



## PRINCE ALFRED COLLEGE

### **Role Profile:**

### **Wambana Staff Member – Outdoor Education**

**Division/Section:**

Middle School.

**Reports to:**

Director of Wambana.

**Key Relationships:**

The Wambana team, Head of Secondary School (Deputy Headmaster), Dean of Students, Year 9 Coordinator, Year 9 Pastoral Care Teachers.

**Role Purpose:**

The Outdoor Educator at Wambana has the responsibilities of leading and assisting Outdoor and Experiential Education through immersion in community, academic, spiritual and outdoor adventures, fostering growth and helping adolescent boys better manage the transition to adulthood. In exercising this responsibility, the Outdoor Educator will promote and supervise a strong experiential learning program that will effectively meet the outcomes of the Middle Years Program at Prince Alfred College. Student well-being is the key strategic priority of the role. The Outdoor Educator at Wambana is required to build a strong nexus between pastoral care, teaching and student achievement. Pastoral leadership aims to achieve, inspire and mentor students while at Wambana. Three key objectives of this position include:

1. To ensure that all students and staff are safe, regardless of their role, whilst involved in all activities related to the Wambana experience.
2. To provide an appropriate level of experiential education applicable to all Year 9 students.
3. To promote the development of excellence and participation in all classroom and outdoor activities in keeping with outdoor education industry recommended standards for best practice.

Good communication, time management, teamwork and flexibility are fundamental components of an effective Outdoor Educator at Wambana. The Director of Wambana, together with the Head of Secondary School and Dean of Students form the Wambana Executive Team.

### **Philosophy of Wambana:**

Much of the Wambana philosophy has its origins in the thinking of German philosopher and educator Kurt Hahn who was the founder of residential schools such as Salem in Germany, Gordonstoun in Scotland and the Outward Bound Program. Hahn's first model of education, with distinctive learning practices, was Salem, a co-educational boarding school. Salem represented an attempt to create a healthy environment in which young people could learn habits that would protect them against what Hahn saw as the deteriorating values of modern life. Fundamental to his philosophy, Hahn saw the need for a school separate from the traditional mainstream school system. It was thought that schools were not preparing individuals for the rigors of adult life and that mainstream education seemed to only represent a partial solution to the imbalance of human lives. Hahn's idea was an institution that was temporarily isolated from greater society. The curriculum would represent a journey involving confronting challenges and provide an opportunity for service to others. The core of Hahn's educational purpose was to conserve and strengthen the attributes of childhood into manhood. Kurt Hahn believed that the traditional school curriculum was inadequate for the total development of the child. His pedagogical philosophy and educational ideals encouraged students to establish personal goals, develop a code of responsibility, separate themselves from apathy and self-indulgence, cultivate a passion for life, work in small groups, and dedicate themselves to community service. The philosophy of the Wambana program is best summarised by the following:

#### **Purpose:**

To foster growth by helping adolescent boys better manage the transition to adulthood through immersion in community, academic, spiritual and outdoor adventures.

#### **Aims:**

- Allow students to make a connection between classroom based learning and the 'real world'.
- Use experiential education to develop knowledge and attain a sense of place.
- Immerse students in community service programs to develop a sense of 'others before self'.
- Develop social skills and appropriate behaviours
- Improve the health and fitness level of students to demonstrate the importance of a well-balanced lifestyle
- Provide for the self-fulfilment of individuals with all their differences.
- Increase student awareness of the love and care that family, friends and others have for them.
- Enable students to reflect on their experiences at Wambana and how it can bring about change.
- Allow boys to realise their potential through leadership opportunities, physical challenges and independent living
- Use the outdoor environment to develop a sense of adventure and challenge.

#### **Outcomes:**

We are confident that when a boy completes the Wambana program he will:

- Be more confident
- Show an awareness of others and self
- Have a greater appreciation of family and community
- Be capable of a greater level of maturity
- Display empathy towards others
- Have developed a growth mind-set
- Be capable of a greater level of independence
- Show initiative
- Increase physical fitness.

## Overview of Tasks:

The following is a brief overview of some of the tasks that you may be responsible for as an Outdoor Educator at Wambana. The list attempts to describe a 'day in the life' however it is by no means exhaustive and there could be changes and additions at any point during Wambana.

### 1. PAC Kent Town Professional Development Week

At the beginning of the school year you will be required to participate in the Prince Alfred College 'All staff' PD Week, during which you will:

- Attend the new staff induction day
- Attend and participate in all required meetings as decided by the Director of Wambana and the Head of Schools. These may include:
  - Meetings regarding pastoral care programs
  - The Headmasters Evening Garden Party

### 2. Wambana Professional Development Weeks

A sample of professional development may include:

- Attaining your Light Rigid Bus License
- Partaking in and completing your surf lifesaving certificate
- Learn and discuss the PAC Behaviour Management Policy
- Discuss and update Wambana Risk Management Documents with Wambana Staff
- Updating first aid certification
- Discussion on understanding male adolescent behaviour

### 3. Wambana Transition 'In' Program prior to students attending Wambana

- To partake in PAC Kent-Town meetings, including (but not limited to):
  - Case management meeting to discuss upcoming students with PAC Kent Town staff
  - First-aid refresher with the PAC school nurse
  - Parent Information evenings, during which you will be encouraged to present along with the other Wambana Staff
  - To assist in the delivery of Wambana Preparation Lessons in the classroom with the upcoming students
- Arranging the logistics of bus and trailer movements between PAC Kent Town and Wambana
- On-site PD, which may include:
  - Organising and planning the upcoming Wambana Program
  - Meetings to overview the upcoming program schedule/roster
  - Discussing the PAC Behaviour Management Policy, and other Wambana specific behavioural management plans
  - Creating lesson plans for various program activities
  - Bike maintenance
  - Organising, fixing, and maintaining other outdoor gear

### 4. Five Week Wambana Program

- To support students on a one-day sail from Port Adelaide to Port Vincent
- Cycle Tour
  - To play an active part in the 4-day cycle tour
  - To support students as needed throughout the days of the cycle tour
  - To assist in breakfast, lunch and dinner supervision

- To assist and participate in evening campfire debriefs with the support of the other Wambana Staff
- Duration of “Wardli-living” portion of Wambana
  - Partake in and supervise students during morning fitness, including runs and other sports and activities
  - To supervise and ensure the health and safety of all students during meal times and clean up
  - To assist in the delivery of daily Wambana activities (potentially including but not limited to):
    - Aquatics (surfing, sea kayaking, snorkeling)
    - Community Service (coastal care, marine debris research, etc.)
    - Cooking and baking lessons
    - Food shopping
  - To supervise students during free time and chill out, this involves being present during free time to assist students in any tasks they may be doing, circulating during chill out times, and checking student letters and journal entries after chill out time
  - To assist in evening classroom lessons when required
- Final expedition
  - To assist in the preparations for the 5 day Melrose Expedition, including preparing and delivering lessons to students on navigation, packing, and bush survival
  - To assist and supervise in the packing of student and staff gear
  - To assist in various lessons and activities at Melrose, this can include but is not limited to;
    - Melrose history lessons
    - Hutchie set-ups
    - Navigation and orienteering
    - Packing rucksacks
  - To ensure the safety and well-being of students while following them on a 12km hike
  - In collaboration with other staff, to ensure the safety and well-being of students during their 24-hour solo expedition
  - Following the expedition, to assist in the cleaning and pack-up of all gear
  - To partake in post-expedition and final program debriefs
- Other aspects of program
  - To assist in photography throughout the duration of the Wambana Program
  - To provide comment and content on the “Wambana Times” an online newspaper for parents
  - To provide guidance and feedback to students on the criteria set out in the Student Assessment Criteria Booklet

#### **5. Wambana Transition ‘Out’ Program at PAC Kent Town at the Conclusion of Wambana**

- You will assist in the preparation of material for Parent/Student meetings with each student who attended Wambana
- You will be required to contribute throughout the Student Led Conferences and interview process under the guidance of Wambana Staff
- You will clean and complete any maintenance of outdoor gear or equipment that is required
- Help with the logistics of bus and vehicle movement between Wambana and PAC Kent Town

### **Specific responsibilities include the following:**

#### ***Leadership***

- Develop a leadership that models and inspires communication, teamwork, acknowledgement of achievements, recognition and constructive feedback.
- Align values and goals to support and implement the vision and purpose of Wambana.
- Provide strategic leadership in relation to student well-being and effective teaching and learning appropriate to Wambana.
- Model best practice in pastoral care, teaching and student achievement.

#### ***Relationships***

- Establish and maintain positive working relationships with staff at Wambana and staff in the Middle School at Kent Town.
- Establish and maintain rapport and effective communication with students, parents and staff.
- Contribute to the work of the Wambana Team.
- Provide appropriate information on student well-being and academic progress in the Year group.
- Build and develop networks within the local community.
- Represent Prince Alfred College appropriately within and external to the school community.
- Participate in, and contribute to, relevant conferences and professional development programs.

#### ***Operations***

- Facilitate the effectiveness of Wambana through empowering, motivating and developing students and staff.
- Support the development of a quality focused Wambana program, establishing high standards and ensuring continual improvement.
- Be competent in the knowledge and skills related to first aid.
- Be aware of all work health and safety hazards and requirements and implement ensure that actions are taken to provide a safe workplace for staff and students.

#### ***Curriculum***

- Promote core values of the Middle Schooling.
- Take deliberate and effective steps to help students acquire a developmentally appropriate understanding of what core values mean in everyday behaviour and teach them the reasons why some behaviours are right and others wrong.
- Set clear expectations for students to engage in moral action in terms of civility, personal responsibility, good sportsmanship, helping others, and service to school and community.
- In consultation with the Director of Wambana and the relevant Academic Leaders at PAC Kent Town, ensure that all aspects of the curriculum are delivered in full.
- Plan, implement and evaluate all outdoor education activities.
- Lead, support and encourage students in the participation of community activities.

#### **Desirable Requirements:**

1. Relevant qualifications e.g. teaching qualifications, Wellbeing/Counselling, Outdoor Qualifications E.g. Certificate IV in Outdoor Recreation.
2. Senior First Aid Certificate.

3. Excellent professional knowledge and understanding of working in a remote team environment.
4. Outstanding communication and listening skills.
5. Ability to work collaboratively and build positive and productive relationships with all staff to support the achievement of the College's Strategic objectives.
6. A strong understanding of the developmental needs of young men in the Middle School.
7. A strong empathy with Year 9 adolescents.
8. A strong understanding of the factors influencing student well-being and performance at Year 9.
9. Demonstrated ability to be flexible, resilient and empathetic, with a sense of humor.
10. A knowledge of best practice wellbeing programs and supports for adolescents.
11. Experience in delivering outdoor experiences in a similar context as Wambana.
12. Additional relevant qualifications or certifications, such as Bushwalking, Surfing, Cycling, etc.
13. Light Rigid Bus License.
14. Wilderness First Aid Certificate

## **Tenure: 2022**

### Professional Development

Thursday 20<sup>th</sup> January – New staff induction day

Monday 24<sup>th</sup> January (Kent Town PD day)

Tuesday 25<sup>th</sup>, Thursday 26<sup>th</sup> & Friday 27<sup>th</sup> January (Wambana PD)

### Program 1:

Monday 7<sup>th</sup> to Thursday 10<sup>th</sup> February (Transition In)

Sunday 13<sup>th</sup> February to Saturday 19<sup>th</sup> March (Wambana Program)

Tuesday 22<sup>nd</sup> March (Student Led Conference)

(Rostered Days Off will be scheduled throughout the program)

### Program 2:

Monday 11<sup>th</sup> to Thursday 14<sup>th</sup> April (Transition In)

Sunday 1<sup>st</sup> May to Saturday 4<sup>th</sup> June (Wambana Program)

Tuesday 7<sup>th</sup> June (Student Led Conference)

(Rostered Days Off will be scheduled throughout the program)

### Program 3:

Monday 1<sup>st</sup> to Thursday 4<sup>th</sup> August (Transition In)

Sunday 7<sup>th</sup> August to Saturday 10<sup>th</sup> September (Wambana Program)

Tuesday 13<sup>th</sup> September (Student Led Conference)

(Rostered Days Off will be scheduled throughout the program)

### Program 4:

Monday 26<sup>th</sup> to Thursday 29<sup>th</sup> September (Transition In)

Sunday 16<sup>th</sup> October to Saturday 19<sup>th</sup> November (Wambana Program)

Tuesday 22<sup>nd</sup> November (Student Led Conference)

(Rostered Days Off will be scheduled throughout the program)

### **Remuneration:**

Based on 141 days of scheduled work

Accommodation and meals provided