

Student & Youth Representatives Wanted!



Express your interest via the QR code
Any questions contact:
zinny@equityalliance.com.au

Join Our Leadership Council



Education
Equity
Alliance

What: Become a representative on EEA's Leadership Council to work collaboratively with teachers, school leaders and key education sector organisations to drive priorities for a fairer education system.

Who: Victorian based young people aged 16–21 with lived experience of educational inequity and passionate about improving the system for greater education equity for all.

Please read attached Position Description and Leadership Council Terms of Reference to find out if this is the right opportunity for you.

Position Description: Student & Youth Leadership Council Representatives



The EEA Collective

Please note, this Position Description should be read in conjunction with the Leadership Council Terms of Reference.

1. Term of Appointment

2 years (commencing September 2025)

2. Remuneration

Alongside all expenses paid, representatives will receive \$40 per hour for any time spent participating in Council activities.

3. Location

Hybrid combination of online and in-person activities (Melbourne CBD). Support will be available to enable rural and regional students to participate in in-person activities.

4. Key Contact

Zinny Hunt – Student Engagement Lead
zinny@equityalliance.com.au

5. Purpose of the Student and Youth Representative Role

Student Representatives will work **alongside** Teacher & School Leader Representatives and Member Representatives to guide the work of the [Education Equity Alliance's Collective](#). The Collective brings together students, teachers, and the third sector¹ to work towards achieving a more equitable² education system.

¹ **Third Sector:** Non-Profit/Charity Organisations

² **Equity:** refers to the level of fairness within a system. Recognises that not all people receive the same access and supports, opportunities based on their background.

Current and recent student voices will provide a critical input in shaping collective action toward systems change³ for education equity. They bring their first-hand insight and experiences of our education system at its current state and contribute to the council's understanding of the barriers and opportunities within the education system. There will also be opportunity for Student Representatives to gather the input of the wider student community.

6. Key Responsibilities

Key responsibilities to be undertaken by the Student and Youth Representative include:

- Consistently engage in Council activities **(see Appendix 1)**
- Support and learn from one another, building genuine partnerships to strengthen collective impact on education equity
- Draw upon lived experience (including perspectives of their cohort) to inform Council decisions and discussions. Council members will also support the gathering of further perspectives as required.
- Collaborate to identify priorities and to co-design strategies, activities, and responses that address systemic barriers to education equity from diverse viewpoints
- Review and advise on initiatives
- Shape community-led strategies and advocacy efforts

7. Eligibility Criteria

Student Representatives **must**:

- Be aged 16–21 at the time of applying
- Have attended a low-SES school in Victoria (an ICSEA⁴ score below 1000 on the [MySchool](#) website)
- Have lived experience of inequity in our education system
- Have an understanding and have demonstrated care for how students and teachers are currently experiencing equity within the education system
- Be passionate about improving the education system for greater equity
- Be comfortable collaborating in a group setting
- Be able to listen and learn from diverse perspectives and experiences

³ **Systems change:** transforming entire interconnected systems, not just individual components, to achieve lasting and widespread positive outcomes

⁴ **ICSEA:** A scale that measures the socio-educational advantage of students in a school. It's used to make fair comparisons between schools and assess how well a school's NAPLAN results compare to similar schools with comparable student backgrounds

- Be able to commit to regular meetings and activities for the duration of the role
- Have a current [Working with Children Check](#) (if 18+)

In addition, **we are actively seeking** Student Representatives who:

- Have a range of experiences of engagement in education
- Will contribute a range of knowledges, skills and attributes to the leadership council
- Reflect the diversity and intersectionality of priority cohorts (including Aboriginal and Torres Strait Islander; culturally and linguistically diverse; LGBTQIA+; regional, rural and remote; learning disabilities; out of home care; youth justice)

Appendix 1: Leadership Council Activities

The following are the activities Student and Youth Representatives of the Leadership Council are expected to participate in:

Activity	Purpose	Frequency	Participation
Leadership Council specific			
Capacity building workshops	To build collective leadership, systems thinking, power sharing, and advocacy skills.	2 x full days	Leadership Council Representatives
Leadership Council meetings	To collaboratively set the Collective's priorities; To provide input into the Collective's activities; To oversee advocacy activities	Quarterly	Leadership Council Representatives
Student Forums	To provide a space for Student and Youth Leadership Council Representatives to engage in relationship-building and capacity-building	Monthly	Student and Youth Representatives only
Government engagement	To share The Collective's activities, learnings and output with government	As required	Leadership Council Representatives (Optional)
Leadership Council AND Collective Member Organisations			
Quarterly Forums	Share updates from ALGs and get input from the Collective; Share updates from Leadership Council and get input of the Collective; Sector updates	Quarterly	Leadership Council Representatives (Optional) Collective member organisations
Annual Summit	To share output of ALGs with members and wider education sector; To provide input into next priorities of the Collective	Annually (July 2026)	Leadership Council Representatives Collective member organisations

Leadership Council

Terms of Reference



The EEA Collective

This document outlines the terms of reference for the EEA Collective's Leadership Council. Its primary purpose is to guide the work of [The Collective](#) – a growing collective of third sector¹ organisations who provide support and services to students and teachers working collaboratively and systemically to improve education equity.

1. Leadership Council Purpose

The Leadership Council brings together a diverse range of expertise and experience, with the core function to guide the work of The Collective. Representatives will come together to work towards The Collective's purpose of achieving a more equitable education system (as outlined in The Collective's Membership Charter), including:

- Determine and guide the priorities of The Collective
- Contribute to planning the activities of The Collective
- Coordinate advocacy to be undertaken by the Collective

2. Leadership Council Participants

The Leadership Council will include representatives of The Collective's member organisations, as well as teachers & school leaders and students/recent students. These respective groups will bring their critical lived experience and expertise to inform collective decision-making regarding the key barriers and opportunities for the education system to shift education inequity.

2.1 Member Representatives

We will be joined by up to 8 representatives from member organisations of The Collective. A list of current members is accessible on our [website](#).

2.2 Teachers & School Leaders

We will be joined by up to 8 teachers and school leaders from low-SES school communities (ICSEA² below 1000) across Victoria.

2.3 Student and Youth Representatives

We will be joined by 8–10 students and youth aged 16–21 with lived experience of inequity in our education system.

¹ **Third sector:** Non-Profit, For Purpose and peak body organisations supporting schools and students

² **ICSEA:** A scale that measures the socio-educational advantage of students in a school. It's used to make fair comparisons between schools and assess how well a school's NAPLAN results compare to similar schools with comparable student backgrounds

3. Roles

Leadership Council Chair and other roles to be decided collaboratively by representatives during the formation of the Council.

Secretariat support to the Leadership Council will be performed by the Education Equity Alliance.

4. Responsibilities

Leadership Council members will:

- Consistently engage in Council activities **(see Appendix 1)**
- Support and learn from one another, building genuine partnerships to strengthen collective impact on education equity
- Draw upon lived experience (including perspectives of their cohort) and professional expertise to inform Council decisions and discussions. Council members will also support the gathering of further perspectives as required.
- Collaborate to identify priorities and to co-design strategies, activities, and responses that address systemic barriers to education equity from diverse viewpoints
- Review and advise on initiatives
- Shape community-led strategies and advocacy efforts

5. Power Sharing

The EEA Leadership Council is committed to intentionally sharing power, ensuring all members—especially students and those with lived experience—have an equal voice in shaping our work.

Our Commitments:

- **Genuine Collaboration:** We move beyond tokenism to foster shared decision-making. Students, teachers, and all other representatives will be involved in setting priorities, shaping strategies, and contributing to key decisions.
- **Equal Value for All Expertise:** Lived experience is valued alongside professional and academic knowledge. All perspectives are respected and contribute to shaping our collective work.
- **Inclusive and Safe Participation:** Council spaces will be inclusive, trauma-informed, and designed to minimise barriers to participation. We aim to create a psychologically safe environment where all members feel respected and heard.
- **Ongoing Reflection and Improvement:** We will regularly review how power is shared within the Council, seek feedback, and adapt our practices to strengthen equitable participation.
- **Transparency:** We will be transparent about the level of influence and power representatives will have in any given activity or decision-making process. We will be open regarding all operations surrounding the Leadership Council.

[Note: once established, the Leadership Council will work collaboratively to develop further shared norms for power-sharing]

6. Decision-Making Authority

All Leadership Council representatives have an equal voice in shaping priorities and actions. The leadership council will participate in a collaborative decision-making process when reviewing initiatives and shaping responses to systemic inequity.

[Note: once established, the Leadership Council will determine its collaborative decision-making model, including how it seeks the input of the wider Collective.]

7. Support and Development

- Representatives will receive ongoing support as needed from a mentor
- At the beginning of their term, the Leadership Council will participate in a professional development program to build collective leadership, systems thinking, power sharing, and advocacy skills
- The council will be supported by an expert coach for all key activities across its first year of operation
- Council representatives will have the opportunity to engage directly with policy makers

8. Code of Conduct & Child Safety

All members are expected to participate respectfully, uphold confidentiality, and contribute constructively in accordance with the EEA's Leadership Council Code of Conduct (under development).

All members will also comply with the Education Equity Alliance's child safety policy.

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