

POSITION DETAILS	
Title	Program Manager
Position Overview	
<p>The Program Manager provides leadership, strategic direction, operational support and governance of Follow The Dream, Learning Club and STEM Centre programs operated by the Polly Farmer Foundation (PFF) and in collaboration with schools and Departments of Education.</p> <p>The Program Manager plays an important role in liaising and communicating with diverse stakeholders. This includes corporate, government and philanthropic program sponsors, social and community services, Indigenous organisations and educational providers. The Program Manager is proactive in seeking and developing partnering opportunities for the Foundation. The Program Manager provides feedback, shares information, responds to requests and prepares reports to sponsors about the programs they support.</p> <p>Demonstrating cultural competency and understanding and having experience of working successfully with Aboriginal students, families and communities to achieve their goals through education is essential to the role.</p> <p>The role requires establishing and maintaining positive working relationships with key personnel where programs operate. This includes school leadership teams and coordinators of programs. The Program Manager represents the interests and expectations of the Foundation and partners who provide the financial and in-kind support that enables PFF to operate and sustain our programs.</p> <p>As a member of the program delivery team, the Program Manager is collaborative, reflective of their practice and 'solutions focused' in responding to challenges. Sharing knowledge and experience of approaches that enhance the educational outcomes and wellbeing needs of Aboriginal students, will contribute to the continuous improvement of PFF programs.</p> <p>PFF is an established and well recognised not for profit organisation that has delivered outstanding outcomes in supporting the academic performance and aspirations of Aboriginal students for over twenty years. As a member of a dynamic and growing organisation, the Program Manager must be committed to the organisation's vision, capable of managing multiple tasks and contribute to meeting organisational priorities and timelines.</p> <p>The position is based at the PFF head office in Perth. Some travel to support programs in regional and/or interstate locations is an expectation of the role.</p>	
Location	Perth Head Office
Annual Salary	Negotiable according to experience, expertise, qualifications
Number of hours employed per week	38 hours per week
Tenure	Permanent
Position/s to which this role reports	General Manager Operations
Positions under direct responsibility of this role	PFF employed Program Coordinators

PROGRAM MANAGER ROLE KEY TASKS AND RESPONSIBILITIES

Liaise and communicate with multiple stakeholders including corporate, government and philanthropic program sponsors, social and community services, Indigenous organisations and educational providers.

- Proactively seek and develop financial and or in-kind partnering opportunities that support positive outcomes for program participants.
- Contribute to the development of proposals and agreements with sponsors.
- Provide feedback, share information, respond to requests and prepare reports to partners about the programs they support.
- Monitor funding agreements to ensure compliance with program delivery, reporting and timeline commitments.
- Represent the interests and expectations of partners in the decisions related to program delivery.

Demonstrate cultural sensitivity and understanding of working successfully with Aboriginal students, families and communities to enable education and career aspiration goals to be achieved.

- Support Program Coordinators to work with students and families to identify agreed educational goals and commitments related to their participation in PFF programs.
- Assist schools to enhance involvement and understanding of families in supporting their child's education and goals through PFF programs.
- Support the delivery of culturally responsive programs through an awareness of school, systems directions, frameworks and expectations related to supporting the outcomes of Aboriginal students. In Western Australia this includes the Aboriginal Cultural Standards Framework.
- Contribute to the development of initiatives that support the Australian Government's Closing The Gap targets.
- Encourage cultural activities and celebrations through engagement with local Indigenous community members.
- Encourage the involvement of Aboriginal parents and community members in Program Operations Groups.
- Enhance the profile of Program Operations Groups as the forum through which directions are set and major decisions are made about the resourcing and delivery of programs.
- Meaningfully commit to enhancing personal cultural competency and to supporting the organisation to ensure that all PFF programs are culturally appropriate in their intent and delivery.
- Encourage the engagement and participation of Follow The Dream alumni in programs.

Establish and maintain positive working relationships with key program personnel and support the effective management and operation of programs. This includes working with Programs Coordinators and school leadership teams.

- Support Program Coordinators to implement practices that are consistent with the WA Department of Education and PFF Follow The Dream Program Guidelines and/or the Operations and Procedures Manuals for programs that the Foundation delivers.
- Support the implementation of the Program Elements Framework.
- Oversee the allocation and monitoring of PFF financial resources to programs and liaise with Program Coordinators, other school personnel and PFF Finance Manager to ensure that appropriate financial management, reporting and acquittal processes are implemented.
- For programs where PFF employ staff, ensure that the Foundation's Human Resources procedures and guidelines are adopted in relation to the recruitment, employment, leave and payroll of personnel.
- Identify innovative and successful practice to share and celebrate through networks and with program partners.
- Support appropriate program governance and ensure that the expectations of stakeholders are met.
- Inform programs of PFF related engagement and experiential opportunities, initiatives and directions.
- Participate in the recruitment of FTD Program Coordinators.

Adopt collaborative, reflective and 'solutions focused' approaches as a member of the Program Management team that contribute to ongoing program improvement, respond to challenges and identify new opportunities.

- Share knowledge and experience of approaches that enhance the educational outcomes and wellbeing needs of Aboriginal students.
- Research approaches and opportunities that promote innovation toward how programs are delivered and opportunities are provided to enhance outcomes of students.
- Reflect on the performance of programs individually and collectively through data collection and analysis and gathering the insights of program personnel, stakeholders, students, family and community to inform program improvement.

ROLE OUTCOMES

1. Effective working relationships with program partners and sponsors, school personnel and other key stakeholders ensure that expectations and commitments are met.
2. Activities that are delivered enhance the educational and wellbeing outcomes and the opportunities and experiences of students in PFF programs.
3. Resources provided by PFF on behalf of partners are managed to maximise their effectiveness and benefits for student outcomes.
4. Key personnel with responsibility for delivering programs are supported in fulfilling their roles to the best of their abilities and available resources.
5. PFF is at all times, represented in a culturally responsive way, in its interactions with people and services in the communities in which we operate.
6. PFF continues to be recognised as a leading organisation in the provision of educational programs that support the needs, interests and aspirations of Aboriginal students and families.
7. Programs are governed and operate in a manner that meets PFF and our partners' compliance requirements and expectations.
8. PFF programs continue to improve, can adapt to change and respond to new opportunities.

SELECTION CRITERIA

The following selection criteria are identified as being required to achieve the outcomes in the context of this position. PFF is committed to enhancing the economic participation of Aboriginal Australians through providing employment and educational opportunities across our workplaces and in our programs. People who identify as Aboriginal Australians are strongly encouraged to apply for this position.

1. Experience and understanding of delivering programs to Aboriginal students that enhance their educational and wellbeing outcomes and support their achievement of personal goals and aspirations.
2. Highly developed organisational and project management skills.
3. Demonstrated capacity to manage financial and human resources.
4. High level interpersonal and communication skills and the ability to establish strong collaborative working relationships with program partners, schools and stakeholders with interests in programs delivered by PFF.
5. Demonstrated cultural understanding and experience of working with Aboriginal students, families and communities.
6. Demonstrated conceptual and analytical skills with a proven ability to contribute innovative thinking toward the development and implementation of initiatives that support continuous improvement.

ELIGIBILITY REQUIREMENTS

- A recognised teaching qualification is highly desirable. However, applicants with qualifications and experience relevant to the expectations of the role may be considered for the position.
- Hold a current WA drivers' licence.
- Obtain or hold a current WA Working With Children.
- Hold or be willing to undertake a National Police Check.

YOUR APPLICATION

Applicants must include:

- A resume that includes contact details, experience, qualifications and other information you consider relevant to the position.
- A response to the Selection Criteria (above) – maximum 3 pages.
- Contact details and working relationship to the applicant of three referees - including one from your current or most recent employer/line manager.

TRAINING

Employees will be required to complete:

- The Polly Farmer Foundation's induction program.
- Any training specific to this role as required by schools or Polly Farmer Foundation policy.

CONTEXT

About The Polly Farmer Foundation

The Polly Farmer Foundation (PFF) supports Aboriginal students to achieve academic success, engage positively in their education and develop the attributes that enable them to be active members of their schools and communities. Our programs are focused toward the long-term goal of students successfully completing secondary education and moving into successful post-school pathways that including university, apprenticeships, traineeships or direct employment.

Over 2500 students are enrolled across 57 primary Learning Clubs, STEM Centres, specialised programs or secondary 'Follow the Dream' programs around Australia. All programs provide support to address specific academic needs, educational enrichment, mentoring, pastoral care and personal development. Students are provided opportunities to consider a range of options, pursue their aspirations and plan their post-school journey.

The Foundation has operated successfully for 24 years and built long-term, trusted relationships with families, schools, communities, government and private enterprise. Partnerships are established with Departments of Education and schools in Western Australia, South Australia, New South Wales and the Northern Territory and the Foundation represents the interests of sponsors and supporters who fund and provide the resources that enable programs to be delivered.

Purpose

The Foundation is inspired by Graham (Polly) Farmer's vision for all young Aboriginal people to have every opportunity to succeed in life, develop their talents and take their rightful place in Australian society.

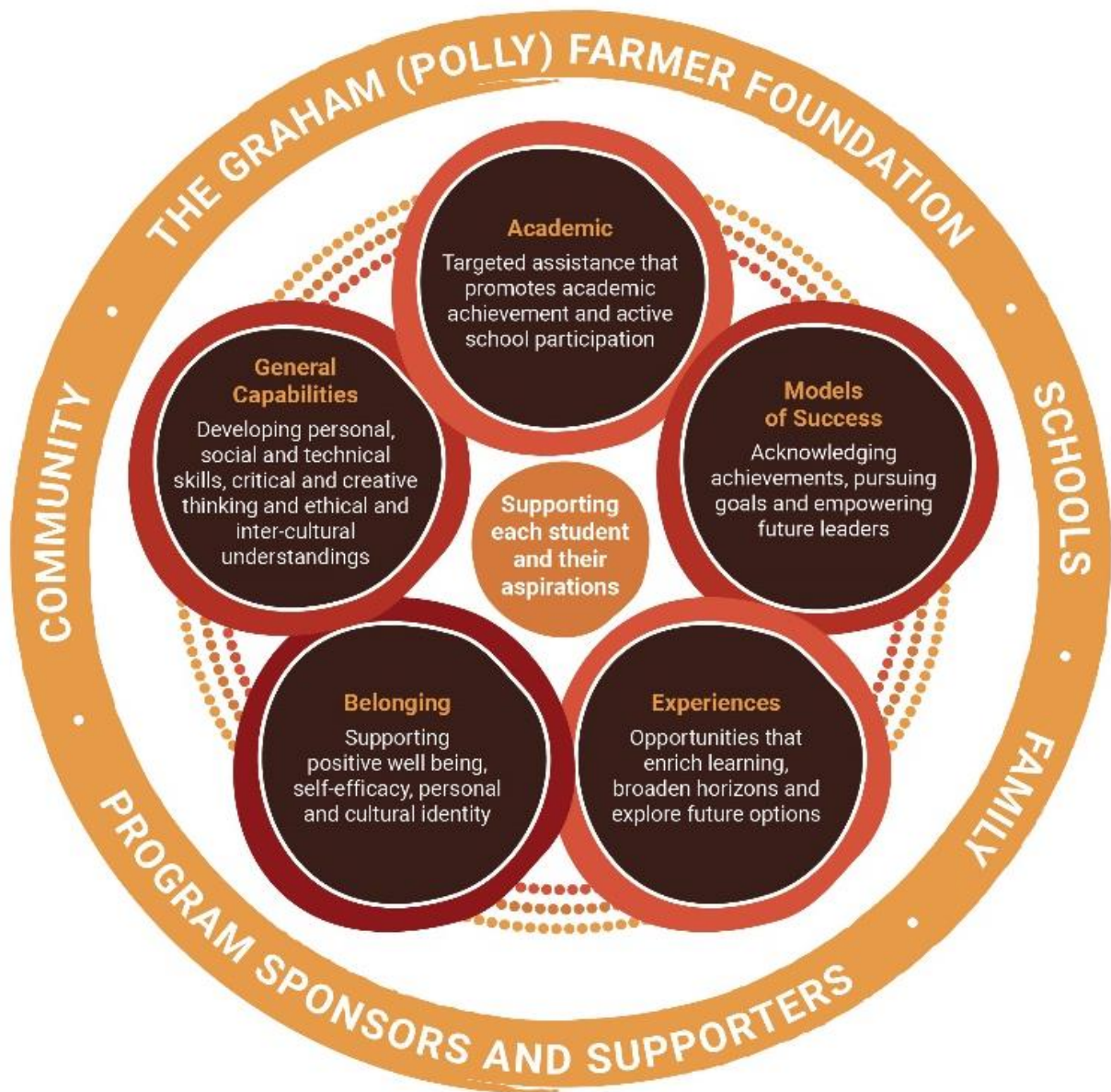
Programs enrich educational and experiential opportunities for male and female Aboriginal students. They celebrate culture, strengthen a sense of belonging and connection to community and empower students to pursue their aspirations.

Objectives

- Students' academic outcomes and talents enable the pursuit of their aspirations.
- Students successfully transition from primary to secondary school and on the completion of Year 12 achieve a WACE.
- Student wellbeing underpins positive engagement and academic success.
- Students' Aboriginal cultural identity is acknowledged and celebrated.
- Students have a sense of self knowledge and agency about their capacities, interests and potential future pathways.
- Families and communities actively engage in shaping and implementing the program.
- Students and alumni access unique experiential opportunities through PFF's network.
- Students and alumni are role models and leaders within their schools and communities.

PROGRAM DESIGN

The design and delivery of PFF programs are based on an inter-connected model of five key program elements. Developing and implementing programs which consider the elements and that reflect the needs of students and local contexts, supports the achievement of the program's stated objectives.



PROGRAM OVERVIEWS

Follow the Dream

Follow The Dream supports the aspirations of Aboriginal students to successfully complete their secondary schooling.

Achieving academic success lies at the heart of the program through students having access to individualised after-school tutoring and mentoring that improves performance across all areas of the curriculum. Personalised Learning Plans help guide the student in working toward achieving their goals and students make an after-school commitment to access tutoring up to four times per week.

Students experience a range of activities that enrich learning and broaden horizons. Post-school study and career options are explored, culture is celebrated and opportunities are provided to develop leadership, work in a team and respond to new challenges.

Follow The Dream encourages students to Dream Big with purpose and in a setting that creates a sense of belonging. On completion of school, Follow The Dream students are well prepared to embark on successful career pathways and to identify as leaders and positive role models amongst their peers, families and communities.

Learning Clubs

Learning Clubs are after-school activity based education enrichment programs for Aboriginal students in their primary school years.

Learning Clubs support academic achievement and positive school engagement. The program builds enthusiasm toward learning through activities that students enjoy, find motivating and which appeal to their educational needs and interests.

Learning Clubs operate up to three afternoons per week. Tutors work with students to:

- Complement the school's curriculum and learning approaches with a focus on improving literacy and numeracy outcomes;
- Celebrate Aboriginal and Torres Strait Islander culture and heritage;
- Promote family involvement in the student's education; and
- Provide a strong foundation for students in their transition to secondary school and Follow the Dream.

Primary STEM Centres

STEM Centres enhance and enrich learning outcomes for Indigenous students who have interests and/or an aptitude toward Maths, Science, Technology and Engineering

The after-school programs provide practical, hands-on learning experiences, with a wide range of interactive activities, challenges and inquiry tasks.

Students experience problem based investigations that develop their skills and understandings. Learning activities include conducting experiments, engineering and mathematical challenges, collaborative tasks and exploring new technologies. Students meet and work with a wide range of people engaged in STEM related vocations to raise awareness of future career pathways. Students learn about Indigenous perspectives in STEM, go on excursions and camps, and learn from visiting experts. These academic and extra-curricular opportunities spark students' love of learning, expand academic potential, and broaden career interests in STEM.