



Aboriginal and Islander Education Officer Schools

Position number	Generic
Agreement	Education Assistant (Government) General Agreement 2023 or as replaced
Classification	Level 3
Reports to	Manager Corporate Services
Direct reports	Nil

Context

Information about the particular school or college in which the vacancy is being advertised is available on [Schools Online](#).

For further information about the Department of Education, please visit: education.wa.edu.au.

Key responsibilities

- Assist teachers in delivering planned education programs and encouraging a supportive and inclusive learning environment.
- Assist students to access the educational program and have an increased understanding of the multi-cultural nature of the learning environment.
- Act as a liaison between the community and school to develop an educational program relevant to both educational and cultural needs.
- Support 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, participate within a team situation offering advice and expertise relating to their relevant area.
- Perform tasks that require discretion in problem solving, decision making and choosing methods and processes to achieve outcomes.
- Perform required activities within or outside school that result in supervision of students without the presence of a teacher.
- Apply techniques, skills and knowledge of relevant principles and practices acquired through previous experience, on-the-job learning or relevant qualification/s.
- Under limited guidance, perform tasks within the following range:
 - Provide support and advice to schools and teachers on the management program of students at risk, under the supervision of relevant professionals.
 - Design and implement behaviour management plans in consultation with teachers, parents and where appropriate other relevant professionals.

- Maintain records regarding implementation of behaviour management plans in order to assess how educational programs fit in with the overall educational outcomes of students.
- Assist with training students in the acquisition of self management; for example, lifeskills.
- Provide information to parents on the education system and relevant school procedures and school policies.
- Provide appropriate physical restraint and removal of students, where appropriate.
- Consult with parents/caregivers independently of teachers, though under supervision of the Psychologist in Charge or relevant professionals.
- Assist 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.
- Facilitate 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.
- Liaise with other agencies to further the educational welfare of Aboriginal and Torres Strait Islander students.
- Counsel students on matters affecting their education.
- Provide knowledge and understanding of the history, language and culture within the classroom, school and community that promotes respect, understanding and harmony.
- Provide instruction on Aboriginal and Torres Strait Islander culture to students, in consultation with teachers.
- Provide orientation to staff in relation to the Aboriginal and Torres Strait Islander community.
- Conduct interviews or home liaison visits to discuss the academic progress or social development of students.
- Manage class resources or storerooms by maintaining and updating inventory lists, monitoring stock levels and requirements, and submit requisitions to teachers for approval.
- Ensure safe and hygienic storage and handling of foodstuffs and food preparation utensils.
- Assist teachers in the delivery of planned education programs, including the operation of computers, and implement individual student or small group programs or demonstrations.
- Collect resources and administrative documents.
- Assist 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.
- Act as a facilitator for discussions between parents, students and teachers where there are communication difficulties.
- Assist teachers with the care and supervision of students in out-of-class activities and school excursions.
- Assist teachers with the general care and well being of students, including attending to minor illnesses; for example, colds or minor incidents requiring first aid.
- Assist with arrival and departure of students travelling on buses.
- Assist students undressing, bathing, showering, toileting, dressing and, where necessary, clean soiled clothing and areas.
- Provide administrative support and may, in accordance with school policy, be required to collect monies from students, where appropriate.

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

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 and training requirements

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
- obtain or hold a current Working with Children Check
- complete the Department's induction program within 3 months of commencement
- complete any training specific to this role required by Departmental policy
- complete the Department's training in Accountable and Ethical Decision-Making within 6 months of appointment

- complete the Department's Aboriginal and Torres Strait Islander cultural awareness online course within 3 months of commencement.

Education Assistants working with Kindergarten students may be required to have, or be actively working towards, a Certificate III in Education Support (or approved equivalent) in order to meet the educator-to-student ratio outlined in the *National Quality Standard for Early Childhood Education and Care*.

Approved equivalent qualifications are published by the [Australian Children's Education and Care Quality Authority](#).

Certification

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

ENDORSED

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