POSITION DESCRIPTION –TEACHER (SENIOR SCHOOL)

For more information about this position, please contact Alissa Falla.

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Role Title	Teacher – Senior School (with qualifications in Project Based Learning, Outdoor education, PE etc.)
Contract	20th January 2021 – 3rd December 2021
Start Date	Wednesday 20th January
Closing Date for Applications	COB Friday, 13 November 2020
Applications to	MMRecruitment@ereafsn.edu.au
School Network	Gympie Flexible Learning Centre under Marlene Moore Flexi Schools Network.
Reports To	Head of Campus at Gympie Flexible Learning Centre.
Band/Wage Scale	*Catholic Employing Authorities Single Enterprise Collective Agreement – Religious Institute Schools of Queensland 2020 – 2023.*

Aboriginal and Torres Strait Islander People are encouraged to apply.

BACKGROUND

Marlene Moore Flexi Schools Network (MMFSN) is an initiative of Edmund Rice Education Australia. Our services including Flexible Learning Centres (FLCs) offer a full-time and multiyear secondary education and social inclusion program for disenfranchised young people. Young people may express a broad range of complex education and social needs and EREA FLC's respond with a variety of flexible and innovative social inclusion and learning experiences.

EREA FLC's 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.

Young people who attend include indigenous and non-indigenous young people who are disengaged from mainstream education for a range of reasons and include:

- Those who have had contact with the juvenile justice system;
- Those in the care of the Office of Children and Families;
- Those with a history of trauma;

- Those with a history of extended periods of unexplained absences;
- Those who are highly mobile;
- Those with mental illness or at risk of engaging in self-harming behaviours or substance abuse;
- Those who have been excluded or repeatedly suspended from school;
- Those who are homeless;
- Those who are young parents;
- Those with a generational history of early school leaving;
- Those with a generational history of unemployment.

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

PRIMARY ROLE

The Teacher reports to the Head of Campus and Principal, Marlene Moore Flexi Schools Network. He/she has delegated responsibility to develop and maintain learning and social inclusion responses of the campus. This includes:

1. Planning, preparation and delivery of effective learning and teaching programs for young people;
2. Contributing to the development and implementation of the FLC's objectives and planning;
3. Contributing to the establishment and maintenance of a supportive school environment.

SKILLS, KNOWLEDGE AND EXPERIENCE

- Demonstrated skills and knowledge in teaching process, frameworks and practice including trauma-informed practice
- Ability to analyse complex situations and implementation of appropriate strategies to enhance the professional practice of teaching and nonteaching staff
- Demonstrated capacity to work effectively as a member of a multidisciplinary team, to work collaboratively and establish and maintain professional relationships with all stakeholders
- Demonstrated ability to work with disenfranchised youth
- Qualifications in Outdoor Education, Physical Education and/or Project Based Learning is desirable
- Experience of teaching in an alternative education setting is desirable

PRINCIPLES OF OPERATION (RESPECT, PARTICIPATION, SAFE AND LEGAL, HONESTY)

All employees of the Marlene Moore Flexi Schools Network adhere to the concepts of Common Ground and Operation by Principles – more information can be found on the EREA website. A

brief explanation of these principles: All flexible learning centres operate under this framework and this 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.

DUTIES AND RESPONSIBILITIES

Typical duties and responsibilities include but are not restricted to:

1. Develop and implement learning choices (curriculum) which support the Personal Learning Plan (PLP) of each young person
    - In collaboration with teachers and youth workers – plan and implement an educational program which engages young people and offers a range of learning choices including:
        - Numeracy and Literacy Learning programs or other area of specialisation;
        - Inquiry/project based learning programs;
        - Accredited learning opportunities e.g. VET subjects/ QCE Authority registered subjects e.g. Essential Maths;
        - Embed ATSI cultural perspectives within learning programs;
        - Develop Personal Learning Plans in collaboration with young people and youth workers.
2. Access external support networks
    - Support young people to access support services e.g. counselling, health support, community activities;
    - Work collaboratively with the team to support/develop cultural links, community and family connections which support the engagement and connection of young people to learning and the wider community.
3. Participate in program provision to ensure wellbeing in an inclusive learning environment
    - Collaborates with the team to support a socially inclusive program that responds to the physical, intellectual, social, spiritual and cultural needs of young people;
    - Participates in the daily routines and activities of the FLC e.g. morning meetings, lunch, bus pick up and drop offs, electives, outings, camps;
    - Offer electives to support engagement;
    - Follow up on non-attendance in a supportive environment;

- Build connections with families to support learning outcomes for each young person.

4. Team participation/multidisciplinary practice
    - Support regular whole team reflective practice sessions including daily staff debrief;
    - Operate within the context of EREA Policies and Procedures;
    - Participate in professional development that is relevant to the work of the FLC.
5. Administrative Responsibilities
    - Maintains appropriate records and prepares reports as required;
    - Maintains records on the database;
    - Support the development of personal learning plans;
    - Participates in YP cross agency meetings as required.
6. Other identified duties specific to the role in this Flexible Learning Centre
    - Carries out duties and tasks that may be reasonably assigned by the Head of Campus or Principal from time to time.

FOUNDATION STATEMENT

EREA seeks to respond to the needs of young people disenfranchised and disengaged from education. They provide a place and an opportunity 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, supporting and celebrating the uniqueness and dignity of each person.

Flexible Learning Centres are guided by the vision of Edmund Rice about the empowering service of education, to achieve personal and community liberation through educational experiences that enable transformation.

APPLICATION PROCESS AND SELECTION CRITERIA

Applications close COB Friday, 13 November 2020 and are to be emailed to MMRecruitment@ereafsn.edu.au. To apply for this role please provide the following documents:

- A cover letter, outlining relevant experience and reasons for wishing to apply;
- A response to the following Selection Criteria (no more than three pages):

- Demonstrated skills and knowledge in teaching process, frameworks and practice including trauma-informed practice
- Ability to analyse complex situations and implementation of appropriate strategies to enhance the professional practice of teaching and nonteaching staff
- Demonstrated capacity to work effectively as a member of a multidisciplinary team, to work collaboratively and establish and maintain professional relationships with all stakeholders
- Demonstrated ability to work with disenfranchised youth
- Qualifications in Outdoor Education, Physical Education and/or Project Based Learning is desirable
- Experience of teaching in an alternative education setting is desirable

- Current resume outlining previous experience and skills:
  - Including two referees (including contact details) – please include a referee from current or most recent place of employment.
  - All applicants will require registration with the Queensland College of Teachers (QTC).

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Our organisation supports the rights of children and young people and is committed to providing a safe and supportive environment directed at ensuring their safety and wellbeing. All applicants for these positions will be subject to EREA screening procedures. Aboriginal and Torres Strait Islander peoples are encouraged to apply.