



Position Description - Community Educator/Mentor (Financial Wellbeing) - APY

Lands

Salary Level 5 SCHADS award plus superannuation and remote salary sacrifice options, above award leave provisions, wellbeing and travel allowance.

Permanent role, subject to funding.

Suitably Qualified and/or Experienced Aboriginal and Torres Strait Islander People are Strongly Encouraged to Apply.

Organisation Profile

MoneyMob Talkabout is a not-for-profit organisation providing a range of community services and programs in the APY Lands in northern South Australia, and in Alice Springs. We have remote offices in the communities of Ernabella (Pukatja) and Amata and Mimili, and provide outreach services to other Anangu communities. Our current programs and services include:

- Financial wellbeing (including counselling, advocacy, education and no-interest loans)
- Mimili Family Wellbeing Centre Coordination
- Pukatja Community Office
- Future Sustainability Energy Efficiency Education Program.
- Small business mentoring

Please see our website for further details www.moneymob.org.au.

MoneyMob is committed to Indigenous employment and a culturally safe workplace. We encourage qualified Aboriginal and Torres Strait Islander applicants to apply for all levels of roles.

MoneyMob Talkabout History

MoneyMob Talkabout receives funding from a variety of different Commonwealth, State Government and not-for-profit sources.

MMT began as a touring program in regional and remote Northern Territory and WA communities in mid 2010, providing financial literacy education and connecting people to other financial support programs such as money management and financial counselling. Since 2012, MoneyMob Talkabout has run an integrated financial wellbeing service in the APY Lands, which includes services such as financial counselling, capability, no-interest loans, licensing and registration and Centrelink agency.

In early 2020 we took over responsibility for coordinating the Mimili Family Wellbeing Centre, from the Department of Human Services SA. In July 2020 we commenced delivery of the Future Sustainability Energy Education program with the Department of Energy and Mining. This project will see MoneyMob deliver house to house community education alongside the introduction of electricity charging in Anangu communities.

MoneyMob is one of the agencies that helped spearhead the campaign that resulted in 2021 in the second largest corporate penalty in the history of Australian consumer law for conduct by a private organisation against disadvantaged people. In May 2021, MoneyMob's Managing Director Carolyn Cartwright was awarded the Financial Counselling Australia Chair's Special Recognition Award for Outstanding Contribution to Financial Counselling.

Vision, Values and Philosophy

Our vision is that ‘Aboriginal people and communities are empowered to achieve economic wellbeing and self-determination’.

Our focus is ‘Aboriginal people are equal partners in and co-creators of our practice. We advocate, influence, deliver services, build and share knowledge to tackle inequality’.

Our values guide all aspects of our work including our service delivery, advocacy, governance and management. They are:

Courage: We are committed to advocating strongly for change and confronting injustices.

Empowerment: We work to support Aboriginal and Torres Strait Islander people to exercise their agency in their ongoing struggle for autonomy, rights, opportunities and recognition of the inherent value of their culture and communities.

Integrity: Honesty, openness, accountability, fairness and inclusiveness must be at the core of everything we do and are.

Insight: We take reasoned action grounded in our organisational knowledge, evidence and ethics; the wisdom of the people, organisations and communities working alongside us; current thinking and research about what works nationally and internationally.

Innovation: We are an enterprising and agile organisation, motivated to continually improve, adapt and develop inventive solutions that create value and are valued by people.

Key Philosophies

- ❖ Person-centred approach. We empower people who have traditionally been disempowered by specialist services. This involves listening, thinking together, sharing ideas and seeking feedback.
- ❖ Trauma-Informed Practice. Aboriginal communities experience high levels of historic and contemporary trauma and require trauma informed approaches from community service professionals in response. Trauma-informed approaches recognise that the clients with whom we are in relationship must experience us as “safe” and caring on both a physiological and psychological level. We communicate this through our expressions, tone, consistency in working with the people and being sensitive to how they are at any given time. We ensure that the client has appropriate opportunities for control in their own life, by jointly setting goals and working on tasks in manageable chunks. We bring an awareness that maladaptive responses from clients may be the result of trauma they have experienced, rather than treating them as “poor/bad behaviour”.

❖ Indigenous Employment

MoneyMob Talkabout prioritises Indigenous and Anangu Employment when possible. Our task is one of continuous learning in how we can improve support to our Indigenous workforce.

❖ Walking Beside People

Our philosophy is to “do with, not for” - whether this be with clients or colleagues, and even when it is slower than doing something ourselves. Our task is to help people draw on their personal strengths and knowledge in order to achieve their financial and social wellbeing goals.

❖ Two Way Learning

We also emphasise two-way learning, where our staff (are expected to) learn as much from Anangu as Anangu learn from us. All non-local staff are expected to make efforts to acquire local language skills.

❖ Colonization and Power

Our non-Indigenous staff are expected to maintain a critical awareness of our position of power with relation to Indigenous peoples. We come from the dominant colonizing western culture, which positions itself as “the norm” and historically devalues other perspectives. In our work, we are inviting Anangu to consider cultural ideas and practices that are still a relatively new – and in some cases unwelcome – overlay on Aboriginal culture.

Particularly as regards to money.

❖ **Interpersonal and intra-community power relations**

There are also various power imbalances within the communities themselves - including those of age, ability, and gender. We need to be alert to these when working with clients to ensure that we are not unwittingly making a situation worse. We should be careful about making assumptions that these are cultural differences.

Social Context

The APY Lands cover an area in excess of 100,000 square kilometres from the Stuart Highway to the Western Australian border. The APY Lands are extremely remote, with the nearest major town being a minimum of 450 kms away in Alice Springs. The resident population is estimated to be 2,500 people spread across a number of small communities and homelands. The population is very young in comparison with the Australian average, and is recognised as having high levels of socio-economic disadvantage.

Aboriginal people (especially in Central Australia) have a short history with money, having not been recognised as citizens of Australia until 1967. Since colonization they have survived the days of missions and being paid in rations, stolen wages and being treated as though they are incapable of learning about and managing money. They regularly contend with scammers, unethical traders and practices in their communities and interactions with the broader society. They lack access to basic financial services such as banking. Low levels of educational attainment in the western system result in poor functional and financial literacy and numeracy. Ongoing racism, intergenerational and contemporary trauma have significantly impacted the social and economic wellbeing of communities. Despite this Anangu continue to survive, celebrate and practice language and culture.

Position Overview

The Community Education Trainer/Mentor is based in Alice Springs and undertakes travel in the APY Lands communities doing outreach two weeks out of every four. When not on outreach, planning, preparation and administration is done in the Alice Springs office.

Position Objective

This is a new role within MMT, which will play a critical part in helping us work in a family focussed, trauma-informed way and increase the voice of our service users in how we do things. Anangu place a high importance on (extended) family and kinship connections and community life. Many of the financial issues that they are navigating involve family relationships. In teaching people financial life skills to achieve wellbeing, we need to be able to work effectively with families as well as supporting individuals with appropriate casework interventions.

The objectives of the Community Educator/Mentor are:

- Recruit and work with new/existing groups of Anangu to co-design and produce culturally relevant financial literacy education materials/programs/resources that address the use of money within a social and emotional wellbeing context.
- Using a “train the trainer” type methodology, train community based workers to share the co-designed financial capability education with interested families/households and community groups.
- Connect people with financial support needs to MoneyMob’s financial counselling staff or other programs/agencies for support.
- Provide a training calendar of topics to be co-delivered with Anangu for other service providers and respond to ad hoc service provider training requests.
- Supervise and support the Anangu workforce to develop personal and work related skills that support employment success, retention and advancement to higher roles.
- Provide limited casework to individuals and families in need, to ensure people’s needs are addressed while Anangu colleagues are learning.

Position Description Details

Position Title	Community Educator/Mentor
Position type and location	38 hours per week. Work base is the Alice Springs Office, with regular travel to the APY Lands - outreach two weeks out of every four with the alternative fortnight working at the base office. Accommodation while on outreach will be in various visitor or MoneyMob accommodation premises.
Salary and Conditions	SCHADS Award Level 5 (depending on qualifications and experience) plus superannuation and remote salary packaging 6 weeks annual leave pro rata per annum. 1 additional week "mini-break" non-accrued leave. 2 days outreach leave per month. Limited relocation assistance.
Reporting and Working Relationships	This position: <ul style="list-style-type: none"> • Reports directly to the Financial Wellbeing Team Leader • Works with other MMT colleagues • Supervises and supports Anangu financial capability workers • May work with/alongside external community groups, consultants, contractors and volunteers.
Special Work Requirements	<ul style="list-style-type: none"> • Must undertake and successfully complete Financial Literacy Skill Set if no background in financial literacy work • Ability to travel independently, live away from home for extended periods in remote communities, work alone at times and stay temporary accommodation. • Ability to respectfully share housing with colleagues and visiting service providers • Willingness to drive 4WD alone long distances on poor roads, do basic maintenance as required - e.g. change a flat tyre • Unrestricted driver's license and able to drive manual vehicle • National Criminal Records History Check and relevant Working with Children Checks • Current APY Lands Entry Permit at all times
Personal Attributes	<ul style="list-style-type: none"> • Creative, lateral thinking. • Highly organised and reliable • Commitment to Anangu as co-creators of our service, <i>and the experts in their own lives</i> • Self-aware, flexible and calm - able to adapt to social and environmental challenges of working in remote communities • Understanding of and sensitivity to power dynamics working with Aboriginal communities and awareness of social, political and historical factors which impact on this. • Empathetic, non-judgmental in dealings with people with complex needs • Ability to establish and maintain appropriate boundaries with clients

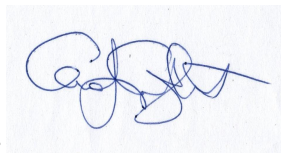
<p>Key Result Areas</p>	<p>Co-Design and Produce Culturally Relevant Financial Literacy Education Materials</p> <ol style="list-style-type: none"> 1. Work with senior management to identify select annual priority focus topics for financial literacy education 2. Identify Anangu (either existing or new) who can come together in focus groups to learn about the topics and co-design tailored educational materials. (Other topics may be delivered in the mean time using off the shelf or adapted pre-existing products.) 3. Oversee production of high quality educational materials that can be used in a variety of settings. 4. Ensure language translations are made, are available and accurate. <p>Community Education & Training</p> <ol style="list-style-type: none"> 1. Recruit a pool of Anangu workers in each community (may include Anangu workers with an existing employment relationship to MoneyMob) who are interested in learning about and delivering financial literacy education on an ongoing casual basis. 2. Train these workers in how to deliver the financial literacy education topics house to house with families and groups, in a way that supports people learning and changing together. 3. Schedule and deliver house to house and group education in each community on a regularly planned cycle. 4. Ensure local staff are supported to complete follow up tasks, administration and referrals for further support from each education session. <p>Staff Mentoring & Development</p> <ol style="list-style-type: none"> 1. Work with HR and other colleagues to assist Anangu workers with completing relevant employment paperwork, timesheets, understand organizational policies, procedures and forms, obtain uniforms and police checks. 2. Develop individual training/mentoring plans for Anangu workers that address both their professional learning needs and social and emotional wellbeing needs in order to support greater Anangu employment and retention by MoneyMob. 3. Support Anangu workers to learn skills and knowledge required for community services work - e.g. confidentiality, referrals, working with challenging clients/situations, writing notes and reports. Learning may be achieved through a combination of enrolment in TAFE Community Services or other courses and/or sessions planned and delivered on the job by the Community Education Trainer/Mentor. 4. Ensure Anangu staff feel connected to the rest of the team and organization by ensuring they have access to equipment needed for work purposes, their successes are celebrated, they have opportunities to participate in organizational meetings and forums. 5. Facilitate opportunities for Anangu staff to undertake training and professional development, including moving into higher roles within MoneyMob if they so desire. <p>Service Provider Training</p> <ol style="list-style-type: none"> 1. Develop a manageable annual calendar of training topics for service providers re key financial literacy topics. Training could be delivered face to face or virtually. Co-delivery with Anangu must be prioritised.
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	<p>2. Respond to ad-hoc training requests from service providers and develop and deliver training content for these sessions.</p> <p>Casework and Administration</p> <p>1. Ensure that clients with a need for follow up casework are assisted directly and/or referred to other appropriate MMT staff such as financial counselling or support services that can assist with underlying issues impacting on their financial wellbeing. For example:</p> <ol style="list-style-type: none"> Drug and alcohol treatment Intensive family support services Domestic violence support services Remote driver program Disability or aged care services <p>2. Work collaboratively with financial counseling and capability colleagues to provide wrap-around service to clients - for example by following up on internal referrals/case plan goals for clients/families who may need education.</p> <p>3. Ensure all notes and forms arising from education sessions undertaken are entered into the MMT client management database by self and local staff.</p> <p>4. Contribute stories to MMT newsletter/website/annual report - e.g. staff profiles, good news stories, client profiles.</p> <p>Professional Development</p> <ol style="list-style-type: none"> Participate in monthly supervision with an external supervisor and weekly supervision with line manager. Commit to ongoing professional development and training to maintain skills at a high level Participate in MMT annual operational planning and review processes Participate in MMT evaluation and review processes. <p>Other duties as required by the organisation</p>
Key Performance Indicators	<ol style="list-style-type: none"> Administration and database work up to date as reported by Team Leader Within 8 weeks of employment - detailed project plan developed for how work is to be carried out. Within 6 months - Group of Anangu from each community identified to participate as workers & focus group participants Within 12 months - at least one co-designed tailored program of materials on a topic agreed with management completed and ready for house-to-house delivery Within 9 months - all Anangu staff have individualized development plans and the Trainer/Mentor is supporting Anangu to achieve identified goals. Within six months service provider training calendar developed and advertised

Selection Criteria	<p>Required</p> <ol style="list-style-type: none"> 1. Minimum Certificate III in Community Services 2. Unrestricted drivers' license. 3. Demonstrated experience co-designing and commissioning educational programs/content that are relevant for adult learners with low literacy and numeracy 4. Self-motivated, calm, resilient and organized. <p>Desirable</p> <ol style="list-style-type: none"> 5. qualifications/experience in Adult and Community Education, Community Development or other similar discipline 6. Experience working in remote First Nations communities and training/leading teams of First Nations workers 7. Knowledge of what trauma-informed practice is and why it is necessary when working with First Nations Communities
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Name: Carolyn Cartwright

Signature:



Date: 30.8.2022