



Nano Nagle
NETWORK

Position Description: Program Director Teaching and Learning

ROLE TITLE	Program Director Teaching and Learning
LOCATION	St Francis Flexible Learning Centre, Hobart
NETWORK	Nano Nagle Network
POSITION REPORTS TO	Head of Campus
POSITION SUPERVISES	Teaching and Support Staff as directed
DOCUMENT DATE	01/04/2021

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.

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;

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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
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- 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 the Hobart Campus of St Francis Flexible Learning Centre and reporting to the Head of Campus, this position is accountable for the provision of best practice teaching and learning strategies across the site. This includes provision of elective subjects and extracurricular student engagement activities that are delivered in accordance with relevant external and internal standards.

Duties and Responsibilities

Duties and responsibilities of this position include but are not restricted to:

1. Lead the delivery of best practice trauma informed teaching and learning opportunities for all young people. This will include;
 - Focus on the implementation of the Teaching and Learning Framework
 - Focus on ensuring progression and effective achievement tracking for young people
 - Focus on enhancing a learning culture at the school
 - Focus on learning outcomes for young people
 - Focus on appropriate learning pathways for young people
 - Facilitate regular teaching and learning meetings with relevant leaders to ensure best practice, consistent, innovative and collaborative teaching and learning opportunities are provided at St Francis Flexible Learning Centre (SFFLC)
 - Facilitate relevant professional development in line with the frameworks and pedagogical approaches implemented at SFFLC.
2. Lead the delivery of electives and engagement lessons in a manner that is consistent to relevant external and internal standards/ requirements. This will include;
 - Develop, organise and deliver a range of extracurricular ‘school engagement activities designed to entice young people to attend the school;

- Conduct consultation with young people each term to gain feedback about the relevance of current extracurricular activities and suggestions for additional activities.
3. Facilitate, guide and support the process of submitting the Nationally Consistent Collection of Data (NCCD) each year, alongside relevant program leaders and teaching and learning leaders.
 4. Ensure that all staff are competent in the Operation by Principles approach;
 5. Provide high quality supervision to all direct reports and other staff as required;
 6. Ensure that all staff are provided with high quality supervision ;
 7. Implement and monitor new staff reviews and annual staff appraisals;
 8. Implement performance management processes for specified staff subject to consultation with the Head of Campus and other relevant HR/Legal specialists;
 9. Ensure new teaching and youth worker staff are provided with required training, support and supervision to enable them to be competent in the delivery of Victorian Curriculum/VCAL programs and Operation by Principles;
 10. **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.
 11. **Ensure that all Safety /OHS and general school procedures and protocols are followed**

Selection and Review Criteria

Qualifications	Skills and Attributes
<ul style="list-style-type: none"> ● All applicants must be eligible for registration with the Teachers Register Board, Tasmania and able to obtain a Working with Vulnerable People Check ● Hold appropriate Australian Work Rights ● Valid First Aid Certificate or willingness to obtain. ● Valid Australian Driver’s Licence and willingness to drive school vehicles when required. 	<ul style="list-style-type: none"> ● Be able and willing to uphold and role model the schools’ principles of operation of Respect, Safe and Legal, Honesty and Participation ● Leadership skills; ● Well-developed understanding of the developmental needs of young people from a disadvantaged or disengaged perspective; ● Demonstrated outstanding classroom teaching skills and the capacity to support colleagues to continually improve teaching and learning ● Current knowledge of Curriculum, learning practices, research and pedagogy including the planning, documentation, assessment and delivery of engaging learning experiences.. ● Demonstrated understanding and application of the AITSL Standards and how they inform the development of professional learning goals and provide a framework by which teachers can judge the success of their learning and assist self-reflection and self assessment. ● 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. ● Excellent time management and organisational skills and the ability to work to deadlines; ● Well-developed written and verbal communication skills and high level interpersonal skills including a capacity to develop constructive relationships with

	<p>young people, parents and other staff and contribute to the leadership and management of the Victorian Curriculum stream.</p> <ul style="list-style-type: none"> • Demonstrated drive to achieve the best outcomes for students, parents and the school; • Collaborative team player with the ability to build quality working relationships • A commitment to ongoing professional learning for self and others to enable further development of skills, expertise and teaching capacity. • Resilient and able to develop resilience in others with a high level of emotional intelligence • Ability and willingness to travel to school sites and attend professional development as required.
<p>Physical Requirements: This role will involve frequent sitting and standing, walking or moving within a school and office environment across multiple levels, complete fine motor skills such as typing or writing, and requires auditory and visual ability. Some lifting of supplies and materials may be required from time to time, practicing safe manual handling.</p>	