



Position Description: Teacher – First Nations Identified Person

ROLE TITLE	Teacher – First Nations Identified Person
LOCATION	St Joseph's Flexible Learning Centre, Geelong
NETWORK	Nano Nagle Network
POSITION REPORTS TO	Program Director
POSITION SUPERVISES	N/A
DOCUMENT DATE	22/11/2021

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;
- 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;

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- 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

Teacher positions at St Joseph’s report to Program Directors who have been delegated this authority by the Network Principal. Key aspects of the role include:

1. Planning, preparation and delivery of effective learning and teaching programs for young people in both middle and senior phases of secondary education.
2. Contributing to the development and implementation of the Flexible Learning Centre’s objectives and planning.
3. Contributing to the establishment and maintenance of a supportive school environment.

First Nations identified positions are developed where First Nations identity, cultural knowledge or connections are a genuine aspect of the role. Positions are specifically noted under the provisions of the Equal Opportunity Act 2010 for Aboriginal and/or Torres Strait people who meet the following criteria:

- Is of Aboriginal and/or Torres Strait Islander descent, and
- Identifies as an Aboriginal and/or Torres Strait Islander person, and
- Is accepted as such by the Aboriginal and/or Torres Strait Islander community.

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. Develop and implement learning choices (from the Victorian Curriculum/VCAL) which support the individual learning programs of each young person
 - In collaboration with other teachers and youth workers, plan and implement an educational program that engages young people and offers a range of learning choices including:
 - Integrated and applied learning;
 - Accredited learning opportunities;
 - The support of literacy and numeracy development; and
 - Development of individual learning plans in collaboration with young people and youth workers

3. Participates 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.
 - 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.
 - Participate in the daily routines and activities of the FLC e.g. morning meetings, lunch, bus pick up and drop offs, electives, outings, camps.
 - When required offer electives to support engagement.
 - Build connections with families/carers to support learning outcomes for each young person.
4. Team participation/multidisciplinary practice
 - Participate in professional supervision.
 - Participate in daily and weekly staff meetings, and whole team reflective practice sessions
 - 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 the TASS student database (i.e. student attendance roles).
 - Development of personal learning plans.
 - Participate in Student Support Group and care team meetings where required
 - NCCD data collection
6. Carry out duties and tasks that may be reasonably assigned by the Network Principal or school leadership from time to time.
7. All staff are expected to implement self-care strategies, and access organisational staff supports wherever needed.
8. **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.
9. 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 • All applicants will require registration with the Victorian Institute of Teaching or be eligible to obtain. • 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 high levels of ability in developing and implementing a range of flexible learning choices which meet the diverse characteristics, needs and learning styles of young people disenfranchised from education. • Knowledge or ability to acquire knowledge of the Victorian Curriculum and/or Victorian Certificate of Applied Learning is required. • Collaborative team player with 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. • 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. • Previous experience and/or qualifications relevant to supporting and/or leading an organisations commitment to being a child safe organisation.

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.