

## POSITION DESCRIPTION

<b>Position Title</b>	School Readiness Training Coordinator
<b>Program</b>	Early Childhood Education and Care
<b>Employment Status</b>	Various Roles Available including Fulltime & Parttime
<b>Tenure</b>	2 Year Fixed Term
<b>Classification</b>	Kids First EBA Level 7
<b>Position reports to</b>	Early Childhood Education & Care Model Lead
<b>Location</b>	Thomastown based (Wurundjeri Country) with some travel required to Kids First services.

Kids First is a child, youth and family services provider and early years education specialist. We have proudly been at the heart of community care in Victoria since 1896.

Our proud history is matched with a progressive mindset as we continually deliver Australian-first and sector leading programs designed to strengthen family relationships, support healing and recovery from trauma and set children and young people up for brighter futures.

We nurture an inclusive and rewarding culture that attracts and retains talented people, bound to a common purpose. Built on our legacy of more than 125 years of community service, we actively support our people to make a significant difference to the lives of children, young people and families. Every. Single. Day

Kids First is a child safe organisation and is committed to maintaining a child safe environment for children and young people who access our services.

As an Equal Opportunity employer, we respect and value diversity and inclusion. We welcome everyone to apply, regardless of age, ethnicity, cultural background, gender, sexual orientation, religious affiliation, and physical ability. Reasonable adjustments will be made for people with disabilities where operationally viable.

### Our Purpose

Every day we will work together to improve the life trajectories of children and young people, and maximise positive outcomes for them and their families.

### Our Values

Our HEART values encapsulate the way we work together and partner with children and families to bring positive and sustainable outcome



**Hope**  
We believe that change is possible and achievable



**Empowerment**  
We build on people's strengths and support their ability to make positive changes in their lives



**Accountability**  
We are open and transparent in everything we do



**Respect**  
We value all people



**Trust**  
We act in an ethical, inclusive, professional and open manner

## Position Purpose

In 2019, Victoria commenced the rollout of a needs-based funding initiative aiming to reduce the impact of educational disadvantage on children's learning and development outcomes. This is called the School Readiness Program, and it provides a funding boost to kindergartens to help more children to start school developmentally on track. The funding enables individual kindergartens to purchase specialised services approved by the Department of Education. Kids First Australia provides training packages specifically designed to support families experiencing trauma and vulnerability thereby enhancing current Early Childhood Education and Care programs and outcomes for children.

**The primary purpose of the School Readiness Training Coordinator – Early Childhood Education and Care position is to:**

- Coordinate the provision of all trauma-informed training packages to services across Victoria including Professional Consultation and Coaching to Teachers and Educators in the field.
  - Support the growth and development of the program which will allow additional training coaches to be recruited.
  - Provision of supervision to any new coaches employed.
- Ensure all trainings provided are up to date with the latest research, and evidenced based strategies and supports for families, children, and educators.
- Utilise face to face/online or hybrid sessions to Early Childhood Education and Care services to support the provision of training packages to a range of professional settings and geographical locations.
- Promote the program utilising and attending a variety of networks across the sector.

In addition to the School Readiness Training menu, this program also receives requests for training through flexible support packages and privately funded Services requesting professional development for their teams. There is increasing demand for these funded streams allowing opportunity for significant growth of the program.

### **Early Years Education Program:**

The Kids First Early Years Education Program (EYEP)<sup>TM</sup> - Kindergarten Model is a trauma-informed approach that combines high-quality education with integrated family support services, focusing on early intervention to ensure children are happy, well-adjusted learners, and ready for school.

The Early Years Education Program- Kindergarten Model (EYEP-KM) will commence rollout to Early Childhood Education and Care services shortly and this program will require additional training options, webinars, consultations and service observations to support external Early Childhood Education and Care Services to implement the EYEP model into their everyday way of working.

## Organisational Relationships

Supervisor	Early Childhood Education and Care Model Lead
Direct Reports	Coaches/Training
Internal Relationships	<ul style="list-style-type: none"><li>• Chief Executive Officer</li><li>• Director Early Childhood Education and Care</li><li>• Early Childhood Education and Care Area Leads</li><li>• Pedagogical Practice Lead</li><li>• General Manager, Growth and Strategic Projects</li><li>• Direct Reports</li><li>• All staff</li></ul>

External Relationships	<ul style="list-style-type: none"> <li>• Key Stakeholders including Early Childhood Education and Care providers, Department of Education &amp; Training, vulnerable children and their families.</li> <li>• Professional networks and funding agencies</li> </ul>

## Key Responsibilities

### Program Leadership

- Develop and deliver tailored training and support packages across Victoria to teachers and educators to increase their understanding of trauma informed practice and the Early Years Education Program (EYEP) model to implement the knowledge and skills from the trainings and support into their everyday practice with families and their children.
- Ensure that the menu offerings are relevant to the market in consultation with Early Childhood Education and Care Model Lead, and the General Manager of Early Education and Care to ensure that all targets for this program are met in a timely manner
- Ensure that the service offerings are contemporary, the research is up to date and strategies and supports for families and their children are cutting edge.
- Provide consultancy and coaching to teachers and educators to build safe and supportive learning environments for children to enhance their social and emotional readiness for school.
- Consult and develop plans with teachers and educators which support children in the development of social and wellbeing skills including emotional and social regulation.
- Ensure skills and knowledge of research and clinical practice relating to children and violence, resilience and recovery are at cutting edge.
- Proactively contribute to program developments and improvements.
- Participate in family meetings when required to support the needs of vulnerable children and families.
- Other tasks as directed by senior leadership.

### Consultancy

- Provide face to face consultations in the classroom with the children, their families, teachers, and educators to support any emerging or identified needs.
- Support teachers and educators with individualised practical strategies to support specific children and their families experiencing vulnerability and requiring additional support.
- Support teachers and educators with critical conversations with family members regarding their circumstances and possible additional supports required for them or their child.

### Coaching

- Coach and support early childhood teachers and educators to have critical conversations with families regarding their concerns about children to support change.
- Support kindergartens to Increase access and participation for children experiencing barriers to attendance
- Provide Early Childhood Education and Care Teachers, Educators/ or professionals reflective practice to ensure individuals' practice and approach promotes a safe and supporting learning environment for all children in their care.
- Supervision of any additional School Readiness Training facilitators or consultants

### Stakeholder Relationships

- Foster collaborative relationships with community service organisations, Department of Education (DE), Department of Families, Fairness and Housing (DFFH), health providers, specialist programs and other professionals and key stakeholders regarding the support needs for children.
- Foster collaborative partnerships with key stakeholders, including kindergartens, schools, family services, allied health professionals, local government, the DE & DFFH.
- Participate in regular supervision and Early Childhood Education and Care senior team meetings as required.
- Develop and maintain collaborative relationships with colleagues.

### Communication, Engagement & Reporting

- Keep up to date and accurate records to reflect expressions of interest, quotes, invoicing, bookings etc.
- Communicate effectively with services, networks, key stakeholders and Kids First Australia team members including raising relevant issues arising from any training delivered.
- Promote and coordinate the school readiness program ensuring annual KPI's are met.
- Provide a monthly report to the Early Childhood Education and Care Model Lead
- Review the model annually in terms of costing and material.

### Quality and Risk Management

#### OHS

- All Kids First employees have a personal responsibility to work safely and to abide by the legislation, rules and established safe work practices that govern safety in the workplace.

## Capability Framework – key selection criteria

Formal Qualifications	<u>Mandatory</u> <ul style="list-style-type: none"> <li>• Qualification in Early Childhood Education</li> <li>• Certificate IV in Workplace Training &amp; Assessment</li> </ul> <u>Desirable</u> <ul style="list-style-type: none"> <li>• Tertiary qualification in Social Work, Psychology, Teaching or another relevant field</li> </ul>
Skills & Experience	<ul style="list-style-type: none"> <li>• Minimum 5 years' experience in providing high quality education and training programs, focused on trauma informed models and practice, across the Child and Family Services or Early Childhood Education and Care sectors.</li> <li>• Demonstrated experience in designing training packages that evidence best practice whilst also meeting the needs of the market and target audience.</li> <li>• Demonstrated knowledge and experience of the Early Childhood Education and Care sector (kindergarten and centre based care).</li> <li>• Demonstrated knowledge of the best practice models and theories relating to children, families, trauma, violence or abuse.</li> <li>• Demonstrated ability to deliver a successful fee for service offering.</li> <li>• Demonstrated coordination skills, and the ability to work within a changing environment.</li> <li>• Experience in supervision of staff</li> <li>• Ability to monitor and ensure the quality of work, including collation and analysis of evaluation data.</li> <li>• Demonstrated commitment to working collaboratively with capacity to negotiate and liaise with a range of people and organisations.</li> </ul>

	<ul style="list-style-type: none"> <li>• Proven ability to work autonomously, use initiative and take responsibility appropriately with a high level of emotional intelligence.</li> <li>• Excellent organisational skills (time management, efficiency, and attention to detail)</li> <li>• Well-developed communication skills, including presentation and report writing.</li> </ul> <p>Experience working in programs with a focus on children in the early years (desirable)</p>
<b>Other Selection Criteria</b>	<ul style="list-style-type: none"> <li>• Hold a current drivers' licence.</li> <li>• Capacity to provide some afterhours trainings sessions due to the nature of the Early Childhood Education sector.</li> <li>• Current Victorian Working with Children Card</li> <li>• Willingness to undertake a Police Check</li> <li>• A good understanding of or willingness to learn about Aboriginal culture, values and protocols and a demonstrated capacity to work in a culturally informed and respectful manner.</li> </ul>

### Inherent Physical and Psychological Demands

Activity	Frequency – Daily Regular Occasional
Managing competing priorities	Daily / Regular
Driving	Daily / Regularly
Attending external locations	Daily / Regular
Possible confronting situations with family & children (sometimes of sexual, abusive, abuser traits nature) which may trigger some individuals	Regular / Occasional
Exposure to families that are experiencing family violence	Regular / Occasional