



Nano Nagle
NETWORK

Position Description: Instructional Leader – Wellbeing

ROLE TITLE	Instructional Leader – Wellbeing
LOCATION	St Josephs Flexible Learning Centres
POSITION REPORTS TO	Director - Wellbeing
POSITION SUPERVISES	N/A
DOCUMENT DATE	24 November 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
[W] www.youthplus.edu.au | ABN: 96 372 268 340

- 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

This role is supervised by the Director Wellbeing at St Joseph’s Flexible Learning Centre (SJFLC) but will also be lead by the stream Program Director. The Instructional Leader will require a leadership and coaching approach to bring about growth for Wellbeing staff. They will model and observe practice to support reflection and conversation leading to professional growth and the full flourishing of every young person.

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 Nano Nagle practices as articulated in our Framework;
2. Assist in creating a professional community that focuses on high expectations in a trauma-aware environment;
3. Develop classroom teachers through professional learning with a focus on modelling, in-class coaching, and reflective debriefs;
4. Develop strong partnerships that encourage and support continuous reflection on classroom practice;
5. Observe and coach teachers to ensure that teaching is intentional, engaging and aligned with the school values; support teachers so that classes are warm, structured, trauma-aware and responsive;
6. Support teachers to utilise a variety of school based assessment tools to inform teaching and learning;
7. Analyse school-wide data, identify trends and support teachers in interventions to address both strength areas and gaps and to drive instructional improvement;
8. Support teachers in developing and aligning curriculum documentation and teaching programs, including the development of unit plans, scope and sequence documents, the weekly planner, assessment tasks and the Personalised Learning Plans (PLP) to ensure students of all achievement levels are able to progress;
9. Establish rapport with students by modelling "being present";
10. Help develop a strong instructional team of teachers committed to the school's mission, values and strategic plan;

11. Work with teachers and the community to help build a positive and inclusive learning environment for all students;
12. Help induct new teachers into the school's approach to teaching and learning;
13. Work closely with the school teaching and learning team;
 - provide intensive and differentiated support at the point of need; and
 - facilitate professional learning to assist staff to develop and embed highly effective learning and teaching that develops curriculum, brings about meaningful feedback and to ensure that assessment practices are focused on improving learning outcomes.
14. **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.
15. Other duties as reasonably directed by the Head of Campus, Assistant Principal and/or Network Principal
16. Ensure that all Safety W/OHS and general school procedures and protocols are followed

Selection and Review Criteria

Qualifications	Skills and Attributes
<ul style="list-style-type: none"> • Qualified and VIT registered Teacher • 3 Years experience in a similar role • 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, Participation, Safe and Legal, and Honesty • Demonstrated outstanding classroom teaching skills and the capacity to support colleagues to continually improve teaching and learning. • Experience working with young people with diverse and complex backgrounds, particularly with students who are on the Autism Spectrum, who may have an intellectual disability and/or challenging behaviours. • Experience in developing Personal Learning Plans and curriculum with suitable learning adjustments for young people requiring significant adjustments. • Demonstrated high levels of ability in developing and implementing a range of flexible learning choices which meet the diverse characteristics, needs and learning preferences of young people who have been disenfranchised from education. Knowledge, or ability to acquire knowledge, of the Victorian Curriculum and/or Victorian Certificate of Applied Learning is required. • Highly developed interpersonal skills in the context of relating to work colleagues, young people and parents in a cross-cultural environment. In particular, demonstrated success in building relationships with disenfranchised young people. • 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>	