

Position Description

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| Position title | Education Support |
| Document ID | |
| Program/Unit | MacKillop Education (Geelong Campus) |
| Term | |
| Classification | VCEMEA Education Support |
| Position reports to | Education Support Leader |

Organisational context

On 1 July 1997, MacKillop Family Services was formed as a new organisation by re-founding seven agencies operated by the Sisters of Mercy, the Christian Brothers and the Sisters of St Joseph of the Sacred Heart in Victoria. However, our legacy and inspiration is much older. From the 1850s, these three congregations, respectively founded by Catherine McAuley, Edmund Rice and Mary MacKillop, worked in Victoria to establish homes for children who were orphaned, destitute or neglected, and for families who were in need of care and support. Throughout the years, the original model of institutional care evolved into different forms of residential care, foster care, education, family support and disability services.

The purpose and character of MacKillop Family Services as a Catholic organisation, continues to draw from the lives, works and inspiration of the three founders who provide a living model for the way our staff and volunteers approach their work. Woven through this ethos is the acknowledgement and recognition of the inherent Aboriginal spirituality of this country and respect for the cultures that have lived here for thousands of generations.

Today, we continue this work within the framework of Catholic social teaching and in the spirit of the Gospel - one of radical inclusion, restoration and accompaniment. MacKillop Family Services is now a national organisation and a leading provider of services for children, young people and families across Victoria, New South Wales, ACT, Western Australia and to other organisations in every state and beyond. We offer services and programs in family support, foster care, residential care, disability services, youth support, education and training, parenting, family therapy, mental health, family violence, early childhood, and support to women and men who, as children, were in the care of our founding agencies.

At MacKillop we pay respect to all Aboriginal and Torres Strait Islander peoples and their Elders - past, present and emerging - and acknowledge the importance of their stories, history and wisdom. They hold the memories, traditions, cultures, hopes and aspirations of all Aboriginal and Torres Strait Islander peoples. We are strongly committed to the ongoing work of Aboriginal self-determination, reconciliation, and cultural safety for our Aboriginal and Torres Strait Islander clients, staff and stakeholders.

MacKillop has almost 1,500 staff, operating out of more than 50 sites, and has forecast annual revenue for the 2020/21 financial year of over \$150 million.

Our purpose

MacKillop Family Services continues our founders' passionate commitment to social justice - to work for the rights of children, young people and families to be safe, to learn, feel nurtured and connected to culture. We provide high quality services to promote healing from trauma and loss, and to enable hopeful futures.

MacKillop Family Services will care compassionately, respond large-heartedly and advocate courageously.

Our vision

Children, young people and families are welcomed and supported by MacKillop to be empowered and thrive.

Our values

We commit to the following five foundational values which we continue to embed in the culture of our organisation and practice:

JUSTICE. We believe in the right of all people to experience respect and to have access to quality services irrespective of sex, race, ethnicity, culture, language, religion, marital status, disability, sexuality or age. We advocate for inclusiveness and social justice in the wider community and commit to these principles across our organisation and all services we provide. ***We believe in the right of all people to be treated justly and fairly.***

HOPE. We commit to creating positive and hopeful relationships where people find meaning in their experiences and relationships and are able to learn, explore their strengths and create possibilities for growth and change. ***We seek to foster hope that assists people to find meaning.***

COLLABORATION. In our work with individuals, families and other organisations and groups, we commit to working in a collaborative spirit through cooperation, coordination, partnership and empowerment. ***We commit to working in a collaborative spirit through cooperation, coordination, partnership and empowerment.***

COMPASSION. Compassion is an attitude of the heart, an expression of our shared humanity and a deep desire to alleviate another's suffering. We commit to creating an attitude of openness to others and to their circumstances. ***We seek to foster compassion, an attitude of the heart and a response to exclusion and suffering.***

RESPECT. We value ourselves and other people, the earth and all creation. We seek to listen and learn from each other and build relationships with respect, being proud of what we hold in common and with understanding and tolerance of our differences. ***We seek to act with respect with regard to each other, the earth and all creation.***

Our Sanctuary Commitment

Our values are brought to life through our commitment to the Sanctuary Model. Sanctuary is an evidence-supported, whole-of-organisation framework that guides how we practice as an agency. Sanctuary enables a shared language, knowledge, and response to the impact of trauma and loss on all of us.

Our seven Sanctuary Commitments are as follows:

- Non-Violence - Mean what you say and don't be mean when you say it
- Emotional Intelligence - Look out for yours and other people's feelings
- Social Learning - We all learn from, and teach each other
- Democracy - Everyone is heard
- Open Communication - Be honest and share information
- Social Responsibility - We all help each other ... It takes a village to raise a child
- Growth and Change - Open to new ideas and ways of thinking

MacKillop Education

MacKillop Education is a Catholic Specialist P-12 School that comprises of three school campuses; Geelong, Maidstone and Caulfield. It caters for children and young people who are disengaged or at risk of disengaging from mainstream education. The students referred to MacKillop have a history and/or ongoing experience of trauma and their needs are complex and diverse; self-regulation is difficult for our students and this can result in challenging social and emotional behaviours.

Children in Out-of-Home Care are a high priority client group of MacKillop Education, as are adolescents at risk of leaving school without vocational skills.

The School provides flexible learning pathways that equip participants with the skills to either re-enter a mainstream school or pursue alternative pathways, including further education, training or employment. It teaches to the Victorian Curriculum (P-10) and the Victorian Certificate of Applied Learning (VCAL) at years 11 and 12. VET Certificates can also be accessed during senior studies.

Position purpose

This position is situated within MacKillop Education at the Geelong campus.

Education Support work collaboratively with classroom staff by supporting them to enhance the learning outcomes of students.

This position is a member of the Secondary team and reports to the Education Support Leader.

Primary objectives

The aim of the Education Support position is to enhance the classroom learning and wellbeing of students, in partnership with a Key Teacher. Education Support play a key role in engaging students in the classroom and co-regulating with students when dysregulated in the classroom. Education Support may be required to work with students individually and in small groups, across the school programs. The role is also required to enhance specialist intervention programs, conduct student outreach and work with families to support program engagement.

Key result areas and responsibilities

Education Support will:

- Support classroom teachers and wellbeing staff to enhance the learning and wellbeing of students
- Work with individual students and in small group's settings, building positive relationships with the children, their guardians and support teams.
- Implement a program of activities for a range of co-curricular areas, as directed by the Head of Campus
- Support students in the transition process as directed by the Head of Campus
- Work collaboratively with Teachers and School Staff

- Perform student outreach and family support, as required to enhance program engagement
- Support teachers in supervision of students while travelling or engaging in off-site learning activities and during recess/lunch.
- Maintain relevant facilities and resources to support the learning program.
- Attend staff meetings and other duties as required by the Principal.
- Participate in appropriate professional development opportunities and annual performance reviews and constructively participate in supervision.
- Observe and support the MacKillop values and ethos, the policies and procedures of MacKillop Education including the Sanctuary Commitments, and the ReLATE Education Framework.

From time to time, as mentioned above, a person's position may need to change significantly and hence warrant a complete review. At such times and where required, the incumbent will be adequately trained/mentored to support them during this transition.

Key selection criteria

The incumbent will have:

- A knowledge and understanding of Aboriginal culture and values and an awareness of the current issues faced by Aboriginal children, young people and their families.
- Relevant work experience and a minimum Diploma Qualification, Certificate IV in Education Support or Special Needs or equivalent.
- An understanding and commitment to the objectives and values of the organisation, including Sanctuary Commitments, as outlined above, and a capacity to represent MacKillop values as required by the role.
- An understanding of teaching and learning support strategies and the ability to implement these as required.
- Demonstrated ability and experience in understanding the unique nature of providing high quality educational experiences to young people with multiple and complex needs, including those marginalised from school and society through trauma, abuse and neglect. This includes the ability to co-regulate with students who become dysregulated.
- Demonstrated flexibility and commitment and capacity to actively contribute to a broad range of school activities including student excursions, camps and the marketing of our education programs to the Catholic Education Office, the Education Department and other stakeholders.
- Excellent interpersonal skills, with a demonstrated capacity to work collaboratively with others and exercise influence in a diversity of contexts.
- Demonstrated high level written and verbal communication skills and high-level interpersonal skills including a capacity to develop constructive relationships with students, care givers, community service providers and other staff.

Other information

The incumbent is required to:

- Sign and actively abide by MacKillop's Code of Conduct.
- Observe and actively support MacKillop's P.8 People and Workplace Policy.
- Observe and fulfil health and safety responsibilities as contained within 'WHS-P-001 Responsibility Statements' document.
- Attend mandatory and other training as required.
- Actively participate in MacKillop's Bid Management process as required.
- Participate in and promote continuous quality improvement processes.
- Promote an environment that is culturally safe and strengths focussed.
- Abide by principles and commitments of the Sanctuary Framework.
- Incorporate cultural safety into your practice with Aboriginal families.

The incumbent must possess a:

- Valid and current Victorian Driver's Licence.
- Valid and current Victorian Working with Children Card.
- Valid and current NDIS Worker Check (for NDIS risk assessed roles).
- Satisfactory criminal history check conducted by MacKillop Family Services.

Approval

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| Approver's full name: | Justin Roberts | Date: | 26/10/2021 |
| Approver's position title: | Principal | | |
| Incumbent's full name: | | | |
| Incumbent's signature: | | Date: | |

