Position Description

Position details

<table>
<thead>
<tr>
<th>Position Title:</th>
<th>Senior Professional Learning Officer</th>
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<tbody>
<tr>
<td>Reports to:</td>
<td>Education and Early Years Program Leader</td>
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<tr>
<td>Team:</td>
<td>Education and Early Years</td>
</tr>
<tr>
<td>Location:</td>
<td>Brunswick</td>
</tr>
<tr>
<td>Classification:</td>
<td>Level 6</td>
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<tr>
<td>Status:</td>
<td>0.8 EFT, Ongoing</td>
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The Organisation

The Victorian Foundation for Survivors of Torture Inc. (VFST), also known as Foundation House, provides services to advance the health, wellbeing and human rights of people from refugee backgrounds who have experienced torture or other traumatic events.

Established in Melbourne in 1987, Foundation House is non-denominational, politically neutral and non-aligned. It is constituted as a not-for-profit organisation managed by an elected Board of Management and is funded by the Commonwealth and Victorian Governments, philanthropic organisations and donations from private individuals.

Foundation House is a state-wide agency offering services in metropolitan, regional and rural areas. Offices are in Brunswick (head office), Dallas, Dandenong, Ringwood and Sunshine. Services are also provided in partnership with other agencies outside of the metro area. With approximately 200 staff the organisation:

- Provides services to clients in the form of counselling, advocacy, family support, group work and complementary therapies
- Works with client communities and the sectors they interact with
- Offers professional and organisational development
- Advocates to governments for improvements to policies and programs
- Conducts and contributes to research

Working with approximately 5,000 clients a year a trauma recovery informed service model guides the integrated organisational structure which is comprised of the following areas:

- Direct (Client) Services
- Practice Development & Learning
- Community and Sector Development
- Corporate Services

Foundation House is committed to promoting and protecting the interests and safety of children and this is reflected in our organisational policies, protocols and staff development.

Mission

To advance the health, wellbeing and human rights of people from refugee backgrounds who have experienced torture or other traumatic events.
Position Description

Team Summary
The Community and Sector Development Group is an organisational group at Foundation House and encompasses a range of programs that build the capacity of the health, education and community sectors in their work with people of refugee backgrounds. The Group also supports the development of policy and advocacy across the organisation. The Community and Sector Development Group works in partnership with refugee communities and the service providers and systems supporting them. The Community and Sector Development Group comprises four areas:

- Community Capacity Building
- The Education and Early Years team
- Victorian Refugee Health Network (VRHN)
- Policy and advocacy

The Education and Early Years team comprises the School Support Program and the Early Years program. The Schools Support Program works in partnership with schools throughout Victoria in supporting students and families of refugee background including the delivery of the Refugee Education Support Program and broader schools development work. The Early Years program has the objective of improving health, development, wellbeing and educational outcomes for children and families from refugee backgrounds by supporting Victorian early years services to work effectively for and with families of refugee and asylum seeker backgrounds.

Position Summary
The Senior Professional Learning Officer (SPLO) is responsible for the content development and coordination of the professional learning in schools to support the education, health and well-being of students and families of refugee background. This work is informed by Schools in for Refugees: A whole-school approach to supporting students of refugee background. (VFST 2016). Additionally, the SPLO provides advice as required to the Early Years Program staff around the development and delivery of professional learning.

Scope & Dimensions:

| Budgets:   | Nil |
| Number of staff: | Nil |

Reporting lines:
Key Responsibilities

<table>
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<tr>
<th>Key Responsibility</th>
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<tbody>
<tr>
<td><strong>Professional Learning (PL) Delivery</strong></td>
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<tr>
<td>Provide leadership and coordinate the delivery of professional learning sessions with schools and the broader education sector to strengthen their approach to students and families from refugee backgrounds, ensuring consistency with key messages and frameworks in <em>School’s in for Refugees</em> (VFST 2016).</td>
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<td>• Assess and develop training in accordance with identified professional learning and development needs for individual schools.</td>
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<td>• Maintain effective relationships with the Professional and Organisation Development team to maintain consistency of key messages delivered through Foundation House professional learning.</td>
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<td>• Deliver Professional Learning sessions on-site and on-line as part of the Refugee Education Support Program (specifically the School’s In for Refugees content in all RESP clusters).</td>
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<tr>
<td>• Support School Support Officers and other Foundation House staff in the delivery of professional learning as relates to the education sector.</td>
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| **Professional Learning Content** |
| Coordinate the development and delivery of professional learning content on behalf of the Schools Support Program with reference to the Foundation House direction, the sector, and appropriate frameworks and research. |
| • Collaborate with the Professional Learning and Development team to ensure appropriate training content is considered and opportunities for training are maximised. |
| • Apply approved Foundation House style and visual identity to all training materials. |
| • Collaborate with Foundation House teams to implement effective resources and strategies required in schools. |
| • Support School Support Officers and other Foundation House staff in the development of content for professional learning material to be delivered to the education and early years sectors. |
| • Complete all administration, evaluation and content management required for PL. |
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**Relationship Building**
Establish and maintain positive professional relationships with key internal and external stakeholders in order to support the education and wellbeing needs of students and families from refugee background.
- Consult with schools to ensure professional learning content meets the needs of school staff.

**General Administration**
Maintain effective systems of recording and disseminating relevant information in accordance with Foundation House process, policies and procedures.
- Maintain accurate and up to date records for and fulfil data requirements.
- Participate in relevant Team and Agency meetings.
- Identify advocacy issues and opportunities relevant to other operational areas of Foundation House.
- Develop and contribute to reports as required.

**OHS**
Actively contribute to health and safety at Foundation House by being aware of safety policies and procedures and consciously applying these every day to ensure the health and safety of our workplace.

**Personal Qualities**
The Senior Professional Learning Officer is an excellent leader and organiser who can manage their time well within a project framework whilst remaining flexible and adaptable. They will work with others to inform and develop capacity to improve the education experience of people from refugee backgrounds. They will be leaders in influencing change and demonstrate compassion and professionalism with a strong sense of social justice and a commitment to human rights.

The Senior Professional Learning Officer will be collaborative in their approach to working with the Education and Early Years team, across the agency, and with external stakeholders.

**Selection Criteria**

**Qualifications:**
Tertiary qualifications in education, social work, community development or a related field. A formal qualification in adult education is desirable.

**Skills**

**Essential**
- Significant experience in the development and delivery of professional learning both on-site and online.
- Ability to work collaboratively in a team environment and with teaching professionals and other Program partners in school/education sector contexts.
- Ability to source current research and evidence based frameworks to inform the development and delivery of professional learning for teachers.
Position Description

- Leadership abilities with experience leading programs.
- Project management skills with the ability to manage competing demands within tight time lines.
- Highly developed written and interpersonal communication skills, including the ability to influence and negotiate with stakeholders.
- Computer skills and competence using presentation software and tools and on-line learning platforms.

Knowledge

**Essential**
- Understanding of issues facing children and young people from refugee backgrounds and their families.
- Understanding of the Victorian education sector, including education pathways to employment.
- Role of advocacy in accessing support services.
- Good working knowledge of adult learning principles to inform resource design and development.

Conditions of employment

- VFST promotes the safety and well-being of children.
- A satisfactory police check, WWC will be required of the successful applicant.
- The position is in accordance with the Victorian Foundation for the Survivors of Torture Enterprise Agreement.
- This position will require some travel and therefore the successful applicant must hold a current driver's licence.

Approval and Acknowledgement

<table>
<thead>
<tr>
<th>Date PD last reviewed:</th>
<th>11 June 2020</th>
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<tbody>
<tr>
<td>PD Approved by:</td>
<td>General Manager, Community and Sector Development</td>
</tr>
<tr>
<td>Date of approval:</td>
<td>12 June 2020</td>
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