

Job Description



Position Title	Project Coordinator: Promoting Aboriginal Student Success
Physical Location	Murray Bridge
Geographical Responsibilities	Murraylands
Appointment Type	0.8 FTE contract for 12 months
Classification Code	As per the ACC ECA 2009
Date	

ac.care refers to Anglican Community Care Inc which is the legal entity of the organisation.

JOB SPECIFICATION

Summary

Promoting Aboriginal Student Success

The project is a 3-layered model focusing on student success, community engagement in education, and supporting and empowering staff to respond to issues in effective and culturally appropriate ways. The project works in a partnered approach with three local primary schools (Fraser Park Primary School, Murray Bridge Primary School and Murray Bridge South Primary School) and Murray Bridge High School to promote and support Aboriginal students to be successful in their education.

Reporting/Work Relationships

- The Project Coordinator will reports to the Manager, Aboriginal Services
- The Project Coordinator will be responsible for reporting to ICAN and Schools and will need to develop measures to show the positive impact of cultural change and ensure that quality measures are met.
- The Project Coordinator will facilitate the development of a steering committee involving all key stakeholders to ensure that the objectives for the project are achieved. This will be supported by the Local ICAN Program Manager.
- The Project Coordinator will manage the program and work in partnership with support workers already involved with Aboriginal families within the Education Department. Their role will be to work collaboratively with schools, agencies and services, ICAN, young people and all key stakeholders to achieve the objectives of the project.

Special Conditions

- Undertake a Police Check.
- Some out-of-hours work may be required.
- May be required to travel intra/interstate.
- Participate in an annual developmental review process.
- Current driver's licence is essential.
- Work with limited supervision at various locations including: Fraser Park Primary School, Murray Bridge Primary School, Murray Bridge South Primary School and Murray Bridge High School.

Key Responsibilities

1 The Project Coordinator will deliver quality outcomes for Aboriginal young people by:

- Increasing the profile and awareness of Aboriginal students successfully engaging in their education. This will be achieved through public recognition of the work of the Aboriginal Consultative Group e.g. in the school newsletter, and the development of a resource e.g. DVD/Booklet that can be distributed to Aboriginal students enrolled at the participating schools, and other schools in the Murray region.
- Improving attitudes and expectations toward education for and by Aboriginal young people.
- Increasing attendance of Aboriginal students at school.
- Increasing engagement of Aboriginal students at school.

2 Contribute to the improvement of educational programs to Aboriginal young people within education settings in Murray Bridge by:

- Developing processes to address issues of conflict between Aboriginal students at Murray Bridge High School including communication and involvement with parents/caregivers. This will be achieved with input from the Aboriginal community group with DECS Aboriginal support staff.
- Increasing the skills of staff in their ability to effectively address issues of conflict between Aboriginal students.
- Consulting with staff and leadership regarding their training needs such as the provision of training in restorative justice and mediation.
- Challenging underlying expectations of a negative schooling experience present in the Aboriginal community in Murray Bridge through the Transition Program, and Community Group.
- Facilitate workshops and opportunities for families to be involved in education in partnership with the schools.

- Increasing the communication between students and school leadership regarding issues relating to Aboriginal students.
- Develop mechanism for the Aboriginal Student Consultative Group to meet regularly with the Principal/leadership staff to discuss issues, concerns and ideas to enhance Aboriginal attendance and engagement in education.

3 Recognise and maintain the rights of young people by:

- Maintaining a “child focus” through consideration of a young person’s wishes and opinions in decisions that affect his or her life.
- Respecting and understanding the young person’s cultural and religious identification or heritage.

4 Contribute to the development of the program by:

- Establishing an Aboriginal Student Consultative Group made up of high school students who are attending and engaging positively at school: Their role would be in an advisory capacity regarding issues and concerns of Aboriginal students at Murray Bridge High School and they would assist in the transition of year 7 Aboriginal students.
- Establish a community group of parents working towards developing a process where they can engage with school staff and work collaboratively when dealing with issues at school.
- Develop mechanism for school staff to receive training and support to address issues between Aboriginal students, including utilising a restorative justice/mediation method to address issues of conflict.
- Establish a transition program between the three local primary schools and the high school with year 6 and 7 Aboriginal students, with the aim to create expectations of success and support in high school, with the development of a compilation of ‘stories of success’ (in DVD/booklet form to be given to year 6 and year 7 students).

5 Contribute to the effective management and promotion of the agency by:

- Participating in the ongoing quality assurance program of ac.care.
- Assisting in policy development that includes Aboriginal lifestyle and cultures as appropriate.
- Keeping abreast of changes to legislation, policies, practices and procedures, and ensuring they are applied in a manner that is respectful and culturally appropriate.
- Ensuring that the services and programs meet quality assurance standards and principles of continuous improvement.
- Participate and work in partnership with other staff members employed within the ac.care Aboriginal team.

- Working collaboratively with all ac.care staff as well as staff from other agencies.
- With the approval of the Manager, Aboriginal Services represent ac.care and the Promoting Aboriginal Student Success program on committees, working groups and at community functions.

6 Contribute to the maintenance of a safe and congenial working environment by:

Taking reasonable care to:

- Protect one's own health and safety at work.
- Avoid adversely affecting the health or safety of any staff member through any act or omission at work.
- Report any observed risks and hazards.
- Obey any reasonable instruction that ac.care has given in relation to health or safety at work.
- Comply with all policies published by ac.care that apply to the workplace.

Taking responsibility to:

- Treat colleagues with respect, courtesy, fairness and good faith.
- Promote cooperation with colleagues to further common interests and concerns.
- Practice principles of good teamwork.

7 Other duties as directed which are coincidental to the position.

PERSON SPECIFICATION

Essential Minimum Requirements

Educational/Vocational Qualifications

- Qualifications in Youth Work, Community Services or equivalent.

Experience

- Working with Aboriginal young people
- Working within an educational setting
- In developing and maintaining effective collaborative relationships
- Community development

Personal Abilities/Aptitudes/Skills

- High level of interpersonal skills (listening, verbal and written).
- Ability to establish rapport and maintain a positive relationship with Schools, and Aboriginal Young people and their families.
- Ability to manage time effectively, set priorities, plan and organise workload and achieve specified outcomes.
- Demonstrated ability to work independently with minimal supervision.
- Ability to function as a co-operative team member to achieve team objectives.
- Demonstrated ability to liaise and negotiate with young people and service providers.
- Ability to work with, and be sensitive to, the needs of different genders and cultural groups. Be especially sensitive to the needs and wishes of the Aboriginal community.
- High level of conflict resolution skill.
- Ability to advocate with and on behalf of Aboriginal young people and their families.
- Ability to interpret legislation, policies and procedures within a practical context.
- High level of analytical and problem-solving skills.
- Ability to handle all situations with diplomacy, tact, empathy and strict confidentiality.
- Ability to self-reflect.

Knowledge

- Comprehensive knowledge of the key issues surrounding education for Aboriginal young people
- Knowledge and understanding of Aboriginal culture and issues affecting the Aboriginal community, especially in the Murray Bridge region.
- Awareness of racism and its effects on people.
- Knowledge of relevant legislation and policies affecting young people.
- Knowledge of issues pertaining specifically to rural areas.
- A general understanding of equal opportunity and social justice principles.
- Knowledge of OHSW as it relates to employees.

Desirable Characteristics

Educational/Vocational Qualifications

- Any qualification or training which would support quality service delivery of the Promoting Aboriginal Student Success Program.

Personal Abilities/Aptitude/Skills

- Dedicated to own personal development.

Knowledge

- Community development.
- Community services and resources available to assist young people in the Murray Bridge region.

Special Notes

Review of Job and Person Specifications

The Job and Person Specifications will be reviewed regularly as part of a performance management process to ensure performance, skills and abilities match the requirements of the position. This regular review will ensure that the Job Description is current and reflects accurately the duties carried out by the incumbent.

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