



EDMUND RICE EDUCATION
AUSTRALIA



South East Flexi Schools Network

385 Queensberry Street
North Melbourne Vic 3051
[P] 03 9269 6900
[W] www.youthplus.edu.au
ABN: 96 372 268 340

Position Description: Program Director – Victorian Curriculum

ROLE TITLE	Program Director Victorian Curriculum
LOCATION	ST Joseph's Flexible Learning Centre - North Melbourne Campus
NETWORK	South East Flexi Schools Network, Youth+, Edmund Rice Education Australia
SALARY OR AWARD	Victorian Catholic Education Multi Enterprise Agreement 2018
EMPLOYMENT STATUS	Full time Fixed Term – 4 year contract
COMMENCEMENT	Term 1 2020
POSITION REPORTS TO	Network Principal via Campus Principal
POSITION SUPERVISES	Practice Leader Teaching x 1 Practice Leader Wellbeing x 1 This position oversees staffing group of approximately 8 teachers and 8 youth workers.
CONTACT	Network Principal, Chloe Hand
PHONE/EMAIL	0439 290 168 chloe.hand@youthplus.edu.au
JOB REFERENCE NO.	SJFLC/0819/PDVC
CLOSING DATE	29 th August 2019

Aboriginal and Torres Strait Islander people are encouraged to apply

Foundation Statement

Youth+ seeks to respond to the needs of young people disenfranchised and disengaged from education through the provision of a safe place that provides an opportunity for them 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, through valuing, supporting and celebrating the uniqueness and dignity of each person.

Youth+ Flexible Learning Centres are guided by the vision of Edmund Rice, and the empowering service of education, so that young people may achieve personal and community liberation through educational experiences that enable transformation.

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 disengaged 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.

Indigenous and non-indigenous young people who attend are usually disengaged from mainstream education for a range of reasons that may include those:

- who have had contact with the juvenile justice system;
- in the care of the Office of Children and Families;
- with a history of trauma;
- with a history of extended periods of unexplained absences;
- who are highly mobile;
- with mental illness or at risk of engaging in self-harming behaviours or substance abuse;
- who have been excluded or repeatedly suspended from school;
- who are homeless;
- who are young parents;
- with a generational history of early school leaving; and/ or
- with a generational history of unemployment.

See www.youthplus.edu.au - Publications for further information.

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 at http://mail.erefic.org.au/docs/occasional_paper_series_booklet.pdf).

EREA Charter and Touchstones

Edmund Rice schools strive to offer a liberating education, based on a gospel spirituality, within an inclusive community committed to justice and solidarity. The Charter describes our distinct identity as Edmund Rice schools and provides a practical expression of this identity. The Charter uses four touchstones to describe the culture of a Catholic school in the Edmund Rice tradition. These touchstones give us ideals authentically linked with the Charism which underpins the ministry in our schools and educational endeavours. They help us set our direction and define our goals as, following Edmund Rice’s vision, we continue to reflect and to seek to make the Gospel a living reality in our communities. The Charter and Touchstones can be accessed from the EREA website: <https://secure.erea.edu.au/Publications/EREA-Charter/docs/EREA-Charter.pdf>

Primary Role

Based at the North Melbourne Campus of St Joseph's Flexible Learning Centre and reporting to the Campus Principal, this position is accountable for the delivery of the Victorian Curriculum program and associated wellbeing programs in a manner that is consistent with curriculum requirements as specified by regulatory bodies and internal parties such as Edmund Rice Education Australia, Youth+ and Catholic Education Melbourne and in accordance with the Operation By Principle approach.

Key Accountabilities

Key accountabilities of this position include but are not restricted to:

1. Ensure all staff have the capability to deliver the Victorian Curriculum program in accordance with relevant curriculum standards and wellbeing program standards;
2. Ensure that all young people have a Personalised Learning Plan (PLP) that reflects individual needs of the young person and meets Youth+ standards;
3. Ensure high rates of school attendance by monitoring attendance rates as per the Youth+ South East Network Vic/Tas – NCCD/Census School Leader Procedure and when required formulate innovative approaches to increase attendance;
4. Ensure that all staff are competent in the Operation by Principles approach
5. Ensure the safety and well-being of staff and young people by being the Point Of Contact for the entire school for specified or rostered periods of times
6. Provide high quality supervision to all direct reports and other staff as required
7. Ensure that all staff are provided with high quality supervision;
8. Ensure that all Safety /OHS and general school procedures and protocols are followed especially for all off site activities;
9. Ensure new teaching and youth worker staff are provided with required training, support and supervision to enable them to be competent in the delivery of the Victorian Curriculum programs and Operation by Principles;
10. Implement and monitor new staff reviews and annual staff appraisals;
11. Implement performance management processes for specified staff subject to consultation with the Campus Principal and other relevant HR/Legal specialists; and
12. Ensure all Child Safety concerns are appropriately addressed and where required reported to the Campus Principal, Child Protection and/or Victoria Police.

Applications

Applications should be forwarded to southeastrecruitment@youthplus.edu.au by 29th August 2019 and need to include:

- A letter of introduction and a response to the Selection Criteria;
- A current curriculum vitae outlining previous experience and skills;
- Two referees (including contact details). Please include a referee from current or most recent place of employment.

For further information contact Chloe Hand on chloe.hand@youthplus.edu.au or 0439 290 168.

Youth+ is committed to being a child safe organisation. 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. Comprehensive reference and background checking will be undertaken, including a Working with Children Check and police check.

Selection Criteria

1. All applicants must be eligible for registration with the Victorian Institute of Teaching (VIT).
2. Demonstrated high level understanding of initiatives in student learning including relevant standards, the principles of learning and teaching in a flexible education setting, assessment and reporting advice and the capacity to provide leadership in the alignment of these areas.
3. Demonstrated high level understanding of the needs of young people attending a Flexible Learning Centre, and the related approaches and interventions utilised to ensure all young people attending SJFLC have the best opportunity to both learn and prosper.
4. Demonstrated understanding of the principles of learning/teaching and wellbeing in a Flexible Learning Centre, and the capacity to provide leadership in these areas.
5. Demonstrated understanding (or willingness to learn) of Operation by Principles, and capacity to support colleagues to work in a manner that reflects these Principles.
6. Demonstrated high level written and verbal communication skills, and high level interpersonal skills.
7. Demonstrated commitment and capacity to manage and develop teams in an alternative education setting.
8. Significant experience managing and supervising staff.