



## Candidate Information

# Community Engagement Facilitator - NSW High School Program

August 2021

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● Investing in Potential ● Inspiring Excellence ● Transforming Lives

## The Opportunity

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- Be part of the growing success story of Indigenous academic achievement
- Work closely with program participants, their families and schools

At Aurora, our goal is for every Indigenous student to access the right educational opportunities so they realise their academic potential. For some, that's completing Year 12 and for others, that's a PhD from Harvard. We're aiming to shift the paradigm about what is possible for Aboriginal and Torres Strait Islander peoples; starting with students in Year 8 with our high school program, all the way through to post-graduate studies at international universities with our scholarships program.

Our High School Program works with Indigenous students for six years; from Year 8 and until their first year out of high school. We provide academic enrichment through our school holiday camps, wrap-around support and ongoing contact and engagement between camps. The Program focuses not just on the academic aspirations but also cultural identity, and places Aboriginal ways of learning at its core.

Essential to this role is your ability to build strong and effective engagement strategies for different stakeholder groups. You will use your knowledge and experience of working in and engaging with Aboriginal and Torres Strait Islander communities to support students and their families as they pursue their learning journey. In this role, you will work to engage key program stakeholders, in particular parents/ carers and families of students in the Program, partner school contacts as well as other external partners. The role is also critical in supporting students on their education journey and build capacity to navigate the education system. You will attend our camps and play a key role in building strong relationships with students.

You will enjoy working with Aboriginal and Torres Strait Islander students and families and are just as comfortable interacting with schools. You will bring the maturity to incorporate different perspectives and use a strengths-based approach to support our students to aspire. Working with young people, you will understand the need to identify risks and work in a child safe manner. You must be available to attend residential camps during school holidays.

Our programs have achieved unparalleled success and this is an opportunity for you to be part of that narrative of excellence. We offer a values-driven, team environment, where we are each committed to the purpose of our organisation. You will be well-supported with regular professional development activities and will be welcomed into a friendly and diverse team. In addition to a competitive salary, you will have immediate access to salary packaging.

**Being an Aboriginal and/or Torres Strait Islander person is a genuine occupational requirement for this position**

### How to Apply

Please submit a covering letter explaining your suitability for this role with reference to the selection criteria (detailed in the role statement in this document) and your resume to:

Kristy Stanton at [careers@aurorafoundation.com.au](mailto:careers@aurorafoundation.com.au)

Initial enquiries by email to [kristy.stanton@aurorafoundation.com.au](mailto:kristy.stanton@aurorafoundation.com.au)

## The High School Program

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- ⦿ Launched in 2011, Aurora's High School Program, provides intensive academic support for Aboriginal and Torres Strait Islander students from Year 8 to the first year out of school, building students' confidence, resilience and aspirations.
- ⦿ The Program involves academic camps during school holidays, tutoring and ongoing mentoring and support for its students. Our programs currently operate in Perth, South West Region in Western Australia and Western Sydney, with head office in Alexandria, Sydney. This program is a long-term, intensive program and provides:
  - Individualised support to students and their families each year for 6 years
  - Academic cultural engagement activities including 3 – 5 day residential camps
  - Facilitation of access to tailored academic and health and wellbeing supports
  - Post-school transition support
  - Connections with Elders and high-achieving Indigenous university students and graduates.
- ⦿ Our impact so far is:
  - Our students have three times the national Indigenous rate in ATAR attainment
  - Our students have twice the national Indigenous university enrolment rate
  - 100% of our students said that the Program raised their academic expectations; and
  - 100% were more confident of reach their future goals.
- ⦿ An independent evaluation by Nous Group concluded that the Program is *unique*. In the Australian context, its uniqueness lies in that fact that it:
  - Provides a combination of academic focused, culturally responsive activities that includes social and practical supports to strengthen academic and career aspirations, overcome socioeconomic barriers and respond to discrimination
  - Delivers supports to students in their schools, with a particular focus on public schools, rather than requiring them to transition into private schools
  - Is offered to students early (in Year 8)
  - Provides intensive support throughout high school (consistent with international best practice).

## What our stakeholders say

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- As a parent it was a great feeling to see how invested all the teachers and staff were in my son's education. After 12 months with the HSP he has become a very proud young Aboriginal man and I'd like to thank you all again for the difference you're making in his and our lives.

*HSP Parent*



- I honestly don't think all of the staff know how truly grateful we are for everything you do for us. The experiences we have, the people we meet and the places we go open up a whole new and incredible world. You help us believe that, when it comes to our future, anything is possible.

*HSP Student*



## About Aurora

### OUR VISION

A future where the next generation of Aboriginal and Torres Strait Islander Australians achieve equitable participation at the highest level – in academia, the professions, in boardrooms and across government.

### OUR ASPIRATION

Through our interconnected programs, we aim to engage with over 50,000 Aboriginal and Torres Strait Islander people across Australia over the next 5 years. Our role is to **inspire** every Indigenous student in their education journey, **connect** them with educational and career opportunities that enable them to realise their potential, and **guide** them in this journey.

Supported by Aurora, students and scholars are achieving **unparalleled outcomes** that transform lives. We will continue to shift the conversation to one of proud and talented Indigenous students with limitless potential. In order to achieve systemic change, we are committed to an authentic and trusted approach, evidence-based decision making and a long term focus.



## Working With Us

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Our five key reasons to join our team are:



### You'll make a difference

Be part of our positive change to create a society where Aboriginal & Torres Strait Islander people have the same educational opportunities as all Australians. We know that our programs have a systemic impact.



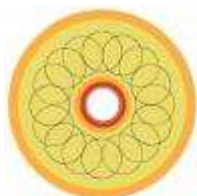
### You'll learn

We are constantly striving for excellence, looking at the latest research and punching above our weight. This means we are all learning and growing.



### We stand out

Our programs have been described by independent evaluators as unique and our results incredible. We have the courage to look at issues from alternative perspectives and tackle them differently.



### We're dynamic

We work hard yet our work environment is relaxed, friendly and supportive. We are all here for the same reason and work together to achieve outcomes for our stakeholders. We all enjoy our regular staff development meetings, celebrations of key events and our Wednesday updates.



### We live our values

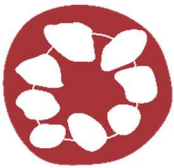
Our work is guided by our values: **respect** allows to **collaborate** meaningfully and authentically which leads us to be **accountable** for what we do which in turn enables us to make an **impact**.

## Our Values



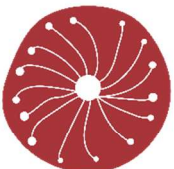
### Respect

- We respect Aboriginal and Torres Strait Islander people as the custodians of the land on which we work.
- We treat each other and our stakeholders with dignity and respect at all times.
- We develop culturally safe spaces and foster awareness and acceptance of culture, identity and beliefs.



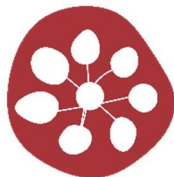
### Collaboration

- We welcome feedback and adapt our practices and approaches when needed.
- We understand that that success can't be achieved in isolation.
- We participate equally and cooperatively in partnerships with community and stakeholders.
- We share information, knowledge and skills across the organisation.



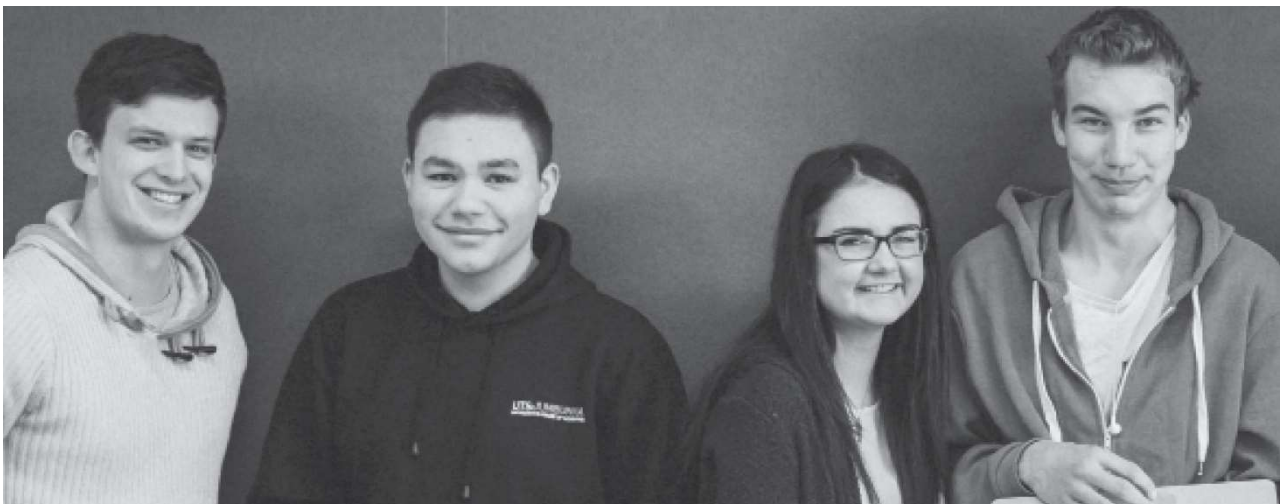
### Accountability

- We deliver what we commit to.
- We pursue excellence in everything we do.
- We take responsibility for our actions.
- We are responsive and transparent in the way we work.



### Impact

- We aim to have a positive impact.
- We innovate to achieve results.
- We look to effect change in perceptions, outcomes and opportunities.
- We believe in empowering ourselves and others to realise our full potential.



## Role Statement

Role:	Community Engagement Facilitator
Reports to:	Regional Leader – NSW
Employment Status:	Permanent, full-time (38 hours per week)
Probation Period:	Six months
Location:	Sydney

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This role has accountability for establishing and maintaining high levels of engagement with program stakeholders, including students, their families, Indigenous Education Officers and other school contacts, with the objective of supporting students on their education journey. The role also plays a crucial part in building the capacity of parents and carers to navigate the education system. The Community Engagement Facilitator also plays a key role during academic cultural engagement activities particularly camps, by continuing to build on the strong relationships with students.

Success measures in this role include:

- Ongoing parent and carer engagement
  - Student engagement, including camp attendance
  - Frequency of touch points with stakeholders
  - Feedback from students and their families on their experience of the Program.
  - Commitment to child safety.
  - Contribution to team dynamics and performance
  - Alignment with Aurora values.
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## Responsibilities & Key Activities

### Community Engagement

- Establish and maintain relationships with program stakeholders including students, their families and schools, particularly in relation to academic and health and wellbeing supports and camp attendance and engagement.
- Liaise with schools to monitor student progress, collect academic data and other information related to student academic supports, needs and performance.
- Create and implement an annual schedule of stakeholder touch points such as face-to-face meetings, telephone contact, social media contact, community events and school-based events
- Design and deliver a range of community events to build rapport and engagement with High School Program participants, families, schools and other relevant stakeholders.
- Monitor and report on effectiveness of engagement activities and make recommendations for improvements, where necessary.
- Upload and maintain all student and family information in Dynamics CRM.



## Student Selection

- Where required, attend meetings with schools or deliver presentations to promote the program and engage their support.
- Implement student selection processes, evaluate applications and make recommendations for selection.
- Facilitate the completion of sign-on documentation.

## Wrap-Around Student Support

- Work with individual students, families and schools to understand academic and health and wellbeing support requirements.
- Arrange for the purchase of key academic tools, equipment, resources and tutoring in line with approved Academic Support Plans.
- Facilitate access to required health and wellbeing supports and services.
- Ensure appropriate tutoring support is provided and understand its impact on students' academic improvement.
- Manage academic support spending for student cohorts in line with annual budget.
- Facilitate the collection of student information including school reports, NAPLAN results, health and wellbeing information and family status and record on the relevant databases.
- In consultation with relevant staff review student academic results, report on trends and make recommendations for required supports or services.
- Identify students at risk of disengagement with the program and consult relevant team members to remedy.
- Develop yearly student progress snapshots in consultation with relevant staff.

## Academic Cultural Enrichment Activities

- Participate in the design and delivery of Academic Enrichment Camps (up to 3 camps per year).
- Provide hands-on assistance with the organisation / logistics of each camp, as required.
- Lead residential camps, working to manage the environment, support the students and facilitate activities.
- Participate in post-camp evaluations and contribute to continuous improvement.

## Cultural Safety

- Comply with cultural safety principles about overcoming the power imbalances of places, people and policies that contribute to improvements in Aboriginal and Torres Strait Islander education. This includes:
  - Continuously growing and applying understandings of Aboriginal and Torres Strait Islander cultures;
  - Actively reflecting on the potential for one's own unconscious bias;
  - Continuously supporting the organisation to become culturally responsive to ensure program processes and practices meet the needs of staff, students, families and the communities in which we operate.

## Child Safety / Working with Vulnerable People

- Comply with the National Child Safety, Code of Conduct and Procedure.
- Provide a welcoming and safe environment for children and young people.
- Promote the safety and wellbeing of children and young people associated with the program.
- Interact with children and young people in ways which are positive and safe.
- When required, provide adequate care and supervision of children and young people associated with the program.
- Act as a positive role model for children and young people.

- Report to an appropriate person any suspicions, concerns, allegations or disclosures of alleged abuse against children and young people.

### Organisational Participation

- Work collaboratively with team members to contribute broadly to the achievement of Aurora objectives.
- Participate in organisational and team planning initiatives.
- Contribute to the smooth running of the office by undertaking general administrative duties, as requested.
- Provide regular reporting as required.
- Take reasonable care for your own health and safety and for that of others in the workplace by working in accordance with legislative requirements and Aurora's policies and procedures.
- Undertake other responsibilities and duties within the scope of this role, as directed.

## Selection Criteria

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- To be Aboriginal and/or Torres Strait Islander is a genuine occupational requirement for this position under section 14 of the NSW Anti-Discrimination Board.
- A demonstrated understanding of or capacity to learn about Indigenous histories, cultures, organisations and the issues facing Indigenous people in Australia meeting their aspirations for their communities and families.
- The ability to effectively engage with Indigenous people, stakeholders and organisations.
- Substantial experience in applying highly developed communication skills across a range of stakeholder groups.
- The confidence to deliver presentations and facilitate events.
- Exceptional interpersonal skills.
- An organized, methodical and task-oriented approach to work with strong time management skills.
- Demonstrated experience in working autonomously whilst maintaining connection to program objectives and team activities.
- Demonstrated ability to identify and manage risks.
- Well-developed computer literacy, ideally including use of CRMs.
- Driver's licence.

## Other Requirements

- Willingness to obtain a Working With Children Check.
- Willingness to obtain police check (outcome of this check is assessed on a case-by-case basis and will not necessarily exclude you).
- Willingness and availability to attend residential camps during school holidays.

Our organisation is committed to child safety. We have zero tolerance of child abuse. Our robust human resources, recruitment and vetting practices are strictly adhered to during the application and interviewing process. Applicants should be aware that we carry out working with children, police records and reference checks (as we see fit) to ensure that we are recruiting the right people.