



## Position Description Teacher

<b>Flexible Learning Centre</b>	Geraldton Flexible Learning Centre
<b>Network</b>	EREA Youth+ Central West Flexi Schools Network
<b>Location</b>	Geraldton – Western Australia
<b>Classification</b>	Teacher
<b>Salary and Award</b>	In accordance with <i>The Roman Catholic Archbishop of Perth Teachers Enterprise Bargaining Agreement 2012; Salary Schedules December 2016 and January 2017</i>
<b>Report</b>	Head of Campus/Network Principal
<b>Term</b>	Semester 1 – 2018
<b>Closing Date</b>	17 November 2017

### Background:

Youth+ is an initiative of Edmund Rice Education Australia. EREA Youth+ services including Flexible Learning Centres (FLCs) offer a full-time and multi-year 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.

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.

## Primary Role:

The Teacher reports to the Head of Campus and Network Principal, EREA 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; and
3. Contributing to the establishment and maintenance of a supportive school environment.

## Qualifications:

All applicants will require or be eligible for:

- A positive Western Australian Working with Children Clearance Notice.
- Registration with the Teacher Registration Board of Western Australia.
- Teachers from a secondary school background, with experience in teaching VET.

Desirable:

- TAE Qualification.

## 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. counselling, 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 and 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 records on the database.
- 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 Head of Campus and/or the Network Principal from time to time.

### 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.

#### **S**AFETY

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.

#### **R**ELATIONSHIP

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.

#### **C**OMMUNITY

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.

#### **T**RANSFORMATION

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

## Applications:

To apply for this position, please visit the Talent Propeller website [www.youthplus.recruitment.com.au/Vacancies/](http://www.youthplus.recruitment.com.au/Vacancies/)  
A response to the selection criteria (listed below).

- A current resume outlining previous experience and skills (including Teachers Registration details).
- Two referees (including contact details). Please include a referee from current or most recent place of employment.

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. All applicants will require or be eligible for:
  - Western Australian Working With Children Clearance Notice
  - Registration with the Teacher Registration Board of Western Australia.
2. Understanding of or the ability to acquire an understanding of working under the four principles of operation: Respect, Safe and Legal, Honesty and Participation.  
*Brief explanation of operation by principles: All flexible learning centres operate under this framework and this 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. (see Occasional Paper available on the website for further information).*
3. Demonstrated high levels of ability in developing and implementing a range of flexible learning choices (curriculum) which meet the diverse characteristics, needs and learning styles of young people disenfranchised from education and social connectedness. Knowledge or ability to acquire knowledge of the Australian Core Skills Framework is required.
4. Highly developed interpersonal skills in the context of relating to work colleagues, young people and parents in a cross-cultural environment. In particular demonstrated success in building relationships with disenfranchised young people.