

## Role Description

## Community Education Counsellor (Identified)

### Inclusion and Diversity

We all have a role in making our workplace one that embraces and values diverse backgrounds, perspectives and life experiences, creating a workplace where [we all belong](#).

Reasonable adjustments may be discussed with your manager, approved and documented to support and promote human rights and diversity across the workforce.



Job Evaluation No.

17939

Content Manager No.

17/583856

Work Unit

**Nominated School**

**Nominated Region**

**Early Childhood and State Schools Division**

Location

**Various locations throughout the State**

Classification

**CEC 1-3 Teaching in State Education Award – State 2016 - subject to the qualification/s held by the successful applicant.**

**36 ¼ hour week**

### Your employer

The Department of Education (DoE) is committed to delivering responsive services focused on equity and excellence to Queenslanders and their communities. We promote equity and excellence by our commitment to respect, protect and promote human rights. Our objectives are: a strong start for all children, every student realising their potential, fair and safe workplaces and communities, capable people delivering our vision. Our vision is one of equity and excellence in a progressive, high performing education system that realises the potential of every student.

For more information about the department, please visit our website at [www.qed.qld.gov.au](http://www.qed.qld.gov.au)

### Your opportunity

As the Community Education Counsellor (Identified) you will:

- Provide educational counselling and support services within schools to ensure that the best possible assistance services are available to Aboriginal and/or Torres Strait Islander children, students, families and communities.
- Provide cross cultural awareness training to the broader school community.

The Community Education Counsellor (Identified) reports to the school Principal or delegate.

### Your role

Responsibilities include:

- Provide educational counselling and support services to Aboriginal and/or Torres Strait Islander children and students across a number of schools.
- Participate in the development of activities, in and out of school, likely to enhance the involvement in education of Aboriginal and Torres Strait Islander students and their families.
- Develop and undertake support service programs designed to meet the needs of the school/s that will encourage the educational participation of Aboriginal and/or Torres Strait Islander children and students.
- Establish and maintain links with out of school sources of information and support services to assist in the advancement of Aboriginal and Torres Strait Islander children and students.
- Provide information to the school community about Aboriginal and/or Torres Strait Islander social and cultural perspectives.
- Utilise, in an accountable manner, state and commonwealth funded school-based programs that focus on Aboriginal and/or Torres Strait Islander students and communities.
- Provide advice and information to school administrators regarding Aboriginal and/or Torres Strait Islander social and cultural protocols in order to meet the needs of schools and their communities.
- Ensure that relevant information concerning Aboriginal and/or Torres Strait Islander social and cultural issues is readily available to all members of the school community.



- Participate in activities to develop productive partnerships between members of the school community.

#### **Other responsibilities (as required)**

- Other suitable duties, consistent with the duties and responsibilities of the position as directed by the supervisor or nominated delegate.

#### **A mandatory requirement of this role is:**

- In accordance with the [Working with Children \(Risk Management and Screening\) Act 2000](#) a person is prohibited from working in regulated child-related employment unless the person holds a current Working with Children Check clearance (blue card) issued by Blue Card Services.
- For this position, it is a genuine occupational requirement that it be filled by an Aboriginal person or a Torres Strait Islander person as set out in Section 7 of the *Anti Discrimination Act 1991* for the purposes contained in Section 25 of that Act.

#### **Verification of Aboriginality and/or Torres Strait Island heritage**

- For administrative purposes, in relation to an Aboriginal and/or Torres Strait Islander identified role, an Aboriginal and/or Torres Strait Islander person is a person who identifies as an Aboriginal and/or Torres Strait Islander person and is either:
  - of Aboriginal and/or Torres Strait Islander descent; **or**
  - accepted as an Aboriginal and/or Torres Strait Islander person by the Aboriginal and/or Torres Strait Islander community in which he or she lives.
- By definition a person who is not an Aboriginal and/or Torres Strait Islander cannot be employed (on any basis) to perform the duties of an Aboriginal and/or Torres Strait Islander identified role.
- Applicants to this position **may have** to provide confirmation of their Aboriginal and/or Torres Strait Islander heritage.

#### **How you will be assessed**

Within the context of the role described above, the ideal applicant will be someone who has the following key capabilities:

##### **1. Supports strategic direction**

Ability to apply Aboriginal and Torres Strait Islander social and cultural protocols in a variety of individual and group settings to young people and adults.

##### **2. Achieve results**

Ability to provide appropriate counselling and other support services to Aboriginal and Torres Strait Islander young people and adults.

##### **3. Supports productive working relationships**

Ability to communicate effectively and sensitively with Aboriginal and Torres Strait Islander people.

##### **4. Displays personal drive and integrity**

Demonstrated ability to develop and present training programs, with a focus on engagement in education and connectivity to culture.

##### **5. Communicates with influence**

Possession of appropriate interpersonal skills and an ability to apply interpersonal skills in a cross cultural context.

#### **Additional information**

- Whilst there are no mandatory qualifications required for this position, possession of the below qualifications is highly desirable:
  - Possession of a community/social welfare degree from a recognised tertiary institution or equivalent qualification that is relevant to the responsibilities of the role, and in the opinion of the Director-General of Education or delegate is acceptable as eligible for appointment at Level 3 Step 1.
  - Possession of a diploma qualification applicable to the field of community/social welfare from a recognised tertiary institution or equivalent qualification that is relevant to the responsibilities of the role, and in the opinion of the Director-General or delegate is acceptable as eligible for appointment at Level 2 step 1.
  - An applicant who does not possess a diploma or degree is only eligible for appointment at Level 1 Step 1.
- For further information refer to the Applicant Information Package and the conditions of employment for teachers.
- This role description works in conjunction with the Candidate Information Package.
- For further information regarding applying for teaching positions, refer to the Department of Education's teacher employment information at <https://teach.qld.gov.au/apply-to-teach/submit-your-application>
- The duration of this position will be dependent on work demands and the availability of ongoing funding and model allocated resources.