



Guilford Young College

Aboriginal and Torres Strait Islander Cultural Support Facilitator

Three year tenure

Application Package

Applications Close:
Wednesday 4.00pm 31 May, 2023

General Information

Catholic Education Tasmania (CET) is a community of thirty-eight schools and colleges serving over 16,000 students and their families across Tasmania supported by the Tasmanian Catholic Education Office (TCEO).

The Archdiocese of Hobart covers the State of Tasmania. The Archbishop of Hobart authorises the existence of all Catholic Education institutes in Tasmania.

Under the governance of the Catholic Education Commission of Tasmania (CECT), Tasmanian Catholic Education Office (TCEO) is responsible for the oversight, funding and coordination of 38 Archdiocesan schools and three TCEO offices.

The Archbishop delegates responsibility to other key bodies including the Catholic Education Commission Tasmania (CECT), the CET Executive Director, School Boards and other groups that support Catholic schools.

Employees are to be familiar with, have an understanding of and commitment to, the Archbishop's Charter for Catholic Schools.

The TCEO, established in 1959, is the central administrative and co-ordinating body for the multi-faceted and diverse mission of Catholic education in Tasmania. One of its prime functions, under the CET Executive Director, is to co-ordinate the provision of Catholic education at all levels and to communicate and negotiate with appropriate authorities on behalf of all Catholic schools in Tasmania.

Some key documents include:

- The Archbishop's Charter for Catholic Schools
- The Tasmania Catholic Education Single Enterprise Agreement 2018
- CECT Constitution
- CECT Policies
- School Policies

For further information click the following links to access the CET and school website:

catholic.tas.edu.au

Application for Employment

Position:	<i>Please select role/s</i>
<input type="checkbox"/>	Aboriginal and Torres Strait Islander Cultural Support Facilitator

Family Name		Given Name(s)	
Postal Address			
Telephone:	Work <input type="checkbox"/>		Home <input type="checkbox"/>
	Mobile <input type="checkbox"/>		please tick preferred contact number
Email Address:			

Educational Qualification – Detail Highest Academic Qualification Awarded

Qualification			
Institution		Year Awarded	

Tasmanian Teacher Registration Number <i>(if applicable)</i>		
Catholic Education Accreditation Level Attained <i>(if applicable)</i>		
Working with Vulnerable People check		

Referees

Please provide the names of three referees who are able to comment on your recent work experience and skills.	
Name	
Postal Address	
Phone Number	
Email Address	
Name	
Postal Address	
Phone Number	
Email Address	
Name	
Postal Address	
Phone Number	
Email Address	

Signature		date
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ROLE DESCRIPTION

Role title:	Aboriginal and Torres Strait Islander Cultural Support Facilitator
Classification:	Teacher Assistant, Level 3
College/College:	Based at Guilford Young College
Is responsible to:	System Manager Programs
Key relationships:	TCEO staff, students, teachers, Aboriginal and Torres Strait Islander organisations

ROLE ACCOUNTABILITY

The Aboriginal and Torres Strait Islander Cultural Support Facilitator is accountable for effective programming and facilitating of specialised cultural and educational support for Aboriginal and Torres Strait Islander students to enable enhanced learning outcomes. This role requires applying a demonstrated understanding of cultural practices and the broader operating environment of Aboriginal Communities, as well as general awareness of those Aboriginal knowledge sharers, businesses, and organisations actively providing cultural educational and learning experiences in Tasmanian schools.

The Aboriginal and Torres Strait Islander Cultural Support Facilitator will coordinate and undertake cultural programming for key teachers, staff and students in collaboration with Aboriginal knowledge sharers and educators.

Within the role the Aboriginal and Torres Strait Islander Cultural Support Facilitator supports the Catholic Identity and Evangelising Mission and works collaboratively with other staff and members of the school community to assist students to achieve enhanced learning outcomes and to support students transitioning to another school or community.

The Aboriginal and Torres Strait Islander Cultural Support Facilitator is responsible to the System Manager Programs but will work with a high level of autonomy, judgement and discretion in the role, and will be line managed by the Aboriginal and Torres Strait Islander Transition Coordinator.

ORGANISATIONAL REQUIREMENTS

As an employee in Catholic Education Tasmania

- You must uphold Catholic belief and practice in all the Employee's professional activities and refrain from expressing public opinions or engaging in public activity that, in the reasonable opinion of the Employer, would bring the Employer into disrepute.
- You must be familiar with, have an understanding of and uphold the implementation of the Archbishop's Charter for Catholic Schools

KEY RESULT AREAS

Effective learning outcomes for students

- Provide support to key teachers in the delivery of cultural programs to students.
- Assist key teachers to support participation and learning for students across the full range of physical and intellectual abilities and from diverse linguistic, cultural, religious and socioeconomic backgrounds.
- Assist with the collection, preparation and distribution of learning materials.
- Work with students to use specialised technology where required.
- Support students in class work as required by classroom teachers.
- Assist students with the safe, responsible and ethical use of information communication technology (ICT).
- Provide basic physical, social and emotional care for students.
- Be willing to undertake a broad range of tasks to enhance students and staff cultural knowledge and understanding.
- As a member of the TCEO Aboriginal and Torres Strait Islander Education Team, provide advice and support to individual Aboriginal and Torres Strait Islander students and their families on transition support.
- Provide support and assistance to Aboriginal and Torres Strait Islander students at risk of disengagement from schooling at the end of Year 10.
- Recommend pathways to enhance Aboriginal and Torres Strait Islander retention and progression utilising cultural knowledge and understanding.
- Respond to reporting and audit requirements of Catholic Education Tasmania.
- Maintain an active database of Year 7-10 Aboriginal and Torres Strait Islander students in Catholic schools in the Southern Region.
- Collect pathway planning information from all Year 10 Aboriginal and Torres Strait Islander students in Catholic schools in the Southern Region.
- Collect and maintain destination data for all Aboriginal and Torres Strait Islander students exiting Years 10, 11 and 12 from Catholic schools in the Southern Region.
- Assist the Data Analyst to review relevant data and trends, provide regular reports to assist in retention and transition strategies and collect and maintain destination data for students.
- Assist students on excursions, camps and special events.
- Communicate to teachers any difficulties, concerns and successes experienced by students or parental concerns.
- Support students with challenging behaviours in accordance with organisational policy and guidelines.
- Supervise students in small group activity settings (conditions apply).
- Connect with, and maintain relationships with Aboriginal knowledge sharers and educators in Southern Tasmania.

Team effectiveness and collaboration

- Be able to independently follow and implement and adapt specific, complex plans or programs for individual or small groups within parameters established by teacher or allied health professional.
- Support and assist teaching and other school support staff to deliver effective student outcomes.
- Work collaboratively with other members of the school community, including parents/guardians, caregivers and volunteers, to enhance student outcomes.
- Develop positive relationships with colleagues and other members of the school community and maintain a positive and professional demeanour at all times.
- Maintain a positive attitude towards new and different ideas and approaches.
- Attend, as required, meetings as convened by teachers or by the school.
- Respect and protect staff, student and family privacy and confidentiality

Personal effectiveness

- Demonstrate integrity and meet the standards of conduct expected.
- Participate in goal-setting processes and respond to opportunities for growth to improve knowledge and practice.
- Overcome obstacles and recover and learn from setbacks through self-development.
- Participate in staff learning programs and attend appropriate professional learning (PL) opportunities when required.
- Seek and apply constructive feedback from supervisors and teachers to improve knowledge and practice.

Resources and organisation

- Plan and organise workflow to accomplish established objectives.
- Use school property, resources and technology in a proper and safe manner in accordance with appropriate standards, policies and procedures.
- Consider the environment and minimise waste.
- Undertake administrative duties relevant to the role.

Safety and professional standards

- Exercise responsibility required in accordance with Work, Health and Safety legislation, including:
 - take reasonable care of your own health and safety and that of other people who may be affected by your acts or omissions at the workplace
 - contribute to safe systems of work.
- Create a safe and welcoming learning environment for children and young people congruent with legislative and organisational Child Safe requirements.
- Undertake Catholic Education Accreditation requirements associated with the role.
- Adhere to the requirements of the role in accordance with the professional standards expected of Catholic Education Tasmania and all organisational policies, procedures, codes, guidelines and applicable laws.

PERSONAL CAPABILITIES

- Committed to supporting student outcomes through a service orientation.
- Able to relate to students with varying needs.
- Able to interact appropriately with colleagues, students and parents for different purposes and in different contexts.
- Able to establish and maintain collaborative working relationships.
- Able to apply literacy and numeracy skills to effectively undertake role.
- Able to perform effectively in a variety of environments and conditions with competing demands.
- Able to participate in problem-solving and conflict resolution in a constructive manner.
- Flexible and dependable.
- Committed to professional integrity.

EVIDENTIARY REQUIREMENTS

Essential

- Valid Working with Vulnerable People Registration
- Accreditation A: Accreditation to work in a Catholic school or willingness to work towards
- Certificate IV in Education Support (or equivalent)
- Experience in specialised area/s or relevant qualifications e.g. Auslan
- Identify as an Aboriginal or Torres Strait Islander person and be accepted as such by an Aboriginal community, organisation, or group.

Desirable

- Diploma in Education Support or other equivalent qualification
- Current First Aid Certificate
- Manual Handling training

ENVIRONMENTAL CONDITIONS AND PHYSICAL DEMANDS

Aboriginal and Torres Strait Islander Cultural Support Facilitator works mostly indoors in classrooms, libraries and other school buildings. They may undertake yard duty and accompany school classes on field trips, outdoor activities and camps at times. The physical demands of the role may involve frequent sitting, walking and fine motor skills, and occasional standing, kneeling, squatting/crouching, lifting, carrying, pushing, pulling and reaching. The Aboriginal and Torres Strait Islander Cultural Support Facilitator will be expected to use a variety of teaching aides, specialised equipment and resources and may be required to undertake a range of protective handling and manual handling techniques.

Additional Position Information

Start Date:	As soon as possible by negotiation with the successful candidate.
Tenure:	Three years 3 days/week, 7 hours per day (21 hours per week) Term Time only (40 weeks)
Location:	Guilford Young College (Barrack Street Hobart or Bowden Street Glenorchy Campuses)
FTE:	0.46 FTE
Employment Conditions:	As per the Tasmanian Catholic Education Single Enterprise Agreement 2018
Remuneration:	Salary \$31,182.32 plus Superannuation 10.5%

Final Check List for Applications

Before sending in your application, use this checklist to make sure you have not missed out any important details. Please ensure that you submit:

- Signed and dated Application for Employment Form
- A cover letter (no more than one page) stating the reasons you are seeking the position and what you can bring to the role.
- A current copy of your Curriculum Vitae, which should include a brief employment history stating where you have worked, the length of service and brief description of the position(s) held and duties undertaken
- Include any other relevant information you wish to submit

Applications are to be addressed to Ms Jo Legosz, Principal, Guilford Young College and forwarded electronically by 4.00pm Wednesday 31 May 2023 to employment@gyc.tas.edu.au

Upon receipt of an application, you will receive a confirmation of receipt via email within two business days.

If you have any further queries regarding your application please do not hesitate to contact the college on 6249 4333 or email employment@gyc.tas.edu.au