Position Description

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| **Position Title** | Project REAL Teacher |
| **Type of Employment/EFT** | Full-time OR part-time (flexible hours) |
| **Program Area/Service Unit** | Project REAL (Re-engagement in Education and Learning)  Northern Centre for Excellence in School Engagement |
| **Award/Agreement/ Classification** | Neighbourhood Houses and Adult Community Education Centres (NHACE) Collective Agreement 2016  Class II (b) Level 6 |
| **Reports To** | Project REAL Lead Teacher |
| **Location** | Broadmeadows |

Banksia Gardens Community Services

Banksia Gardens Community Services is a vibrant community services organisation and registered charity operating in the northern suburbs of Melbourne. With a strong commitment to community development and action research principles, our programs focus mainly on education and training, young people, early childhood, environmental sustainability, gender equity and community participation and advocacy.

Our Mission

Banksia Gardens Community Services will be a leader in education, training and community engagement programs in Hume City and the northern suburbs. Our services will provide opportunities, particularly for those experiencing disadvantage and poverty, that lead to further education and employment pathways, enhance well-being and transform lives. Banksia Gardens Community Services will also focus on social justice advocacy and give voice to those in our community who suffer injustice.

Our Values

**Respect**

We genuinely acknowledge and respect each other’s individual values, beliefs, efforts, ideas and cultural and religious backgrounds.

**Integrity**

We maintain high standards of integrity, are ethical, honest and conscientious in our approach to work. We acknowledge and assume responsibility for our own actions and personal behaviour and we are entitled to expect the same of others.

**Inclusion**

We collaborate with the aim of empowering each other to be the best that we can, to connect communities, celebrate diversity and give voice to those who suffer injustice.

**Responsiveness**

We are proactive and act flexibly to empower our community when responding to community needs.

**Gender Equity**

We believe gender equity is fundamental in creating a just society. We will cultivate an equal work environment and will be a leader in gender equity as a means of achieving a thriving, safe community that is free from violence.

**Environmental Sustainability**

We actively support the principles of environmental sustainability, both locally and globally.

The Program Unit/Team

Project REAL, an alternative education program established by a community partnership led by Banksia Gardens Community Services, started operating in February 2017.

The aim of the project was to develop and test a re-engagement program for local primary school students who manifest behavioural issues and significant disengagement as a result of experiences of adversity and stress that have disrupted their emotional and cognitive development.

The rationale of the program is based on a solid body of research into the importance of repairing self-regulatory abilities in ensuring educational engagement of young people who have experienced complex trauma and/or high levels of adversity and stress.

The Project REAL Teacher will be an integral part of the teaching and learning team, leading specific subject areas, as-well as supporting the teaching team with the overall design and implementation of the Project REAL curriculum. This work will involve individual and team teaching, as well as planning and delivery of extra-curricular and daily operational activities.

Visit [https://banksiagardens.org.au/project-real/](https://banksiagardens.org.au/project-real/%20) to gain an understanding of the project, and its parent project: the Northern Centre for Excellence in School Engagement (NCESE) at [https://banksiagardens.org.au/northern-centre-for-excellence-in-school-engagement/](https://banksiagardens.org.au/northern-centre-for-excellence-in-school-engagement/%20)

The Position

**Key Duties & Responsibilities**

**Teaching & Learning**

* Work alongside a team of teachers support staff, volunteers and external partners, to engage students on a 1:1 basis or in small group activities to supporting their wellbeing, engagement and learning.
* Create unit planners and lessons using a pedagogical instructional model for teaching and learning activities according to student needs and Project REAL curriculum guidelines and theoretical underpinnings. (TIP & ARC)
* Develop students’ interests and their emotional, cognitive and physical abilities (e.g. coordination) using a variety of creative activities including art, sport and music.
* Create and/or source resources to complement lessons and meet the needs of individual students.
* Ensure all teaching and learning activities and resources are well documented, and up to date.
* Prepare teaching and learning resources for daily lessons so that they can be taught by education support staff when needed.
* Create assessment tasks, and record student progress using a selection of assessment tools. Use this information to inform key stakeholders of progress and outcomes as per Project REAL reporting processes and needs.
* Deliver individual lessons and support co-delivery of group lessons with colleagues as per staff and student timetables.
* Supervising students throughout the day, both in the classroom and outside during breaks.
* Under the leadership of the Project REAL Team Leader, participate in the recruitment, supervision and support of the Project REAL Youth Engagement and Learning Mentor and any other casual staff.
* Under the leadership of the Project REAL Team Leader, participate in the recruitment, supervision, support and assessment of placement students.

**Student Wellbeing & Re-engagement**

* Actively participate in the intake processes with Project REAL leadership and partner schools, students and families to develop shared goals and a shared understanding of each individual’s stake in participating in the Project REAL Partnership.
* Empathetically support students’ social/emotional journey to re-engagement as a co-regulating adult, which will be crucial to them achieving individual success (using the ARC Framework, TIP and other theories and frameworks embedded in Project REAL processes and practices).
* Develop and nurture positive relationships with students and families. This will be done both through classroom interactions, regular meetings with parents / carers and other activities such as celebration events and home visits with the Project REAL lead teacher.
* Monitor the wellbeing and behaviour of individual students and use trauma informed practices and Project REAL Frameworks to support students prior, during and after behavioural escalation.
* Create Behaviour Support Plans, Focus Plans and Individual Education Plans for each student at Project REAL that can be shared with Partner schools.
* Support Student and Family Workers to identify support needs to improve the conditions for Project REAL students to succeed in their re-engagement journey.
* Schedule regular SSG meetings with the Project REAL team and the referring schools to develop a common understanding of the individual needs of each Project REAL student and their families and monitor needs, shared goals and progress (as per Project REAL Processes and Practices).
* Record and send out meeting minutes after intake and SSG meetings to all key stakeholders and complete required documentation and actions as required.
* Actively participate and contribute to the development and review of students’ Individual Education Plans (IEP) and goals, in collaboration with partner schools, students and families.
* Support the achievement of student learning goals and personal development goals at Project REAL and at their Partner School.
* Plan and support students’ transitions in and out of Project REAL.
* Organise and facilitate relationship building activities for staff, students and their key stakeholders to build trusting, strong collaborative relationships.
* Work in collaboration with partner schools to receive learning activities and assessments that can be adapted, taught and completed at Project REAL.
* Develop close and constructive relationships with parents/carers and other key stakeholders working with our students.
* Communicate regularly with partner schools to share student learning progress, vulnerabilities and strengths, as well as key information about outreach visits, transitions dates and any other important appointments or events that will impact their interactions with referred students and their families.
* Report serious student and family concerns to family support worker and Project REAL Leadership in writing for documentation.

**Operational & Professional Learning Requirements**

* Commitment to professional learning and continuous improvement, and creating a culture of collective care for our staff and PR community.
* Attend staff meetings and professional development sessions as directed by the Project REAL Lead Teacher and the Banksia Gardens CEO.
* Participate in morning briefings and afternoon debriefs, and lead these as required.
* Regularly update Project REAL databases for attendance, assessment, evaluation and compliance purposes.
* Keep up to date records regarding students’ progress and wellbeing as per Project REAL requirements.
* Create and contribute to documentation and communication necessary for student learning and information sharing.
* Contribute to daily tasks related to the operations of Project REAL, such as cleaning, tidying, assisting students with food preparation, purchasing food, setting up activities, preparing the physical space for various activities, etc.
* Contribute to the analysis and evaluation of Project REAL as a creative, critical and reflective practitioner.
* Contribute to a body of knowledge documenting best practice in flexible and alternative educational practices. through participation in the NCESE activities as required and Project REAL external evaluation and other related initiatives.
* Contribute to Banksia Gardens initiatives as needed and as directed by Lead Teacher.
* Comply with all the relevant policies and regulations of Banksia Gardens Community Services in accordance with the operation of a Department of Education and Training endorsed re-engagement program.

The Person

The Project Teacher is required to work in a manner which reflects the following competencies:

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| **Client Service Orientation**   * Display unconditional positive regard for the Project REAL students and their families at all times. * Embrace diversity and actively promote respect for all clients, staff and stakeholders. * Professional presentation, courtesy, punctuality and reliability. * Maintain effective communication, including: active listening, demonstrated empathy and clear and effective expression (verbal and written). |
| **Leadership**   * Maintain a positive attitude at all times and respond to escalating behaviours in a calm and measured manner in order to support co-regulation. * Monitor own emotional state and effectively express needs to team members and / or supervisor (e.g. requesting to swap with another staff member after working with a highly escalated student for a certain period of time) |
| **Self and People Management**   * Demonstrated confidence and personal resilience and ability to manage challenging situations. * Demonstrated ability to engage others and develop collegial, positive and productive relationships. * Ability to work with a high degree of autonomy and as part of a team. * Actively seek and use feedback to identify areas for learning and improvement. |
| **Team Work**   * Collaborate effectively with supervisor, peers, staff and volunteers from across BGCS to achieve individual, team and organisational objectives. |
| **System and Process Development**   * Critical thinking, problem solving and analysis skills. * Actively promote better practice by contributing to the development of organisational systems and process. |
| **Planning and Initiative**   * Demonstrated capacity to set and achieve goals through planning, organising and execution of agreed initiatives. |

**Qualifications, Registration and/or Experience**

1. Tertiary qualifications in Primary/Secondary teaching
2. Victorian Institute of Teachers registration
3. Experience in working with highly dis-enfranchised children and families.
4. Proven ability to interact with and to engage young people, children and families from culturally and linguistically diverse backgrounds.
5. Sound knowledge of Victorian Education System and trauma informed practice.

**Specialist Knowledge and Skills**

* Sound knowledge of Victorian Education System and trauma-informed practice
* Thorough knowledge of the Victorian Curriculum and other relevant developmental and academic milestones for primary and early secondary levels.
* Sound understanding of the effects of chronic stress and childhood adversity both on children’s learning and development.
* Demonstrated ability to work effectively as a member of a small multi-disciplinary team and to utilise high level interpersonal skills to develop positive relationships with students, families and other stakeholders.
* Demonstrated ability to deliver educational programs (including but not limited to literacy and numeracy) within a flexible learning community.
* Ability to work effectively within an inclusive education framework.
* Demonstrated capacity to build relationships with highly disenfranchised children and families.
* Demonstrated ability and commitment to engage in reflective practice, staff debriefing, and providing and receiving constructive feedback
* Proven ability to interact with and to engage young people, children and families from culturally and linguistically diverse backgrounds.
* Well-developed organisational and time management skills with the ability to plan workload, prioritise and meet deadlines.
* Understanding of the Attachment Regulation and Competency (ARC) methodology, an intervention method aimed at strengthening child-caregiver relationships and supporting healthy development and positive functioning; and of its key domains and core targets (e.g. Routines & Rhythms, Caregiver Affect Management, Attunement and Effective Response).

Key Selection Criteria

**Essential**

1. Tertiary qualifications in Primary/Secondary teaching and Victorian Institute of Teachers registration.
2. Thorough knowledge of Victorian Curriculum and other relevant developmental and academic milestones for primary and early secondary levels.
3. Demonstrated ability to deliver educational programs (including but not limited to literacy and numeracy) within a flexible learning community/and or program.
4. Demonstrated ability to work effectively as a member of a small multi-disciplinary team and to utilise high level interpersonal skills to develop positive relationships with students, families and other stakeholders.
5. Sound understanding of the effects of chronic stress and childhood adversity both on children’s learning and development.
6. Proven ability to interact with and to engage young people, children and families from culturally and linguistically diverse backgrounds.
7. Ability to work effectively within an inclusive education framework.

**Desirable**

1. Current drivers licence and use of vehicle.
2. Understanding of the Attachment Regulation and Competency (ARC) methodology, an intervention method aimed at strengthening child-caregiver relationships and supporting healthy development and positive functioning; and of its key domains and core targets (e.g. Routines & Rhythms, Caregiver Affect Management, Attunement and Effective Response).

Other Requirements

* Assist in the development and implementation of the organisation’s quality improvement strategies.
* Assist in achieving the organisation’s strategic objectives.

**Workplace Health & Safety and Risk Management**

All staff have a responsibility to workplace health and safety at BGCS. Staff are required to carry out their duties in a manner that does not adversely affect their own health and safety and that of others by reporting all incidents and injuries as well as co-operating with any measures introduced in the workplace to improve WH&S.

**General**

* It is the responsibility of all staff to work within BGCS’s Code of Conduct and represent BGCS as a professional and client-focused organisation and to promote its range of programs and services.
* Comply with and contribute to BGCS’s Policies, Procedures and Work Instructions.
* Carry out all other duties as directed consistent with BGCS’s Strategic Direction.
* Attend staff meetings, relevant network meetings, program planning and professional development sessions.
* Engage in ongoing professional development and quality improvement activities.
* Participate and actively engage in regular Supervision.
* Other duties as required to achieve position specific or organisational objectives.
* Be conversant with computer systems and other technology relevant to the position.

Additional information

* Banksia Gardens Community Services (BGCS) is an Equal Opportunity Employer.
* BGCS is an organisation that values diversity. All employees are required to have an awareness of inclusive practice principles as they relate to the following vulnerable community groups: lesbian, gay, bisexual, transgender and intersex, Aboriginal and Torres Strait Islander, people with a disability, culturally and linguistically diverse and people experiencing poverty.
* The successful incumbent will be required to undertake and maintain a National Criminal History Check (NCHC) and hold a current valid Working With Children Check (WWCC). Appointment is subject to the outcomes of these checks and the provision of a recruitment screening Statutory Declaration (for new staff).
* BGCS is committed to promoting and protecting the interests and safety of children. BGCS has **zero** tolerance of child abuse. All staff working at BGCS are responsible for the care and protection of children and reporting information about child abuse.
* BGCS is committed to the promotion of gender equity and the prevention of family violence.
* BGCS reserves the right to vary the location of the position according to its needs and the needs of its clients and any future changes to BGCS's area of operation.
* Salary sacrifice arrangements are available to all staff subject BGCS’s ongoing Fringe Benefits Tax exempt status as a registered charity.
* The position requires a current Victorian Driver’s licence.

Acknowledgement

I hereby accept and agree to the duties in the Position Description. I understand that this Position Description is to be read in conjunction with my Letter of Appointment and agree to abide by the terms and conditions stipulated therein.

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| **Name:** *(Please Print)* |
| **Signature:** *(Incumbent)* |
| **Date:** |