

**JOB AND PERSON SPECIFICATIONS****(EXTERNAL POSITIONS)**Position title: **Anangu Teacher Support**Classification: **Coordinator Level 3**Location: **Anangu Education Services: Ernabella Office**Period of appointment: from: 

2	3	0	1	20	04
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to: 

2	3	0	1	20	07
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**Job and Person Specification Approval**

by Assistant Director, Staffing: \_\_\_\_\_ / /

**JOB SPECIFICATION:**

## 1. Role Description

The Coordinator, Anangu Teacher Support, will work as a team member with the Anangu Education Curriculum Support Team based at the Anangu Education Services: Ernabella Office and provide high level support to Anangu teachers and high level advice to Principals in Anangu schools on the AP Lands which have Anangu teachers.

The role includes the promotion and support of successful programs and teaching practice for all students in Anangu Schools, including vernacular literacy in all schools.

## 2. Reporting/Working Relationships

The Coordinator is directly responsible to the Coordinating Principal but will need to work closely with the all Principals and teaching staff across the Pitjantjatjara Lands.

Effective working relationships with other AES Curriculum Officers and AES support staff will contribute to cohesive curriculum, which is culturally sensitive and inclusive.

May be required through negotiation to service the educational needs of students at Yalata and Oak Valley.

## 3. Desired Outcomes

- With individual Anangu Teachers, identify their preferred teaching and learning styles and facilitate training and development that builds onto existing competencies.
- Coordinate and facilitate with principals identified training and development for Anangu teaching staff.
- Provide training and development for school based Anangu support teachers in effective empowerment models in working with Anangu teachers.
- Provide support and guidance to Anangu teachers re effective teaching methodologies and appropriate resources including SACSA.
- Assist the Director of PYEC to coordinate Anangu teacher's meetings.
- Cooperate with other members of the Anangu Education Curriculum team to contribute to and promote all PYEC / AES curriculum initiatives within the team and in schools.
- Coordinate and facilitate the delivery of vernacular literacy training for identified Anangu personnel across Anangu Schools.

## 4. Special Conditions

- a) This position is based at Ernabella
- b) Extensive travel and some out of hours work will be required
- c) Current Drivers License is required.

**PERSON SPECIFICATION:****ESSENTIAL REQUIREMENTS:**

## 1. Eligibility

To be eligible to apply for this position, persons must meet current DECS employment requirements and be employed by the Department as teachers, including contract and temporary relieving teachers, on any day during the period applications are being accepted for the position (that is, from the date of issue of the circular to the closing date for applications.)

Other eligible public sector employees are also invited to apply.

All applicants must meet any essential qualification requirements.

## 2. Personal Skills and Abilities

- Demonstrated ability to establish effective working relationships with staff and students in a cross-cultural setting.
- Demonstrated communication skills, which facilitate understanding by a diversity of groups and individuals.
- Ability to use a planning process to achieve desired outcomes.
- Ability to provide on-going curriculum and methodological support for staff from cross-cultural backgrounds in cross-curriculum areas.

## 3. Knowledge

- A sound knowledge of the learning styles and issues facing Anangu/Aboriginal children and their education.
- A sound understanding of effective teaching practices, which improve learning outcomes for all students.
- A knowledge of Pitjantjatjara and the delivery of this as LOTE.

## 4. Experience (including community experience)

- Demonstrated experience in achieving agreed organisational and educational goals in collaboration with others.
- Demonstrated success in modelling and promoting good teaching practice

## 5. Qualifications

Registration as a teacher or able to be registered as a teacher. (Delete if not applicable.)

**DESIRABLE REQUIREMENTS:**

## 1. Personal Abilities and Skills

## 2. Knowledge

## 3. Experience (including community experience)

- Have taught in an Anangu or Aboriginal community.

## 4. Qualifications

**JOB AND PERSON SPECIFICATIONS - NOTES****(EXTERNAL POSITIONS)****JOB SPECIFICATION**

## 1. Role Description

This is an overview of the general responsibilities of the position.

## 2. Reporting/Working Relationships

This provides a context for the position within the worksite. It should include:

- the line management position to which the person will report (eg principal)
- the number (FTE) and employment categories of staff whom the person will manage
- other personnel with whom the person will be working.

## 3. Desired Outcomes

These should be in priority order and appropriate to the level and tenure of the position.

## 4. Special Conditions

These could include features such as out of hours work, extensive travel etc.

**PERSON SPECIFICATION**

The "Essential Requirements" section of the person specification must include the sections as stated on the form with an advised maximum of eight criteria. These requirements need to be appropriate to the level of the position and should specify only those elements which are essential for the position. Overlap between requirements should be minimal.

Registration as a teacher or ability to be registered as a teacher is essential for all teacher positions and seconded teacher positions. This requirement may be deleted for other positions.

Desirable requirements are used to discriminate between applicants only after all essential requirements have been taken into consideration by the panel. Use of one or more of the stated sections is optional.

**ADDITIONAL INFORMATION**

Circular 50 from the Commissioner for Public Employment - "Preparation of Job and Person Specifications" - provides guidelines on the preparation of job and person specifications. While this has been cancelled as a Circular the information it contains is still useful.

Any essential qualification or knowledge must be clearly relevant to the duties. These must not exclude people who might reasonably be able to carry out the duties properly after a short period of familiarisation. Higher qualifications should only be desirable requirements.

For non-school based positions, line managers are advised to consult the Promotions Officer about possible Essential Qualification Requirements.

## CONTEXT STATEMENT

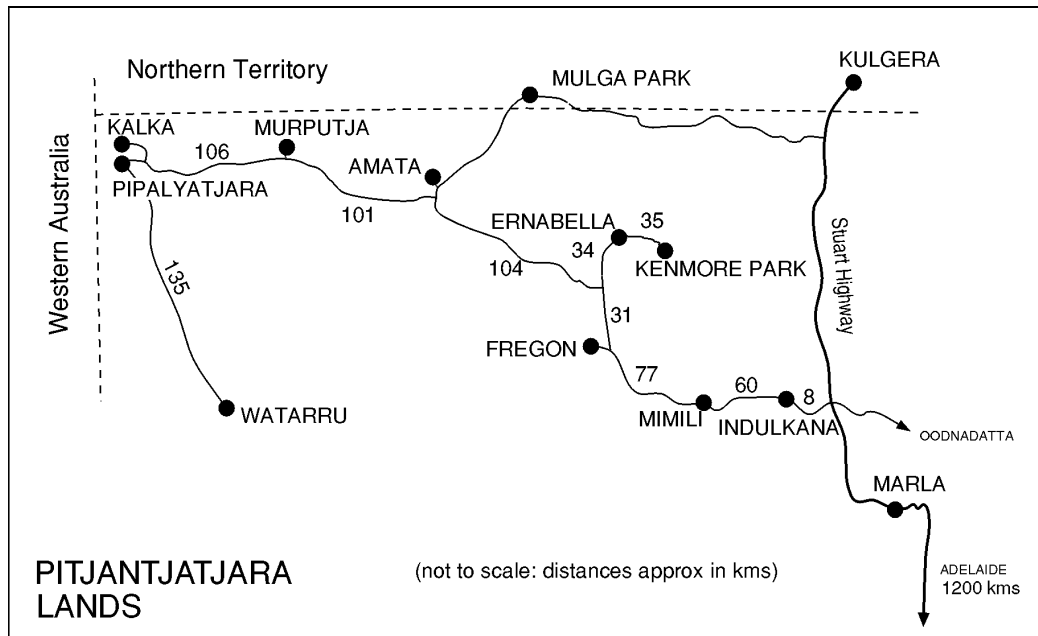
### COORDINATOR: ANANGU TEACHER SUPPORT

#### Location

This position is based in Ernabella Community on the Pitjantjatjara Lands (The Lands) in northwest South Australia. The Lands are held on freehold title under the terms of the Pitjantjatjara Land Rights Act. People not covered under the terms of this legislation require permits to enter and work on The Lands. Issue of permits to DECS employees is initially negotiated between DECS and Anangu Pitjantjatjara, the land management body.

Entry to the Lands when travelling from Adelaide is usually made near Indulkana, which is approximately 1,200 north of Adelaide on the main road to Alice Springs. All roads on The Lands are unsealed.

The location of Ernabella can be seen on the map below.



#### Background

Over a number of years, there has been a steadily developing trend for Anangu (Anangu is the word that people in these communities use in reference to themselves) to seek greater involvement in school issues and policy/curriculum directions. In line with the request from Anangu and in line with DECS policy on community involvement, this movement was formalised in agreement between the Minister of Education, Anangu Education Services and the Pitjantjatjara Yankunytjatjara Education Committee.

Individual communities and their School Councils have a strong role to play in decisions associated with the education of their children. It is part of the responsibility of individual school Principals to ensure that this link between school and community is maintained and developed so that genuine empowerment of the community in matters relating to education and school occurs.

Each community also has representatives who serve on the Pitjantjatjara Yankunytjatjara Education Committee (PYEC). This body is a committee associated with Anangu Education Services and meets regularly to make determinations related to policy and curriculum matters associated with education across The Lands.

The various communities range in size from the small community at Kenmore Park (school population approximately 12 children) to Ernabella (approximately 120 children). All schools run programmes from Pre-school to Secondary.

An additional element of the resources support structure for these schools is the Anangu Education Services: Ernabella Office. This is an administrative and financial support office managed by Anangu Education Services with Training and Development facilities, and includes coordinators in library management; resource based learning, ESL and secondary education.

Accommodation for teaching staff is high quality, furnished and air-conditioned. Rentals are subsidised and reasonable. Accommodation ranges from two-bedroom duplexes to three bedroom houses.

Ernabella has a store, clinic and fuel outlet.

Curriculum areas are coordinated between schools and are based on the use of South Australian Curriculum and Standards (SACSA). The schools have a strong history of curriculum and policy development and documentation, aided by regular meetings of curriculum working parties. Modification of standard curriculum documents to meet the needs of Anangu students is on-going.

To assist in language acquisition programmes, ESL methodology is encouraged in all schools, with schools allocating staff to ensure that ESL practice is implemented.

In 1991, DECS and PYEC commenced the implementation of 2-Way schooling, a programme of domain recognition where AEW's and community are responsible for Anangu cultural learning and teachers for non-Anangu cultural learning.

Teachers work in teaching teams with Anangu Education Workers (AEW's).

Regular AEW training and development sessions are conducted in school time when AEW's are released from classroom commitments to participate.

AEW's and community members also participate in the Anangu Teacher Education Programme, a course designed by the University of South Australia at the Underdale campus. The course is offered in three stages taught by DECS staff in each school.

### **Applications**

Send 4 copies of the application, marked confidential to:

Mr. K. Beal  
Coordinating Principal  
C/- AES: EO  
PMB Ernabella  
via ALICE SPRINGS NT 0872