



**POSITION DESCRIPTION – TEACHER
DECEPTION BAY FLEXIBLE LEARNING CENTRE**

For more information about this position, please contact Mark Ellison, Head of Campus, Hemmant Flexible Learning Centre.

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Role Title	Teacher – Literacy, Numeracy [Other preferred areas include Visual Arts, Music, or Learning Support]
Contract	Full Time Fixed Term
Start Date	As soon as can be negotiated with successful applicant
End Date	Friday 17 September 2021
Applications Close	4pm Friday 30 April
Applications to:	MMRecruitment@ereafsn.edu.au
Reports To	Head of Campus at Deception Bay Flexible Learning Centre
Award	<i>CATHOLIC EMPLOYING AUTHORITIES SINGLE ENTERPRISE COLLECTIVE AGREEMENT DIOCESAN SCHOOLS QUEENSLANDS 2019-2023 – Schedule 1</i>

Aboriginal and Torres Strait Islander People are encouraged to apply.

FOUNDATION STATEMENT

Edmund Rice Education Australia (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 (FLCs) seek to build honest and authentic relationships with young people, their families and communities, supporting and celebrating the uniqueness and dignity of each person.

FLCs 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.



BACKGROUND

Marlene Moore Flexi School Network (MMFSN) is an initiative of EREA. MMFSN offers 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.

MMFSN 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.

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

Deception Bay Flexible Learning Centre is located in the suburb of Deception Bay, approximately 45 minutes drive north of the Brisbane CBD. Deception Bay FLC caters for approximately 120 young people in Years 5-12. Please see www.ereafsn.edu.au for further information about EREA Flexi Schools and Deception Bay FLC.

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 MMFSN objectives and planning;
3. Contributing to the establishment and maintenance of a supportive school environment.

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

All employees of the Marlene Moore Flexi School Network adhere to the concepts of Common Ground and Operation by Principles – more information can be found on the EREA website. 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 (Visual Arts, Music, Learning Support);
 - Inquiry/project based learning programs;
 - 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**



- Collaborate with the team to support a socially inclusive program that responds to the physical, intellectual, social, spiritual and cultural needs of young people;
- Participate 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 manner;
- 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

- Maintain appropriate records and prepare reports as required;
- Maintain records on the database;
- Support the development of personal learning plans;
- Participate in Young Person 'cross agency' meetings as required.

6. Other identified duties specific to the role in this Flexible Learning Centre

- Carry out duties and tasks that may be reasonably assigned by the Head of Campus or Principal from time to time.

APPLICATION PROCESS AND SELECTION CRITERIA

Applications are to be submitted via email to MMRecruitment@ereafsn.edu.au by 4pm, Friday 30 April. To apply for this role please provide the following documents:

- ❖ A cover letter, outlining relevant experience and reasons for wishing to apply;
- ❖ Current resume outlining previous experience and skills:
 - Please include QCT Registration Number
 - Please include contact details of two referees, one of whom is from current or most recent place of employment.

Shortlisted applicants will be notified by phone or email.

For further information, please contact Mark Ellison on 0437 335 491 or at Mark.Ellison@ereafsn.edu.au.



Marlene Moore

Flexi Schools Network

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.

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