

JOB AND PERSON SPECIFICATIONS
(EXTERNAL POSITIONS)

Position title: Project Officer: Literacy
 Classification: Seconded Teacher, Level 2
 Location: Anangu Education Services, Northfield
 Period of appointment: from:

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Job and Person Specification Approval

by Assistant Director, Staffing: _____ / /

JOB SPECIFICATION:

1. ROLE DESCRIPTION

The Project Officer(Literacy) will work as a team member with the Anangu Education Services (AES) Curriculum Support Team and will be based at AES (Adelaide), with significant travel to the A P Lands. The role includes the promotion and support of designated District wide literacy programs, and oral language in the Early Years.

This role will require close collaboration with all AES personnel, including the Wiltja Program at Woodville High School, Aboriginal Education officers and other consultants as designated by the Manager, Curriculum and Induction (AES), and work under the guidance of the Scaffolding team based at Canberra University.

2. REPORTING/WORKING RELATIONSHIPS

The Project Officer will be directly responsible to the Manager, Curriculum and Induction.

The Project Officer will collaborate with the Coordinating Principal and other members of the Curriculum Support Team to plan, deliver and evaluate a cohesive District wide service to Anangu schools.

The Project Officer is required to work under the directions set by the Pitjantjatjara Yankunytjatjara Education Committee (PYEC).

3. DESIRED OUTCOMES

- Provide high-level advice and training and development to teachers and Principals re District wide English Literacy (including oral language) programs, initiatives and structures.
- Facilitate cohesion between the Wiltja programme at Woodville High School, Principals and teachers of students in Anangu Lands communities concerning English Literacy curriculum and pedagogy.
- Promote high quality English literacy programs and teaching practice, and assist in the development of a culture of success for all students.
- Support the development, implementation, monitoring and accountability associated with achieving Literacy targets and the effective application of ESL Scope and Scales in Anangu Schools.
- Promote and support literacy teaching with teachers, using the Scaffolding approach to teaching literacy within the SACSA Framework.
- Support schools in the implementation of SACSA as it pertains to Literacy learning, assignment of levels in English and the ESL Scope and Scales.
- Cooperate with the other members of the Anangu Education Curriculum Support Team to contribute to and promote all the curriculum initiatives of PYEC / AES within the team and in the schools.
 - Support the development and implementation of targeted English language acquisition resources.

4. SPECIAL CONDITIONS

- The Project Officer will be based at the AES office in Adelaide, and will need to spend significant time each term at Wiltja (the Adelaide based secondary program for Anangu students at Woodville High School) and in schools on the Anangu Pitjantjatjara Lands.

- Extensive travel (intra and interstate) and some out of hours work will be required.
- Current drivers licence 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 skills in establishing effective working relationships with staff and students in a cross-cultural setting.
- Ability to use a planning process to achieve desired outcomes.
- Demonstrated communication skills, which facilitate understanding by a diversity of groups and individuals.
- Ability to provide on-going curriculum and methodological support for staff in the area of Literacy.

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, particularly in English Literacy.

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.

DESIRABLE REQUIREMENTS:

1. PERSONAL ABILITIES AND SKILLS

2. KNOWLEDGE

Knowledge of the Scaffolding Approach to teaching and learning in Literacy

Knowledge of effective oral language applications in an English as Second or Foreign Language context.

3. EXPERIENCE (INCLUDING COMMUNITY EXPERIENCE)

Demonstrated experience in modelling and promoting good teaching practice using the Scaffolding Approach in Literacy.

4. QUALIFICATIONS

CONTEXT STATEMENT

PROJECT OFFICER, LITERACY AND LEARNING: AN^UANGU SCHOOLS

Location

This position is based at An^Uangu Education's Adelaide office at Northfield and will service the schools on the An^Uangu Pitjantjatjara Lands (The Lands) in north-west South Australia and the Wiltja Education Program on the Woodville High School Site. 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 An^Uangu Pitjantjatjara, the land management body.

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

The location of schools on the Lands 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 a request from Anangu and in line with DECS policy on community involvement, this movement was formalised in an agreement between the Minister of Education, Anangu Education Services and the Pitjantjatjara Yankunytjatjara Education Committee (PYEC), giving PYEC Policy and Operational control of education on the Lands.

Individual communities and their Governing 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 sub-committee of Anangu Pitjantjatjara and gives direction to Anangu Education Services. PYEC meets regularly to make determinations related to policy and operational matters associated with education across the Lands.

The various communities range in size from the small community at Watarru (school population approximately 15 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, curriculum and financial support office managed by Anangu Education Services. This office also has Training and Development facilities, and is the base for Coordinators in Resource Based Learning, Hearing Impairment 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.

Most communities have a store, clinic and fuel outlet.

Curriculum areas are coordinated between schools and are based on the use of SACSA Frameworks. The schools have a strong history of curriculum and policy development and documentation. 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.

Teachers work in teaching teams with Anangu Education Workers (AEWs).

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

AEWs and community members also participate in the Anangu Tertiary Education Programme, a course designed by the University of South Australia at the Underdale campus. The course is offered in three stages with the first stage being taught by DECS staff in each school and the final two stages being offered by the AnTEP staff from the University.

In September 2002, the Leaders' Group agreed that all schools would take on the Scaffolding approach to teaching and learning about literacy, particularly from year 3 through to secondary. It was also decided that the key focus in early education would be on oral English as a pathway into English literacy.

Applications

Please send 4 copies of your application, marked confidential, to:

Mr Russ Jackson
Manager: Curriculum and Induction,
Anangu Education
87 –101 Folland Avenue
NORTHFIELD S.A. 5085