

# POSITION DESCRIPTION

<b>POSITION TITLE:</b>	<b>Assisting Student Learning (ASL) - Indigenous Education Worker</b>
<b>SECTION:</b>	<b>School Officer</b>
<b>REPORTS TO:</b>	<b>Principal</b>
<b>CLASSIFICATION:</b>	<b>School Officer – Level 2</b>
<b>AWARD:</b>	<b>Catholic Employing Authorities Single Enterprise Collective Agreement – Diocesan Schools of Queensland 2019 - 2023</b>
<b>LOCATION:</b>	<b>St Catherine's Catholic College, The Whitsundays</b>

## OUR ORGANISATION

Townsville Catholic Education (TCE) supports 29 schools within the Diocese, located throughout a diverse region including urban and rural environments extending to Mount Isa to the west, Proserpine to the south and north to Ingham. TCE provides a diverse range of education choices including primary, secondary and Prep-to-Year 12. Each setting provides a high educational standard in a caring and a stimulating environment. The Diocese has a growing Indigenous education program and some of our schools offering both boarding and day-student facilities.

TCE employs in excess of 2,500 teaching, professional and ancillary/support employees to fulfil our mission of providing quality educational services through our Catholic school communities. A Catholic education involves much more than simply teaching the educational basics. It encourages students to embrace Catholic values and faith while providing them with an excellent education and diverse life experiences that will prepare them to be a contributing member of the community in their adult lives.

The proud reputation Catholic schools enjoy within the Diocese today is based on the strong tradition built by religious orders who found Catholic Education in the Townsville Diocese in 1872.

Please visit our website for additional information <https://www.tsv.catholic.edu.au/>

## OUR SYSTEM VISION

*“The promotion of the human person is the goal of the Catholic school”*

THE CATHOLIC SCHOOL ON THE THRESHOLD OF THE THIRD MILLENNIUM, 1998

OUR VALUES		JESUS TEACHES US:	
<b>COMMUNITY</b> (John 15)	The greatest commandment Jesus teaches us is to Love God, Love others.	<b>LOVE</b> (John 4:7-19)	Love is the core value of the Gospels.
<b>PROMOTING LIFE IN ABUNDANCE</b> (John 10:10)	God wants us to live life to the full.	<b>RECONCILIATION</b> (Luke 15:11-32)	Jesus' supreme act of love in dying on the cross reconciled humankind to God.
<b>INCLUSION</b> (Luke 19:1-10)	God invites all to live in God's love, including those that might be excluded by society.	<b>HOPE</b> (Luke 24:13-35)	We can all hope for the fullness of glory with God because God is faithful to His promises.
<b>JUSTICE</b> (Matthew 25:31-46)	Jesus lives the virtue of justice rendering to all of us a message of living for others even unto death.	<b>LIBERATION</b> (Luke 4:18-21)	God frees us from all evil if we trust in God and live our life in God.
		<b>COMPASSION</b> (Luke 10:30-37)	In Jesus' life of love we witness the compassion of God - his acts of mercy towards others.

## ABOUT THE ROLE

St Catherine's Catholic College, The Whitsundays is a Prep to Year 12 co-educational college, established by the Sisters of Mercy in 1925. The College's vibrant, modern and innovative facilities are inspiring learning spaces for students both within the classroom and outside, allowing teachers to use the right strategies at the right time for their class.

The primary purpose of the ASL - Indigenous Education Worker is to work in collaboration with teachers to provide appropriate advice, practical support and guidance to assist Indigenous students with learning and development. The ASL - Indigenous Education Worker, under the guidance of the Emerging Leaders Project Coordinator, provides assistance to Indigenous students to optimise student learning outcomes in a supported environment with a range of cultural and educational programs. The ASL – Indigenous Education Worker will actively promote student engagement in the Emerging Leaders Program.

The ASL - Indigenous Education Worker will demonstrate competency involving the application of knowledge and skills to a range of tasks to support teachers deliver contemporary learning and teaching. The ASL - Indigenous Education Worker ensures that all duties are completed to an acceptable standard as determined by the Principal.

## KEY ACCOUNTABILITIES

The Key Accountabilities are as follows but not limited to, and may vary based on classroom and student's support needs:

- Work in classrooms, with teachers, providing support for Indigenous students
- Liaise with teachers to determine the progress and wellbeing of Indigenous students
- Assist Indigenous students in the transition from community to school and be a positive role model
- Provide guidance, pastoral care and advocacy for Indigenous students and their families
- Provide awareness to school staff on Indigenous student backgrounds and Indigenous Community Perspectives
- Support Indigenous Students engaged in the Emerging Leaders Program
- Develop and maintain relationships with local Indigenous community Groups and Traditional Land Owners representatives
- Assist in coordination and promotion of Indigenous cultural education events, activities and programs within the College Community.

### Learning and Teaching

- Provide support to teachers in the classroom
- Assist the teaching team with classroom resources
- Work in partnership with teachers to support student learning which may include:
  - General support to a group of students while the teacher is engaged in focussed teaching
  - Provision of personalised support e.g. mobility or communication support, where required
  - Assisting students to complete tasks designed by the teacher
  - Preparation of support materials and resources
- Support identified students with learning barriers, to engage in a range of learning activities
- Collect data for analysis by the teacher - anecdotal notes on performance of task, work habits, behaviour etc., provided to the teacher.

### Inclusive Education

- Assist individuals or small groups with activities as part of inclusive teaching and learning practices, supporting the teacher with behaviour management and the development of social skills and classroom skills development
- Assist students with their personal organisation when required.

### **Small Group and Personalised Support**

- Communicate with teachers about student progress and areas of need
- Inform the College Principal on any welfare issues that may arise with students
- Develop professional relationships with students based on trust and respect, which utilises a strengths-based approach
- Provide general formative feedback to student on performance during the teaching session
- Role model behaviour in line with the College's mission
- Work in partnership with teachers to implement aspects of learning plans, as identified by the teacher, for groups of students including:
  - Work with the student, under the direction of a teacher, to support the implementation of particular learning goals as identified in the Student's Learning Plan.

### **Pastoral Care**

- Proactively monitor and support student wellbeing issues under the guidance of the pastoral care team
- Work to promote self-esteem and assist with student social interactions by teaching them social skills and discussing with them their social behaviours as required
- Provide assistance with personal care as required which may also include mobility and personal hygiene
- Provide assistance with communication – including notetaking, taping material and using ICT to optimise the student's learning experiences.

### **Professional Development**

- Support collegiate learning by sharing learnings with colleagues
- Proactively seek opportunities to extend own professional learning via internal and external training.

## **STATEMENT OF RESPONSIBILITY**

The carriage of the role will always presume the role-holder's responsibility to act cognisant of, and in harmony with, the Mission and Purpose of Catholic Education and Catholic Education policies.

The employee will be expected to abide by the *Statement of Principles for Employment in Catholic schools*, the *Staff Code of Conduct* and other Diocesan guidelines.

Employees will maintain appropriate confidentiality, sensitivity and empathy in the execution and management of all matters.

Employees will demonstrate a willingness and acceptance to initiate and participate in relevant training and professional development opportunities.

Each employee is responsible for ensuring his/her health, safety and wellbeing and is expected to not willingly place at risk the health and safety of one's self or others.

Employees will:

- Adhere to Work Health and Safety instructions
- Promote a commitment to safe work practices
- Be familiar with workplace incident, hazard and accident reporting and emergency procedures
- Take reasonable action to avoid, eliminate or minimise risk and hazards
- Utilise personal protective equipment
- Participate in the development of a safe and healthy workplace
- Seek information and advice as necessary and comply with instructions.

## ABOUT YOU

### Experience

- Demonstrated capacity to organise and prioritise a range of tasks and set priorities to meet deadlines in a busy environment
- Ability to provide information and support to stakeholders regarding Indigenous communities
- Demonstrated ability to work independently and as part of a team
- Demonstrated understanding of and sensitivity to the learning needs of Indigenous students.

### Skills

- Understanding of, and ability to develop, links between the school and Indigenous communities
- Professional presentation skills with the ability to proactively engage and enthuse both students, parents and other colleagues
- Well-developed computer literacy capacity to work in partnership with classroom teachers
- Organisational planning and coordination skills including the ability to demonstrate flexibility and manage demanding or competing tasks.

### Attributes

- Enthusiastic, energetic, flexible with a proactive attitude
- Confident, well-presented and engaging with a personal warmth that engenders mutual respect with staff, parents and visitors
- Flexible and responsive to the needs of the school community and driven to achieve the best outcomes for Indigenous students
- Willingness to learn and develop in a supported environment.

## Mandatory Criteria/Professional Registration/Other

- Current Working with Children Suitability Card - The successful candidate will require a paid Blue Card before commencement as per the No Card, No Start policy developed by Queensland Government.
- Current Driver's Licence
- Ability to travel from time to time within the Catholic Diocese of Townsville
- Ability to perform the physical requirements of the role in a safe manner.

## Desirable Criteria

- Cert III in Aboriginal and Torres Strait Islander Education, Cert III in Children's Services or Cert III in Education Support

*Some employees may be subject to pre-employment medical assessments during the selection process. Depending on the nature of the position, it may be necessary for successful applicants to be immunised against certain preventable diseases in order to minimise the risk of transmission.*

## HOW YOU WILL BE ASSESSED

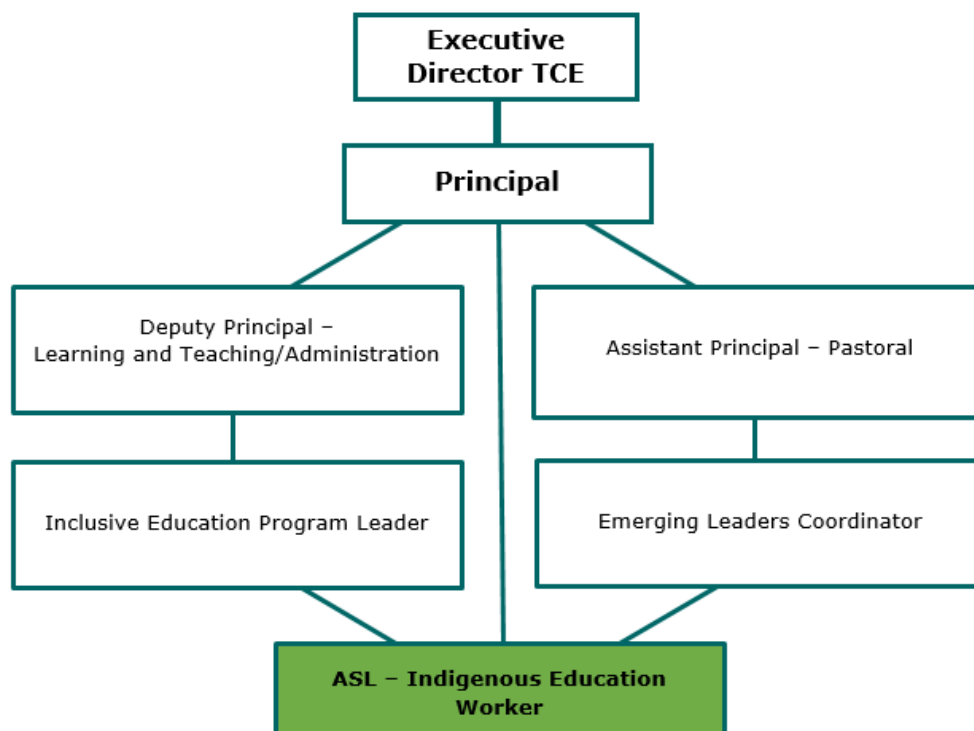
How we do things is as important as what we do, therefore you will be assessed on your ability to use your experience, knowledge, skills and competencies confidentially with good judgement and wisdom.

You will be assessed on your ability to demonstrate the following four capabilities – Personal, Professional, Relational and Organisational within context to the key accountabilities identified above.

Capabilities	
Personal	Professional – Knowledge and Understanding
Engages in self-reflection	Is aware and responsive
Gives witness to personal faith and commitment	Integrates a Catholic stance in area of responsibility
	Supports and engages change processes
Displays a sense of self-efficacy and personal identity	Demonstrates appropriate styles of decision making
Displays intuition as well as logic and reason	Inspires a collegial purpose and vision
Projects confidence, optimism and resilience	Supports efficient and robust structures and systems
Demonstrates honesty and integrity	Focuses on core outcomes and accountabilities
Demonstrates ethically responsible behaviours	Engages in workplace learning and relevant professional development
Is morally courageous	Operates with a commitment to sound educational focus
Demonstrates a commitment to personal spiritual growth	Operates with a spirit of service and professionalism
Displays imagination and vision	Develops moral purpose
Integrates work and personal life	Demonstrates capacity to provide professional support
Engages with the Catholic culture	
Is culturally sensitive	
Social and Interpersonal	Organisational
Is relationally adept	Gives priority to the Church's mission in education
Is emotionally mature	Engages in future thinking, aware of the big picture
Is guided by the spirit and teachings of the Gospel	Supports organisational capacity to respond to contemporary and future needs
Communicates with confidence	Avoids imposing old paradigms on new realities
Is authentically present	Supports a growth promoting workplace
Displays a trusting disposition	Exercises committed and ethical stewardship
Supports collaborative and productive working environments	Contributes to organisational sustainability
Engages in positive politics	Supports a sharing organisational culture that focuses energies and talents
	Operates in fidelity to Catholic social teaching and environmental responsibilities

## REPORTING & OTHER RELATIONSHIPS

The ASL - Indigenous Education Worker is accountable in College Principal. The ASL - Indigenous Education Worker consults and liaises with other TCEO personnel, Principals in schools, and other Diocesan staff/committees, where appropriate.



## ACKNOWLEDGEMENT

I have read, understood and acknowledge the scope and responsibility of the position outlined in this position description.

Employee Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_