

POSITION DESCRIPTION

Leader of First Nations Education – QLD/NT (Identified Position)

To perform this role, it is *essential* that the person who holds the position be an Aboriginal and/or Torres Strait Islander person. The person will be of Aboriginal and/or Torres Strait Islander descent, will identify and be known as such, and will be recognised by their community as such. This is a genuine occupational requirement under section 25 of the Anti-Discrimination Act (Qld) 1991.

POSITION DETAILS	
Position title:	Leader of First Nations Education – QLD/NT
Reports to (position title):	Regional Director of QLD/NT (Direct) Director of First Nations Education (Indirect)
Organisation:	EREA Flexible Schools Ltd
FTE:	Continuing, full-time
Location:	While the National Office is based in Brisbane on Turrbal/Yuggera Countries, EREA Flexible Schools Ltd supports applicants who wish to stay connected to their Country/s
Approved:	March 2024

1.0 Vision

Founded in values espoused in the Gospel, Edmund Rice Education Australia (EREA) seeks to transform the hearts and minds of young Australians through education to build a more just and inclusive local and global community through presence, compassion, and liberation. According to *The Charter for Catholic Schools in the Edmund Rice Tradition*, EREA offers a *Liberating Education*, based on a *Gospel Spirituality*, within an *Inclusive Community* committed to *Justice and Solidarity*.

2.0 Context

EREA Flexible Schools Ltd is a company limited by guarantee established by the Member (EREA Ltd) to lead Flexible Schools and Special Schools in all states and territories except Victoria. EREA Flexible Schools Ltd is responsible for the strategic direction, financial management and legal obligations of each school.

EREA Flexible Schools Ltd currently educates over 2,000 young people in 21 Flexible Learning Schools (12 based in Queensland and 9 other schools across Australia) and two Special Education Services Schools in Sydney. Flexi schools serve young people who experience complex educational, social or psychological situations which demand unique responses. They enable young people to engage in education in a supported learning environment through a methodology based on trauma informed practice, to co-create a *Common Ground* using *Operation by Principles*, in which the principles of Honesty, Respect, Participation, Safe & Legal are embedded.

3.0 Position Purpose

The Leader of First Nations Education – QLD/NT is an identified position reporting to the Regional Director of Qld / NT in collaboration with the National Director of First Nations Education and other regional leaders to advance and enact First Nations Education priorities.

The position is responsible for;

1. Supporting the Director of First Nations Education to develop, monitor and support the implementation of the EREA Flexible Schools Ltd. First Nations Education Framework and other frameworks pertinent to cultural safe practices.
2. Providing leadership to strengthen community connections and relationships with local First Nations people, communities, and Elders at each school;
3. Contributing to National frameworks to ensure the education of all young people and staff about First Nations people, cultures, and Australian histories;
4. Ensuring a culture of high staff expectations for improved educational outcomes to better serve First Nations young people;
5. Increasing First Nations perspectives in all aspects of school community, culture and practices.
6. Contribute to Truth-telling programs to support colleagues to lead a culture of learning, unlearning, and re-learning regarding Aboriginal and Torres Strait Islander Peoples, Cultures and Histories.
7. Monitor and support the implementation of school Reconciliation Action Plans (RAP).

For this position, it is an equal opportunity measure that applicants must be of Aboriginal and/or Torres Strait Islander descent as per section 105 of the Queensland Anti-Discrimination Act (1991).

4.0 Travel Required

This role requires an ability and willingness to travel to school sites and attend professional development as required, including regional communities from time to time. Travel will, in general, be mutually agreed by all parties.

5.0 Key Responsibilities and Accountabilities

The Leader of First Nations duties include but are not limited to:

1. Staff Support, Formation and Professional Development – First Nations Education

- Advising the Regional Director, Regional Team, Area Principals and Heads of Campus on First Nations education, ensuring effective implementation of the EREA Flexible Schools Ltd. First Nations Education Framework.
- Contribute to the development and writing of high-quality professional development materials to support EREA Flexible Schools staff to embed culturally safe practices;
- Professional and pastoral support of all First Nations staff within the Region;
- Mentoring of key staff in relation to First Nations education, cultural safety and awareness, and Truth Telling history processes.
- Facilitation of Regional professional development opportunities concerning First Nations education, in collaboration with the Director of First Nations Education;
- Oversight and leadership of the First Nations Staff Group;
- Working in partnership with the regional team to implement strategies to engage all staff to drive reconciliation outcomes under the Narragunnawali RAPs at schools.

2. Recruitment and Human Resources

- Working in partnership with the Regional Director and Director of First Nations Education to develop recruitment strategies and processes which are genuinely inclusive;
- Participating in recruitment and selection processes for new staff across the Region;
- Leadership and facilitation of aspects of new staff induction processes across the region;

3. Cultural Safety and Awareness

- Working in partnership with Regional Director, Area Principals, Heads of Campus and local communities to implement culturally safe practices across FLC's to ensure a culturally safe environment for First Nations staff, young people, and families;
- Working in partnership with the Risk and Compliance Officer, Area Principals, Heads of Campus and local communities to ensure that venues used for camps, OABL experiences etc, are culturally safe for First Nations peoples.

4. Community Connections and Events

- Ensuring the Region appropriately engages with significant First Nations events including but not limited to NAIDOC Week, Sorry Day, Reconciliation Week;
- Assisting schools to appropriately celebrate significant events in partnership with local communities;
- Enhancing, developing and maintaining relationships and connections with local Elders, communities and relevant agencies in partnership with staff at each school;

- Developing and facilitating relevant immersion experiences for staff and Young People across the Region;
 - Overseeing the development and implementation of Reconciliation Action Plans and First Nations Education strategies for each school;
- 5. Support for First Nations Young People**
- Working in partnership with staff, families, and local communities to ensure strategic and effective processes for supporting wellbeing and learning outcomes for First Nations Young People across the Region.
- 6. Learning and Pedagogy**
- Support the Director of First Nations Education to ensure the provision of culturally responsive and racially literate pedagogy in the implementation of national frameworks pertinent to cultural safe practices and First Nations pedagogy and practice.
 - Support the Director of first Nations Education to lead in the development and implementation of culturally and racially literate resources and activities.
 - Working with the Leader of Pedagogy and Practice, Area Principals and Heads of Campus, to ensure that First Nations Ways of Knowing, Being and Doing inform all aspects of Learning Choices;
 - Working with the Leader of Pedagogy and Practice ensuring that pedagogical approaches are inclusive of First Nations learners.
 - In conjunction with the Director of First Nations Education and the Education Officer for Research and Reflective Practice, assist with research and innovation in the area of First Nations education and advise regional staff accordingly.
- 7. Other duties**
- Perform other duties within the accountability and level of the role as they emerge and as requested by the Regional Director Qld / NT. These additional duties will, in general, be mutually agreed by all parties.

6.0 Key Attributes and Experience

- Many qualities, skills and cultural supports have been identified by First Nations People, both internal and external to EREA Flexible Schools Ltd, as being important in their leaders. These qualities and skills include:
 - o Respect for culture
 - o Self-awareness and confidence
 - o Integrity and wisdom
 - o Clear communication and direction
 - o Enthusiasm and ability to inspire and empower
 - o Adaptability and humility
 - o Strategic thinking
 - o Community-minded
- Understanding of and commitment to the values of a Catholic educational system of schools in

the Edmund Rice tradition.

- Appropriate tertiary qualifications and relevant professional experience.
- Proven senior leadership experience, both strategic and operational, characterised by strong organisational, project management, administrative, communication, and leadership skills, particularly in relation to areas outlined in this position description.
- Thorough understanding of the national contexts for First Nations Peoples in all levels of education.
- Strong networking skills, with demonstrated success in collaboration and engagement with First Nations communities and other relevant stakeholders.
- Able to demonstrate the high-level communication, collaboration, and interpersonal skills necessary to be successful in a complex and layered organisational structure.
- Ability to diagnose problems, foresee potential issues and devise appropriate responses.
- Ability to lead, work in, and collaborate across teams with integrity and humility.

EREA EXPECTATIONS

A commitment to the Catholic ethos in the Edmund Rice tradition.

Staff are required to read, understand and comply with all EREA policies, procedures and reasonable direction, while demonstrating professional workplace behaviour in accordance with the EREA Code of Conduct.

A valid Working with Children Card is an essential condition of employment.

CHILD SAFEGUARDING RESPONSIBILITIES

EREA is a child safe and child-centred organisation, committed to the protection of children, young people and enrolled adults (students). EREA has zero-tolerance of any abuse.

It is our commitment to ensure that each and every student is kept safe and free from all forms of harm and abuse.

EREA is committed to ensuring the safety, wellbeing and dignity of all students. Our physical and cultural environment promotes inclusion, participation and empowerment.

You are required, as a condition of employment, to comply with our Safeguarding Program, including our Safeguarding policies and procedures, the Code of Conduct/s, your legal obligations with respect to the reporting of child safety incidents or concerns, and in maintaining a valid and current Working with Children Card.

It is your responsibility to be aware of key indicators of child or student abuse and other harm, to be observant, and to report any and all child safety incidents or concerns.

AGREEMENT

The requirements of this position description are intended to describe the general nature and responsibility of work in this position. These statements are not to be construed as an exhaustive list of all duties, tasks and skills required of the position. This position description should be read in conjunction with the employee's contract of employment. Employees will also be required to follow any other position-related instructions and EREA policies, and to perform other position-related duties required to support EREA's compliance with its legislative obligations. Through consultation with the employee, EREA may vary the responsibilities of the position temporarily as required, but within the skills and responsibility levels appropriate to the position.