  LLEN LOGO

|  |  |
| --- | --- |
| **Position Title** | **PROJECT READY SUPPORT TEACHER** |
| **Responsible To** | * School (VCAL Coordinator, AP, VET Coordinator, school Project Ready representative) * Co-Facilitation relationship with Project Ready facilitator * Correspondence relationship with LLEN |
| **Start Date** |  |
| **Completion Date** |  |
|  |  |

**Position Purpose**

The Project Ready support teacher works alongside the Project Ready facilitator to deliver Project Ready Certificate II in Active Volunteering.

**Background**

According to the Department of Education and Training, approximately 20% of Victorian secondary students display signs of disengagement and are at risk of becoming early school leavers. Triggers of disengagement from school are complex and varied, but can be attributed to three broad reasons:

* **Emotional wellbeing:** eg. family violence issues and bullying
* **Educational fundamentals:** eg. weak literacy or low value placed on education in the home
* **Future aspirations:** students haven’t developed aspirations and have difficulty discovering pathway options through lack of knowledge and industry exposure, or poor role modelling at home.

Piloted in 2017, Project Ready was designed to provide holistic assistance and direction to disengaged students to help them re-engage with their education and prepare for their future worlds of work.

Since its inception, Project Ready has been redesigned to be suitable to a wider range of students. It is now mapped against a Certificate II in Active Volunteering and can be delivered as a VET subject.

**Key responsibilities**

The Project Ready support teacher is responsible for working with the facilitator to plan and deliver the program in an engaging, inspiring and motivational way. The aim for the support teacher is to support the facilitator, and to directly contribute to the guiding, mentoring and coaching of students through the Project Ready journey to the end where students have succeeded in developing the skills set out in the program.

The support teacher is the school’s ‘champion’ for Project Ready and must be the lead action taker within the school to make things happen when required, which might include planning permission forms for excursions, following up on student outcomes, speaking about Project Ready at staff meetings and calling in relevant members of staff (eg. Wellbeing, careers) to Project Ready sessions.

Given Project Ready’s aim to deliver content in a manner that is different to a regular classroom, support teachers may be required to step outside of the regulations and teaching habits they are used to, in order to help the facilitator create a safe group space where trust can be fostered.

**Organisational Context**

Central Ranges Local Learning and Employment Network (Central Ranges LLEN), based in Wallan, works across the Macedon Ranges, Mitchell and Murrindindi Shires and is one of 31 LLENs across Victoria. Our vision is that all young people are involved in education, training or meaningful employment. We strive to make the outcomes for young people everyone’s business.

As part of the Education State commitment of the Victorian Government, the Department of Education and Training (DET) has funded the Central Ranges LLEN until the end of 2019 to develop and support sustainable partnerships, strategies and activities that assist young people who are at risk of disengaging or who have already disengaged from education and training.

The Central Ranges LLEN is also funded to deliver the Department of Education & Training’s Structured Workplace Learning (SWL) program. The SWL program involves creating sustainable partnerships with local industries and employers and facilitating access to structured workplace learning opportunities for VET, VCAL and SBAT students.

**Remuneration**

The salary for a Project Ready support teacher is negotiated and agreed upon by the school. The support teacher’s wage is paid for by the school under **Funding Model 2** of the program.

**Key Relationships**

1. **Project Ready facilitator**
2. **LLEN**
3. **School**

* Nominated Assistant Principal
* Careers & Pathways Coordinator/Manager
* Wellbeing Coordinator/Manager
* Year Level Coordinator
* Students

1. **External**

* Organisations/employers such as excursion venues
* Guest speakers
* Community organisations such as Rotary and the Men’s Shed
* Local council
* Artists

**Key Activities**

The key duties of the role are:

* Ensure student enrolment forms are completed prior to the program commencing.
* Ensure the pre and post program student evaluation is completed by each student  and given to the LLEN.
* Support the delivery of Project Ready’s coaching and mentoring as per the pedagogical approach outlined in the program documentation.
* Work in partnership with the facilitator to execute the content. The Project Ready support teacher must have an interest in student career development, student wellbeing, be highly empathetic towards disengaged young people and be skilled in student engagement.
* Help manage student behaviour and attendance.
* Liaise closely with the facilitator to make arrangements for photocopying, excursions, etc. as required. Arrange permission forms for excursions  and book buses as required.
* Take a lead role in helping students during their community project module. This may involve helping students to make phone calls to businesses, organising buses, taking students to meetings and helping students prepare posters/flyers, etc.
* Follow-up on student outcomes and opportunities/issues that arise throughout the program and communicate with other relevant teachers within the school. This is a VITAL part of the program. This may include taking students to the wellbeing staff, careers staff or convening meetings with other teachers/coordinators to discuss student needs.
* Communicate information about the program to other teachers within the school, including careers teachers, wellbeing officers and year level co-ordinators. The program support teacher is the ‘champion’ of Project Ready within the school and must ensure that all stakeholders are aware of it.
* Ensure reporting data for each student is maintained as per school and LLEN requirements.
* Attend briefings at the end of each module.
* Arrange communication about students’ progress in Project Ready to parents. This may be achieved through an app., photos, newsletters or a simple monthly summary sent to each parent’s email address. CC the LLEN on this communication. Parental engagement is an important part of Project Ready.

**Project Ready Pedagogy**

Project Ready must be delivered in a way that separates it, in the minds of the participants, from regular subjects and school. Project Ready should be delivered in an uplifting, inspiring, open and non-judgmental way. Importantly, the facilitator and support teacher must win buy-in from the students from the outset by demonstrating that the environment will be trusting, non-authoritarian and safe.

The following points are central to the Project Ready pedagogical approach:

**Venue:** It is recommended (although not compulsory) that Project Ready is delivered in an environment outside the school, such as a boardroom, community room or a large office space. This helps simulate a more adult environment.

**Group values, not rules:** Students don’t want to hear a set of rules at the start of the program. This makes Project Ready seem just like school, and students will rebel and disengage from the start.

The facilitator picks an appropriate time to ask the students how they want their sessions to run. This forms the basis of a group values agreement.

**Build Groupness:** The bonding of the group will determine how safe and comfortable students feel amongst each other, and therefore how willing they are to share information and contribute to group discussions. The first unit of Project Ready is dedicated to building ‘groupness’.

**Raise the bar:** Raise expectations of the students from the beginning of the program. Students treated like adults are more likely to behave like adults. This is reflected in venue chosen, the seating arrangements (circular), the way students are spoken to (use first names for educators) and the first projects students work on (and with whom).

**Tell them what’s happening and ask for their input:** Students want to be in control of their learning and what’s happening. At the start of each session, the key activities and/or learning themes should be written up on the board. Make sure you tell them WHY they are doing the session and how it applies to their future. Students need to understand that the content is relevant and beneficial to them. Ask them for input along the way or things they want to do differently.

**Be their coach:** Project Ready takes a holistic, coaching approach to creating positive outcomes for students: welfare, wellbeing, student strengths, passions and pathways. The facilitator and support teacher are the students’ mentor, guide and coach. As the facilitator and support teacher build trust, students will open up, which is where the real personal growth happens. This is part of the relational pedagogy that helps trauma affected and vulnerable students develop and learn.

**Take notes on each student:** A good coach takes notes after each game about the performance of their players. Similarly, the facilitator and support teacher must build thorough knowledge on each student in order to coach them in the best possible way. In order to deliver a student-led program, facilitators and support teachers must get to know their students very well. Note: any written information about a student in a department school can be used as evidence. Your notes need to be kept confidential and stored securely.

**Hands-on & project based:** The program content is highly experiential, interactive and hands on. It  is delivered in a non-traditional way and removed from a typical classroom style of teaching. Students engage in activities, experiences and projects, hear from guest speakers, go on field trips, and then talk about the learnings.

**Be inspiring:** The delivery of Project Ready should involve drama and passion. Students should feel motivated and inspired when they leave. Facilitators and support teachers must be engaging and upbeat in their delivery, and serious when needed. Facilitators and support teachers may even talk about their own personal experiences and show vulnerability, which is another aspect that separates this program from regular school.

**Small wins and positivity:** The facilitator and support teacher should focus heavily on flagging student achievements throughout the program. Frame feedback in a highly positive way. The facilitator and support teacher should aim to build students’ levels of self-respect through positive affirmation of their achievements.

**What’s next:** At the end of each Project Ready session, the facilitator or support teacher should outline what students will be doing the following week. The facilitator and support teacher should ask for input as to how the session should run.

**Pathways and options:** Project Ready is built around helping students prepare for their futures. Throughout Project Ready, facilitators and support teachers should  talk a lot about pathway options for students including ‘next steps’ for students once they finish the program. For example, students can enroll in an SBAT, pre-apprenticeship, VET course, VCE, university, etc. They may even enter full-time work. Students should feel that Project Ready is a launching pad for them to move into a meaningful pathway and navigate a more meaningful life.

**Give process praise:** When giving praise to students, it is important to give ‘process praise’ rather than ‘person praise’. Process praise is a specific form of positive feedback that highlights the processes a student used to achieve an outcome. Examples of such processes include: effort, willpower, research, persistence and determination.

**Mandatory Reporting**

Project Ready support teachers are mandatory reporters, and are responsible for any reporting which may arise out of Project Ready sessions.

**Any information that is disclosed to you which leads you to believe on reasonable grounds that a child or student has suffered, or is likely to suffer significant harm as a result of physical injury or sexual abuse must be reported immediately.**

**Position Specification**

|  |  |
| --- | --- |
| **Professional Experience & Skills** | **Essential**   * A VIT registered teacher * Professional experience in working with secondary school students where successful engagement for mainstream, disengaged and trauma-affected secondary students can be demonstrated. * Possess a content delivery style which is dynamic, uplifting, motivating and flexible enough to ‘go with the flow’. * Strong empathy for young people experiencing hardship, disengagement and trauma. * A willingness to invest yourself emotionally in the outcomes of the young people participating in the program. * Strong knowledge of wellbeing and resilience skills as applicable to teenagers. * Knowledge of career pathways in schools, such as an understanding of VET, SWL, VCAL, VCE, pre-apprenticeships and the various pathway options that are available to year 10/11 students. * Strong skills in behaviour management and group facilitation in youth settings. * Experience in working in a co-facilitation or co-teaching role. |

**Training & Peer-to-Peer Support**

The LLEN will provide support teachers with several optional opportunities for formal professional development, and peer-to-peer support and debrief sessions.