

# Position description

<b>Position title:</b>	Learning Centre Coordinator	<b>Date:</b>	November 2019
<b>Level:</b>	Social, Community, Home Care and Disability Services Industry Award 2010 – level 4	<b>Salary:</b>	Award rate with relevant penalties
<b>Reports to:</b>	Learning Centre Manager	<b>Dept:</b>	Youth Services
<b>Approved by:</b>	CEO	<b>Supervises:</b>	LC Mentors, Volunteers

CEO \_\_\_\_\_

## Part A: About WYDAC

### Background

Warlpiri Youth Development Aboriginal Corporation (WYDAC) has dedicated itself to developing the strength, health, confidence and leadership of Warlpiri youth since 1993. The program aims to promote positive and meaningful future pathways for all young Warlpiri people.

The notable, and sustainable, success of the program has been firmly based on the strength of Warlpiri youth, families and their communities, as well as the ongoing commitment of staff. The program was created by, and for, Warlpiri people, and is governed by a Warlpiri Committee.

The WYDAC head office is in Yuendumu Community, however WYDAC is comprised of a variety of programs operating at five different Warlpiri sites – Yuendumu, Willowra, Nyirrpi, Lajamanu and Mt Theo Outstation. WYDAC also have an office located in Alice Springs. There are over 70 staff across the entire organisation with more than half of these being Warlpiri people.

## **WYDAC services include:**

### **Youth and Family Services**

- Mt Theo Outstation
- Jaru Pirrjirdi Youth Development Program
- Warra Warra Kanyi Counselling and intensive case management
- Intensive Family Support Service
- Jintangka Mardanjaku (Community Development)
- Pina Pina Jarrinjaku Yuendumu Learning Centre
- Lajamanu Adult learning centre
- Lajamanu Early Learning Centre
- Yuendumu Swimming Pool

### **Corporate Services**

- Contracts Management
- Financial and Risk Management
- Human Resource Management (HR)
- Infrastructure Support
- Mechanical Training Workshop
- Work Health and Safety

### **Management and Administration**

- WYDAC Board and Management
- Finance and Administration
- Quality Management

WYDAC, and Warlpiri communities, began by challenging a generation destroying itself through substance misuse. Strong and skilled community action created an environment for healthy change and sustained success. This work has broadened greatly over the last 25 years beyond the initial crisis of petrol sniffing to any risk, opportunity or pathway arising for young Warlpiri people. WYDAC continues to facilitate the profound strength and capacity of Warlpiri youth, and their families, to meet these challenges and establish positive and meaningful futures.

WYDAC aims to be the primary social services provider for youth and family services within each of the four remote Warlpiri communities: Lajamanu, Willowra, Nyirripi and Yuendumu.

## **Our mission**

We seek to be an effective Warlpiri-led organisation that provides education, early intervention, crises support and care services to improve the social, cultural, spiritual and emotional wellbeing within the four Warlpiri communities of Lajamanu, Nyirripi, Willowra and Yuendumu;

- Healthy, resilient and socially engaged children and young people

- Strong nurturing families
- Safe, vibrant communities
- Strong advocacy for Warlpiri people

## Our values

We believe that health does not just mean the physical wellbeing of the individual but refers to the social, emotional, cultural and spiritual wellbeing of the community. We strive to support children, families and young people, from across Warlpiri country, to achieve their full potential and to help them build strong futures. We value honesty and integrity in all we do.

## Guiding principles

Warlpiri patu kurlangu	Warlpiri leadership and ownership
Kurdu-kurdu jungarni yaninjaku	Positive and meaningful pathways for young people and families
Mardarni-njaku kurdu-kurdu jintangka	Support for Warlpiri youth and families to deal with hard times
Nguru-ngka taarnga-juku warrki-jarrinjaku manu nyiya-kanti-kanti mampu-ngku mardarni-njaku	Sustainable resources and infrastructure on country
Jinta-ngka karlipa warrki-jarrimi manu kalipa nyanu purda-nyanyi	Unique and responsible working relationships
Yapa manu kardiya jinta-marri-marri-warrki jarrimi	Yapa and kardiya working together

## Program objectives

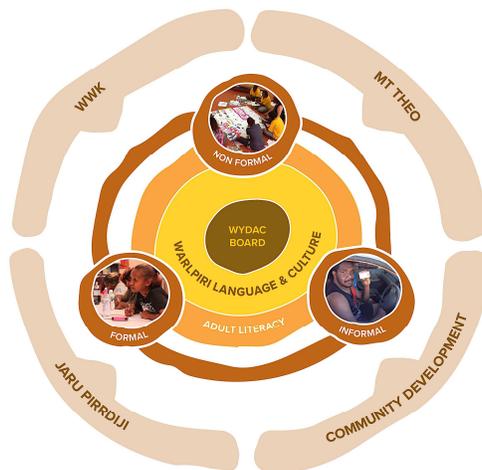
- The primary purpose of WYDAC is to develop strong Warlpiri children, youth and families
- Provide youth diversion and early-intervention activities
- Provide youth leadership and development opportunities
- Provide education, counselling and care for young people and families
- Provide rehabilitation for at-risk youth who may be suffering from a range of issues including suicidal ideation, mental health challenges and substance misuse
- Provide young people with positive alternatives to juvenile detention
- Provide education, training and jobs so people can stay in the community

- Provide intensive support for young families and their children who may be going through hard times or where there is neglect
- Provide positive life pathways into jobs and leadership through training and development activities
- Share knowledge and skills with other Aboriginal corporations
- Operate and maintain a Gift Fund to be known as “The Warlpiri Youth Development Aboriginal Corporation Gift Fund” in accordance with the requirements of the Australian Taxation Office”.

## Program logic

WYDAC’s aim is to provide centres which offer a flexible and responsive approach, and integrates community priorities and provides co-ordination of training and learning across the whole community.

Recent research has identified a combination of non-formal and formal learning as important in helping to engage (or re-engage) those learners who have poor literacy and numeracy skills. Many suffer from negative schooling experiences along with those who have little confidence in formal learning and may benefit from this approach. In remote Indigenous contexts, secondary education completion rates are low, as are post-primary achievement rates. While formal training suits the employment and learning needs of some adults in these communities, non-formal learning is increasingly recognised as critical in assisting learners to find what we call; meaningful life-pathways, and in many cases this includes employment. A common thread which runs through current educational literature is that there needs to be scope to offer meaningful and responsive models of learning, education and training that is tailored to meet local realities and local aspirations.



## Part B: Position specifications

### Primary purpose of the position

WYDAC has responsibility for two Learning Centres in the Warlpiri communities of Lajamanu and Yuendumu. The overall objective of the Learning Centres is to provide a flexible and responsive approach to adult learning, integrating individual, family and community priorities. The Learning Centres provide four delivery outcomes to community members:

- **Informal learning** – providing a space and resources for Warlpiri people to engage in literacy activities, such as using email, searching the internet, reading newspapers, filling out forms, applying for driver licences or Ochre cards etc. There is a mix of independent activities, peer-support activities, where community members help each other with literacy tasks, and Learning Centre employee support, where the manager, or other employees and volunteers help individuals with literacy tasks.
- **Non-formal learning** – community driven education sessions that provide information about important community issues.
- **Formal learning** – accredited training programs provided by Registered Training Organisations
- **Warlpiri language and culture** – supporting development and maintenance of Warlpiri language and culture through activities such as art, stories and reading, and through providing Warlpiri literacy resources.

The primary purpose of the Learning Centre Coordinator role is to coordinate, implement and evaluate all activities and programs within the four delivery areas. The coordinator is responsible for ensuring that a range of quality programs, courses and activities, that respond to local needs in accordance with the aims and objectives of the Learning Centre are provided.

The role of the Learning Centre Coordinator is to:

- develop, implement and evaluate a five day per week program in four key learning areas i.e. informal, formal, non-formal and Warlpiri and culture
- supervise Learning Centre Officers and volunteers working in the Learning Centre
- provide learning support to Warlpiri community
- ensure that Warlpiri governance and direction is adhered to
- manage key stakeholder relationships and perform all administration requirements.

### Reporting relationships

The Learning Centre Coordinator will be responsible to the Learning Centre Manager and Warlpiri reference group. The Learning Centre Coordinator reports directly to the Learning Centre Manager.

The Learning Centre Officer and any other staff or volunteers working in the Learning Centre report to the Learning Centre Coordinator.

Other key relationships that the Learning Centre Coordinator will foster include, but are not limited to:

- Youth program
- Local schools
- Partner RTOs
- Local service providers
- WYDAC cultural advisors
- Alice Springs/NT service providers as appropriate
- Internal and External existing Learning Centre reference groups
- Local businesses and industry providing work and pathways for Warlpiri people
- Learning Centre clients.

## **Duties and responsibilities**

### ***Primary duties***

The following areas are critical to the role and constitute the primary duties required to be successful in fulfilling the duties associated with this position.

- 1. Developing, coordinating and delivering the Learning Centre activities and programs, in line with the Learning Centre model and WYDAC strategic plan.**
  - a) Developing and implementing formal and non-formal education and training programs.
  - b) Implementing education and training programs, including language, literacy and numeracy.
  - c) Supporting informal learning activities within the Learning Centre
  - d) Developing and coordinating Warlpiri cultural and language activities and resources.
  - e) Developing resources for the Learning Centre.
  - f) Sharing resources with other WYDAC-managed Learning Centres.
  - g) Liaising with relevant training providers, industry, local business and service providers to support or deliver education programs which meet Learning Centre strategic directions.
  - h) Planning and disseminating information regarding Learning Centre activities and training.
  - i) Monitoring the delivery of education and training programs to ensure compliance with WYDAC's quality standards.
  - j) Regularly reviewing and updating Learning Centre activities in consultation and collaboration with Learning Centre Manager and other coordinators to ensure they comply with WETT and funding body requirements.

- k) Liaising with training providers to make sure learners are offered appropriate support where they have trouble.
- l) Managing any issues relating to the delivery of courses which may arise from learners or training providers.
- m) Travelling between and working in other Learning Centres to cover when coordinators are absent for professional development, leave or other release time.
- n) Facilitating training and conducting assessment for accredited programs in partnership with external RTOs.

**2. Providing educational leadership to Warlpiri people.**

- a) Providing advice to learners about potential pathways and external courses.
- b) Providing coaching and support to learners using the Learning Centre for informal activities.
- c) Supporting community members to explore options for study support.
- d) Providing career and pathways resources and information to clients.
- e) Participating in community and cultural activities, functions and meetings to build community support and contribute to the success of Learning Centre Programs

**3. Providing regular reports to internal and external stakeholders as requested.**

- a) Producing and monitoring targets of all programs and activities.
- b) Record-keeping, including maintaining the database.
- c) Contributing to reports that comply with WYDAC and funding body requirements and regulations.

**4. Exercising all appropriate delegations of the position.**

**5. Ensuring the principles of equal opportunity in education and employment are applied to all staff and learners.**

- a) Ensuring the maintenance of appropriate standards with regards to recruiting, induction, supervision and professional mentoring of local staff.

**Key performance indicators**

There are seven (7) key performance areas for the Learning Centre Manager.

Program Area	Results
Informal Learning Centre Program	Local learners have access to and support for services e.g. banking, email, applications, phone calls, driver licence, myGov, phone activation, bible reading

	Warlpiri people are supported to help each other with literacy tasks.
Non-formal Learning Centre Program	<p>Learning Centre delivers workshops on identified needs e.g. cyber safety, online bullying, financial literacy, legal rights</p> <p>Learning Centre promotes and achieves strong attendance at workshops</p> <p>Learning Centre consults with own community to identify specific needs for non-formal programs</p> <p>Learning Centre collaborates with other WYDAC Learning Centres to share resources and programs</p>
Formal Learning Centre Program	<p>Learning Centre Coordinator brokers and coordinates accredited training e.g. Sport and Recreation, Community Services, Business</p> <p>Learning Centre staff achieve sufficient enrolments and tutor engagement</p> <p>Face to face contact hours for formal programs increase through partnership arrangements with RTO, using Coordinator to facilitate training and conduct assessment</p> <p>All programs achieve compliance with ASQA and funding bodies</p>
Warlpiri Language and Culture	Strong engagement with Warlpiri identity and literacy projects e.g. producing bilingual texts, artwork, crafts, signage
Warlpiri Governance	<p>Coordinator consults regularly with Cultural Advisor</p> <p>Support the Reference Group meetings - at least once per quarter.</p> <p>Learning Centre staff record on Reference Group meetings</p> <p>Learning Centre Manager receives reports on Reference Group progress</p> <p>Learning Centre maintains at least two Warlpiri staff on the payroll and works to increase the Warlpiri staff complement</p>
External Stakeholder Management	<p>Coordinator engages with other services and agencies.</p> <p>Coordinator attends and documents meetings.</p> <p>Coordinator communicates professionally and ethically.</p> <p>Coordinator consults with Learning Centre Manager on any collaboration of resources.</p>
Administration	<p>Learning Centre follows all quality management procedures as described in policies and procedures.</p> <p>Learning Centre data management meets requirements for reporting and compliance.</p> <p>Coordinator carries out internal and external reporting.</p> <p>Learning Centre employees maintain high standards in the Learning Centre space.</p>

	Staff and volunteers know their work and roles and carry them out effectively, with support.
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### **Key challenges**

The Learning Centre Coordinator will need to be able to work with the following key challenges:

- carrying out practical application of Learning Centre role
- mentoring and supervising Learning Officer from within community, to enable release time for coordinator responsibilities
- multitasking in a high-volume environment
- Travelling between, and working in remote locations.

## **Part C: Person specifications**

### **All staff competencies**

#### **Core attributes**

To contribute to a successful and enterprising culture at WYDAC, each staff member is expected to demonstrate the following key behavioural attributes:

- being trusted, authentic and self-aware by establishing credibility, and being honest, reliable, accountable, and responsive
- taking initiative and delivering results by seizing opportunities and being outcome and client/young person/Warlpiri community focussed
- providing solutions through logical, creative and innovative thinking and timely, transparent and consultative decision making
- communicating with impact by displaying clarity, diplomacy, persuasiveness and sensitivity
- leading and working well with others by displaying conviction and resilience, working collaboratively, motivating others and mobilising influence.

#### **Performance development and management**

- Participating in the WYDAC Performance Development and Management process.

#### **Workplace Health and Safety (WHS) risk management**

- Ensuring that all Learning Centre employees are instructed in and aware of WHS/risk management practices and policies and that these are observed, carried out and enforced.
- Ensuring that all staff develop an understanding of all WYDAC policies and procedures that relate to the minimisation of risk and that duties are performed in a

safe and professional manner without causing personal injury or financial loss to themselves, other employees, contractors or the public.

- Developing an understanding of all WYDAC policies and procedures that relate to WHS and the minimisation of risk.
- Performing duties in a safe and professional manner without causing injury or financial loss to themselves, other employees, contractors or the public
- Reporting any injury, illness, asset of financial loss, hazard and near miss incident to their manager/supervisor as soon as they are detected in accordance with WYDAC procedures.
- Complying with safety directions agreed between management and the employees through the consultation process.
- Cooperating with management when action is taken by them to comply with the WHS Act (2011) and risk management.
- Participating in workplace inspections, audits and risk assessments.

## **Key job competencies**

### ***Knowledge***

- An understanding of English language, literacy and numeracy skills and employability skills, relative to the demands on the learners, the learner skills.
- Knowledge of adult literacy theory and adult learning principles.
- Knowledge of the Australian vocational education and training sector.
- Recognition of value of the Warlpiri social, cultural and linguistic diversity of learners.
- Understanding of social, cultural and linguistic diversity to guide the provision of foundation skills services to individuals or groups.
- An understanding of theories of multi literacies and how they apply to Warlpiri communities.
- Knowledge of available sources of advice and recognised tools to identify the LLN demands of a specific text, task or situation.
- Understanding of the demands of learning contexts to provide foundation skills services that address the identified needs of individuals or groups compile data and write reports using plain English.

### ***Practice***

Ability to:

- collaborate for service delivery, provide pathways advice, create responsive programs, access resources and evaluate delivery
- support English language, literacy and numeracy skills and employability skills of learners

- use general understanding of adult literacy theory and learning principles, teaching theories and methodologies to guide the provision of foundation skills services to individuals or groups
- collaborate for service delivery, provide pathways advice, create responsive programs, access resources and evaluate delivery
- tailor foundation skills development pathway advice to the needs of individuals or groups
- develop or contextualise foundation skills resources to meet the requirements of a particular purpose or delivery context
- work with others to develop learning programs that address the combination of foundation skills required by an individual or group
- use a limited range of teaching strategies to deliver clearly identified LLN content in a specific text or task, with guidance from an experienced mentor

### ***Professional engagement***

Ability to:

- critically evaluate own LLND skills and identify skill building strategies to improve own practice
- critically review own foundation skills delivery and assessment practice, and seek and participate in professional development
- engage with others to review own practice, share knowledge and participate in professional networks, including local stakeholders
- access and synthesise information about foundation skills from a range of sources and share relevant knowledge with others
- establish and maintain connections with professional networks and associations to stay informed of developments relevant to own foundation skills practice
- maintain relationships with stakeholders to ensure that own practice meets their needs and expectations
- maintain high professional standards of practice
- participate in ongoing training and professional development of self and others.

## **Qualifications, knowledge and skills**

### ***Essential criteria***

- TAE40116 Certificate IV in Training and Assessment
- Thorough knowledge and experience in the Vocational Education and Training (VET) sector and in adult education delivery.
- Demonstrated experience in training and assessing for accredited training programs.
- Vocational or tertiary qualification in literacy or TESOL.
- Demonstrated experience in supporting adult literacy education or other context.

- Demonstrated understanding of, and experience in working with cross-cultural persons in either community development or education, preferably in a remote context.
- Exceptional communication, interpersonal skills and written skills.
- Excellent administration, coordination and computer skills (spreadsheets and databases).
- Demonstrated ability to work in a multidisciplinary team.
- Demonstrated capacity for resourcefulness, self-motivation, independent decision making, problem solving and negotiation.
- Demonstrated stress management skills.
- Ability to supervise and mentor staff for roles within the Learning Centre.
- Ability to manage resources.

***Desirable criteria***

- Current First Aid Certificate
- Completed a 4WD course

***Additional factors***

- Possession of a current 'C' Class Open Driver's License.
- Applicants will be required to obtain a criminal history check and Working with Children clearance – Ochre Card (on acceptance of position, and conditional to contract offer).

**Endorsement**

The preceding information is an accurate statement of the requirements and employment of this position, at this time.

Signature (CEO) \_\_\_\_\_ Date   10  /  08  /  2020  

I have read and understand the duties and requirements of the position as described in this position description and agree to be employed under such conditions and the relevant Award.