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## Candidate Information Pack

Indigenous Education Leader

January 2019

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## The Opportunity

- Use your teaching skills to make real impact with academic outcomes for Indigenous high school students
- Small, progressive not-for-profit based in Sydney
- Competitive salary and conditions

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The Aurora Education Foundation has changing the conversation about what is possible academically for Aboriginal and Torres Strait Islander students for the last six years. We focus is on high expectations and a world of possibilities by designing and delivering an innovative and unique high school program. Our program supports learning with academic enrichment, building resilience and cultural knowledge.

As Indigenous Education Leader for The Aspiration Initiative (TAI), you will take the lead on designing and delivering programs to achieve strong academic outcomes for our students. You will create a supportive learning environment so that our students can thrive academically, welcome challenges and be cared for throughout our program. Additionally, you will work with across the TAI team to skill them up as facilitators of academic and other activities.

Tertiary qualified, you will have:

- An authentic commitment to enhanced future possibilities for Aboriginal and Torres Strait Islander young people
- Solid knowledge of the issues in Aboriginal and Torres Strait Islander learning
- Substantial experience working in Aboriginal education
- Experience in developing and delivering a range of best practice educational programs
- Excellent interpersonal and stakeholder engagement skills
- A successful track record of delivering work effectively and efficiently.

We offer a values-driven, team environment, where we are each committed to the purpose of our organisation. You will be well-supported, starting with our orientation program and beyond, and will benefit from our collegiate approach to our work. In addition to a competitive salary, you will have immediate access to salary packaging as well as the Meal & Accommodation Card.

To be Aboriginal or Torres Strait Islander is a genuine occupational requirement of this role under Section 14 of the Anti-Discrimination Act 1977 (NSW).

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## How to Apply

Send your application to Bryan Creith at First People's Recruitment Solutions:

Email: [bryan@fprs.com.au](mailto:bryan@fprs.com.au)

Phone: (02) 6230 7666

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## The Aspiration Initiative

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- ⊙ Launched in 2011, The Aspiration Initiative (TAI) is a program which enhances educational engagement and improving academic outcomes for Aboriginal and Torres Strait Islander high school students. TAI takes students from Year 8 and works with them to support their aspirations through to the end of their first year out of high school.
- ⊙ TAI's academic enrichment program involves academic camps during school holidays, tutoring and ongoing mentoring and support for its students. Our programs currently operate in Perth, South West Region in Western Australia and Western Sydney, with head office in Alexandria, Sydney. TAI is a long-term, intensive program and provides:
  - 200 hours of support each year for 6 years to each student
  - 20 days of camps each year
  - Individual academic support (tutoring, mentoring, academic resources and equipment)
  - Pastoral care and post-school transition support
  - Connections with high-achieving Indigenous university students and graduates.
- ⊙ Our impact so far is:
  - Our students have three times the national Indigenous rate in ATAR attainment
  - Our students have twice the national Indigenous university enrolment rate
  - 100% of our students said that TAI raised their academic expectations; and
  - 100% were more confident of reach their future goals.
- ⊙ An independent evaluation of TAI by Nous Group concluded that the Program is **unique**. In the Australian context, its uniqueness lies in that fact that TAI:
  - Provides a combination of academic focused, culturally responsive activities that includes social and practical supports to strengthen academic and career aspirations, overcome socioeconomic barriers and respond to discrimination
  - Delivers supports to students in their schools, with a particular focus on public schools, rather than requiring them to transition into private schools
  - Is offered to students early (in Year 8)
  - Provides intensive support throughout high school (consistent with international best practice).

## What our stakeholders say

- As a parent it was a great feeling to see how invested all the TAI teachers and staff were in my son's education. After 12 months with TAI he has become a very proud young Aboriginal man and I'd like to thank you all again for the difference you're making in his and our lives.
- I honestly don't think all of the TAI staff know how truly grateful we are for everything you do for us. The experiences we have, the people we meet and the places we go open up a whole new and incredible world. You help us believe that, when it comes to our future, anything is possible.

*TAI Parent*

*TAI Student*



## About the Role

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Reports to:	National Program Manager
Direct Reports:	Academic Support Coordinator
Employment Type:	Full-time, permanent
Location:	Alexandria, Sydney
Remuneration:	Competitive annual salary plus immediate access to salary packaging

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The Indigenous Education Leader is a leadership role that has responsibility for overseeing, developing and delivering The Aspiration Initiative's (TAI) academic enrichment program. The position works closely with the CEO and National Manager in the development and implementation of teaching and learning so that TAI is responsive to the academic, vocational and personal development needs of Aboriginal and Torres Strait Islander high school participants.

The Indigenous Education Leader is influential in inspiring, affirming and extending the practice and pedagogy of TAI educators, particularly during TAI camps. This role is also responsible for developing structures and processes to monitor the development of TAI pedagogy.

Success measures in this role include:

- Feedback from students, Elders, camp staff and other stakeholders on quality, relevance and effectiveness of academic programs
- Level of continued academic improvement and engagement by TAI cohorts
- Timeliness and quality of reporting
- Contribution to team dynamics

## Responsibilities & Key Activities

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### Academic Enrichment

- Oversee delivery of the TAI academic enrichment program (residential camps, learning plans and other activities).
- Co-design engaging, best practice academic lessons, modules and activities that integrate Indigenous knowledge and traditions within the Australian curriculum.
- Develop and implement a framework for individualised academic support plans.
- Evaluate and review the academic enrichment program on a regular basis.
- Keep abreast of and report on developments in national and state high school curricula as well as emerging research on best practice teaching methods for Aboriginal and Torres Strait Islander students.

## Teaching & Facilitation

- Regularly attend residential school holiday camps at TAI locations nationally to oversee the delivery of the academic enrichment program.
- Deliver or lead some academic lessons and other activities during camp and, where possible, use these opportunities to train and coach camp teaching staff.
- Oversee the development and implementation of camp staff training framework and design and deliver training on academic program content, planning, assessment and pedagogy (camp teaching staff may include TAI coordinators, Elders, and camp mentors).
- Lead and participate in reflective and continual improvement practice.

## TAI Program Operations

- Monitor, meet and report on TAI academic outcomes, as required (e.g., for funding reports).
- Assist, where required, with the ongoing cultural, social and emotional wellbeing support of students.
- Participate in real-time and post-program evaluation processes with TAI team members, teachers, key stakeholders and independent evaluators.

## Stakeholder Engagement

- Establish collaborative relationships with students, parents/carers, communities and key Aboriginal and Torres Strait Islander groups.
- Assist with selecting schools to participate in the program and build co-operative relationships with key school staff.
- Work closely with Aboriginal Elders on academic program design and student well-being.
- Contribute to the ongoing engagement with students outside residential camps such as via online communities.
- Contribute to communities of practice and other initiatives designed to strengthen TAI's effectiveness, reach and reputation.
- Represent TAI and Aurora at external events, when required.

## Child Safety

- Comply with Aurora's child safety policy, Code of Conduct and procedures.
- Provide a welcoming and safe environment for children and young people.
- Promote the safety and wellbeing of children and young people associated with the program.
- Interact with children and young people in ways which are positive and safe.
- Provide adequate care and supervision of children and young people associated with the program.
- Act as a positive role model for children and young people.
- Report to the National Manager or other appropriate person any suspicions, concerns, allegations or disclosures of alleged abuse.
- Report to the National Manager any criminal charges or convictions received during the course of employment.

## Organisational Participation

- Work with the leadership team to meet the strategic aims of the organization.
- Work collaboratively with team members to contribute broadly to the achievement of Aurora objectives.
- Participate in organisational and team planning initiatives.
- Provide regular reporting as required.
- Promote and monitor issues of work, health and safety.
- Undertake other responsibilities and duties within the scope of this role, as directed.

## Role Requirements

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### Selection Criteria

- To be Aboriginal or Torres Strait Islander is a genuine occupational requirement of this role under Section 14 of the Anti-Discrimination Act 1977 (NSW).
- A degree qualification with work experience in the education or youth sectors.
- Strong teaching delivery skills as well as the ability to engage young people in an education setting.
- Strong interpersonal skills with a demonstrated ability to engage with a diverse range of Aboriginal and Torres Strait Islander people and other program stakeholders.
- Well-developed written communication skills.
- Well-organised, able to prioritise and deliver work to deadlines.

### Other Requirements

- Satisfactory police check
- Willingness to obtain a Working With Children Check.
- Current driver's licence.
- Regular interstate travel will be required.
- Attendance at after-hours meetings at various times and some overnight stay at TAI residential camps during school holidays will be required.

Our organisation is committed to child safety. We have zero tolerance of child abuse. Our robust human resources, recruitment and vetting practices are strictly adhered to during the application and interviewing process. Applicants should be aware that we carry out working with children, police records and reference checks (as we see fit) to ensure that we are recruiting the right people.

## Working With Us

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Our five key reasons to join our team are:



### **You'll make a difference**

Be part of our positive change to create a society where Aboriginal & Torres Strait Islander people have the same educational opportunities as all Australians. We know that our programs have a systemic impact.



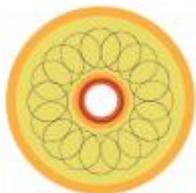
### **You'll learn**

We are constantly striving for excellence, looking at the latest research and punching above our weight. This means we are all learning and growing.



### **We stand out**

Our programs have been described by independent evaluators as unique and our results incredible. We have the courage to look at issues from alternative perspectives and tackle them differently.



### **We're dynamic**

We work hard yet our work environment is relaxed, friendly and supportive. We are all here for the same reason and work together to achieve outcomes for our stakeholders. We all enjoy our regular staff development meetings, celebrations of key events and our Wednesday updates.



### **We live our values**

Our work is guided by our values: **respect** allows to **collaborate** meaningfully and authentically which leads us to be **accountable** for what we do which in turn enables us to make an **impact**.

## About Aurora

### Our Vision

A future where there is no education gap and where the next generation of Aboriginal and Torres Strait Islander Australians will achieve equitable participation at the highest level – in the professions, in boardrooms and across government.

### Our Purpose

To transform lives by investing in potential and inspiring excellence through education at the highest level.

### Our Values

**Respect** allows us to **collaborate** meaningfully and authentically, which leads us to be **accountable** for what we do, and in turn, enables us to make an **impact**.

	<h4>Respect</h4>	<ul style="list-style-type: none"> <li>• We respect Aboriginal and Torres Strait Islander people as the custodians of the land on which we work.</li> <li>• We treat each other and our stakeholders with dignity and respect at all times.</li> <li>• We develop culturally safe spaces and foster awareness and acceptance of culture, identity and beliefs.</li> </ul>
	<h4>Collaboration</h4>	<ul style="list-style-type: none"> <li>• We welcome feedback and adopt our practices and approaches when needed.</li> <li>• We understand that that success can't be achieved in isolation.</li> <li>• We participate equally and cooperatively in partnerships with community and stakeholders.</li> <li>• We share information, knowledge and skills across the organisation.</li> </ul>
	<h4>Accountability</h4>	<ul style="list-style-type: none"> <li>• We deliver what we commit to.</li> <li>• We pursue excellence in everything we do.</li> <li>• We take responsibility for our actions.</li> <li>• We are responsive and transparent in the way we work.</li> </ul>
	<h4>Impact</h4>	<ul style="list-style-type: none"> <li>• We aim to have a positive impact.</li> <li>• We innovate to achieve results.</li> <li>• We look to effect change in perceptions, outcomes and opportunities.</li> <li>• We believe in empowering ourselves and others to realise our full potential.</li> </ul>

## Our Programs

Aurora's programs provide Indigenous students with intensive, ongoing and tailored support through each stage of their educational journeys, from high school through to postgraduate studies. We currently operate in NSW and Western Australia and our Internship Program supports host organisations nation-wide. Here's a snapshot what we do:

### Aurora's Programs



**Our High School Program**, The Aspiration Initiative, provides intensive academic support over a 6 year period to Indigenous high school students and builds their confidence, resilience and aspirations.



Aurora's **Indigenous Scholarships Portal** is an innovative technology solution that simplifies the process of applying for scholarships to allow more Indigenous students to access financial support and complete their degrees.



**Internship Program** facilitates funded internships for Indigenous university students and graduates at Indigenous-sector organisations, and builds vital career exposure and pathways.



Aurora's annual **International University Study Tour** takes high-performing Indigenous students and graduates to visit some of the world's leading universities in the UK and US, fostering their aspirations and capacity to apply for postgraduate studies to these institutions.



**International Postgraduate Scholarship program** supports talented Indigenous scholars to aspire to, apply for and successfully complete postgraduate studies at world-leading universities. Scholarships are awarded through the Charlie Perkins Scholarship Trust and the Roberta Sykes Indigenous Education Foundation and delivered by Aurora.



**Academic Outreach Program** connects outstanding Indigenous scholars from Aurora's network with high school students in schools and communities.

## Our Organisational Structure

