

Position Description: Teacher

FLC/Program:	Southport Mobile Education Program, Wollemi Flexi Schools Network		
Location:	Southport		
Classification:	Teacher		
Salary:	As per Catholic Employing Authorities Single Enterprise Collective Agreement – Religious Institute Schools of Queensland 2015-2019		
Employment Status:	Full Time Ongoing		
Contact:	Name:	Zoe Surawski	
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Closing Date:	6 October 2017	REF:	SMEP/TEA/0917

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. FLC's are registered non-state schools. Young people attending an FLC may express a broad range of complex education and social needs and the school responds with a variety of flexible and innovative social inclusion and learning experiences.

The school provides 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.

The school offers engagement activities including outdoor education, sport, art, dance and cultural connections are an integral part of the daily offerings.

The school also offers a socially inclusive educational environment to young people disenfranchised from mainstream education because of complex, multiple factors associated with personal, family, social and community alienation. The school caters for the following young people who may have had contact with any of the following organisations or come from any of the following backgrounds, or similar:

- Indigenous and non-indigenous young people who are disengaged from mainstream education
- Those who have had contact with the juvenile justice system;
- Those in the care of the Department of Child Safety;
- Those with a history of extended periods of unexplained absences;
- Those who are highly mobile;
- Those who have had repeated difficulty conforming to the behaviour requirements of mainstream education and training;
- Those with mental illness or at risk of engaging in self harming behaviours or substance abuse;
- Those with chronic illness leading to extended absences;
- Those who have been excluded from school;
- Those who are homeless;
- Those who are young parents;
- Those who have repeatedly suffered from severe negative schooling experiences;
- Those with a generational history of early school leaving;
- Those with a generational history of unemployment;
- Those who have experienced abuse and trauma in their life;
- Those who are gay, lesbian, bisexual, transgendered or intersex;
- Those who have experienced significant bullying;
- Those searching for a different educational experience.

See www.youthplus.edu.au - Publications for further information. Please note, as the Youth+ website is currently under development and therefore not all areas have information entered or finalised.

Primary Role:

The Teacher will report directly to the Head of Campus and is expected to work collaboratively with all staff at the school. The Teacher is also accountable to the Principal of the School.

The Head of Campus 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 schools objectives and planning
3. Contributing to the establishment and maintenance of a supportive school environment

Qualifications:

All applicants will require or be eligible for

- Registration with the Queensland College of Teachers.
- Teachers from either a primary and/or secondary school background will be considered for this position.

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 and FLC Occasional Papers (available on the website <http://www.youthplus.edu.au/publications/reports-a-papers.html>)

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 at their ability level 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. counseling, 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 school 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 Youth+ Policies and Procedures.
- Participate in professional development that is relevant to the work of the school

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 young person cross agency meetings as required
- Daily use of technology for checking emails

6. Other identified duties specific to the role in this Flexible Learning Centre

- Carries out duties and tasks that may be reasonably assigned by the Head of Campus or Principal from time to time.

Selection Criteria:

1. All applicants will require or be eligible for
 - Registration with the Queensland College of Teachers (please include in application)
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 <http://www.youthplus.edu.au/publications/reports-a-papers.html>).
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.

Application Process

Applications close 6 October 2017, submission to recruitment_WFSN@youthplus.edu.au

Applications should include

- Response to the Selection Criteria above
- A curriculum vitae outline relevant work history
- The names and contact details of two (2) referees. Please include a referee from current/most recent place of employment

Applications that do not meet the above requirements will not be considered.

All applicants for this position will be subject to EREA screening procedures and Aboriginal and Torres Strait Islander People are encouraged to apply.

Our organisation 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.

For further information please contact Zoe Surawski, 0438 036 380

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.