

# Flexible Learning Centre - Hobart

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## Position Description: Teacher

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|--------------------------|--|
| <b>ROLE TITLE</b>        | Teacher  |
| <b>LOCATION</b>          | St Francis Flexible Learning Centre, Hobart  |
| <b>NETWORK</b>           | South East Flexi Schools Network, Youth+, Edmund Rice Education Australia  |
| <b>SALARY OR AWARD</b>   | Tasmanian Catholic Education Single Enterprise Agreement 2015  |
| <b>EMPLOYMENT STATUS</b> | Full Time, Fixed Term  |
| <b>COMMENCEMENT</b>      | Term 1, 2019   |
| <b>CONTACT</b>           | Ciaran McDonald  |
| <b>PHONE/EMAIL</b>       | 0448 553 096 or <a href="mailto:southeastrecruitment@youthplus.edu.au">southeastrecruitment@youthplus.edu.au</a> |
| <b>JOB REFERENCE NO.</b> | SFFLC/T/1218   |
| <b>CLOSING DATE</b>      | Monday, 7 January 2019   |

**Aboriginal and Torres Strait Islander people are encouraged to apply**

## Background

Youth+ is an initiative of Edmund Rice Education Australia. 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.

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;
- Those with a generational history of unemployment.

See [www.youthplus.edu.au](http://www.youthplus.edu.au) – Publications for further information. See attached – Foundation Statement and Strategic Values.



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## Primary Role

The Teacher reports to the Head of Campus and Network Principal, Youth+, Edmund Rice Education Australia. 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, Skills, and Knowledge

Teachers from either a primary or secondary school background will be considered.

All applicants will require or be eligible for:

- Registration with the Teachers Registration Board Tasmania;
- Positive Working with Vulnerable People Check;
- Ability to facilitate effective communication with the Network Principal, Network staff, Head of Campus, and all other FLC employees and young people

## 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 development
  - Embed indigenous cultural perspectives within learning programs
  - 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 learning 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 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. General Duties and Responsibilities**

- Building and maintaining positive relationships with young people and colleagues at the school;
- Work collaboratively to provide a safe and conducive work environment for staff and young people;
- Participation in professional supervision;
- Operate within the context of EREA Youth+ Policies and Procedures and Four Principles of Operations (outlined below);
- Carries out duties and tasks that may be reasonably assigned by the Head of Campus from time to time.

## **Applications**

Applications should be forwarded to [southeastrecruitment@youthplus.edu.au](mailto:southeastrecruitment@youthplus.edu.au) by Monday, 7 January 2019 and need to include:

- 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.

For further information contact Ciaran McDonald on 0448 553 096 or [southeastrecruitment@youthplus.edu.au](mailto:southeastrecruitment@youthplus.edu.au).

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 registration with the Teachers Registration Board Tasmania.
2. Understanding of or the ability to acquire an understanding of working under 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 Curriculum.
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.

## Principles of Operation

The four principles of operation that all Flexible Learning Centres operate under are Respect, Participation, Safe and Legal and Honesty.

This framework 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.

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 and FLC Occasional Papers (available on the website).

## Foundation Statement

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.