



ST. JOSEPH'S Flexible Learning Centre

A Catholic School in the Edmund Rice Education Tradition
ABN: 32 525 803 013



Description: Instructional Leader – Wellbeing

| | |
|---|---|
| Position title: | Instructional Leader – Wellbeing |
| Reports to (position title): | Program Director |
| Position Supervises: | Youth Workers and Wellbeing staff as directed |
| Organisation: | St Joseph's, North Melbourne |
| Contract tenure: | Fixed Term |
| FTE: | Full Time |
| Expected level of contact with Children: <i>(In accordance with Child Safeguarding Standards Framework)</i> | Direct Contact |
| Location: | Melbourne, VIC (preferred) |
| Approved: | June 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 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

Flexible Learning Centres (FLCs) are an initiative of Edmund Rice Education Australia. EREA, offering 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 FLC services respond with a variety of flexible and innovative social inclusion and learning experiences.

FLC 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;

NORTH MELBOURNE CAMPUS

385 Queensberry Street,
North Melbourne VIC 3051
Phone: 03 9269 6900
NorthMelbourneAdmin@ereafsn.edu.au

GEELONG CAMPUS

131 Torquay Road,
Grovedale VIC 3216
Phone: 03 5201 8090
geelong.flc@ereafsn.edu.au

COLAC CAMPUS

174 Hearn Street,
Colac VIC 3250
Phone: 03 5297 1810
colac.flc@ereafsn.edu.au

- 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 <https://www.ereafsn.edu.au/wp-content/uploads/2017/09/18.-EREA-Youth-Foundation-Statement-Copy.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 responsible to assist and support young people to achieve success in their educational programs at SJFLC. Working under the direction of the Director Engagement and Wellbeing, this position will contribute to improving quality teaching, learning and support across the North Melbourne campus in a manner consistent with the traditions of Edmund Rice Education Australia and the strategic plan, vision, mission and values of the school. 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. Provide additional professional support, supervision, leadership, and development to wellbeing staff as required.
3. Ensure standards, quality and performance of the program is maintained in line with relevant SJFLC policies and procedures.
4. Ensure that appropriate program procedures and processes are in place in relation to the health and wellbeing of young people.
5. In collaboration with the Principal, Directors, and relevant leadership, perform delegated site supervision as required; manage and report on critical incidents including facilitating staff debriefs and collaborative problem-solving sessions.
6. Participate in senior level practice consultation, joint planning, and collaboration, including transitions of young people into SJFLC.
7. In collaboration with other senior staff, develop and maintain effective external relationships with key stakeholders and build interagency referral cooperation and protocols to improve pathways for young people.
8. In consultation, monitor the progress of young people, including the effectiveness of safety plans and PLP’s

9. Contribute to ongoing whole school and individual young person development including community events, classroom activities, working agreements, excursions, external services support and transitions.
10. **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.
11. Other duties as reasonably directed by the Principal or School Directors.
12. Ensure that all Safety /OHS and general school procedures and protocols are followed.

| Qualifications | Skills and Attributes |
|---|--|
| <ul style="list-style-type: none"> • A relevant tertiary qualification in Social Work, Youth Work and/or related behavioural sciences at degree level with substantial experience; or associate diploma level with substantial experience in the relevant setting, or less formal qualifications with specialised skills sufficient to perform at this level. • Ability to obtain and maintain a Working with Children 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 • Demonstrated experience in working with a range of stakeholders to facilitate successful transition journeys for young people. • Demonstrated ability to work with a multi-disciplinary team and to create a positive workplace culture based on the pursuit of organisational objectives. • Experience in providing case work direction and support to complex young people. • Demonstrated confidence and fluency in written and verbal communication • Excellent organisation and time management skills. • High level interpersonal skills including a capacity to develop constructive and positive relationships with young people, parents/carers and other staff. • Demonstrated commitment and capacity to actively contribute to and support wellbeing initiatives and a commitment to ongoing professional learning for self and others to enable further development of skills, expertise and practice capacity. • Demonstrated commitment and capacity to collaborate with other School Leaders to lead whole school improvement initiatives, manage major curriculum activities. • Previous experience and/or qualifications relevant to supporting and/or leading an organisations commitment to being a child safe organisation. • 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> | |