



## Position Description

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Position Title:	Deputy Head of Learning
Location:	Alice Springs, Northern Territory
Responsible for:	Learning and Wellbeing team (Early Years and Primary)
Key Internal liaison:	Head of Learning and Wellbeing, Head of Health & Wellbeing, CA Directors, Director – Research and Evaluation
Key external liaison:	Local organisations, NT Government.
Tenure:	Full time 38 hours per week, 1 year contract, (a further contract will be offered subject to funding and performance)
Classification:	SCHCADS Modern Award Level 7.1

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### Background:

Children's Ground is a First Nations organisation. The Children's Ground Approach is designed and delivered through the leadership of First Nations people. We are committed to systems change to ensure dignity, justice and equity for all children and families. Our work focuses on national reform as well as evidencing a new way of working. The Children's Ground Approach is a whole of community, whole of life approach. We privilege First Nations knowledge systems and practice. Over the course of a generation, led by local expertise, we create and deliver an integrated system that is centred on learning, development and wellbeing that responds to the child and their family through the key transition points from pre-birth to young adulthood. Our approach recognises the cultural, social and economic strength of our communities. We build on this over a generation to ensure a future for our children and grandchildren that gives them freedom, opportunity and rights to their culture and identity.

Children's Ground is committed to community-led practice that privileges First Nations culture. We are also committed to First Nations data, research and evaluation sovereignty. This project will be an important contribution to continuing our work in embedding a culture on local monitoring and evaluation and data sovereignty with First Nations children, families and communities.

### Position summary

This is an exciting opportunity for a dynamic, creative, experienced educationalist to take a leadership role in the Children's Ground's Learning and Wellbeing team. The position will be responsible for both teaching during session delivery and supporting educators who work across multiple locations in Central Australia by providing direction, support and supervision alongside the Head of Learning.

By privileging first culture with the best of western teachings, delivery is guided by the frameworks Arrernte-kenhe Angkentye (Arrernte Early Years framework) and Apmerenge-ntyel (Everything comes from the land). With a growing team of both First Nations and non First Nations educators, a community development approach ensures inclusivity, collaboration and solutions focused problem solving.

**Children's Ground 10 principles:** Start Early; Critical mass - work with everyone; Deliver the whole, not the bits; Innovation – new ways and old ways; Assume and celebrate ability; Expect and deliver the best; Child, family and community led; Stay for a generation; Whole of community, within community; Culturally safe

Committing to community plans that outline community aspirations assists with learning planning and focus.

This position will work in the centre, outstations, communities and 'on country'.

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## Key Responsibilities

### Learning and Wellbeing

- a) Under direction of the Head of Learning and Wellbeing and alongside the Learning team implement an innovative, dynamic, high-quality Learning, Wellbeing and Development Platform for Central Australia that supports both early years and primary (in limited areas) delivery
- b) Ensure children are supported in a rich creative, cultural and academic landscape that engages their sensibilities
- c) Oversight development and maintenance of individualised learning plans for each child that are developed with their family and include regular conversations and involvement of family
- d) With the assistance of first-language speakers, observe and document each student's growth in cultural knowledge, and progress across cognitive, creative, physical, social, and emotional domains
- e) Maintain safe physical learning environments
- f) Align practice with National policy and international leading practice.

### Staff management and support

- a) With the support of the Head of Learning and Wellbeing, assist in the recruitment, management and training and development of Learning and Wellbeing staff
- b) Provide supervision, training, mentoring and support to staff in the Learning and Wellbeing team
- c) With the Head of Learning and Wellbeing assist in managing human resource matters as they arise

### Leadership, Planning and Strategy

- a) Work with Governance and the Learning team to plan session delivery each term
- b) Be a dynamic, visionary, passionate and empathic leader for staff and local users
- g) Support and guide integrated service delivery across teams in CA (family health, community development, creative arts etc.) to create an intergenerational environment and oversight an integrated learning platform that includes extended hours and engages a range of key specialists e.g. health, creative arts, social and emotional wellbeing, music and digital media
- h) Commit to Children's Ground strategy development and implementation
- c) Ensure local users are key strategic advisors in program development and delivery
- d) Build and protect the cultural, ethical, and corporate social responsibility of Children's Ground.

### Local Community Agency and respect for local cultural knowledge and life

- a) Meet regularly with local First Nations people and elders to discuss local aspirations, to inform the teams directions and responsibilities
- b) Liaise with local First Nations people in relation to the teams activities to ensure that our operations actively promote local cultural knowledge and practice and do not undermine cultural authority

- c) Work with the Ingkerrekele Arntarnte-areme (Governance Committee) to strategise, articulate and plan the learning platform and delivery
- d) Encourage and support all First Nations families, valuing their ideas, strategies and aspirations.

#### Quality & Risk Management

- a) Ensure all programs are delivered with quality and integrity
- b) Ensure risk management policies and systems are up to date
- c) Operate within the requirements of Children's Ground philosophies, policies and procedures as well as regulatory requirements
- d) Ensure compliance with national frameworks and standards of learning for children through early years and primary ages
- e) Ensure compliance with educational regulations, relevant laws standards and practice.

#### Evaluation, monitoring and data systems management

- a) With the Director Evaluation, CA Directors and other staff as appropriate, ensure data systems and collection are integrated into practice
- b) Monitor program quality and performance against key outcome indicators
- c) Support local staff and community to be trained in community led monitoring and evaluation
- d) Contribute as needed to the embedding and integrity of the 25-year longitudinal evaluation.

#### Communications & Partnerships

- a) Work closely with relevant organisations and partners to ensure the development of a consistent learning and wellbeing approach across generations
- b) Coordinate joint learning initiatives with relevant organisations and schools
- c) Develop and manage productive relationships with stakeholders relevant to Early Years and Primary Learning and Wellbeing and education
- d) Contribute to the documentation and communications of Learning and Wellbeing
- e) Provide a quarterly report on progress to the Head of Learning and Wellbeing including written and visual documentary form.

#### Children's Ground

- a) Be a positive, innovative and active member of Children's Ground
- b) Contribute to strategic planning, organisational development, management work plans & policy
- c) Support a strong, connected, respectful and supportive organisation
- d) Actively work towards learning Arrernte, so as to be able to use in basic conversation with the community
- e) Participate in professional development programs offered by Children's Ground
- f) Undertake other tasks as requested to support the delivery of Children's Ground Central Australia.

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#### Additional duties

##### The Deputy Head of Learning shall:

- a) observe and carry out all lawful directions in relation to the performance of the duties and functions under this Contract;

- b) disclose any financial or other interest relating to the business of Children's Ground in accordance with the Act or which conflicts or may conflict with the discharge of the duties or functions of the office and comply with any reasonable direction given by the Employer in respect of that interest; and
  - c) devote the whole of their professional effort to their employment and not hold any position or take on any activities, which may in any way be seen to conflict with the Learning team's duties or functions under this Contract unless approved by Children's Ground Ltd.
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### Location And Hours Worked

This is a full time position and will be based at Children's Ground Alice Springs hub (2 South Terrace). Delivery will include mobile, outstation and on country learning across our CA sites.

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### Work Health & Safety

This role will require an active person who is capable of working regularly in outdoor conditions and can cope with sitting, standing and moving around in outdoor settings, including getting in and out of motor vehicles. The role will involve regular bending and lifting as part of working with children aged 0 – 8 years.

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### Key Selection Criteria

The key selection criteria for this position are:

- Degree or recognised qualification in Early Years or Primary Education (Eligibility for registration as a teacher in NT)
- Minimum 5 years teaching experience
- Experience organising a learning environment that suits different ages and abilities (multi-aged class)
- An innovative educator with experience in curriculum and resource development
- Experience with First Nation communities and a deep understanding of the key challenges facing First Nation Peoples, and the strengths of First Nations Peoples
- Excellent communication skills, both verbally and written
- Strong people skills and a collaborative worker – team work, facilitation, supervision, liaison
- Ability to work flexibly and creatively in a demanding NGO environment
- A current full driver's license with Light Rigid endorsement, or willingness to obtain.

### Desirable Attributes

The following attributes are desirable but not essential:

- An appreciation or experience of dynamic alternative education approaches such as: immersion schooling, bilingual educational, Montessori or Steiner
- Confidence with creative arts including drama, music, arts and imagination
- Self-starter who thrives in an environment that is ambiguous and complex and thinks systemically
- Creates and embraces a culturally diverse workforce
- Passionate about social justice

- Highly collaborative
- Innovative and thinks adaptively about problem resolution
- Focus on achieving excellence.