



Position Description: Program Director – Victorian Curriculum

ROLE TITLE	Program Director – Victorian Curriculum
LOCATION	North Melbourne
POSITION REPORTS TO	Campus Principal
POSITION SUPERVISES	Program team, teaching staff and youth workers
DOCUMENT DATE	01/04/2022

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;
- 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 position is accountable for the delivery of the Victorian Curriculum program and associated wellbeing programs in a manner that is consistent with curriculum requirements as specified by regulatory bodies and internal parties such as Edmund Rice Education Australia, Nano Nagle Network and Catholic Education Melbourne and in accordance with the Operation By Principle approach.

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. Ensure all staff have the capability and resources available to deliver the Victorian Curriculum program in accordance with relevant curriculum and wellbeing program standards.
3. Provide leadership to the staff and the young people, working collaboratively with the Campus Principal and Network Principal, including;
 - Supporting staff with planning, preparation and delivery of effective learning, teaching and wellbeing programs for young people in secondary education.
 - Contributing to the development and implementation of the FLC’s objectives and planning.
 - Contributing to the establishment and maintenance of a supportive school environment.
 - This role will model innovative teaching practices in both the best interest of young people and for the benefit of the professional development of the team.
4. Staff supervision, support, and professional development
 - Lead regular reflective practice sessions
 - Support new staff induction processes as required, ensuring all new staff are provided the appropriate training including trauma-informed practice, and training in the Operation by Principles approach
 - Ensure 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 programs
 - Participate in regular professional supervision meetings with your nominated supervisor
 - Participate in probation, performance, and annual reviews, and support processes of Nano Nagle Network, Edmund Rice Education Australia.

- Participate in professional development activities relevant to the School Program and personal growth in the work.
5. Ensure that that all young people have a Personalised Learning Plan (PLP) that reflects individual needs of the young person and meets Nano Nagle Network standards.
 6. Ensure high rates of school attendance by monitoring attendance rates as per the NCCD/Census School Leader Procedure and when required formulate innovative approaches to increase attendance.
 7. Ensure that all staff are trained, competent and are applying the Operation by Principles approach
 8. Ensure the safety and well-being of staff and young people.
 9. Act as the First Point Of Contact for the entire school for specified or rostered periods of times.
 10. Provide advice, mentoring and support to the team.
 11. Implement performance management processes for specified staff when necessary subject to consultation with the Campus Principal and Human Resources.
 12. **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 Campus Principal and 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.
 13. Other duties as reasonably directed by the Campus Principal and/or Network Principal
 14. 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"> • Tertiary Qualification and VIT Registration • 3 Years experience in a school leadership role • Ability to obtain and maintain a Working with Children/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, Participation, Safe and Legal, and Honesty • Collaborative team player with the ability to build quality working relationships • Demonstrated high level understanding of initiatives in student learning including relevant standards, the principles of learning and teaching in a flexible education setting, assessment and reporting advice and the capacity to provide leadership in the alignment of these areas. • Demonstrated high level understanding of the needs of young people attending a Flexible Learning Centre, and the related approaches and interventions utilised to ensure all young people attending SJFLC have the best opportunity to both learn and prosper. • Demonstrated understanding (or willingness to learn) of Operation by Principles, and capacity to support colleagues to work in a manner that reflects these Principles. • Demonstrated high level written and verbal communication skills. • Demonstrated commitment and capacity to manage and develop teams in an alternative education setting. • 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>	