

Position Description:

First Nations Education Services Advisor

Position Details

Position	First Nations Education Services Advisor
Team	Education Services
Reports to	Education Services Manager
Direct reports	Nil

Position Summary

The First Nations Education Services Advisor leads and supports Aboriginal and Torres Strait Islander education initiatives for Independent Schools Queensland (ISQ).

The role focuses on embedding First Nations perspectives in school curricula, advising on governance, funding, and compliance, and providing professional learning opportunities to improve outcomes for First Nations students. The Advisor also represents ISQ on education committees and promotes reconciliation through education.

Relationships

Key internal relationships	• Chief Executive Officer • Chief Operations Officer • Education and Schools Services Director • Education Services Deputy Director • Education Services Manager • School Services team • Managers of other internal departments
Key external relationships	• Independent Schools Australia (ISA's) – Subject Expert First Nations Education Advisory Group • ISA's National Reconciliation Action Group Committee • Reconciliation Industry Network Group - Education • Australian Council of TESOL Associations -First Nations EAL/D Committee • Qld First Nations Education Language Workers Committee • Qld Aboriginal and Torres Strait Islander First Nations Fund (QATSIF) • National First Nations Australians Agency (NIAA) • Dept. Social Services & ABStudy & Services Australia National Working Group • Principals & School Leaders of Majority of Aboriginal and Torres Strait Islander

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| | <p>schools</p> <ul style="list-style-type: none"> • First Nations Elders and Community Leaders |
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Responsibilities

The position is responsible for, but not limited to:

1. Proactively engaging and responding to the emerging needs of member schools, particularly those with First Nations enrolments Majority Aboriginal and Torres Strait Islander-schools (Schools that report more than 80% of the student population identify as Aboriginal and Torres Strait Islander) e.g., support school leaders with government reporting preparation and with Non State School Accreditation Board (NSSAB) and Federal Government compliance audits.
2. Supporting and advising school leaders with First Nations student enrolments to improve compliance and manage student enrolment, heritage information and assessments data for Census reporting and school funding - including providing advice to Principals, Business Managers and Registrars on the systematic collection, storage and collation of data for government reporting and funding.
3. Developing and delivering professional development to build staff capability in relation to First Nations education.
4. Supporting new start-up schools with regulatory compliance around First Nations student enrolments, funding, data collection and management of data for government reporting, First Nations cultural protocols, respectfully contacting and working with local First Nations communities and liaising with First Nations families and guardians.
5. Supporting and advising school staff's assessment of First Nations student's English as a Second Language (EAL/D) needs for differentiated classroom planning and on-going management of First Nations students' Personalised Learning Plans (PLPs).
6. Facilitating and delivering First Nations English as a Second Language (EAL/D) professional learning to enhance the capacity of school staff to provide second language/ second dialect support and differentiated teaching and learning to First Nations students. This may include ESL support for migrant students as required.
7. Supporting schools in alignment with the work of other teams e.g. Child Safe Standards, NSSAB curriculum compliance, pedagogy.
8. Engaging with relevant State and Federal First Nations education committees and other stakeholders including First Nations Elders, First Nations community members and educators, and national and state based independent school associations, in relation to First Nations education policy and government initiatives and advocacy for ISQ and member schools.
9. Participating in and provide advice to ISQ's RAP Committee (as required).
10. Collaborating with ISQ staff (internal teams) to ensure services and programs proactively meet and respond to ongoing and emerging needs of Member schools regarding First Nations education.
11. Establishing and maintaining positive and supportive relationships to:

- maintain and grow the relationships with, and respect for First Nations community.
- support schools with the varied nuances of developing and maintaining positive partnership and relationships with local First Nations communities and families.

12. Promoting Member awareness of the issues relating to First Nations education and contributing to ISQ's publications, reports and submissions, as required.

13. Providing high-level advice to Majority Aboriginal and Torres Strait Islander Schools and schools with high First Nations student enrolments (Tier 2 & 3 First Nations support schools), ISQ management and internal ISQ teams in relation to First Nations Education, as required.

14. Undertake administrative and other duties as directed and/or required from time to time.

Requirements

Knowledge and experience	• Minimum three years classroom teaching experience across year levels • Experience in leading school teams • Experience in working with Principals and school leadership teams • Experience working with First Nations peoples and communities • Demonstrated high levels of cultural competency • Firsthand lived experience of Aboriginal and Torres Strait Islander culture would be highly regarded • Current and active network of professional and community connections and relationships within the Queensland First Nations community • Ability to work in and with multi-disciplinary teams internally and with external stakeholders at a state and national level • Knowledge of research aligned with AERO, specifically in regard to cognitive science, effective teaching, and AITSL's cultural safety and cultural competence.
Qualifications	• Teacher Registration • Degree and/or Masters level in First Nations Education or similar would be highly regarded • Qualifications demonstrating competence in working with students with diverse learning needs; preferably with experience in English as a second language/dialect, especially related to First Nations EAL/D students • Queensland open driver's license
Skills and attributes	• Advanced communication and collaboration skills in working with diverse cultural groups especially First Nations Australian groups, individuals and community. • Ability to provide confidential professional support to Principals and school leaders. • Ability to provide advice across ISQ teams and to member schools on culturally sensitive matters. • High level of organisation and coordination skills required to manage various groups and stakeholders as well as the creation and delivery of quality professional development for members.

	• Ability to regularly travel independently to regional and remote locations within Queensland and nationally from time to time. • Attention to detail and ability to prioritise competing tasks e.g. manage budgets, competing internal and external demands • Advanced level of written and verbal communication skills.
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APPROVED BY : CEO
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