



Tauondi Aboriginal Corporation

1 Lipson Street
Port Adelaide SA 5015

PO Box 409
Port Adelaide SA 5015

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Application Kit

Thank you for your interest in employment with **Tauondi Aboriginal College**.

This Application Kit has been prepared to assist you in understanding the advertised position, Tauondi's recruitment and selection process, and the information required as part of your application.

The Application Kit includes:

- information about Tauondi Aboriginal College;
- an overview of our recruitment and selection process;
- guidance on preparing and submitting your application; and
- the Position Description for the advertised role.

About Tauondi Aboriginal College

Tauondi Aboriginal Corporation, trading as Tauondi Aboriginal College, is an independent, Aboriginal community-controlled Registered Training Organisation established in 1973.

For over 50 years, Tauondi has supported Aboriginal people through education, training, learner support, employment pathways and community-based programs. Governed by an Aboriginal Board, Tauondi provides culturally responsive services that recognise the strengths, aspirations, identities and diverse experiences of Aboriginal people and communities.

Our approach places Aboriginal culture, identity and community at the centre of learning and support. We are committed to providing a culturally safe and welcoming environment in which students and clients are supported to build knowledge, skills, confidence and pathways to further education, employment and personal development.

The principles established at Tauondi's inception in 1973 continue to guide our work today. We are proud to be a place where Aboriginal people can come together to learn, grow, strengthen culture and pursue their aspirations.

Recruitment and Selection Process

Tauondi uses a structured recruitment and selection process to identify the applicant who best meets the requirements of the advertised position.

The process generally consists of three stages:

1. Application and Shortlisting	Following the closing date, applications will be reviewed by a selection panel against the requirements outlined in the Position Description. Applicants who are shortlisted for interview will be contacted to arrange a suitable interview time. Applicants who are not shortlisted will be advised by email.
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2. Interview	The interview provides shortlisted applicants with an opportunity to discuss their skills, knowledge, experience and suitability for the position. Interviews will generally be conducted by a selection panel and may take approximately 40 minutes. Applicants will be asked questions relevant to the responsibilities and requirements of the position and may also have an opportunity to ask questions about the role and Tauondi.
3. Referee Checks	Referee checks may be undertaken for applicants who remain under consideration following the interview process. Applicants should provide professional referees who have direct knowledge of their work performance, skills and experience. Tauondi will generally contact referees only when required as part of the selection process. Once the recruitment process has been finalised and the preferred applicant has accepted an offer of employment, other interviewed applicants will be advised of the outcome.

How to Apply

Your application is an important opportunity to demonstrate how your skills, knowledge, experience and capabilities align with the advertised position.

Before submitting your application, please complete the following steps.

1. Read the Position Description

Please read the Position Description carefully. It provides important information about the purpose of the role, key responsibilities and accountabilities, and the skills, knowledge, experience and other requirements relevant to the position.

You should consider these requirements when preparing your application.

2. Prepare Your Application

Please include the following documents with your application:

- **Cover Letter** – A brief letter introducing yourself, identifying the position you are applying for and explaining your interest in the role.
- **Summary of Relevant Experience** – A brief statement, generally one to two pages, outlining your relevant professional experience, skills and experience in similar or related roles.
- **Resume/Curriculum Vitae** – An up-to-date resume outlining your employment history, qualifications, education, skills and relevant experience.
- **Professional Referees** – The names and contact telephone numbers of at least three professional referees who can comment on your work performance, skills and experience.

3. Submit Your Application

Applications may be submitted by:

Email: thr@tauondi.sa.edu.au

Post: Tauondi HR PO Box 409 PORT ADELAIDE SA 5015

Applications must be received by the closing date specified.

Late applications may not be considered.

	Aboriginal Community Educator – Correctional Pathways Position Description				MGR01
Prepared By:	Tadashi Nakamura	Issued	18/05/2026	Copy no	1
Authorised By	Executive Director	Replaces		Page	1 of 3
Reason for Amendment					

POSITIONS DETAILS	ABORIGINAL COMMUNITY EDUCATOR – CORRECTIONAL PATHWAYS
LOCATION:	1 Lipson Street, Port Adelaide South Australia 5015
DEPARTMENT:	Training and Support
REPORTS TO:	Executive Officer, Corporate Service
DIRECT REPORTS:	NIL
EMPLOYMENT	Part-Time 0.8 FTE OR Full-Time
CONDITIONS:	12-month contract. Key Performance Indicators will be reviewed quarterly. Prescribed Position
RELEVANT AWARD:	Educational Services (Post-Secondary Education) Award 2010

KEY POSITION OBJECTIVES
The Aboriginal Community Educator – Correctional Pathways is responsible for coordinating, developing and delivering culturally responsive non-accredited learning programs and pathway activities for Aboriginal participants engaged in correctional services, prisons and pre-release environments.
The position primarily supports delivery of the Living Skills and Pathway Program (LS&P), which focuses on strengthening practical life skills, confidence, communication, self-management and pathway readiness for Aboriginal participants within correctional settings.
The role delivers structured learning and engagement activities that support Aboriginal participants to: • build confidence and motivation; • strengthen communication and self-management skills; • explore realistic education, training and employment pathways; • improve readiness for community transition and reintegration; and • strengthen engagement with positive post-release opportunities and support services.
The Aboriginal Community Educator – Correctional Pathways delivers programs in culturally safe and respectful ways that recognise the unique experiences and barriers faced by Aboriginal people engaged within correctional systems.
The role works collaboratively with the Department for Correctional Services (DCS), the Aboriginal Services Directorate, internal Tauondi teams and external stakeholders to ensure program delivery remains responsive, culturally appropriate and aligned with identified participant and operational needs.
The position contributes to program development, participant engagement, pathway coordination, reporting, stakeholder liaison and continuous improvement activities associated with the Living Skills and Pathway Program and related services.
KEY ACCOUNTABILITIES AND RESPONSIBILITIES
1. Program Coordination • Coordinate delivery schedules for the Living Skills and Pathway Program (LS&P) and related pathway activities in consultation with the Department for Correctional Services (DCS) Aboriginal Services Directorate and internal stakeholders. • Ensure continuity of program delivery across correctional environments, maintaining consistent participant engagement.

- Coordinate learning resources, venue access, scheduling requirements and operational arrangements in accordance with correctional services protocols and procedures.
 - Monitor participation, attendance and engagement trends to support program planning and continuous improvement.
 - Support delivery planning responsive to participant needs, operational requirements and identified pathway opportunities.
2. Program Delivery and Facilitation
- Deliver culturally responsive non-accredited Living Skills and Pathway Program sessions for Aboriginal participants within correctional and pre-release settings.
 - Facilitate structured learning activities supporting development of:
 - communication skills;
 - confidence and motivation;
 - self-management;
 - goal setting;
 - workplace readiness;
 - positive decision-making; and
 - pathway exploration.
 - Support participants to identify realistic education, training and employment pathway opportunities.
 - Facilitate culturally safe group learning environments that encourage participation, reflection and engagement.
 - Adapt delivery approaches to support diverse learning styles, literacy levels and participant needs.
 - Encourage positive participation and support participants to strengthen readiness for community transition and reintegration.
3. Participant Engagement and Pathway Support
- Build respectful and culturally safe relationships with Aboriginal participants.
 - Support participants to identify personal goals and pathway opportunities
 - Support participant engagement through strengths-based and trauma-informed approaches where appropriate.
 - Assist participants to identify barriers impacting pathway progression and support connection to relevant services where appropriate.
 - Provide encouragement, mentoring and positive engagement support to strengthen participant confidence and motivation.
 - Maintain appropriate professional boundaries and confidentiality at all times.
4. Program Development and Continuous Improvement
- Review and refine Living Skills and Pathway Program materials to ensure content remains culturally appropriate, relevant and responsive to participant needs.
 - Incorporate participant feedback, stakeholder input and emerging needs into program improvements.
 - Support development of additional learning activities and pathway-focused resources where appropriate.
 - Contribute to evaluation and continuous improvement processes through collection of participant feedback and outcome information.
 - Support development of culturally responsive approaches to pathway education and engagement within correctional environments.
5. Stakeholder Engagement and Collaboration
- Maintain effective working relationships with:
 - a. Department for Correctional Services (DCS);
 - b. Aboriginal Services Directorate;
 - c. pathway providers;
 - d. training organisations;

- e. employers; and
 - f. community organisations.
 - Maintain ongoing liaison with DCS staff to ensure program delivery aligns with operational requirements and participant needs.
 - Coordinate cultural training logistics where required, including scheduling and stakeholder communication.
6. Administration and Reporting
- Maintain accurate and timely records relating to:
 - attendance;
 - participation;
 - engagement;
 - pathway activities; and
 - program outcomes.
 - Prepare reports and documentation to support:
 - funding requirements;
 - program evaluation;
 - stakeholder reporting; and
 - continuous improvement activities.
 - Ensure all documentation is maintained appropriately and confidentiality requirements are upheld.
 - Contribute to internal planning, review and evaluation activities.
7. Other Duties
- The Employee shall perform the duties set out in the Position Description. These duties may be modified and updated by the Employer from time to time following agreement with the Employee.*

PERSON SPECIFICATION

Skills:

- Ability to communicate effectively with Aboriginal participants, stakeholders and colleagues using culturally respectful and appropriate approaches.
- Demonstrated ability to facilitate group learning activities that encourage participation, confidence and engagement.
- Ability to engage positively with people within structured and complex environments including correctional settings.
- Ability to coordinate program activities and manage competing priorities.
- Strong interpersonal and relationship-building skills.
- Demonstrated organisational, administrative and record-keeping skills.
- Demonstrated ability to use Microsoft Office applications including Word, Excel, PowerPoint, Outlook and SharePoint.

Knowledge:

- Understanding of culturally responsive approaches when working with Aboriginal and Torres Strait Islander people.
- Knowledge of barriers impacting participation in education, training and employment pathways.
- Understanding of foundation skills development including:
 - communication;
 - confidence building;
 - self-management;
 - motivation; and
 - goal setting.
- Knowledge of education, training and employment pathways including traineeships and transition supports.
- Awareness of working within structured environments requiring adherence to policies, procedures and operational protocols, including correctional settings.
- Understanding of culturally safe facilitation and participant

Previous Work Experience:

Demonstrated experience in:

- delivering non-accredited training, workshops or group learning activities;
- working with Aboriginal and Torres Strait Islander people using culturally appropriate approaches;
- facilitating participant engagement and pathway-focused activities;
- coordinating programs or services involving multiple stakeholders including government and community organisations; and
- working within community services

Personal Attributes:**Demonstrated and Proven:**

- ability to work both autonomously and collaboratively;
- strong interpersonal and communication skills;
- ability to build trust and maintain professional boundaries;
- culturally respectful and ethical approach;
- strong organisational and time management skills;
- flexibility and adaptability within dynamic environments;
- initiative and problem-solving capability; and
- commitment to supporting positive

Qualifications & Training:

- (Essential) Certificate IV or higher qualification in Community Services, Youth Work, Social Work or related field
- (Desirable) Qualification or experience in adult education, foundation skills or non-accredited training delivery
- (Essential) Current DHS Working with Children Check (or prepared to obtain)
- (Essential) National Police Clearance (or prepared to obtain)
- (Essential) Responding to Risks of Harms, Abuse and Neglect – Education and Care Certificate (or prepared to obtain).
- (Essential) A current driver's license
- (Desirable) Cultural capability training or demonstrated experience working within an Aboriginal organisation

PURPOSE AND VALUES**Our Purpose**

Empowering strong people and supporting strong communities through the strength of strong culture and education excellence.

Values

Trust	Building relationships on a foundation of reliability and integrity in all interactions and decision.
Authentic	Encouraging genuine self-expression and honest communication through respectful engagements.
Uniqueness	Embracing and celebrating individual differences and innovative ideas that makes our community strong.
Openness	Fostering a culture of transparency, accessibility, and receptiveness to create new opportunities for growth.
Network	Cultivating strong relationships and connections both within and outside the organisation
Diversity	Valuing and promoting a varied community that includes different backgrounds, perspectives, and experiences to enrich our social understanding.
Impact	Striving to make a meaningful difference in the lives of students, employers, and the broader community through purposeful actions.

KEY RELATIONSHIPS**Internal**

- Administration Team

External

- Department of Correctional Services

• Education Team • Support Team • Tauondi students	• Correctional Services Staff
Acknowledgement	
I..... acknowledge that I have been given a copy of this Position Description and that I have read and understand it.	
Signed..... (Employee)	Date ____/____/____
Signed..... (Manager)	Date ____/____/____