



## Position Description

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<b>Position Title:</b>	<b>Head of Learning and Wellbeing – Top End</b>
Location:	Darwin (travel to Marlkawo, West Arnhem and other parts of the Northern Territory to be expected)
Reports to:	Regional Director – Top End
Tenure:	Full time Fixed Term contract 38 hours per week, 1-year contract. Option to extend dependent on funding.
Classification:	SCHADS Modern Award Level 7 – 8 (dependent on experience)
Employee ID:	TDMULLEYNI3006/TWMAR

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## Background

Children's Ground is a First Nations organisation. 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, designed by First Nations people. We partner with a community over the course of a generation, led by local expertise, vision and intelligence. Together, 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 communities and builds on this to equip children for opportunities locally, nationally and globally.

We celebrate First Nations children and families and back their vision and talent to transform their communities from extreme stress and economic disadvantage to communities of opportunity and wellbeing.

Children's Ground operates in the Top End and Central Australia in the Northern Territory, 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.

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## Position Summary

The Head of Learning and Wellbeing – Top End will lead the Learning and Wellbeing Team, a small multi-disciplinary team that delivers the Children's Ground Learning and Wellbeing Framework. This framework is designed to improve the educational and wellbeing outcomes for children and families in the communities we work with, recognising and supporting local traditional cultural knowledge systems and practices. It also incorporates Western approaches to learning and development, ensuring that children are supported in their educational journey from early years through to high school.

The Learning and Wellbeing Team works closely with individuals and families to develop and implement personalised learning plans, create culturally enriched educational experiences, and respond to the unique learning and wellbeing needs of each community. The team is proactive in collaborating with both internal and external partners to ensure an integrated approach to education and wellbeing.

The Head of Learning and Wellbeing is expected to regularly participate in program delivery both on-country and in community settings, ensuring that the programs are responsive to the cultural, social, and educational aspirations of the local communities.

As part of the senior management team, the role actively contributes to the development and achievement of the strategy, objectives and goals of the organisation.

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### Key Relationships

Reports to:	Regional Director – Top End
Direct Reports:	Community based and non-community-based educators.
Key Internal liaison:	Top End Management team members, counterparts in Central Australia, administration teams in Central Australia and Shared Office, Health and Wellbeing Team, People & Culture and Children’s Ground staff.
Key External liaison:	Schools, community and guests to Children’s Ground, including government, funding bodies and local community services.

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### Key Responsibilities

1. Community development and respect for local cultural knowledge and life
  - Build relationships with First Nations community members.
  - Meet regularly with local community members to discuss local aspirations, to inform the directions and responsibilities.
  - Consult with local community members to ensure that Children’s Ground operations do not undermine but actively promote local cultural knowledge and practice.
  - Encourage and support all families, valuing their ideas, strategies and aspirations.
  - Build and develop a local First Nations work force in each community.
2. Learning and Wellbeing
  - Engage local cultural knowledge systems as a starting platform for learning and wellbeing upon which to build, collaborating with local people who are regarded as teachers and professors, with a strong focus on early years, and extending into primary and high school education to include opportunities for on country learning experiences and extended learning through cultural activities, creative arts, technology and sports etc.
  - Ensure children are supported in a rich, creative, cultural, and academic landscape that engages their sensibilities.
  - Work with the whole Children’s Ground team to ensure an integrated approach to learning and wellbeing in the best interest of the child and their family.

- Alongside First Nation educators provide direct delivery of Early years and Primary aged learning and wellbeing.
- Empower local First Nations educators to lead delivery of Early Years learning and wellbeing in the Top End Region. Maintain an organised and professional environment that is conducive to learning and the development of the whole child.
- Ensure individualised learning plans for each child are developed with their family and include regular conversations and involvement of family.
- 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.
- Align practice with National curriculum policy and international leading practice.
- Align on country learning to national curriculum standards - to develop and maintain a cultural learning curriculum for each community.

### 3. Leadership, Planning and Strategy

- Under direction and support from the Regional Director and First Nation leadership lead the development and implementation of the learning and wellbeing platform.
- Be a dynamic, visionary, passionate and empathic leader for staff and local users.
- Ensure community staff and participants are key strategic advisors in program development and delivery.
- Build and protect the cultural, ethical, and corporate social responsibility of Children's Ground.
- Contribute to the development and achievement of Children's Ground strategy, objectives and goals of the organisation.

### 4. Operational systems and standards

- Ensure documentation, policies, procedures, systems and standards are in place with clear compliance to meet the regulatory and other needs of Children's Ground.
- Ensure review and monitoring of standards on a regular basis.
- Ensure all activities are delivered with quality and integrity.
- Operate within the requirements of Children's Ground philosophies, policies and procedures as well as regulatory requirements.

### 5. Staff management and support

- Provide strength-based leadership and management to the team.
- Facilitate regular supervision meetings with each individual direct report.
- Identify training opportunities for staff.
- Support and mentor the professional development of First Nation staff.
- Manage human resource matters as they arise with the support of the People and Culture team and Regional Director.

6. Workplace culture
  - Role model and take responsibility for positive workplace culture.
  - Be supportive and compassionate to everyone in the Children's Ground team.
  - Utilise a strength-based approach to relationships and leadership.
7. Evaluation, monitoring and data systems management
  - Ensure user data and information are recorded to meet the monitoring and evaluation needs of the Children's Ground, integrating data systems and collection into practice with the Research and Evaluation team and other staff.
  - Train and support local staff and community in community-led monitoring and evaluation, ensuring they are equipped to document and record data effectively.
  - Undertake assessments, conduct relevant research, and contribute to the embedding and integrity of the 25-year longitudinal evaluation in consultation with Children's Ground Senior Leadership and Director of Research and Evaluation.
8. Quality & Risk Management
  - Ensure all activities are delivered with quality and integrity.
  - Ensure risk management policies and systems for the functions are up to date.
  - Ensure compliance with early years frameworks and standards of learning for children aged 0-12.
  - Operate within the requirements of Children's Ground philosophies, policies and procedures as well as regulatory requirements.
9. Financial accountability and resource management
  - Plan, monitor, and manage the budget to comply with Children's Ground financial systems, and prepare reports as requested.
10. Communication and Partnerships
  - Maintain and develop relationships with key partners including local organisations across Darwin and West Arnhem.
  - Build and sustain relationships with local schools in Darwin and West Arnhem.
  - Work in partnership with community leaders to establish and uphold memorandum of understanding with schools, supporting culturally led learning for students.
  - Maintain strong joint working relationship across Children's Ground operations.
  - Represent Children's Ground in key meetings as requested.
  - Be flexible to support the broader Children's Ground team and operations to meet strategic and operational goals.

## 11. Contribute to Children's Ground

- Be a positive, innovative and active member of the Children's Ground team.
- Liaise and collaborate with the health team in Central Australia.
- Contribute to strategic planning, organisational development, management work plans & policy formation.
- Support a strong, connected, respectful and supportive organisation.
- Participate in professional development programs offered by Children's Ground.
- Undertake other tasks as requested to support the delivery of Children's Ground.

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### Location and Hours Worked

This is a full-time position and will be based at Children's Ground office in Darwin. There is an expectancy to work from place-based offices at Kulaluk, Knuckey's Lagoon and 15 Mile. You will also manage health programs in Marlkawo, a remote community in West Arnhem, providing virtual support and maintain direct communication with Marlkawo staff. Frequent travel to Marlkawo and West Arnhem is essential.

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### Work Health and Safety

This role will require working regularly in outdoor conditions, in extreme heat during the summer, sitting, standing, carrying objects up to 15kg and moving around in outdoor settings, including getting in and out of motor vehicles and remote location work.

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### Key Selection Criteria

#### Essential

1. Experience with First Nation communities and a deep understanding of the key challenges facing First Nation Peoples, and the strengths of First Nations Peoples; and demonstrated cultural competency or experience in culturally safe practices, especially in educational settings.
2. Relevant tertiary qualification and minimum 5 years teaching experience.
3. An innovative educator with experience in curriculum and resource development.
4. Experience and passion for quality innovative learning and wellbeing environments.
5. Experience leading and organising a learning environment that suits different ages and abilities (multi-aged class).
6. Experience in leading and managing a team of people.
7. Excellent communication skills, both verbally and written.
8. Strong relationship and networking skills.
9. Strong people management skills and a collaborative worker – teamwork, facilitation, supervision, liaison
10. Ability to work flexibly and creatively in a demanding NGO environment
11. A current full driver's license
12. OCHRE card and National Police Clearance or willingness to obtain

**Desirable**

1. Experience working in remote First Nations communities.
2. Experience teaching children who are learning English as a Second Language.
3. Experience working in a start-up environment.
4. Demonstrated knowledge, skills, and experience in an NGO or community development organisation.

**Personal Attributes**

- Self-starter who thrives in an environment that is ambiguous, dynamic, variable and complex.
- Embraces and thrives in a culturally diverse workplace.
- Passionate about social justice.
- Highly collaborative.
- Identifies and seeks out resolutions to problems utilising innovation and adaptability with confidence and calmness.
- Focus on achieving excellence.