



## Job Description Teacher – Bridge Program

<b>Flexible Learning Centre</b>	St Joseph's Catholic Learning Centre
<b>Network</b>	EREA Youth+ Central West Flexi Schools Network
<b>Location</b>	Alice Springs, Northern Territory
<b>Classification</b>	Teacher
<b>Salary and Award</b>	In accordance with <i>the Catholic Schools (Northern Territory) Collective Enterprise Agreement 2014</i>
<b>Employment Status</b>	Full Time (Contract)
<b>Report</b>	Campus Principal/Network Principal
<b>Closing date:</b>	23 January 2019

### Background:

Youth+ is an initiative of Edmund Rice Education Australia. EREA Youth+ services including Flexible Learning Centres (FLCs) offer a full-time and multiyear secondary education and social inclusion program for young people who have disenfranchised from mainstream structures. Young people may express a broad range of complex education and social needs and the Youth+ services respond with a variety of flexible and innovative social inclusion and learning experiences.

EREA Youth + 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.

The St Joseph's FLC became a registered school in 2012. It has a current enrolment of 110 young people of secondary school age and is growing. As of 2014 St Joseph's is a SACE registered school and is starting to offer senior subjects and increase its VET offerings. There is a strong focus on literacy and numeracy skills in an integrated learning framework. Engagement activities including outdoor education, sport, art, dance, cultural connections are also an integral part of the daily offerings.

Young people who attend include indigenous and non-indigenous young people, who are disengaged from mainstream education for a range of reasons and include:

- Those who have had contact with the juvenile justice system;
- Those in the care of the Office of Children and Families;
- Those with a history of trauma;
- Those with a history of extended periods of unexplained absences;
- Those who are highly mobile;
- Those with mental illness or at risk of engaging in self harming behaviours or substance abuse;
- Those who have been excluded or repeatedly suspended from school;
- Those who are homeless;
- Those who are young parents;
- Those with a generational history of early school leaving; and
- Those with a generational history of unemployment.

See [www.youthplus.edu.au](http://www.youthplus.edu.au) - Publications for further information.

### Bridge Program:

- The Bridge program is an offsite mobile program that works out of a bus and enables young people to participate in a wide range of learning activities in the local community.
- The Bridge program works with highly disengaged young people who have had on-going contact with Youth Justice.
- There is often significant gaps in school attendance for the young people in the program.
- There may also be other barriers that are impacting on the young persons capacity to engage in the onsite program.

### Primary Role:

The Teacher reports to the Campus Principal and Network Principal, Youth+. He/she has delegated responsibility to develop and maintain learning and social inclusion responses of the campus. This includes:

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 FLC's objectives and planning.
3. Contributing to the establishment and maintenance of a supportive school environment.

### Qualifications:

- A Working with Children Clearance Notice and Ochre Card.
- Registration with the Teacher Registration Board of the Northern Territory.
- Teachers from either a primary and/or secondary school background.

### Skills and Knowledge:

- Demonstrated skills and knowledge in teaching process, frameworks and practice.
- Ability to analyse complex situations and implementation of appropriate strategies to enhance the professional practice of teaching and non-teaching staff.
- Demonstrated capacity to work effectively as a member of a multidisciplinary team, to work collaboratively and establish and maintain professional relationships with all stakeholders.

### Principles of Operation (Respect, Participation, Safe and Legal, Honesty):

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 Statement and FLC Occasional Papers (available on the website) [www.erea.edu.au](http://www.erea.edu.au)

### Duties and Responsibilities:

Typical duties and responsibilities include but are not restricted to:

1. **Develop and implement learning choices (curriculum) which support the individual learning plans of each young person**
  - In collaboration with teachers and youth workers - plan and implement an educational program which engages young people and offers a range of learning choices including:
    - Inquiry/project based learning programs;
    - Accredited learning opportunities e.g. VET subjects;
    - The support of literacy and numeracy development;
    - Embed indigenous cultural perspectives within learning programs; and
    - Develop individual learning plans in collaboration with young people and youth workers.

## **2. Access external support networks**

- Support young people to access support services e.g. counseling, health support, community activities.
- Work collaboratively with the team to support/develop cultural links, community and family connections which support the engagement and connection of young people to both the FLC and the wider community.

## **3. Participates in program provision to ensure wellbeing in an inclusive learning environment**

- Collaborates with the team to support a socially inclusive program that responds to the physical, intellectual, social, spiritual and cultural needs of young people.
- Participates in the daily routines and activities of the FLC e.g. morning meetings, lunch, bus pick up and drop offs, electives, outings, camps.
- Offer electives to support engagement.
- Follow up on non-attendance in a supportive environment.
- Build connections with families to support learning outcomes for each young person.

## **4. Team participation/multidisciplinary practice**

- Participate in professional supervision.
- Support regular whole team reflective practice sessions including daily staff debrief.
- Operate within the context of EREA Youth+ Policies and Procedures.
- Participate in professional development that is relevant to the work of the FLC.

## **5. Administrative Responsibilities**

- Maintains appropriate records and prepares reports as required.
- Maintains accurate records on the database in an acceptable timely manner.
- Support the development of personal learning plans.
- Participates in YP cross agency meetings as required.

## **6. Other identified duties specific to the role in this Flexible Learning Centre**

- Carries out duties and tasks that may be reasonably assigned by the Campus Principal and/or Network Principal from time to time.

### **Application Process:**

Applications for this position close on 25 November 2018. To apply for this role, please provide the following documents:

- Response to the Selection Criteria.
- A curriculum vitae outlining relevant work history, including contact details of at least two referees, relevant to the position.

All application for this position will be through the following website:

<http://applynow.net.au/jobs/106499>

Youth+ supports the rights of children and Young People and is committed to providing a safe and supportive environment directed at ensuring their safety and wellbeing. All applicants for these positions will be subject to EREA screening procedures.

## Selection Criteria:

1. Demonstrated high levels of ability in developing and implementing a range of flexible learning, engagement and wellbeing programs to meet the needs of secondary age young people in a mobile engagement program.
2. Demonstrated success in building relationships with disenfranchised aboriginal young people and their families.
3. Knowledge or ability to acquire knowledge of the Australian Core Skills Framework is required.
4. Knowledge of and ability to apply trauma informed practice
5. Highly developed interpersonal skills in the context of relating to work colleagues, young people and parents in a cross- cultural environment.
6. 3-5 years teaching experience.

**Desirable:** One or more specialist engagement skills, for example:

- Adventure based learning experience
- STEM teaching
- Special Education background

## Foundation Statement:

EREA Youth+ seeks to respond to the needs of young people disenfranchised and disengaged from education. They provide a place and an opportunity 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, supporting and celebrating the uniqueness and dignity of each person.

Flexible Learning Centres are guided by the vision of Edmund Rice about the empowering service of education, to achieve personal and community liberation through educational experiences that enable transformation.

## Strategic Values:

Within our radical, social and ecological justice framework, Flexible Learning Centres are intentional learning communities that articulate the following core values through authenticity and integrity and are expressed through the life journey of its members.

**SAFETY**

Safety within our environment is liberating, holistic and implicit in all aspects of community life. This includes non violence, peaceful resolution of conflict, celebration of diversity, freedom from judgement, security to take emotional and intellectual risks.

**RELATIONSHIP**

Relationships are formed on shared common ground with compassion and love, respecting and celebrating the individual. We embrace the connectedness of complex and authentic relationships within diverse communities.

**COMMUNITY**

Our dynamic communities seek to be life giving environments where the dignity of all is honoured. Our communities are multi dimensional spaces for the liberating power of learning and engaging together.

**TRANSFORMATION**

We walk together on journeys of individual and community transformation. We are sustained by and celebrate our commitment to hope, optimism and a belief in the possible.

**ECO-JUSTICE**

Eco-justice calls us to enact our responsibility to the interconnectedness, sacredness and dignity of all creation.

**Acceptance**

I, (print name)..... have received, reviewed and fully understand the Position Description for Teacher – Bridge Program. I further understand that I am responsible for the satisfactory execution of the essential functions described therein.

Signature: ..... Date:.....