



## POSITION DESCRIPTION

<b>Position Title:</b>	<b><i>North East Marrung Facilitator</i></b>
<b>Salary:</b>	<b><i>\$84,000 (Plus superannuation and car. Salary Packaging Available)</i></b>
<b>Reports to:</b>	<b><i>Community Engagement &amp; Schools Team Leader</i></b>
<b>Terms of Employment:</b>	<b><i>Fixed-Term Contract - 12 months (ongoing subject to funding)</i></b>
<b>Location:</b>	<b><i>North East Victoria</i></b>

### 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.

Under Marrung, VAEAI is responsible for:

- Managing and supporting VAEAI’s internal consultative structures which are the key ways in which the LAECGs contribute to ensuring the Department is provided with accurate and timely Koorie community perspectives on policy and initiatives at state, regional and local levels.
- Providing information and advice to the LAECGS, Koorie organisations and Koorie communities generally about Marrung and other reforms in the education and training sectors
- Providing support to and participating in the Marrung central and regional governance structures and planning activities for improving Koorie learning and development outcomes.
- Providing advice to the Department on policy and program development relating to Koorie children and young people across all education sectors and

supporting implementation as appropriate

- Supporting the Department of Education and Training to ensure its initiatives and plans are inclusive of Koorie cultural knowledge and understanding

**The Marrung Facilitator** will play a key role in VAEAI's efforts to support the implementation of Marrung by focusing on facilitating, coordinating and supporting Marrung related activities undertaken by the LAECGs and throughout VAEAI operations.

## **2. Organisational Responsibilities**

The Marrung Facilitator:

- 2.1 Reports to the Community Engagement & Schools Team Leader.
- 2.2 Works collaboratively with VAEAI staff focused on early years and school education.
- 2.3 Provides relevant information and advice to VAEAI's Policy and Wurreker teams on Marrung implementation
- 2.4 Provides support to the Early Years and Schools Project Officers
- 2.5 Works with the VAEAI team to complete urgent tasks as determined by the General Manager.

## **3. Marrung Facilitator Responsibilities**

- 3.1 Developing and supporting an overall framework to guide VAEAI staff and the LAECGs in the oversight and delivery of Marrung related activities, initiatives and events
- 3.2 Providing regular information and advice to LAECGs on education policy, programs, planning and structures relevant to Marrung
- 3.3 Ensuring there is systematic planning and consistent approaches to the running of Koorie Education Roundtables and Regional Partnership Forums across all regions in Victoria
- 3.4 Developing and distributing materials and resources to support the LAECGs to effectively provide leadership to and participate in Roundtable and Partnership Forum discussions
- 3.5 Supporting the LAECG Chairpersons (with the support of VAEAI Wurreker Brokers) to plan, chair and capture outcomes from the regional or sub-regional Koorie Education Roundtables
- 3.6 Consolidating information derived from the Roundtables to inform and shape the agendas of Regional Partnership Forums to ensure the successes, issues, and concerns of the Koorie community in relation to Marrung at a local and regional level are included for discussion and decision making
- 3.7 Providing advice and feedback on DET Regional Marrung Plans to ensure the perspectives of the LAECGs and the Koorie community are appropriately considered in strategies and initiatives
- 3.8 Supporting LAECG Chairpersons in their roles on Marrung Regional Partnership Forums, the Central Governance Committee, Ministerial Roundtables, and other forums related to Marrung implementation, monitoring and evaluation
- 3.9 Providing advice and information to the Department of Education and Training on the delivery of cultural understanding and safety training to schools
- 3.10 Coordinating the development of resources and delivery of training to LAECGs to support their participation in the delivery of cultural understanding and safety training to schools
- 3.11 Coordinating the reimbursement of LAECG Chairpersons' costs incurred in participating in the Marrung governance structures and other activity
- 3.12 Supporting community networking for Marrung activities, and coordinating community advocacy advice

#### 4. Personal Attributes

- 4.1 **Community focused:** prioritises needs of communities, advocates for the best outcomes and follows through with commitments.
- 4.2 **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.
- 4.3 **Self-disciplined:** manages own time to achieve outcomes, avoiding distraction and diversions.
- 4.4 **Resilient:** overcomes obstacles and impediments to get things done, recovers from setbacks, learns from experience and identifies areas for self-improvement.
- 4.5 **Collaborative:** works with others to achieve common goals and inspires trust.
- 4.6 **Supportive:** listens actively and inspires confidence, demonstrates empathy, and encourages others to attain goals.

#### 5. Key Competencies/Selection Criteria

- 5.1 Knowledge of current Victorian education and training policies, programs and priorities particularly Marrung Aboriginal Education Plan 2016-2026.
- 5.2 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
- 5.3 Exceptional planning and coordination skills
- 5.4 Demonstrated ability in providing leadership to diverse groups of people to get things done!
- 5.5 Well-developed skills in establishing and managing stakeholder relationships
- 5.6 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
- 5.7 Ability to participate effectively in networks and community meetings to advance VAEAI objectives
- 5.8 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
- 5.9 Ability to communicate and work effectively with staff from relevant government departments and educational institutions at all levels.
- 5.10 Well-developed time management skills
- 5.11 Sound computer skills including a good working knowledge of Word, Excel, PowerPoint, email and internet.
- 5.12 A current Victorian Driver's Licence and capacity and willingness to travel regularly throughout Victoria.

#### 6. Other Desirable Skills/Qualities

- 6.1 Qualifications in Education or related fields and/or willingness to undertake training.