Contact Liaison Officer

POSITION OVERVIEW

<table>
<thead>
<tr>
<th>Title</th>
<th>Contact Liaison Officer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classification and Level</td>
<td>ECA Classification: Level 4 Step 1-4</td>
</tr>
<tr>
<td>Section</td>
<td>Be You Bushfire Recovery</td>
</tr>
<tr>
<td>Reporting to</td>
<td>Be You Bushfire Recovery Manager</td>
</tr>
<tr>
<td>Delegation/Supervision</td>
<td>This position does not have supervisory responsibilities or delegations</td>
</tr>
<tr>
<td>Clearance requirements</td>
<td>Working with Vulnerable People Registration and other background checks as required in accordance with ECA’s policies.</td>
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</tbody>
</table>

OUR VISION: EVERY YOUNG CHILD IS THRIVING AND LEARNING

About Early Childhood Australia

Early Childhood Australia (ECA) has been operating since 1938. Our vision is ‘every young child thriving and learning’. To achieve this vision, we champion the rights of young children to thrive and learn at home, in the community, within early learning settings and through the early years of school.

Our work builds the capacity of our society and the early childhood sector to realize the potential of every child during the critical early years from birth to the age of eight. ECA specifically acknowledges the rights of Aboriginal and Torres Strait Islander children and their families, and the past and current injustices and realities for them around Australia.

Everything we do is founded on our values:

- **Respect**: we demonstrate our respect for children, families and professionals.
- **Leadership**: we are courageous in promoting the rights and voice of young children.
- **Integrity**: our work is based on evidence and expertise; it is always ethical and transparent.
- **Equity**: we believe in social justice and equal opportunity

**ECA’s Strategic Plan (2017–2020)** outlines the future direction of the organisation and what we stand for. It contains five strategic priorities:

1. Speak up for children
2. Build social capital
3. Champion quality in early education
4. Lead & inspire professional learning
5. Position ECA for long term success

More information can be found on our website: [www.earlychildhood.org.au](http://www.earlychildhood.org.au)

We hope that you will be inspired by our priorities and values, and that you will be a key part in the success of Early Childhood Australia.
Be You Bushfire Response Program

The Be You Bushfire Response Program is an education sector-specific program that builds on the Be You initiative to support the educators and support staff working in early learning services and schools affected by the bushfire crisis by building their capacity. On 17 January the Commonwealth Government announced it would commit $8 million to Beyond Blue to deploy targeted, hands-on support to educators through this new initiative.

This funding package allows Be You to provide additional support to educators working in early learning services and schools in bushfire affected areas. Specifically, this funding will focus on:

- Working with schools and early learning services in current bushfire affected areas and related stakeholders to determine immediate and longer-term local needs
- Recruiting Contact Liaison Officers specifically to support bushfire affected communities
- Running evidence-based training for educators so they know what to look out for and how to support children and young people who may experience bushfire-related trauma and distress
- Providing evidence-informed, practical information for families
- Helping educators navigate and connect families to mental health services.

Beyond Blue will work with Early Childhood Australia and headspace to implement this program.

About Be You

Be You aims to transform Australia’s approach to mental health in early learning early learning services and schools. Our vision is for an education system in which every learning community is positive, inclusive and resilient, and where every child, young person, educator and family can achieve their best possible mental health.

Be You is a single, integrated national initiative to promote mental health from birth to 18 years. Be You empowers individual educators, helping them to develop valuable mental health skills and knowledge, while also providing an effective model for implementing a whole learning community approach to mental health and wellbeing.

Beyond Blue is responsible for the development of an integrated mental health framework for early learning services and schools. This framework has been developed in collaboration with Be You implementation partners Early Childhood Australia and headspace, content experts and specialists, and educators, and is developed based on educational and digital best practice methodologies.

Be You provides early learning services and schools with a contemporary, interactive online platform of engaging evidence-based information, professional mentoring and support.

Position Summary

The Contact Liaison Officer will work within a team at Early Childhood Australia to deliver both place-based and online (when required) a range of supports and services to educators, early learning services and schools and their learning community members. Collaborating with the Contact Liaison Officers at ECA/headspace, this role will work in bushfire affected priority regions to undertake the following functions (and as determined by regional needs):

- local area service mapping
- engaging with a range of critical stakeholders to align with and enhance our work on the ground
- work with priority identified schools and early learning services to support their recovery plans, connections to required localised services and with trauma training and information
• offer trauma training and information across regions and local learning communities based on a plan informed by need and community readiness.

Reporting structures

The Contact Liaison Officer reports to the Bushfire Recovery Manager and from time to time will receive direction from other managers within the Be You initiative. They will work collaboratively with Bushfire Recovery team, with the broader Be You and Early Childhood Australia teams.

Key strategies and focus areas

**Human Resource**
• work in identified geographic regions
• using existing local knowledge and connections
• highly trained and supported workforce

**Trauma Training**
• Provision of Trauma Training to school and early learning service communities in partnership with leading experts in the field of community trauma – Emerging Minds

**Recovery Planning (18 months)**
• Support the development of a recovery plan.
• Ensure recovery plan links strongly with Quality Improvement plan where appropriate

**Service Map**
• Mapping of services available to early learning services and schools.

Key Responsibilities

1. **Human Resource**
• Actively engage with identified services within the allocated geographical areas.
• Identify and monitor needs of individual services and schools within broader community needs to determine a time frame for support.
• Facilitate an ongoing, whole of learning community, continuous improvement approach.
• Use ICT technology and associated systems to assist with the undertaking of Be You Bushfire Recovery implementation.
• Keep informed of updates to the Be You website, professional learning, resources and promotional activity. Continuously applying updated approaches and resources.
• Keep abreast of changes and activities with the sector that may impact on services and schools capacity to effectively participate in Be You and in particular Bushfire Recovery Initiative.

2. **Trauma Training**
• Identify appropriate timelines for the delivery of Trauma Training for individual services and schools considered within the broader community need.
• Deliver Trauma informed training to early learning services and school communities using the Trauma Toolkit from Emerging Minds.
• Training will be delivered onsite and online that meet the identified needs of individual services and networked early learning communities.

3. **Recovery Planning**
• Support early learning services and schools to develope of a recovery plan that covers, short term, medium term and long term.
• Ensure the recovery plans take into account local context
• Follow all identified processes for recording data understanding that this is an essential part of implementation support.
4. Service Map

- Development and provision a comprehensive map of the wellbeing and other recovery available to their community
- Provide information to early learning services and schools at their point of need

5. Quality Improvement

- Engage in the full range of professional learning opportunities. Maintain up-to-date knowledge on current early childhood theory and practice, and mental health and wellbeing practices.
- Continually improve and apply digital literacies, mentoring and facilitation skills.
- Collect and maintain required data in accordance with set processes. Use appropriate tools to manage data as required by a consultant.
- Adhere to existing working practices, methods, procedures as defined within Be You and relevant ECA policies, guidance and work plans.
- Actively participate in and contribute to assigned internal and external working groups for the purpose of quality improvement.
- Use appropriate channels to communicate experiences to inform ongoing quality improvement.
- Contribute to content development and review as requested.
- Work effectively within identified parameters with the Be You Team and partners including participation in national meetings as required.

Selection Criteria

- Knowledge and experience in the areas of child and youth development and children’s and young people’s mental health.
- Experience of working effectively as part of a virtual team, and in cross-functional workplace teams, to achieve outcomes to meet contract deliverables.
- Knowledge and understanding of the operation and work of early learning services, school aged care services and schools.
- Experience working from a community development approach to building capacity in educators, vulnerable communities and those experiencing trauma and recovery from crisis (e.g. bushfires).
- Demonstrated leadership in working within and across service/school development and change.
- Experience in facilitation and mentoring to support both online and onsite professional development for early childhood, school, health professionals and/or community members.
- Competent in the use of information and communication technology required to support virtual and onsite connections with colleagues and external stakeholders. Ability to troubleshoot in the online space.
- Commitment to social justice including an understanding of diversity and inclusion in the context of early learning services and their communities / schools.
- Demonstrated ability to plan, prioritise and manage workload within competing timeframes while working within defined parameters of the funded initiative.
- Proven ability to work effectively in a context of innovation as influenced by expectations of an initiative.
- Commitment to working in a national virtual team using an online and onsite approach for service delivery that is sustainable and supports regional needs as well as national needs.
- Capacity to work full-time.

Note: Candidates who do not address the selection criteria will not be considered for this role.
General Conditions of Employment

- The salary for this role Level 4, Step 1 - 4 as per Early Childhood Australia’s Enterprise Agreement and sets out all applicable terms and conditions of your employment. Salary packaging is available.
- All positions are full-time.
- The role is affixed term position from appointment till June 30, 2021.
- The position is full time 37.5 hours per week primarily during business hours 9am – 5pm. Out of hours work will be required from time to time.
- The position will involve travel to attend meetings associated with the development delivery and implementation of Be You.
- The duty statement and performance will be reviewed at the end of the 3 month probationary period then annually.
- ECA is an equal opportunity employer and welcomes applications from Aboriginal and Torres Strait Islander persons.
- Applicants must be located in and have a genuine right to work in Australia.

Key performance Indicators

Due to the impact of COVID-19 on the delivery of the Bushfire Recovery Program and the subsequent evolving delivery strategy the following Key Performance Indicators have been developed initially for the first 3 months of delivery and will be reviewed at the appropriate point in time.

Commencement till June 30, 2020

1. Participate in staff training and ensure competency in the delivery model of Be You and the Bushfire Recovery model
2. Identify and prioritise services as highly impacted, medium, low impact (need the correct terminology here)
3. Establish connections and identify key contacts with services and communities
4. Identify clusters or networks eg governing bodies, local government
5. Communicate and collaborate as required to support services from assigned geographic areas already participating in core Be You