



POSITION DESCRIPTION

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| Position Title: | <i>Schools Project Officer</i> |
| Salary: | <i>\$75,000 (Plus superannuation and car. Salary Packaging Available)</i> |
| Reports to: | <i>Community Engagement and Schools Team Leader</i> |
| Terms of Employment: | <i>Fixed Term Contract – 12 months (ongoing subject to funding)</i> |
| Location: | <i>Northcote (with regular travel throughout the State)</i> |

1. Position in Context

The Victorian Aboriginal Education Association Incorporated (VAEAI) was established in 1976 and aims to increase Koorie participation and positive outcomes in education, training and employment. VAEAI also aims to promote awareness of Koorie cultures and educational aspirations to the wider community.

VAEAI is a State-wide community based organisation representing Local Aboriginal Education Consultative Groups (LAECGs), across eight regions in Victoria. LAECGs are the primary source of local advice on education and training matters and participate as equal partners in the planning, development, operation, monitoring and evaluation of education, training and employment programs across at the local level.

In 2016 the Victorian Government together with VAEAI launched the *Marrung – Aboriginal Education Plan 2016 – 2026* to improve early childhood, school education, and higher education and training outcomes for Koorie people in Victoria.

Marrung sets out the blueprint for Koorie learners across the life course from early childhood through to schools, and vocational education and training (including higher education). VAEAI, is the principal partner to the Victorian Department of Education and Training, in co-design and supporting the implementation of Marrung.

The Schools Project Officer is responsible for coordinating initiatives, programs and activities that support community and parents/ carers to engage with the school system, build the capacity of Local Aboriginal Education Consultative Groups to participate in education and training decision making and contribute to developing positive and inclusive learning environments for Koorie students.

2. Organisational Responsibilities

The Schools Project Officer:

- 2.1 Reports to the Community Engagement and Schools Team Leader
- 2.2 Contributes to the work of the Marrung Facilitators
- 2.3 Works collaboratively with VAEAI staff focused on school education.

- 2.4 Works with the VAEAI team to complete urgent tasks as determined by the General Manager.
- 2.5 Follow up on priorities raised by Local Aboriginal Education Consultative Groups

3. Schools Project Officer Responsibilities

- 3.1 Contribute to the delivery of a range of initiatives related to the Marrung Education Plan and other VAEAI priorities including (but not limited to):
 - 3.1.1 The Cultural Understanding and Safety Training (CUST) program as part of Marrung implementation through systematic planning and consistent approaches to the running of Cultural Understanding and Safety Training across all regions in Victoria
 - 3.1.2 Providing regular support, information, and advice to community members, particularly parents and carers, on education policy and programs.
 - 3.1.3 Working with Department and other stakeholders to ensure community involvement and adherence to Koorie protocols.
- 3.2 Collate information, monitor, and provide advice to the Department of Education, Victorian Catholic Education Authority, and Independent Schools Victoria on the delivery of Schools Programs.
- 3.3 Coordinate the reimbursement of LAECG Chairpersons' costs incurred in participating Schools programs.
- 3.4 Respond to general inquiries from schools, support programs, and the public more broadly in relation to Koorie education policy and practice in the State, Catholic & Independent school system.
- 3.5 Support the Marrung Facilitators to develop and distribute materials and resources to support the LAECGs to effectively provide leadership and participate in Roundtable and Partnership Forum discussions.
- 3.6 Coordinate the development of resources and delivery of training to LAECGs to support their participation in schools' programs.

4. Key Competencies/Selection Criteria

- 4.1 Knowledge of current Victorian education and training policies, programs and priorities particularly the Marrung Aboriginal Education Plan 2016-2026.
- 4.2 A sound knowledge of Koorie culture, communities and networks and an understanding of the issues that affect Koorie people particularly their participation in education and training.
- 4.3 Ability to work with parents, carers and the public to resolve issues.
- 4.4 Exceptional planning and coordination skills
- 4.5 Demonstrated ability in providing leadership around specific VAEAI tasks and activities, bringing staff together to get things done!
- 4.6 Well-developed skills in establishing and managing stakeholder relationships
- 4.7 Ability to respond to and advocate for the development of education and training initiatives and activities consistent with the needs and aspirations of Koorie communities
- 4.8 Ability to participate effectively in networks and community meetings to advance VAEAI objectives
- 4.9 High level written and oral communication skills and ability to present innovative ideas to further the goals of the Koorie community in relation to education and training
- 4.10 Ability to communicate and work effectively with staff from relevant government departments and educational institutions at all levels.

- 4.11 Well-developed time management skills
- 4.12 Sound computer skills including a good working knowledge of Word, Excel, PowerPoint, email and internet.
- 4.13 A current Victorian Driver's Licence and capacity and willingness to travel throughout Victoria when required.

5. Personal Attributes

- 5.1 **Community focused:** prioritises needs of communities, advocates for the best outcomes and follows through with commitments.
- 5.2 **Analytical:** takes a systemic view when building towards improvements in the sector, reviews data, arguments and opinions before making judgements and reaching conclusions, and is able to present clear and logical arguments.
- 5.3 **Self-disciplined:** manages own time to achieve outcomes, avoiding distraction and diversions.
- 5.4 **Resilient:** overcomes obstacles and impediments to get things done, recovers from setbacks, learns from experience and identifies areas for self-improvement.
- 5.5 **Collaborative:** works with others to achieve common goals and inspires trust.
- 5.6 **Supportive:** listens actively and inspires confidence, demonstrates empathy, and encourages others to attain goals.

6. Other Desirable Skills, Knowledge or Experience

- 6.1 Qualifications in Education or related fields and/or willingness to undertake training.
- 6.2 A current Working with Children's Check