

Position title: Education Continuity Educator – Children and Young People in Emergency Accommodation

Good Shepherd Australia New Zealand | Education Provision in Emergency Accommodation Pilot

Details at a glance

Position: Education Continuity Educator

Employment: Full-time, fixed-term for Term 4, 2026

Employer: Good Shepherd Australia New Zealand

Location / working arrangements: Hybrid(preferred): with a mix of working from the GSANZ office (Melbourne), Monash University (Clayton campus) and remotely. Consideration will be given to applications for those requiring to work remotely.

Salary: \$93,744-\$100,790 p.a. pro rata

Commencement: Term 4, 2026

Applications Close: September 17 at 5pm. To be emailed to michael.phillips@monash.edu

Position purpose

The Education Continuity Educator will provide flexible, individualised educational support to children and young people living in emergency accommodation as a result of domestic and family violence.

The role is designed to help children and young people remain connected to education during a period in which their schooling, home life and relationships may have been significantly disrupted. Rather than seeking to replicate school in an emergency accommodation setting, the educator will create safe, positive and responsive opportunities for children and young people to reconnect with learning, maintain their identity as learners and, where appropriate, continue to develop their literacy, numeracy and broader learning.

The educator will work relationally and flexibly, recognising that a child's readiness and capacity to participate may vary considerably from day to day. Engagement will be guided by the child or young person, with learning scaffolded from their current capabilities, interests and circumstances. This reflects the pilot's child-centred approach and its emphasis on learning concepts rather than simply reproducing curriculum delivery.

The educator will work as part of a broader ecology of support around each child, collaborating with families, Good Shepherd case managers, schools and Monash University education specialists.

Key responsibilities

- Establish safe, respectful and trusting relationships with children and young people participating in the program.

- Design and facilitate individualised learning experiences responsive to each child's age, stage, interests, strengths, educational history and current capacity to engage.
- Support children's connection to learning and their identity as learners, with particular attention to literacy, numeracy, inquiry, play and social-emotional learning.
- Provide a combination of individual, small-group, synchronous and asynchronous learning opportunities through online and multimodal approaches.
- Adapt learning expectations and activities in response to children's circumstances, recognising the effects that trauma, displacement and family violence may have on regulation, cognition, memory, behaviour and engagement.
- Work closely with Good Shepherd case managers to understand the circumstances surrounding each child's participation while maintaining appropriate professional boundaries and information-sharing practices.
- Where appropriate and with relevant consent, communicate with the child's school of origin to understand their previous educational experiences, interests, learning needs and areas of focus.
- Support transitions back into mainstream education by communicating relevant educational information to receiving schools and contributing to a safe and supportive handover. These connections with origin and receiving schools are an explicit part of the proposed educator role.
- Maintain appropriate records of engagement, learning activities, observations and progress.
- Participate in professional learning, reflective practice and supervision relating to trauma-informed education, domestic and family violence, safeguarding and culturally responsive practice.
- Work with Good Shepherd and Monash University colleagues to reflect on, refine and develop the educational model throughout the pilot.
- Contribute practitioner insights to the evaluation of the pilot and the development of resources and approaches that may inform future delivery and scaling.

About the approach

The educator will not be expected to reproduce a conventional school timetable or progress mechanically through year-level curriculum. The proposed learning pathway begins with **connection to the educator**, followed by opportunities to support **emotional regulation, educational interest and resilience, and engagement with significant literacy and numeracy concepts**. The overarching aim is that children's experiences of education remain or become positive, that they remain connected to learning and that they continue to see themselves as learners.

The role therefore requires considerable professional judgement. On some days, successful educational engagement may involve a sustained literacy or numeracy activity. On another day, it may mean a short conversation, game or activity that helps a child maintain their connection with their educator and with learning.

Essential capabilities and experience

The successful applicant will ideally demonstrate:

- Teacher qualification and current or recent teacher registration.
- Strong experience working with primary-aged children, with confidence supporting learning through approximately Year 9 desirable.
- Demonstrated capacity to build trusting relationships with children and young people and to work from a position of unconditional positive regard.
- Experience in trauma-informed educational practice.
- Strong knowledge of literacy and numeracy teaching and the capacity to identify important learning concepts across different ages and stages.
- Experience designing individualised and differentiated learning experiences.
- Confidence using online, digital and multimodal approaches to teaching and learning.
- Experience working with children from diverse backgrounds and/or children experiencing disadvantage, adversity, disrupted schooling or out-of-home care.
- Understanding of social and emotional learning and its relationship with children's participation in education.
- Capacity to exercise sound professional judgement in complex and changing circumstances.
- Ability to work independently while also collaborating effectively with families, case managers, teachers, schools and other professionals.
- High levels of flexibility, adaptability, patience and professional curiosity.

These requirements closely reflect the capabilities identified in the pilot design, particularly relationship-building, adaptability, unconditional positive regard, online/multimodal teaching, independent work and multi-stakeholder collaboration.

Highly desirable

- Experience working in domestic and family violence-informed settings.
- Knowledge of culturally responsive educational practice.
- Experience supporting children experiencing educational disruption or disengagement.
- Experience working across multiple year levels rather than within a single year-level classroom.
- Experience liaising with schools and supporting educational transitions.
- Familiarity with Victorian Curriculum/Australian Curriculum expectations while being able to work flexibly beyond conventional curriculum structures.

Professional support

This is a complex role and the educator will not be expected to undertake it in isolation. The proposed model includes Good Shepherd program management and case-management support, ongoing professional learning and practice supervision, together with access to Monash University expertise for curriculum, pedagogy, literacy and numeracy advice.

For further information, please contact:

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