



Step-Up2U Project

Position Description: Youth Worker – First Nations Identified Person

ROLE TITLE	Youth Worker – First Nations Identified Person
OFFICE LOCATION	Sunshine, VIC
POSITION REPORTS TO	Project Manager
POSITION SUPERVISES	N/A
EXPECTED LEVEL OF CONTACT WITH CHILDREN (In accordance with Child Safeguarding Standards Framework)	Daily Contact (Outreach, transport, attending programs, attending stakeholder meetings, etc.)
CONTRACT TENURE	ASAP - April 2024 (possible ongoing after)
FTE	Full Time
DOCUMENT APPROVED	March 2023

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 Flexible Schools 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 Schools seek to build honest and authentic relationships with young people, their families, and their 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.

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 EREA Flexible Schools services respond with a variety of flexible and innovative social inclusion and learning experiences.

EREA Flexible Schools 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.

More recently, a Safer Communities Grant – Early Intervention was provided to EREA to pilot a project that connects young people who are involved in the youth justice system to educational, recreational, and youth services in their local government areas in an attempt to reduce the rate of recidivism and criminal activities through positive and pro-social opportunities.

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;



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- 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

The primary focus of this position is to support our Indigenous Young People’s engagement in the STEP-UP2U Project, a pro-social engagement project that connects young people (aged 12 to 17) who are involved in the criminal justice system to educational, recreational and youth services in their local government areas. Youth Workers provide intensive support, advocacy, and case management, that aims to address anti-social and criminal behaviour drivers. This position works collaboratively with other Youth Workers and Project leadership.

Employees are required to have a thorough knowledge of youth work and/or social work theories and practices and experience in applying this knowledge.

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.



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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 practice as articulated in our Framework.
- 2. Participate in project provision** to deliver a targeted program working with marginalised young people, that are at high risk of becoming entrenched in anti-social and criminal activity and ensure wellbeing in a culturally inclusive environment
- 3. Participate in the daily routines and activities of the project**
 - Collaborate with the team to develop a socially inclusive program that responds to the cultural, physical, intellectual, social, and spiritual needs of young people, particularly our Indigenous Young People
 - Participate in the daily routines and activities of the project
 - Support the team with project provision with a focus on wellbeing and engagement within the project.
 - Work collaboratively with the team to ensure project provision is culturally appropriate.
- 4. Support young people to access opportunities to undertake positive activities that help them avoid anti-social and criminal activity and promote their inclusion in meaningful and constructive occupations of their time, whilst helping to build their resilience and develop educational, vocational, and social skills.**
 - Prevent anti-social and criminal behaviour in the short, medium, and long term
 - Support high-risk young people back into education or training and help them stay there
 - Ensure that young people are supported as they move from secondary school to further education, training, and employment
 - Assist young people to develop tangible skills which promote their sense of individual achievement, self-confidence, and self-awareness
 - Build positive connections and social cohesion between the young person and their family, school, and community
 - Provide access to high-quality arts, sports, and cultural activities, and make provision for those with an interest and/or talent in any area to continue after the project has ended
 - Bring together young people from different geographical and ethnic communities to help break down prejudice and misunderstanding
 - Give young people opportunities for personal development including the development of self-discipline, self-respect, and self-confidence enabling them to communicate more effectively with a range of people and work effectively in a team; and
 - Encourage young people to contribute to their communities through volunteering and active citizenship.
- 5. Team participation & multidisciplinary practice**
 - Facilitate young people's engagement in programs or activities.
 - Participate in professional supervision.
 - Participate in routine meetings and whole team reflective practice sessions.
- 6. Develop and liaise with external support networks that work with our Indigenous Young People and their families.**
 - Support young people to access services e.g., counselling, health support, and community activities.
 - Work collaboratively with the team to support and develop cultural links and community and family connections, which encourages engagement and connection of young people to pro-social behaviours in the wider community.
 - Support and participate in Care Team Meetings for indigenous Young People with a focus on appropriate cultural inclusion
- 7. Administrative Responsibilities**
 - Maintain appropriate records and prepare reports as required including court support letters and provide feedback and comments for the school to report on.



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- Maintain up-to-date file notes.
 - Complete other administrative tasks which support project functions.
- 8. Other identified duties specific to the role in the Step-Up2U Project**
- All staff are expected to implement self-care strategies and access organisational staff support when needed.
 - Carry out other duties and tasks assigned by the Project Manager.
 - Transport young people to and from school and activities.
- 9. 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](#).
 - In consultation with leadership, provide support to young people and families dealing with issues of child safety.
 - Abide by EREA's Child Safety Policy and Code of Conduct
 - Ensure legal and mandatory reporting obligations are met, consistent with EREA policies and procedures for 'Responding and Reporting Allegations of Child Abuse'
 - Provide a referral point for young people and families to appropriate support services.
- 10. Ensure that all Safety W/OHS and general procedures and protocols are followed**

Qualifications	Skills and Attributes
<ul style="list-style-type: none"> • Tertiary Qualification in Youth Work, Social Work, Psychology, and Behavioural Science and/or equivalent experience • Hold a valid Working with Children Check or have the ability to obtain. • Hold appropriate Australian Work Rights • Have a Driver's License • Valid First Aid Certificate or willingness to obtain. 	<ul style="list-style-type: none"> • Be able and willing to uphold and role model the 'Principles of Operation' of Respect, Participation, Safe and Legal, and Honesty • Demonstrated capacity to utilise relevant community sector qualifications and experience to enhance engagement and support of young people with complex needs, their families, and the community to support young people's engagement in programs • Previous experience and/or qualifications relevant to supporting and/or leading an organisation's commitment to being a child-safe organisation. • Thorough experience and knowledge of First Nation's culture and history, with the ability to proactively contribute to building Indigenous cultural safety and respect • Ability to provide a range of flexible programs and activities which successfully engage and support young people, in particular, First Nation connections to community and programs for Indigenous Young People • Demonstrated willingness to reflect on and develop own practice, as well as contributing to ongoing professional development
<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>	