



Position Description

Position Title:	Early Years/Primary Educator - Marlkawo
Location:	Marlkawo, West Arnhem. Home base Darwin with travel to communities.
Tenure:	Full time. Limited tenure - 7 months (May – November 2025)
Roster:	Varies through season. (14 days on 7 days off or 38 hours weeks over three weeks depending on roster rotation)
Classification:	SCHCADS Modern Award Level 5 - 6 (depending on qualifications and experience)
Important Information:	A basic furnished raised Balabala, platform safari tent, when staying in Marlkawo and tent or swag at other times.
Travel arrangements:	Designated location for rostered days off is Darwin. All expenses while in Darwin are at the individual's expense.
Position number	TWMARLEYN15003

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 operates in Central Australia and across the Top End, with support provided by a Melbourne-based Shared Services team.

In the Top End we work in the communities of Minmarama/Kulaluk, Knuckey's Lagoon, 15 Mile and Marlkawo.

Position Summary

Working alongside our experienced First Nations educators and governance committee focused on community empowerment, our Learning team are responsible for the design and implementation of an innovative and integrated approach to learning and wellbeing. Our Educators are committed to early years and primary learning that privileges First Nations culture and approaches combined with Western teaching.

All Early Years/Primary Educators are expected to work within a Community Development framework and are part of integrated service delivery across Children’s Ground platforms of Cultural and Creative Development, Community Development, Economic Development, Family Health, and Learning.

The role requires a person with self-motivation with the ability to work independently, making sound judgment calls and decisions with minimal supervision. Across all areas of responsibility, this role needs to recognise when issues require escalation and take appropriate action to ensure timely resolution.

The role is physically demanding, requires a degree of hands-on practical skills and a desire to live in the outdoor environment.

Key Relationships

Reports to:	Head of Learning & Wellbeing
Direct Reports:	None
Key Internal liaison:	Top End First Nations educators and governance committee, Community Development Coordinator – Markawo, Learning and Wellbeing Team, Top End Operations team, and Family Health and Wellbeing team
Key External liaison:	Local Area Schools, other educational services, community partners and funding bodies

Key Responsibilities

1. First Nations, and Western Knowledge Systems

- Ensure that learning experiences privilege First Nations knowledge systems and cultural practices, while also meeting the requirements of national frameworks like the Early Years Learning Framework.
- Develop and implement a blended learning approach that integrates on-country, cultural learning with formal educational outcomes.
- Foster language and culture learning by working closely with Elders, cultural leaders, and families to design and implement language-rich educational experiences.

2. Program Design, Standards and Implementation

- With the community team to design and develop dynamic learning experiences which embed local cultural knowledge systems.
- Implement strengths based responsive teaching strategies that support the diverse interests, needs, and learning styles of all children.
- Implement and evaluate learning experiences that fit within Children’s Ground philosophies, policies and procedures and regulatory requirements.
- Ensure children are offered a high-quality educational environment that support their development in all learning domains.
- Design and implement teaching and learning programs which are consistent with all relevant curriculum and standards.

- Ensure health, social and emotional wellbeing and development are an embedded part of the learning and wellbeing platform.
- Ensure creativity is an embedded part of the learning and wellbeing platform.

3. Learning and Wellbeing

- Plan, prepare, and deliver high quality community based Early Childhood and Primary learning programs in collaboration with First Nations educators and communities.
- Create a welcoming learning space for all families to actively contribute to and be involved in their child(ren)'s learning.
- Lead the documentation of children's learning and development that is regularly shared with families, including individual learning plans.
- Work with an interdisciplinary team to deliver an integrated and innovative learning approach including health, social and emotional wellbeing, creative arts, digital and other areas.
- Lead the development and implementation of language and culture learning experiences and resources for mixed aged groups of children in collaboration with cultural leaders, elders, and families.
- Encourage and support all First Nations families, valuing their ideas, strategies and aspirations.
- Support extended hours learning opportunities.

4. Educational Leadership and Mentorship

- Provide educational leadership and mentorship to community educators, offering guidance on curriculum implementation, pedagogy, and learning strategies.
- Work alongside community educators to set goals for children's learning and development, ensuring that families and cultural educators are at the centre of decision-making.
- Lead the documentation of children's learning, development, and progress, ensuring this information is regularly shared with families and community members.

5. Community and Family Engagement

- Engage with families, Elders, and local community leads to co-design learning programs that reflect their aspirations for children's education.
- Create a welcoming environment where families feel empowered to actively participate in their children's learning.
- Support extended hours of learning, including after-hours or holiday programs, to enhance children's education and wellbeing.

6. School Engagement and School Age planning

- Support the Head of Learning and Wellbeing with the engagement of local primary schools and participation of primary school age children in cultural camps.
- Contribute to the education planning for primary and high school age children who attend camps during school term.

- Liaising with local area schools and confirming learning needs for children.
- Contribute to reports to local schools.

7. Operational Systems and Standards

- Comply with Policy and Procedures and participate in reviews as needed.
- Ensure Children's Ground's duty of care is met, and learning/work environments are, as far as practicable, safe and supportive for families, children and volunteers.

8. Monitoring, Evaluation and Reporting

- Maintain records including data collection and data entry in Children's Ground database.
- Maintain confidential organised and up-to-date files relating to children and adults.
- Contribute to the writing of papers and articulation of frameworks for Children's Ground.
- Work collaboratively with staff to complete reporting requirements.

9. Contribute to Children's Ground:

- Actively learn the local language/s, to be able to use in basic conversation with communities.
- Facilitate and contribute to team meetings and discussions.
- Be a positive, innovative and active member of the Children's Ground team.
- Contribute to strategic planning, organisational development, management of work plans and policy formation.
- Support a strong, connected, respectful and supportive organisation.
- Participate and when required, lead professional development opportunities.
- Undertake other tasks as requested to support the activities of Children's Ground.

Work Health and Safety

- Oversee and make responsible judgement decisions around placemaking activities ensuring compliance and best practice with all WHS regulations, policies, and procedures, including staff training requirements.
- Ensure documentation and standards are in place with clear compliance to meet the WH&S needs of Children's Ground.
- Ensure all activities are delivered with quality and integrity and with relevant risk assessment applied.
- Operate within the requirements of Children's Ground Approach, policies, and procedures and regulatory requirements.

This role will require working regularly in outdoor conditions and often in extreme heat, sitting, standing, and moving around in outdoor settings, including getting in and out of motor vehicles and remote location work. The role will involve regular bending and lifting weight up to 20kgs. People may be required to do a medical check before engagement.

Key Selection Criteria

Essential

1. Experience with First Nations communities and a deep understanding of their strengths and the key challenges facing First Nations Peoples.
2. Ability to live, work, and communicate well with First Nations people in remote communities.
3. Qualifications in Education with a minimum 1 years' experience.
4. Experience working with Early Childhood age groups and organising a learning environment that suits different ages and abilities (multi- aged class).
5. A commitment to a First Nations led approach in education.
6. A passion for quality innovative learning and wellbeing environments.
7. Ability to support and build on people's strengths.
8. Strong teamwork, and training skills, with experience working in culturally diverse and changing environments.
9. Ability to build and maintain strong relationships with different people and organisations, with excellent communication skills (spoken and written).
10. Well-developed people skills, including negotiation and communication, with the ability to engage various stakeholders in cross-cultural settings.
11. Ability to work independently, make confident decisions, and recognise when to escalate issues appropriately.
12. A current Working with Children Clearance Notice (Ochre Card) or ability to obtain. And a willingness to undergo a National Police Check.
13. Drivers licence with manual driving experience, and preferably 4WD experience.

Desirable

1. First Aid Certificate, Anaphylaxis and Asthma Management training (or willingness to obtain)
2. TESOL training and experience.
3. An appreciation or experience of dynamic alternative education approaches such as: immersion schooling, bi-lingual educational, Montessori or Steiner.
4. Experience teaching or working with children who are learning English as a second language.
5. Experience in curriculum and resource development.
6. Experience working in a start-up environment and implementation of processes and systems from scratch.

Personal Attributes

- Self-starter who thrives in an environment that is ambiguous and complex and thinks systematically.
- Creates and embraces a culturally diverse workforce.
- Highly developed relationship building skills.
- Passionate about social justice.
- Innovative and thinks adaptively about problem resolution.
- Focus on achieving excellence.