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## Candidate Information

Community Engagement Facilitator  
High School Program  
Western Australia

January 2021

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● Investing in Potential ● Inspiring Excellence ● Transforming Lives

## The Opportunity

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- Be part of the growing success story of Indigenous academic achievement
- Work closely program participants
- Based at St Catherine's College, Crawley

At Aurora, our goal is for every Indigenous student to access the right educational opportunities so they realise their academic potential. For some, that's completing Year 12 and for others, that's a PhD from Harvard. We're aiming to shift the paradigm about what is possible for Aboriginal and Torres Strait Islander Australians; starting with students in Year 8 with our high school program, all the way through to post-graduate studies at international universities with our scholarships program. Our programs are long-term, independently evaluated and outcome driven. We don't see ourselves as a 'quick fix' to these complex issues and the results show that our programs work – investing in potential to inspire excellence and transform lives.

Our High School Program works with Indigenous students from Year 8 and until Year 13. We provide academic enrichment through our school holiday camps, wrap-around support and ongoing contact and engagement between camps. The Program focuses not just on the academic side of things but also cultural identity, and places Aboriginal ways of learning at its core.

In this role, you will work to keep our program stakeholders engaged students, their families, Indigenous Education Officers and other school contacts. The role is critical in supporting students on their education journey and build capacity to navigate the education system. You will attend our camps and play a key role in building strong relationships with students.

Essential to this role is your ability to build strong and effective engagement strategies for different stakeholder groups. You will enjoy working with Indigenous students and families and are just as comfortable interacting with schools. You will bring the maturity to incorporate different perspectives and use a strengths-based approach to support our students. Working with young people, you will understand the need to identify risks and work in a child safe manner. You must be available to attend residential camps during school holidays.

Our programs have achieved unparalleled success, and this is an opportunity for you to be part of that narrative of excellence. We offer a values-driven, team environment, where we are each committed to the purpose of our organisation. You will be well-supported with regular professional development activities and will be welcomed into a collegiate team. In addition to a competitive salary, you will have immediate access to salary packaging.

Being an Aboriginal and/or Torres Strait Islander is a genuine occupational requirement for this position under Clause 50 of the Equal Opportunity Act 1984 (WA)

## How to Apply

Please send your full resume and a covering letter explaining your motivation for applying and outlining how you meet the selection criteria in the role statement to:

Email: [careers@aurorafoundation.com.au](mailto:careers@aurorafoundation.com.au)

Initial Enquires: [anne.clatworthy@aurorafoundation.com.au](mailto:anne.clatworthy@aurorafoundation.com.au)

## About the High School Program

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Our High School Program provides intensive academic support over a 6-year period to Indigenous high school students. The Program seeks out young people with an interest in learning and strengthening their cultural identity. It helps students to realise their full academic potential.

Currently in WA (Perth and Southwest) and NSW (Western Sydney), and delivered by specialist Indigenous staff, mentors and Elders, the Program provides each student with over 200 hours of wrap-around support each year. This includes 20 days of residential academic camps, tutoring, mentoring, well-being support, academic equipment (for example, laptops and Wi-Fi), as well as post Year 12 transition support. The High School Program is not just about the individual student.

A big part of the program involves engaging with families and schools to equip them with the tools to help participants along their education pathway. Furthermore, we focus on creating a community of students who support each other through school, university and into their careers.

## Our Impact

And independent evaluation by Nous Group concluded that the High School Program “could go a long way to closing the gap between Indigenous and non-Indigenous students in educational outcomes”. It also noted the potential for the Program to contribute to significant systemic change.

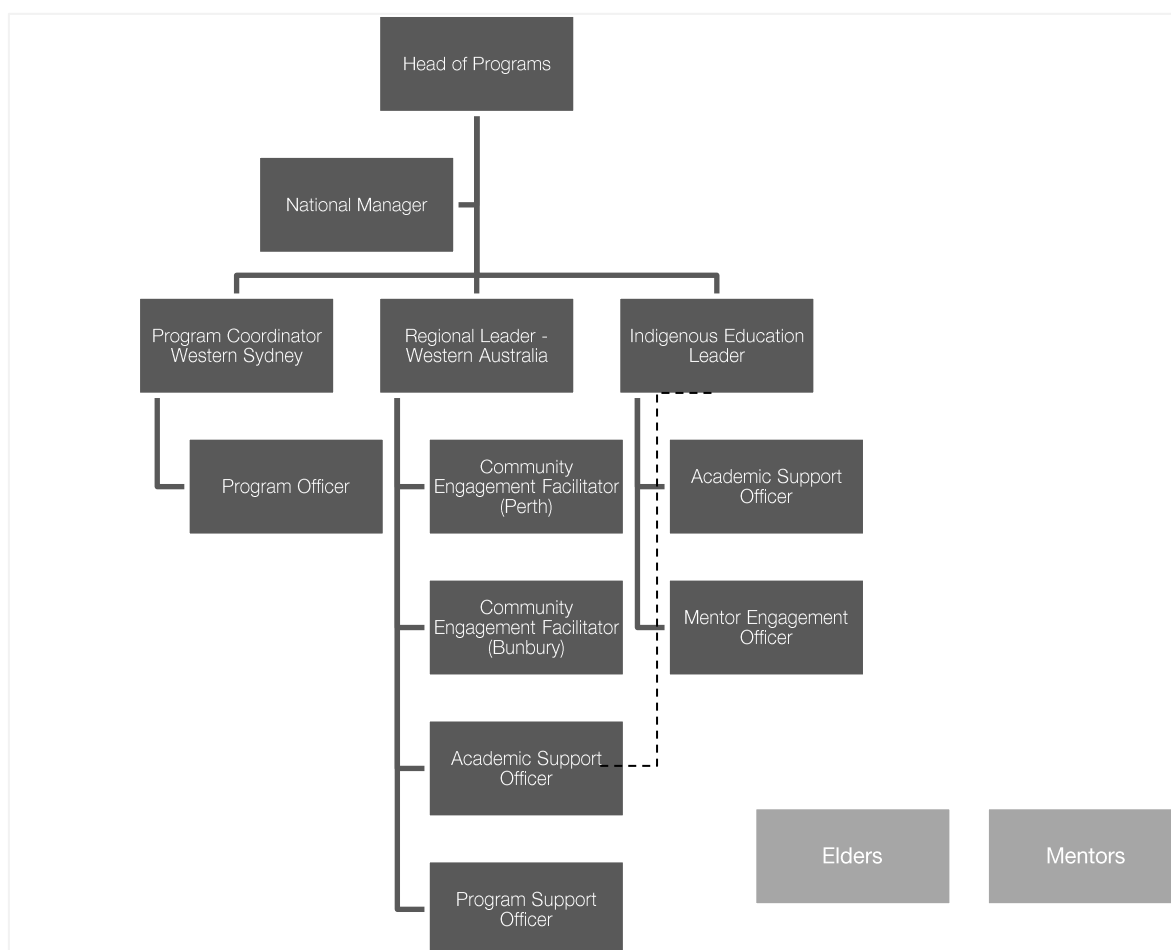
In addition, Nous found:

- Year 12 completion and ATAR attainment rates for Program participants were far higher than those of other Indigenous students and comparable to non-Indigenous students.
- The proportion of Program participants enrolled in university was far higher than for other Indigenous students and comparable to non-Indigenous students.
- A strong sense of community was reported to have fostered participant engagement and motivation and improved their health and wellbeing.
- Participants’ educational aspirations and confidence were raised, and their academic skills were strengthened.



## High School Program Team

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## About Aurora

Aurora supports Indigenous students to realise their full academic potential – whether it is completing Year 12 or a PhD from Harvard. We walk with students throughout their entire academic journey – from high school right through to university, to post graduate studies and on to the workforce.

### Our Vision

A future where the next generation of Aboriginal and Torres Strait Islander Australians achieve equitable participation at the highest level – in academia, the professions, in boardrooms and across government.

### Our Aspiration

Through our interconnected programs, we aim to engage with over 50,000 Aboriginal and Torres Strait Islander people across Australia over the next 5 years. Our role is to inspire every Aboriginal and Torres Strait Islander student in their education journey, connect them with educational and career opportunities that enable them to realise their potential, and guide them in this journey. Supported by Aurora, students and scholars are achieving unparalleled outcomes that transform lives. We will continue to shift the conversation to one of proud and talented Indigenous students with limitless potential. In order to achieve systemic change, we are committed to an authentic and trusted approach, evidence-based decision making, and a long-term focus.



Learn more about us:

<https://vimeo.com/367141762>

<https://aurorafoundation.com.au/>

## Working With Us

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Our five key reasons to join our team are:



### You'll make a difference

Be part of our positive change to create a society where Aboriginal & Torres Strait Islander people have the same educational opportunities as all Australians. We know that our programs have a systemic impact.



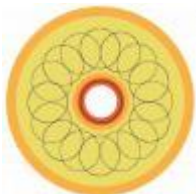
### You'll learn

We are constantly striving for excellence, looking at the latest research and punching above our weight. This means we are all learning and growing.



### We stand out

Our programs have been described by independent evaluators as unique and our results incredible. We have the courage to look at issues from alternative perspectives and tackle them differently.



### We're dynamic

We work hard yet our work environment is relaxed, friendly and supportive. We are all here for the same reason and work together to achieve outcomes for our stakeholders. We all enjoy our regular staff development meetings, celebrations of key events and our Wednesday updates.



### We live our values

Our work is guided by our values: **respect** allows to **collaborate** meaningfully and authentically which leads us to be **accountable** for what we do which in turn enables us to make an **impact**.

## Our Values

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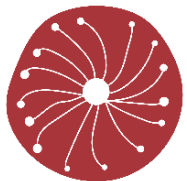
### Respect

- We respect Aboriginal and Torres Strait Islander people as the custodians of the land on which we work.
- We treat each other and our stakeholders with dignity and respect at all times.
- We develop culturally safe spaces and foster awareness and acceptance of culture, identity and beliefs.



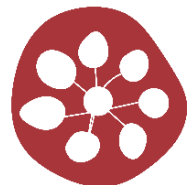
### Collaboration

- We welcome feedback and adapt our practices and approaches when needed.
- We understand that that success can't be achieved in isolation.
- We participate equally and cooperatively in partnerships with community and stakeholders.
- We share information, knowledge and skills across the organisation.



### Accountability

- We deliver what we commit to.
- We pursue excellence in everything we do.
- We take responsibility for our actions.
- We are responsive and transparent in the way we work.



### Impact

- We aim to have a positive impact.
- We innovate to achieve results.
- We look to effect change in perceptions, outcomes and opportunities.
- We believe in empowering ourselves and others to realise our full potential.



# Role Statement

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## Position Details

Role Title:	Community Engagement Facilitator
Reporting To:	Acting National Manager – Western Australia
Employment Status:	Permanent, full-time (38 hours per week)
Probation Period:	Six months
Location:	Perth (Crawley)

## Position Purpose

This role has accountability for establishing and maintaining high levels of engagement with program stakeholders, in particular, students, their families, Indigenous Education Officers and other school contacts, with the objective of supporting students on their education journey. The role supports students and their families to build capacity to navigate the education system. The Community Engagement Facilitator also plays a key role during Academic Enrichment Camps, by continuing to build on the strong relationships with students.

The Western Australia team includes two Community Engagement Facilitators, one focused on the Perth cohorts, and one focused on Bunbury cohorts.

Success measures in this role include:

- Ongoing engagement of students in the Program
- Frequency to touch points with stakeholders
- Feedback from students, schools and families on their experience of the Program.
- Commitment to child safety
- Contribution to team dynamic
- Alignment with Aurora values.

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## Responsibilities & Key Activities

### Community Engagement

- Establish and maintain relationships with program stakeholders including students, their families and schools, particularly in relation to academic supports and camp attendance and engagement.
- Liaise with schools to monitor student progress, collect academic data and other information related to student academic supports, needs and performance.
- Create and implement an annual schedule of stakeholder touch points such as face-to-face meetings, telephone contact, social media contact, community events and school-based events
- Design and deliver a range of community events to build rapport and engagement with High School Program participants, families, schools and other relevant stakeholders.
- Monitor and report on effectiveness of engagement activities and make recommendations for improvements, where necessary.
- Record all stakeholder contact in Dynamics.



### Student Selection

- Where required, attend meetings with schools or deliver presentations to promote the program and engage their support.
- Implement student selection processes, evaluate applications and make recommendations for selection.
- Facilitate the completion of sign-on documentation.

### Wrap-Around Student Support

- Facilitate the collection of student information including school reports, NAPLAN results, health and wellbeing information and family status and record on the relevant databases.
- Work with individual students, families and schools to understand academic and social support requirements.
- Arrange for the purchase of key academic tools, equipment, resources and tutoring in line with approved Academic Support Plans.
- Consult with the Academic Support Officer on a regular basis to ensure appropriate tutoring support and understand its impact on students' academic improvement.
- Manage academic support spending for student cohorts in line with annual budget.
- Refer students to additional support services as needed.
- Identify students at risk of disengagement with the program and consult relevant team members to remedy.

### Academic Camps

- Participate in the design and organisation of Academic Enrichment Camps (up to 3 per year).
- Provide hands-on assistance with the organisation / logistics of each camp, as required.
- Lead residential camps, working to manage the environment, support the students and facilitate activities.
- Participate in post-camp evaluations and contribute to continuous improvement.

### Organisational Participation

- Work collaboratively with team members to contribute broadly to the achievement of Aurora objectives.
- Participate in organisational and team planning initiatives.
- Provide regular reporting as required.
- Assist with general office and administration duties when needed.
- Take reasonable care for your own health and safety and for that of others in the workplace by working in accordance with legislative requirements and Aurora's policies and procedures.
- Undertake other responsibilities and duties within the scope of this role, as directed.

## Selection Criteria

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- To be Aboriginal and/or Torres Strait Islander is a genuine occupational requirement for this position under Clause 50 of the Equal Opportunity Act 1984 (WA).
- A demonstrated understanding of or capacity to learn about Indigenous histories, cultures, organisations and the issues facing Indigenous people in Australia meeting their aspirations for their communities and families.
- Excellent interpersonal skills, including the ability to effectively engage and communicate with Aboriginal and Torres Strait Islander people, stakeholders and organisations.
- The confidence to deliver presentations and facilitate events.
- Exceptional interpersonal skills.
- An organized, methodical and task-orientated approach to work with strong time management skills.
- Demonstrated experience in working autonomously while maintaining connection to program objectives and team activities.
- Demonstrated ability to identify and manage risks.
- Willingness and availability to attend residential camps during school holidays.
- Well-developed computer literacy, ideally including use of CRMs.
- Driver's licence.

## Other Requirements

- Willingness to obtain a Working with Children Check.
- Satisfactory national police check.

Our organisation is committed to child safety. We have zero tolerance of child abuse. Our robust human resources, recruitment and vetting practices are strictly adhered to during the application and interviewing process. Applicants should be aware that we carry out working with children, police records and reference checks (as we see fit) to ensure that we are recruiting the right people.