



Student Programs Coordinator and Educator

Position Description

Responsible to:	Student Programs Manager
Responsible for:	Caring for Climate and Change Program - incursions & excursions
Location:	CERES Main Site
Grade:	EM3
Hourly rate:	\$32.13
Status:	Permanent part-time
Hours:	28 hours per week

About CERES

CERES Community Environment Park is an award-winning, not-for-profit, environment park and urban farm located by the Merri Creek in East Brunswick, Melbourne. Once a landfill site and wasteland, today CERES is a thriving, vibrant community. With over 450,000 visitors a year, CERES is the most visited environmental centre in Australia.

Our Vision

Our vision is for everyone to fall in love with the Earth again.

CERES is a place for community-based learning and action. Through this, we create better ways of living together in five areas: environmental, social, economic, cultural and spiritual. You can read more about CERES, our educational programs and other social enterprises on our website: www.ceres.org.au.

About CERES Student Programs

CERES has been delivering environmental and cultural education programs to students for over 35 years. Each year we reach over 62,000 people who come to CERES for excursion programs and tours and our incursion staff visit over 13,000 students in schools. Through experiences in our park, activities in school and now online the Student Programs Team nurture practical skills and a love for nature in thousands of hearts, minds and hands.

Our wide range of student programs offer hands-on educational experiences suited for all ages and connect young people to the natural world with an emphasis on achievable actions to environmental problems. The knowledge gained through these programs can be applied in the classroom or at home, providing a link to the wider community. Our program learning areas as an Excursion and Incursion are:

1. Caring for Climate and Change
2. Farming for Our Future
3. Exploring Ecosystems
4. Towards Zero Waste
5. Water Cycles and Solutions



6. Indigenous Perspectives
7. Global Perspectives

Our learning areas for programs longer in duration than an Excursion and Incursion are:

1. Student Environmental Leadership
2. Nature Play
3. Schools for Wildlife

For more information, visit our [website](#).

Position Purpose

This position is responsible for developing and delivering engaging and inspiring activities to school groups and ensuring that visiting schools are made to feel welcomed. This position is not only responsible for the maintenance, development and delivery of the Caring for Climate and Change [incursion](#) and [excursion](#) programs, but also supports all team members including other coordinators, sessional educators, and the bookings and site maintenance staff. You will work towards your key programs and project goals and also support the goals of the whole area and have flexibility within your role to work on priority work areas where needed.

Key Responsibilities

1. Program Delivery

This role involves the delivery of in-person (and if required online) incursions and excursions to mostly primary and secondary students and at times to adult and tertiary groups. This can also include delivering services such as:

- Develop and deliver professional development workshops to staff (in consultation with CERES Teacher Programs team),
- Present at conferences and external events, and
- Run activities at festivals and events.

2. Coordinating Climate Education Programs

In addition to working independently, this role involves participating in education-related events and collaborating with colleagues to co-design, develop and deliver programs. This includes:

- Monitoring the effectiveness of program operations and learning impact of your programs e.g. review & integrate where appropriate based on feedback from school teachers and sessional educators.
- Attending the required meetings and collaborating with internal and external stakeholders to:
 - Incorporate current and innovative approaches to learning and ensure the connection to the Victorian Curriculum and relevance to schools is embedded across all programs.
 - Update and adjust programs and materials, to improve messaging, engagement, and effectiveness; and alter or remove activities where appropriate.
 - Co-design a new activity using the education building known as The Human Powered Classroom.
- Training sessional educators in the delivery of programs by ensuring that the online platform, 'Thinkific' is kept up-to-date and that they understand:

CERES

- set-up & pack-up procedures,
- preferred use and operation of teaching spaces and equipment,
- key learning intention and program narrative and
- lesson plans are kept up-to-date.
- Keep up-to-date with new development in climate change solutions and environmental education programs.

3. Maintaining Teaching Resources, Equipment and Spaces

A key part of this role is to ensure that the teaching materials, equipment and spaces/areas are maintained. This includes:

- Maintaining safety, cleanliness and operation of teaching spaces, areas and equipment (e.g. BioGas, and Inverter Shed) and ensuring adequate supplies of teaching materials.
- Collaborate with Site and Venue teams for maintenance and updates on spaces and equipment.
- Perform maintenance tasks on key teaching spaces, mostly located in the Energy Park, equipment and resources.

4. CERES Culture

- Work in alignment with CERES purpose, vision and strategic plan.
- Support and collaborate with other areas of CERES.

5. Workplace Health, Safety & Wellbeing

CERES is committed to providing a safe working environment and enhancing the well-being of the CERES community. Staff and volunteers are responsible for each other's safety and wellbeing, including their own. They actively participate in WHS&W consultation processes, comply with safe work instructions or procedures, and identify and report hazards, incidents and 'near misses'.

Key Performance Indicators

The performance will be measured by the delivery of key responsibilities, reporting requirements and school teacher and staff feedback.



Key Selection Criteria

Essential

1. Qualifications in teaching or similar. Teaching experience both online and in-person to a range of age levels, including experience working in schools.
2. Experience and or qualifications in geography, science, or environmental science.
3. Experience in developing engaging climate education programs, including hands-on activities and pre and post resources for school teachers.
4. Awareness of broader issues and context surrounding the causes, impacts, and solutions of climate change. Ability to communicate and navigate the challenging global societal and economic issues with principle and compassion.
5. A strong background knowledge in energy generation and conservation principles and most importantly the solutions to climate change.
6. High-level communication and interpersonal skills.
7. Strong administrative and computer skills (e.g. Canva and G-Suite)
8. Show personal initiative in the delivery and coordination of day-to-day operations.
9. A car drivers licence which is valid in Victoria.
10. A current VIT or Working with Children's Check or willing to obtain one prior to commencement of employment.

Highly desirable

1. Curriculum development experience that is aligned to the Victorian Curriculum.
2. Basic electrical maintenance knowledge (e.g. rewiring, soldering, electronic device problem solving etc.), and confidence in performing these duties.