

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

<b>School Education Act 1994</b>	<b>Salaries/Agreement/Award</b> Teachers (Public Sector Primary and Secondary Education) Award 1993, School Education Act Employees' (Teachers and Administrators) General Agreement 2017 or as replaced	
<b>Group:</b>	<b>Schools</b>	<b>Effective Date of Document</b> 27 September 2018
<b>Region:</b>	<b>Education Regions</b>	
<b>School:</b>	<b>Schools</b>	

**THIS POSITION**

**Title:** Program Coordinator, Follow the Dream

**Classification:** School Administrator Level 3

**Position No:** Generic

**Positions under direct responsibility:** Nil

**REPORTING RELATIONSHIPS**

**For Non-Independent Public Schools (IPS)**

**TITLE:** Regional Executive Director  
**LEVEL:** REXDR  
**POSITION NUMBER:** Various

**TITLE:** Principal  
**LEVEL:** Various  
**POSITION NUMBER:** Various

**For IPS**

**TITLE:** Director General  
**LEVEL:** Special Division Band 1  
**POSITION NUMBER:** 00011814

**TITLE:** Principal  
**LEVEL:** Various  
**POSITION NUMBER:** Various

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## CONTEXT

The Department of Education is Western Australia's largest public sector employer with approximately 45,000 staff or one third of the Government workforce in around 800 worksites.

We provide a system of public schools in which our aim is to ensure that every school is a good school, every teacher is effective and every student is successful.

The Department's other key responsibilities include:

- regulation of non-government schools in accordance with Part 4 of the School Education Act 1999
- administration of state funding to non-government schools
- higher education policy and planning
- legislative reviews
- providing Secretariat services to the Teacher Registration Board of Western Australia, the Training Accreditation Council and the School Curriculum and Standards Authority.

The principles underpinning the Department's operations 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.

All Department actions are guided by four core values: Learning, Excellence, Equity and Care.

For further information, please visit: <https://www.education.wa.edu.au/>.

The Follow the Dream: Partnerships for Success program targets Aboriginal students with high aspirations as they commence their secondary education through individualised case management in the areas of academic acceleration, longitudinal subject selection, career and transition support.

Students are encouraged to complete Year 12 and achieve results that enable entrance into tertiary studies, including university or TAFE pathways, or progression to an apprenticeship/traineeship or employment.

## ROLE

The Program Coordinator, Follow the Dream:

- provides educational leadership to the school and community that builds capacity by implementing and promoting the Follow the Dream program, and encouraging students, school staff, volunteers from the community and others to share ownership of the Program's vision and goals
- provides expert advice and support to school leaders and teaching staff in developing and implementing targeted programs, plans, strategies and whole school approaches for improving student achievement, in conjunction with the *Aboriginal Cultural Standards Framework*
- uses effective change management strategies to support school leaders to facilitate the school and community to accept and develop opportunities for improving student educational outcomes
- manages operation of the Program at the school, including allocating financial resources
- develops, implements, monitors and reviews program implementation, associated policies, risk management strategies and develops appropriate strategies to support improvement plans

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- researches, collects, analyses and interprets quality data and contextual information, including system and school-level achievement data, to make recommendations and develop improvement plans
- liaises extensively with school staff, relevant specialist staff, other government agencies and community providers to negotiate open lines of communication and facilitate cooperation to achieve effective delivery of Follow the Dream programs
- establishes and maintains effective working relationships with internal and external stakeholders, particularly with Aboriginal families, communities and industry groups
- ensures information and support is provided to Aboriginal students and their families regarding academic acceleration, longitudinal subject selection, career opportunities and transition
- provides a role model for self development to improve professional performance and provides professional leadership to school staff to improve student learning outcomes.

## OUTCOMES

The overall purpose of the following outcomes is to improve student learning outcomes.

1. Effective leadership of cultural-oriented educational programs and strategies is provided to school staff and the Program's vision is promoted to the school community.
2. The school is supported in developing, implementing and evaluating the Program and any associated plans and strategies, aligned with the *Aboriginal Cultural Standards Framework*.
3. High-level program management processes are applied to achieve desired outcomes within agreed timeframes.
4. Effective working relationships and partnerships are established and maintained with internal and external stakeholders, including students and their families, to ensure delivery of Follow the Dream programs and initiatives.
5. Effective change management strategies are implemented that lead the school and its community to accept and develop opportunities for improving service and educational outcomes.

## 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 extensive knowledge and understanding of teaching and learning practices, particularly relating to Aboriginal students and their communities.
2. Demonstrated extensive skills and experience in developing, implementing and evaluating learning programs and strategies at a school, region or system level.
3. Demonstrated capacity to manage physical and financial resources.
4. Demonstrated ability to provide strategic leadership that builds capacity, deals effectively with change and generates innovative solutions related to achieving educational outcomes.

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5. Demonstrated highly developed written, verbal and interpersonal communication skills with the ability to conduct research, prepare reports and establish effective working relationships and partnerships with internal and external stakeholders to achieve planned outcomes.

## **ELIGIBILITY**

Employees will be required to:

- hold a recognised qualification in teaching and be currently registered or eligible for registration to teach in Western Australia;
- obtain a current Department of Education Criminal Record Clearance prior to commencement of employment; and
- obtain or hold a current Working with Children Check.

## **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 Accountable 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 27 September 2018**  
**TRIM REF # D18/0432574**