



Nano Nagle
NETWORK

Position Description: Cultural Support Worker

ROLE TITLE	Cultural Support Worker
LOCATION	St Joseph's Flexible Learning Centre
NETWORK	Nano Nagle Network, Edmund Rice Education Australia
SALARY OR AWARD	Victorian Catholic Education Multi Enterprise Agreement 2018
EMPLOYMENT STATUS	Full time / fixed term
COMMENCEMENT	Term 1 2021
POSITION REPORTS TO	Director of Engagement and Wellbeing
POSITION SUPERVISES	Not Applicable
CONTACT	Andrea Mackay
PHONE/EMAIL	0455 306 361 andrea.mackay@youthplus.edu.au
JOB REFERENCE NO.	SJFLC/CSW/0920
CLOSING DATE	30 th September 2020

Aboriginal and Torres Strait Islander people, people from culturally and linguistically diverse (CALD) backgrounds and people with disabilities are encouraged to apply

Foundation Statement

EREA 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, flexible learning environment.

Flexible Learning Centres seek to build honest and authentic relationships with young people, their families and communities, through valuing, supporting and celebrating the uniqueness and dignity of each person.

EREA Flexible Learning Centres 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 Nano Nagle Network is an initiative of Edmund Rice Education Australia. EREA services including Flexible Learning Centres (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 express a broad range of complex education and social needs and the Nano Nagle Network services respond with a variety of flexible and innovative social inclusion and learning experiences.

Network Office | 1b/135 Cardigan Street, Carlton Vic 3053 | P.O. Box 102, Carlton South Vic 3053 [P] 03 9269 6922
St. Joseph's Flexible Learning Centre | 385 Queensberry Street, North Melbourne Vic 3051 [P] 03 9269 6900
St. Joseph's Flexible Learning Centre | 15 Police Lane, Geelong Vic 3220 [P] 03 5201 8090
St. Francis Flexible Learning Centre | 115 Allunga Road, Chigwell Tas 7011 [P] 0427 249 286
[W] www.youthplus.edu.au | ABN: 96 372 268 340

Nano Nagle Network services provide 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.

Principles of Operation

The four principles of operation that all Flexible Learning Centres operate under are Respect, Participation, Safe and Legal and Honesty.

This framework is a significant point of difference from mainstream schooling. The principles establish a “common ground” among staff, young people and families where the means to resolve conflict, negotiate learning, recognise rights and responsibilities are modelled and explored, both within the group and individually.

A primary responsibility for this role is to maintain fidelity to Operation by Principle and the best practice guidelines as articulated in the Youth+ 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

Based at North Melbourne and reporting to the **Director of Engagement and Wellbeing** at St Joseph’s Flexible Learning Centre (SJFLC), this position will undertake a range of activities to strengthen SJFLC’s approach to supporting and educating young people enrolled in our school from culturally **diverse communities**.

The Cultural Support Worker will work closely with staff, school leadership, communities and organisations to ensure the development of systems and structures within our school community to better support young people with **diverse** heritage and ensure our approaches to education and learning are culturally appropriate.

This position will provide individual support to young people and assist young people to meaningfully engage with their elders, community structures and encourage engagement with culturally appropriate services.

The position will also take a lead role in developing better connections between SJFLC and community based organisations.

Duties and Responsibilities

Typical duties and responsibilities include but are not restricted to:

1. Maintain fidelity to and model best practice in Operation by Principles and other key EREA practices as articulated in the EREA NNN Practice Framework
2. Support and work alongside teachers and youth workers to establish and maintain a culturally appropriate and supportive learning environment
3. Identify and implement appropriate programs and learning opportunities that support the cultural inclusion of young people from a range of diverse backgrounds.
4. Identify and implement professional development programs that support staff to upskill in culturally sensitive practices.
5. Engage with young people including those presenting as 'at risk' in order to link them in with support services and ensure their continued involvement in education at SJFLC
6. Ensure standards, quality and performance of the program is maintained in line with relevant EREA policies and procedures
7. **Support and comply with Child Safeguarding Practices according to policy**
 - Abide by EREA's Child Protection Policies, Code of Conduct, and Child Safe Code of Conduct.
 - Abide by Nano Nagle Network's Child Safety Policy and Code of Conduct.
 - In consultation with the Head of Campus, Associate Heads of Campus or School Leader/s provide support to young people and families dealing with issues of child safety.
 - Ensure legal and mandatory reporting obligations are met, consistent with the FLC's 'Procedures for Responding to and Reporting Allegations of Child Abuse' within the FLC's 'Child Protection Program'.
 - Provide a referral point for young people and families to appropriate support services.
8. **Develop and liaise with external support networks**
 - Support young people to access support services e.g. counselling, health support, community activities
 - Work collaboratively to support and develop cultural links and community and family connections, which support engagement and connection of young people to learning and the wider community
 - Participate in Student Support Group meetings
9. **Administrative Responsibilities**
 - Maintain appropriate records and prepare reports as required including court support letters, and comments for end of Semester School Reports
 - Maintain up to date file notes on School database (TASS) documenting important information for individual young people
 - Support the development of personal learning plans, safety and support plans and engagement plans
 - Participate in care team meetings where required
 - Complete other administrative tasks which support class functions such as Daily Activity Intention forms and Venue Proformas
10. **Other identified duties specific to the role in this Flexible Learning Centre**
 - All staff are expected to implement self-care strategies and access organisational staff support whenever needed
 - Carry out other duties and tasks assigned by the Head of Campus, Associate Heads of Campus or School Leader/s
 - Transport young people to and from school and activities.
11. **Ensure that all Safety /OHS and general school procedures and protocols are followed**

Applications

Forward your application to nanonaglerecruitment@youthplus.edu.au and 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.

Aboriginal and Torres Strait Islander People are encouraged to apply. Nano Nagle Network is an Equal Opportunity Employer.

For further information contact Perri Broadbent-Hogan (Campus Principal) on 0418 372 902

Applications will be considered as they are received.

All applicants will be subject to EREA and legislative screening procedures. These checks are consistent with EREA's commitment to child protection policies and procedures. Edmund Rice Education Australia is committed to ensuring the safety, wellbeing and dignity of all children and young people.

Selection Criteria

1. Tertiary qualifications in a relevant discipline (social work, youth work, community development and/or significant experience in the multicultural and/or youth sector.
2. Demonstrated experience working with young people of diverse backgrounds within a youth participation, community development or education framework.
3. A well-developed understanding of and sensitivity to issues affecting culturally diverse young people and their families.
4. Previous experience and/or qualifications relevant to supporting and/or leading an organisations commitment to being a child safe organisation.
5. Strong communication skills with proven ability to engage with communities and church groups, elders and the youth service sector.
6. Ability to work independently within a team structure.
7. Well-developed written and interpersonal skills.
8. Demonstrated capacity to utilise relevant community sector qualifications and experience to enhance engagement and support of young people with complex needs, their families and community, in order to support young people's engagement in learning.
9. Understanding of or the ability to acquire an understanding of working under four principles of operation: Respect, Safe and Legal, Honesty and Participation.
10. Possess a current Working with Children Check
11. An essential requirement of this position is to have or obtain a light rigid licence.

Desirable:

One or more specialist engagement skills such as:

- Adventure based learning skills;
- Sport;
- Creative arts;
- Music;
- Cultural knowledge; and
- Therapeutic practices such as art or play therapy, mindfulness.

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

This Youth+ 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.