

POSITION DESCRIPTION



Indigenous Programs Coordinator

Position:	Indigenous Programs Coordinator
Reports to:	Senior Vice Principal
Department:	Senior Vice Principal
Date:	June 2022

Primary Purpose

At MLC, we are committed to providing a challenging, enriching and supportive learning environment, which develops confident and articulate young women who have the skills, knowledge, values and attitudes needed to shape their future and contribute meaningfully to the international community.

MLC is committed to providing an inclusive and welcoming environment. We foster a safe community that celebrates diversity, uniqueness and respect for differences of people. MLC has a long history of welcoming Indigenous students to the College, working directly with agencies and organisations, such as, the Melbourne Indigenous Transition School. In addition, MLC provides means-tested scholarships for Indigenous students, who would benefit from an MLC education. Furthermore, MLC is committed to providing opportunities to develop staff and students' understanding and engagement with Indigenous culture and history.

The Indigenous Programs Coordinator provides dynamic leadership and direction for the development and implementation of the College Indigenous Strategy. The Indigenous Programs Coordinator will foster a culture of learning that supports MLC's Indigenous students, ensuring that their specific cultural needs are acknowledged and considered within the College curriculum and wellbeing structures. The Indigenous Programs Coordinator will also facilitate staff learning programs to ensure that the College remains committed to best practice in enabling the best academic outcomes, wellbeing, cultural care and safety for MLC's Indigenous students. Providing educational opportunities in the curriculum and co-curricular programs to develop knowledge and understanding of Indigenous culture and history, and fostering respect for Indigenous Elders, people and community, are key aspects of this role.

Position in Context

MLC is one of Australia's most respected and innovative schools, with over 2,000 students from our Early Learning Centre (MLC Kindie) to Year 12, including international students and boarders. MLC is a technology-rich environment; teaching staff and students from prep have their own iPads/laptop computers.

MLC is comprised of four relatively autonomous schools: Junior School (MLC Kindie – Year 6), Junior Secondary School (Years 7 and 8), Middle School (Years 9 and 10) and Senior School (Years 11 and 12). Years 7 to 12 teachers are expected to teach across at least two schools. The Senior School program offers a comprehensive curriculum including the Victorian Certificate of Education (VCE), including Vocational Education and Training (VCE - VET) pathways and the International Baccalaureate (IB). Year 9 students may participate in a unique eight-week residential learning by living experience at our remote MLC Marshmead campus near Mallacoota.

Every student at MLC is offered a wide variety of subject choices, pathways, co-curricular and leadership opportunities, and a strong support network through an extensive wellbeing program.

The College has approximately 800 staff in total, including 400 teaching and support staff who are employed either full-time or part-time, and 400 casual staff. Approximately one third of the staff at MLC are Teachers

and two thirds are Educational Support Staff. The College has one main campus at Kew that includes our Early Learning Centre (MLC Kindle) to Year 12 and also the Tiddeman Boarding House. We have two remote sites for our Education Outdoors program in Victoria. One site, MLC Marshmead, is located near Mallacoota, and the other site, MLC Banksia, is located in Gippsland Lakes.

MLC teachers work in a learning community and are expected to establish and maintain positive relationships with staff and students. MLC teachers are life-long learners, participate in Collaborative Practice Groups and contribute to a vibrant learning community through establishing and maintaining positive relationships with students and their colleagues. MLC teachers work in a technology-rich environment and integrate a range of technologies in their practice to support student learning.

From 2018, MLC has moved to deliver all curriculum programs through the Canvas Learning Management System, with integrated use of Classroom OneNote and MS Teams.

Student wellbeing and student learning are intricately linked and rely on teachers having knowledge and understanding of the physical, social and intellectual development and characteristics of students from diverse linguistic, cultural, religious and socioeconomic backgrounds. All Teachers are responsible for the wellbeing of students in their classes. In addition to class teachers every student has a designated teacher directly responsible for her wellbeing. MLC Teachers are expected to be responsible for a Home Group or Tutor Group role in the Student Wellbeing program, if required, and to align their classroom practices with the College's PROSPER approach to wellbeing.

Teachers at MLC are allocated duties and are expected to attend camps, meetings, professional development, and other events as determined by the College.

Key Contacts

Internal

- Principal
- Vice Principal
- Heads of School
- Director of Staff Development and Research
- Director of Student Wellbeing
- Director of Learning and Curriculum
- Director of Learning Support
- Heads of Department
- Head of Boarding
- Head of Careers
- House Coordinators
- Student Coordinators
- Teaching Staff
- Counselling Staff
- Manager Admissions
- Finance Department

External

- Cultural mentoring contacts e.g., Korin Gamadji Institute, Nyarrn-gakgo mangkie program (via Weenthunga Health Network), Clothing the Gaps.
- Local Indigenous community leaders and organisations e.g., Wurundjeri Elders, Opening the Doors Foundation, The Koorie Heritage Trust, Djirri Djirri dance group, Clothing the Gaps
- Students' families, Community, Guardian/ Homestay, local support person.
- Key contacts from students' previous education setting
- Scholarship Providers or Pathway Agency e.g., Melbourne Indigenous Transition School (MITS)

- ABSTUDY- as it relates to travel arrangements
- Indigenous Support Services e.g., Victorian Aboriginal Health Service (VAHS)
- Members of the Ngukurr Community (MLC has a 20-year relationship with the Ngukurr Community in Arnhem Land, Northern Territory)
- Transition Communities:
 - Universities e.g., Murrup Barak program (University of Melbourne)
 - Post-school training
 - Other schools

Key Responsibilities

1. Strategy

- Implement the College Indigenous Strategy, ensuring the plan articulates a clear vision for MLC's Indigenous commitment and ensuring that the Strategy continues to be responsive and relevant to the MLC context and continues to guide the development of new and existing programs.

2. Curriculum

- Work with the Director of Learning and Curriculum, Heads of Departments and Curriculum Team Leaders to support meaningful inclusion of ACARA's Aboriginal and Torres Strait Island Histories and Cultures Cross-Curriculum Priority, in relevant curriculum areas. Provide support in sourcing and evaluating appropriate resources and advice, including the suggestion of expert Indigenous voice.
- Provide specialised advice and support to subject teachers, Home Group Teachers and Tutors, Student/House Coordinators to assist in understanding and ensuring optimal learning and wellbeing outcomes for Indigenous students.

3. Staff development and pedagogy

- Facilitate the development of capabilities of all teachers to acknowledge and incorporate Indigenous perspectives relevant to their subject disciplines and across curriculum areas, when developing curriculum.
- Facilitate the development of staff learning programs to ensure pedagogical and wellbeing approaches remain culturally sensitive and relevant to ensuring student success and wellbeing. This would include, but not be limited to, advice and sourcing appropriate personnel to support the delivery of programs e.g., cultural awareness training for all staff.

4. Opportunities for Indigenous Students

- Ensure best practice support is pursued and offered to MLC's Indigenous students to ensure their cultural, emotional, social, physical and academic wellbeing.
- Establish a relationship of trust and advocacy for Indigenous students and their family, and act, where necessary, as the primary conduit between them and the MLC Community (including key wellbeing and Boarding House staff).
- Gather information and effectively communicate this through the established Wellbeing and Coordination processes, giving particular consideration to privacy, timeliness, relevance, cultural inclusivity and respect.
- Monitor the ongoing progress and wellbeing of all Indigenous students in conjunction with other key wellbeing staff.
- Facilitate transitions and pathways planning for students.
- Organise the transportation needs for Indigenous students at term's end, including flights, accommodation and escort, as required, through ABSTUDY Travel.
- Support the Admissions team in maintaining best practice in Indigenous admissions practices.

- Provide orientation and support to Indigenous students and their families during the Admissions processes and at school commencement, that complements the new student orientation programs for all new students.
- Facilitate the relationship between the Family Accounts Manager (Finance Department) as well as the families to ensure that families are meeting ABSTUDY requirements.
- Provide Indigenous students with ongoing connection to mentoring opportunities for the duration of their time at the College. This includes regular informal meetings with the students, the management of the Indigenous Student Mentor program and facilitating social outings that celebrate, affirm and nurture Indigenous identity
- Work with the Alumnae Relations team to ensure that the College continues to maintain contact with Indigenous Old Collegians (alumnae), both to provide appropriate role models for current students and insights into MLC's Indigenous programs.

5. College environment

- Ensuring the College environment (across its three campuses) is respectful, affirming and nurturing of Indigenous heritage and identity.
- Work with the College Reconciliation Prefect to foster leadership and an inclusive environment at the College.

6. Co-curricular

- Be proactive in developing and delivering co-curricular programs and experiences, offering students and staff the opportunity to engage directly with Indigenous experts, community and culture in order to increase their awareness and understanding. This would include the continued development of the College's existing 'Connecting to Country' program. It would also include the roll out of cultural awareness training for students within particularly relevant contexts (attending cultural exchanges and tours, peer groups, interest groups, etc.).
- Assist with specific cultural opportunities offered within the College. Specifically, the Ngukurr Cultural Exchange Program (NT) and the Red Earth Cultural Tour.

This position includes a teaching load of approximately 0.6.

Person Specification

Essential Criteria (competencies, qualifications, knowledge and experience)

- Some understanding and knowledge of Indigenous Australian protocols, culture and ways of knowing and being.
- A demonstrated interest in Aboriginal and Torres Strait Islander education.
- A demonstrated ability to liaise effectively, sensitively and connect with different groups of adults and young people.
- Proven capacity for nurturing cultural sensitivities and enthusiasm for encouraging Indigenous awareness.
- Excellent interpersonal and communication skills
- A demonstrated ability to engage with and develop positive relationships with a range of personalities at all levels of the organisation.
- The ability to lead, motivate and empower staff and to inspire students.
- Well-developed organisational and decision-making skills with the ability to prioritise effectively.
- Current Victorian Institute of Teaching Registration is required.

MLC performs thorough assessments of potential and existing employees. The assessments will be used to ascertain whether the potential or existing employee is a fit and proper person to be trusted to work in a school environment and in the position applied for or held. The screening process includes, but is not limited to, Criminal Records Checks and Working with Children Checks.

MLC's commitment to child safety

MLC is committed to the safety, participation and empowerment of all children. All members of our community, including employees, contractors, agency staff and volunteers, have an important role in providing students with a safe and nurturing environment in which to prosper and thrive. MLC has zero tolerance of child abuse, and all allegations and safety concerns will be treated very seriously and consistently within our policies and procedures.

MLC is committed to preventing child abuse through identifying risks early, and removing and reducing these risks. We have robust human resources and recruitment practices, supported by regular training and development.

We support and respect all children, as well as all members of our community. We are committed to the cultural safety of Aboriginal students, the cultural safety of children from a culturally and/or linguistically diverse background, and to providing a safe environment for children with a disability.

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