

**DEPARTMENT OF EDUCATION WESTERN AUSTRALIA
JOB DESCRIPTION FORM**

Public Sector Management Act 1994	Salaries/Agreement/Award Teachers' Aides' Award 1979 Education Assistants' (Government) General Agreement 2013 or as replaced	
Group: Schools	Effective Date of Document	
Directorate: Education Regions	30 April 2015	
Branch: Schools		

THIS POSITION

Title: Aboriginal and Islander Education Officer (AIEO)

Classification: Level 3

Position No: Generic

Positions under direct responsibility: Nil

REPORTING RELATIONSHIPS

TITLE: Principal
LEVEL: Various
POSITION NUMBER: Various

TITLE: Business Manager/Registrar
LEVEL: Various
POSITION NUMBER: Various

This position and the positions of:

Title	Level	Position Number
Various		

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Aboriginal and Islander Education Officer	Level 3	Generic	30 April 2015

CONTEXT

The Department of Education is Western Australia's largest employer with approximately one third of the Government workforce in some 800 worksites across the State. The Department's annual budget is approximately \$4.5 billion.

The major objectives of the Department are to achieve excellence in the public school system and to provide access for all Western Australian students to a quality education irrespective of their background or geographical location.

The Department is committed to achieving these objectives by:

- attracting and retaining a highly skilled and capable workforce
- supporting all learners to achieve their full potential, including those with special educational needs and interests
- ensuring all public schools maintain excellence in the quality of education and the teaching and learning environment.

The principles underpinning the Department's objectives for the public school system in Western Australia are:

- working collaboratively to achieve outcomes
- accepting responsibility and accountability for the achievement of outcomes
- enabling flexible, innovative and diverse work practices
- promoting confidence in the professional judgement of the Department's staff.

The Department operates within a framework of principles and values that are applied in all decision-making contexts. These are:

- a culture of learning and excellence
- an expectation of accountability and action
- a commitment to partnerships, professional collaboration and stakeholder involvement
- an environment in which diversity and equity are valued.

Further context about the particular school or college in which the vacancy is being advertised is available on the Department's website. Please visit <http://www.det.wa.edu.au/schoolsonline/home.do> and enter the school or college name in the *Find a School* field.

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ROLE

The Aboriginal and Islander Education Officer (AIEO):

- assists teachers in delivering planned education programs and encouraging a supportive and inclusive learning environment
- assists students to access the educational program and have an increased understanding of the multi-cultural nature of the learning environment
- acts as a liaison between the community and school to develop an educational program relevant to both educational and cultural needs
- supports Aboriginal and Torres Strait Islander students, particularly those at risk, through mentoring and pastoral care to encourage participation and achievement at school
- under limited supervision, participates within a team situation offering advice and expertise relating to their relevant area
- performs tasks that require discretion in problem solving, decision making and choosing methods and processes to achieve outcomes
- performs required activities within or outside school that result in supervision of students without the presence of a teacher
- applies techniques, skills and knowledge of relevant principles and practices acquired through previous experience, on-the-job learning or relevant qualification/s
- under limited guidance, performs tasks within the following range:
 - provides support and advice to schools and teachers on the management program of students at risk, under the supervision of relevant professionals
 - designs and implements behaviour management plans in consultation with teachers, parents and where appropriate other relevant professionals
 - maintains records regarding implementation of behaviour management plans in order to assess how educational programs fit in with the overall educational outcomes of students
 - assists with training students in the acquisition of self management; for example, lifeskills
 - provides information to parents on the education system and relevant school procedures and school policies
 - provides appropriate physical restraint and removal of students, where appropriate
 - consults with parents/caregivers independently of teachers, though under supervision of the Psychologist in Charge or relevant professionals
 - assists teachers to meet the educational and cultural needs of students by identifying opportunities and providing advice on program content relating to Aboriginal and Torres Strait Islander culture

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- facilitates community contribution to the formulation of school policies on Aboriginal and Torres Strait Islander culture by providing a point of contact within the school for the local Aboriginal and Torres Strait Islander community
- liaises with other agencies to further the educational welfare of Aboriginal and Torres Strait Islander students
- counsels students on matters affecting their education
- provides knowledge and understanding of the history, language and culture within the classroom, school and community that promotes respect, understanding and harmony
- provides instruction on Aboriginal and Torres Strait Islander culture to students, in consultation with teachers
- provides orientation to staff in relation to the Aboriginal and Torres Strait Islander community
- conducts interviews or home liaison visits to discuss the academic progress or social development of students
- manages class resources or storerooms by maintaining and updating inventory lists, monitoring stock levels and requirements, and submits requisitions to teachers for approval
- ensures safe and hygienic storage and handling of foodstuffs and food preparation utensils
- assists teachers in the delivery of planned education programs, including the operation of computers, and implements individual student or small group programs or demonstrations
- collects resources and administrative documents
- assists with preparation and maintenance of the learning environment by maintaining equipment, materials and resources for use in classes, displays and demonstrations, and assisting the teacher with clean and safe storage of items after classes and activities
- acts as a facilitator for discussions between parents, students and teachers where there are communication difficulties
- assists teachers with the care and supervision of students in out-of-class activities and school excursions
- assists teachers with the general care and well being of students, including attending to minor illnesses; for example, colds or minor incidents requiring first aid
- assists with arrival and departure of students travelling on buses
- assists students undressing, bathing, showering, toileting, dressing and, where necessary, cleans soiled clothing and areas
- provides administrative support and may, in accordance with school policy, be required to collect monies from students, where appropriate.

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OUTCOMES

1. Classroom, school and community-focused support is provided to enable the delivery of high-quality, student-focused learning programs.
2. Classroom, school and community level support is provided to ensure that the learning environment is inclusive and relevant, appropriately resourced and maintained, with the health and safety of students a high priority.
3. Students are aware of cultural diversity and varying customs within the classroom and school environment through the delivery and planning of relevant educational programs, through the AIEO's cultural expertise.
4. Parents and the community are well informed of and take a pro-active role in the educational progress and social development of their students.
5. Students develop intrinsic motivation to participate in educational activities.
6. Community contribution to the formulation of school policies and development of educational programs is facilitated through the use of the AIEO as a point of contact between the school and the community.
7. Students at risk are successfully integrated into the learning environment through assistance in the planning and implementation of relevant educational and behavioural management programs.
8. A high level of mentoring and pastoral care is provided to Aboriginal and Torres Strait Islander students, particularly those students at risk, enabling students to have an increased participation rate, resulting in an ability to better utilise the education program.

SELECTION CRITERIA

The following selection criteria are identified as being required to achieve the outcomes in the context of this position. Applicants will need to provide evidence of their capacity to transfer their knowledge and skills to achieving the outcomes of this position.

1. Demonstrated good written and oral communication skills, including the ability to effectively interact with students, teachers, parents, community members and professional staff on the provision and development of educational programs.
2. Demonstrated good interpersonal skills, including the ability to interact on a range of levels in a variety of settings and with different audiences, including community members, teaching and other professionals.
3. Demonstrated ability to contribute to a school-level team and to provide multi-cultural direction in the development of the educational program, development of language resources, and evaluation of education and behaviour management programs.
4. Demonstrated ability to effectively assist teachers in implementing educational and behaviour management programs.
5. Demonstrated good organisational skills that will assist in the delivery of effective education programs to students.
6. Demonstrated ability to assist with the general health and well-being of students.

ELIGIBILITY

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Aboriginality is considered essential for this position under section 50(d) of the Western Australian Equal Opportunity Act.

Employees will be required to:

- obtain a current Department of Education Criminal Record Clearance prior to commencement of employment; and
- obtain or hold a current Working with Children Check.

Education Assistants working with Kindergarten Students will be required to have, or be actively working towards, a Certificate III in Education Support (or equivalent), consistent with the *National Quality Standard for Early Childhood Education and Care*, as determined by the Principal.

TRAINING

Employees will be required to:

- complete the Department's induction program within three months of commencement;
- complete any training specific to this role required by Departmental policy; and
- complete the Department's training in Accountability and Ethical Decision-Making within six months of appointment.

CERTIFICATION

The details contained in this document are an accurate statement of the duties, responsibilities and other requirements of the position.

ENDORSED

**DATE 30 April 2015
TRIM REF # D15/0149003**