

POSITION DESCRIPTION

POSITION TITLE:	Indigenous Education Adviser
SECTION:	School Development Services
REPORTS TO:	Education Consultant
CLASSIFICATION:	Professional Officer – Level 5
AWARD:	Professional Officers Certified Agreement
LOCATION:	Townsville Catholic Education Office, Kirwan

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:	
COMMUNITY (John 15)	The greatest commandment Jesus teaches us is to Love God, Love others.	LOVE (John 4:7-26)	Love is the core value of the Gospels.
PROMOTING LIFE IN ABUNDANCE (John 10:10)	God wants us to live life to the full.	RECONCILIATION (Luke 15:11-32)	Jesus' supreme act of love in dying on the cross reconciled humankind to God.
INCLUSION (Luke 19:1-10)	God invites all to live in God's love, including those that might be excluded by society.	HOPE (Luke 24:13-35)	We can all hope for the fullness of glory with God because God is faithful to His promises.
JUSTICE (Matthew 25:31-46)	Jesus lives the virtue of justice rendering to all of us a message of living for others even unto death.	LIBERATION (Luke 4:16-21)	God frees us from all evil if we trust in God and live our life in God.
		COMPASSION (Luke 10:30-37)	In Jesus' life of love we witness the compassion of God - his acts of mercy towards others.

ABOUT THE ROLE

The Indigenous Education Adviser works within a School Service Team and provides support to teachers and senior staff in schools to ensure the provision of a quality Catholic education. The major responsibility of this role is the support of Catholic education and school leadership in the development and maintenance of quality educational outcomes for Indigenous students in schools in the Diocese of Townsville.

The role is one of partnership with the leadership of TCE and the community of Principals in the integration and alignment of systemic and school community perspectives and priorities.

The Indigenous Education Adviser is accountable for effectively supporting a cluster of schools in the design and development of appropriate resourcing opportunities to support Aboriginal and Torres Strait Islander Education in the Townsville Diocese. A key focus for this role is coaching and support to build capacity at service and school level to create and manage learning environments which foster the best possible learning outcomes for indigenous students.

As a member of the System Leadership Group (SLG) of the Townsville Catholic Education Office (TCEO), the position is also responsible for promoting the correct cultural alignment and service integration to enhance the educational ministry of the Church in the Diocese of Townsville.

Key Accountabilities

- Support Principals and school communities in the improvement of learning outcomes for Aboriginal and Torres Strait Islander students through motivation, consultation, and delivery of appropriate services
- Support Principals and their staff in creating and managing positive learning environments for Indigenous Education Workers and Indigenous students
- Support Principals in forming strategic goals pertaining to Indigenous education annual school improvement and budgeting towards achieving high expectation outcomes
- Analyse quantitative and qualitative data from a variety of sources to plan educational improvement for Aboriginal and Torres Strait Islander students
- Liaise with schools to ensure the early identification of Indigenous Education support needs and the timely sharing of important information to support appropriate learning outcomes
- Provide specialist curriculum advice in accordance with the System Learning Framework
- Provide appropriate cultural advice and direction according to lore and in accordance with local and national government guidelines
- Provide appropriate and contemporary professional development to school and system staff
- Provide professional development and advice to Principals and school staff on teaching and learning practices as they pertain to Indigenous Education outcomes
- Provide specialist advice to the Education Consultant and the Director of Catholic Identity & Indigenous Education Services as required
- Monitor the development and implementation of government educational and social policy and procedures as it impacts on Indigenous Education in the Townsville system
- Work to develop community engagement with local indigenous community members and groups to support indigenous perspectives and cultural awareness.

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

- Substantial and recent Catholic school teaching experience within the K-12 range
- Experience in effective pedagogy to achieve successful school outcomes for Aboriginal and Torres Strait Islander students
- Experience in working in educational partnerships with Aboriginal and Torres Strait Islander communities
- Experience in analysing quantitative and qualitative data from a variety of sources to plan educational improvement for Aboriginal and Torres Strait Islander students
- Experience coaching and supporting school staff to implement curriculum and competency initiatives
- Experience preparing and presenting professional development for teachers in an adult learning environment
- Experience in curriculum development and innovation.

Knowledge

- Active understanding of the Mission and Purpose of Catholic Education
- An understanding of current curriculum practices and directions in primary and secondary schools, especially in the field of Aboriginal and Torres Strait Islander education
- An advanced understanding of the diverse cultural protocols within complex communities, and the challenges faced by Aboriginal and Torres Strait Islander students, families, and communities as they negotiate 'walking between 2 worlds'
- A well-developed knowledge of culturally inclusive, whole of school strategies and practices which ensure successful outcomes for Aboriginal and Torres Strait Islander students, and teach all students about Aboriginal and Torres Strait Islander Australians
- An understanding of change management practices to support whole school change
- An advanced knowledge of how to support teachers in cultural awareness, Reconciliation and progressing Aboriginal and Torres Strait Islander cultures and histories within the curriculum
- A knowledge of pastoral care practices and principles as applicable to Catholic Schools, such as Restorative Justice and Reconciliation processes
- Understanding of curriculum directions at State and National levels
- Knowledge of the Queensland Board of Teacher Registration requirements
- Knowledge of Diocesan policy and procedures.

Skills

- A proven ability to work with communities, teachers, school executive and service teams in the delivery of quality Aboriginal and Torres Strait Islander Education focused on quality outcomes for Aboriginal and Torres Strait Islander students
- Ability to work cohesively within a service team model, in relation to all aspects of implementing and influencing the TCEO school renewal and improvement processes, the yearly TCEO System Strategic Actions, and overall Strategic Directions 2017 – 2021
- Strong communication skills to enable successful team membership in a matrix structure which involves broad collaboration across Office Directorates and schools, while maintaining a focus on supporting the understanding of the learner and the learning process
- Ability to mentor/provide guidance to line manage professional officers such as Project Managers and Support Officers to ensure a high level of accountability and diligence with regards to Federal Government funding requirements and KPIs
- An ability to prepare and deliver appropriate professional development activities to teacher groups and to evaluate such activities in areas such as cultural awareness, Reconciliation and expanding Aboriginal and Torres Strait Islander cultures and histories across the curriculum
- Advanced and appropriate skills in contributing to the professional development of Aboriginal and Torres Strait Islander Education workers
- Advanced and appropriate skills in preparing and leading various Aboriginal and Torres Strait Islander projects and events for schools
- Ability to think strategically, conduct analysis of multi-sourced data and plan for effective change
- Proven ability to organise, interview and recommend for appointment of teachers, project officers and administration assistance when delegated
- Awareness of available grants and funding opportunities and application processes
- Proven ability to prepare well written, researched and developed funding applications for both state and federal government
- Ability to analyse, review and adhere to budgets effectively.

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 (if no registration with Queensland College of Teachers)
- Ability to perform the physical requirements of the role in a safe manner
- Ability to travel within the Townsville Diocese
- Appropriate Tertiary qualifications
- Registration or eligibility for registration with Queensland College of Teachers
- Current Working with Children Suitability Card or eligibility to obtain same
- Current Driver's Licence.

Desirable Criteria

- Accreditation to Teach in Catholic Schools permanency status
- Relevant Masters level study
- Certificate IV Assessment & Workplace Training





Some employees may be subject to pre-employment medical assessments during the selection process. Depending on the nature of the role, 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. You will be expected to integrate knowledge, skills and attitudes within scope of the TCE Leadership Domains of: Catholic Identity, Education, Stewardship and Community in line with the Strategic Direction, Vision and Values.

Identity and Ethos

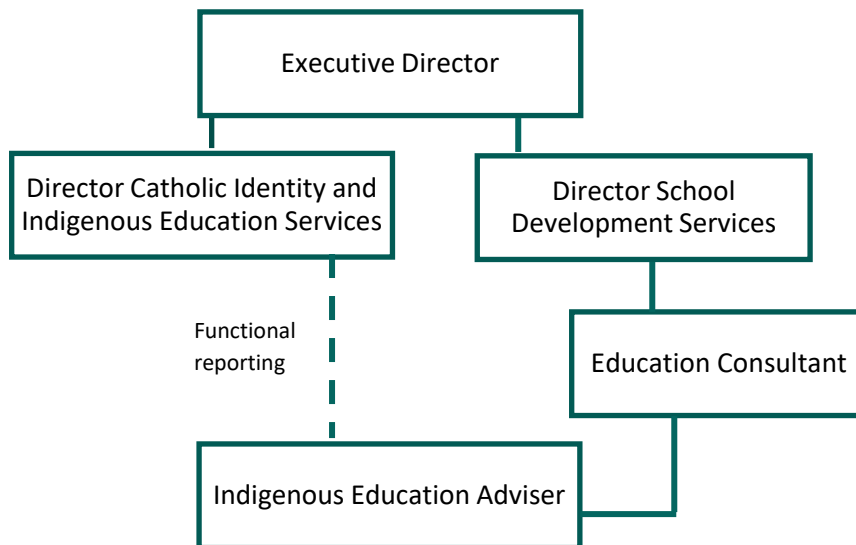
Strategic Organisational Leadership Success

Catholic Identity	Education	Stewardship	Community
			
Capabilities			
Personal		Professional – Knowledge and Understanding	
Engages in self-reflection		Is contextually aware and responsive	
Gives witness to personal faith and commitment		Integrates a Catholic stance in area of responsibility	
Demonstrates intellectual acuity		Shapes and implements change processes	
Displays a sense of self-efficacy and personal identity		Demonstrates appropriate styles of decision making	
Uses intuition as well as logic and reason		Inspires a collegial purpose and vision	
Projects confidence, optimism and resilience		Develops efficient and robust structures and systems	
Exemplifies 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 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 strategic and future thinking, aware of the big picture	
Is guided by the spirit and teachings of the Gospel		Develops organisational capacity to respond to contemporary and future needs	
Communicates with influence		Avoids imposing old paradigms on new realities	
Is authentically present		Fosters a growth promoting workplace	
Displays a trusting disposition		Exercises principled and ethical stewardship	
Cultivates collaborative and productive working environments		Contributes to organisational sustainability	
Engages in positive politics		Builds a sharing organisational culture that focuses energies and talents	

REPORTING & OTHER RELATIONSHIPS

The Indigenous Education Adviser is responsible to and reports to the Education Consultant who in turn is responsible to the Director – School Development Services through to the Executive Director. The role also reports to the Director – Catholic Identity and Indigenous Education Services for functional purposes.

Significant relationships exist with all Principals within the designated area. Significant relationships also exist within the TCEO Service Team (with the Curriculum Adviser and Religious Education Adviser) and with roles which advise and support the team (e.g. System Learning & Teaching Advisers), as well as other members of the Indigenous Education Services Team.



ACKNOWLEDGEMENT

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

Employee Name: _____

Signature: _____ Date: _____

Appendix A

EXAMPLES OF ACTIVITIES UNDERTAKEN

The following is a list of activities in which the role holder may engage. This list is not inclusive of all activities that may be undertaken by the role holder in the carriage of the role.

Catholic Identity

- Support principals and school staff to embrace the TCEO's Strategic Directions

- Support principals to develop school policies and programs which publicly articulate the religious life of the school and the commitment to mission
- Support a consistent approach to spiritual formation opportunities as offered by TCEO
- Assist with the planning and facilitation of Aboriginal and Torres Strait Islander spirituality retreats in partnership with Religious Education Advisers
- Work collaboratively with Religious Education Advisers to plan the Year 12 Graduation Recognition Liturgy and Awards Ceremony for the senior Aboriginal and Torres Strait Islander students and school staff.

Education

- Proactively support school communities in the improvement of learning outcomes for students through motivation, consultation and delivery of appropriate services. Identify, support and promote quality teaching in and across Diocese of Townsville Schools
- Visit schools and liaise with Senior Leadership in schools to determine the Indigenous Education needs of school communities, and remain in regular contact to monitor including through reviews and evaluations and respond to these needs and identified strategic actions
- Advise and assist, when appropriate, with the employment of specialist staff in the area of Aboriginal and Torres Strait Islander Education
- Pursue knowledge of new developments and directions in the education of Aboriginal and Torres Strait Islander students
- Consult and liaise with Guidance Counsellors, Senior Catholic Education Social Worker, Inclusive Education Coordinator and Student Support Services Coordinator as appropriate
- Provide support to Indigenous Education workers and other Torres Strait Islander education personnel
- Provide leadership in communicating and celebrating the achievements of Aboriginal and Torres Strait Islander students and staff (e.g. NAIDOC week, Newsletter etc.)
- Contribute to ongoing review and development of the TCEO Aboriginal and Torres Strait Islander Education Position Statement
- Contribute and participate in annual reviews related to the Annual School Improvement Plan, Strategic Planning and goal setting with a particular focus on Aboriginal and Torres Strait Islander Education and Perspectives
- Implement strategies identified through the School Improvement Planning process with key school personnel
- Collaborate with the System Learning & Teaching Advisers to develop, broker and deliver professional development programs, in service and resources in accordance with expressed local needs and determined systemic needs for schools in the Diocese
- Disseminate information regarding Indigenous Education priorities, projects, initiatives, issues, resources and programs to personnel providing services to school communities
- Communicate regularly with Indigenous Education workers and school leaders in the theory and practice of effective teaching and learning in the classroom.

Stewardship

- Maintain contemporary skills and knowledge regarding curriculum, teacher development, effective pedagogy; appropriate assessment and outcomes focused education, Catholic education policy and curriculum priorities through reading, professional networks and workshops so as to maintain full accreditation to teach/teach Religion
- Effectively manage Indigenous Education projects in collaboration with the Indigenous Education Project Coordinator, including a focus on targeted improvements in teaching and learning, budget acquittals and accountability

- Assist in the planning and co-ordination of Indigenous Education Policy development, implementation and review in collaboration with the Director – Catholic Identity & Indigenous Education Services and relevant committees
- Support a culture of Reflection, Self-Review and Continuous Improvement across TCEO and its schools
- Attend and contribute to regular Directorate meetings as well as school service team meetings
- Action school complaints relating to Aboriginal and Torres Strait Islander Education when notified of them through the Director – Learning & Teaching
- Support School Leadership teams, where needed, in Aboriginal and Torres Strait Islander Education matters
- Utilise the TCEO Leadership Framework to encourage a network of professional learning among Aboriginal and Torres Strait Islander Education personnel across schools in the diocese
- Monitor aspirational aspects of the budget.

Community

- Coordinate networking and Indigenous Education worker cluster support for school curriculum leaders and teachers
- Work collaboratively with other members of the Catholic schools, Religious Education, Curriculum, ICT and school consultant groups to ensure that support offered has a focus on the understanding of the learner and the learning process
- Work collaboratively as a member of both the School Service Team and Indigenous Education Services Team
- Support schools to actively build genuine educational partnerships with Aboriginal and Torres Strait Islander communities, at local and wider levels
- Represent TCEO in internal or external forums as directed or requested
- Provide active management and co-ordination in developing and maintaining network relationships with relevant stakeholders
- Consult with and support communities regarding the education of, and opportunities for, Aboriginal and Torres Strait Islander students as appropriate
- Provide in-service to Aboriginal and Torres Strait Islander communities on effective ways to support their children's achievements at school
- Develop and maintain networks within and beyond Catholic Education with individuals and groups supporting the education of Aboriginal and Torres Strait Islander students.

Future Focus

- Contribute to the identification of goals and priorities, strategic planning, and preparation of submissions with regard to the effective education of Aboriginal and Torres Strait Islander students
- Actively contribute to reviewing effective practices and current research into the provision of Aboriginal and Torres Strait Islander student educational needs, with a focus on academic achievement
- Assist in ensuring the expansion of cultural awareness, Aboriginal and Torres Strait Islander cultures and histories in the curriculum and Reconciliation, across all schools in the Diocese
- Assist with organisation of, and liaison with, schools about the designated professional development days for schools
- Maintain familiarity with official church documents in the area of Aboriginal and Torres Strait Islander Education.