4. Demonstrated ability to monitor and assess student learning data at the individual, class and stream level and to use this data to inform teaching for improved student learning.
5. Demonstrated high level written and verbal communication skills and excellent interpersonal skills including a capacity to develop constructive relationships with young people, parents and other staff and contribute to the leadership and management of the schools.
6. Demonstrated commitment and capacity to collaborate with Teaching and Learning personnel to lead whole school improvement initiatives, manage major curriculum activities and a commitment to ongoing professional learning for self and others to enable further development of skills, expertise and teaching capacity.
7. Demonstrated willingness to travel.
8. Registration with the Victorian Institute of Teaching.

General Edmund Rice Education Australia Information Collection Notice – Flexible Learning Centre Job Applicants

This Flexible Learning Centre is part of Edmund Rice Education Australia (EREA), which is an organization consisting of schools, entities and offices offering a Catholic education in the tradition of Blessed Edmund Rice.

1. The Flexible Learning Centre collects personal information, including sensitive information about job applicants. This includes information provided in your job application, in the course of conversation or as collected from third parties on your behalf, such as employment referees. The primary purpose of collecting this information is to enable the Centre to consider your application for employment with the Centre.
2. Some of the information the Centre collects is to satisfy the Centre's legal obligations, particularly to enable the Centre to discharge its duty of care to enrolled students.
3. Laws governing or relating to the operation of a school require certain information to be collected and disclosed. These include relevant Education Acts and Public Health and Child Protection laws.
4. In order to consider your application for employment and to facilitate and manage your employment relationship with the Centre, you consent to our collecting personal information about you from recruitment agencies, law enforcement agencies for criminal checks and working with children checks, educational institutions to verify your qualifications, and other individuals or businesses we contact for the purpose of reference-checking as agreed with you.
5. The personal information that is collected about you will be stored securely in a recruitment record. If you are successful and become an employee then an employee record will be created and the personal information we have collected will be stored in this file. Employee records are exempt from the Australian Privacy Principles (APPs) under the Privacy Act 1988.
6. If you are not offered a position or if you decline an offer of a position at the Centre the information stored in your recruitment record will be stored for 12 months, unless you advise us to destroy the records at an earlier time. At this time, the Centre will take reasonable steps to destroy or de-identify the information as appropriate.
7. The Centre may disclose personal and sensitive information for administrative, educational and support purposes (or may permit the information to be directly collected by third parties). This may include to:
 - government departments;
 - people providing administrative and financial services to the Centre;
 - anyone you authorise the Centre to disclose information to; and
 - anyone to whom the Centre is required or authorised to disclose the information to by law, including under child protection laws.
8. Failure to provide the information to the Centre will affect the Centre's ability to evaluate your application and may result in the recruitment process not proceeding.
9. The Centre may also use cloud computing service providers to store personal information (which may include sensitive information) on their servers in the 'cloud'. These servers may be located in or outside Australia. This may mean that personal information may be stored or processed outside Australia.
10. EREA's Privacy Policy contains further information about its use of cloud and other third-party service providers.
11. EREA's Privacy Policy is accessible via the Centre website or from the Centre office. The Policy sets out how job applicants and employees may seek access to, and correction of their personal information which the Centre has collected and holds. However, access may be refused in certain circumstances such as where access would have an unreasonable impact on the privacy of others or may result in a breach of the Centre's duty of care obligations. Any refusal will be notified in writing with reasons if appropriate.
12. EREA's Privacy Policy also sets out how job applicants and employees can make a complaint about a breach of the APPs and how the complaint will be handled.
13. If you provide the Centre with the personal information of others, such as other employment referees, doctors or emergency contacts, we encourage you to inform them you are disclosing that information to the Centre and why, that they can request access to and correction of that information if they wish and to also refer them to EREA's Privacy Policy for further detail about such requests and how the Centre otherwise handles personal information it collects and complaints it receives.