



Early Childhood Australia

A voice for young children

POSITION DESCRIPTION

Position Details	
Title	NT IA Inclusion Professional
Program	Inclusion Support Program (ISP)
Classification and Level	ECA Enterprise Agreement
Reporting to	Inclusion Professional Southern Region Manager
Delegation/Supervision	None
Clearance requirements	Working with Vulnerable People Registration/Ochre Card and other background checks as required in accordance with ECA's policies.
Date approved	May 2021
Date reviewed	October 2021

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 (2021-2024) outlines the future direction of the organisation and what we stand for. It contains five strategic priorities:

1. Speak up for children
2. Collaborate for impact
3. Champion 'beyond quality' in early education
4. Lead & inspire professional learning
5. Be sustainable and effective

More information can be found on our website: 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

Employment Context

Early Childhood Australia NT is funded by Australian Government funding to operate the Inclusion Agency in the Northern Territory (NT IA). The NT IA supports ECEC services to improve their capacity and capability to provide quality inclusive practices, address access and participation barriers to include children with additional needs alongside their typically developing peers'. NT IA also provides parents or carers of children with additional needs with access to appropriate and inclusive ECEC services that assist those parents or carers to increase their activity including work, study and training. (ISP Guidelines p.8).

The ISP is underpinned by a set of guiding principles that include: access, participation, strength-based approach, child-centric, national consistency, integrated approach, continuous capability development and resilience and workforce participation. (ISP Guidelines, p.8).

Position Purpose

Inclusion Professionals (IPs) support Early Childhood Education and Care (ECEC) services that have been approved by the Department of Education, Skills and Employment (DESE) for the provision of the Child Care Subsidy (CCS) under Family Assistance Law. The purpose of the support provided is to increase educator capacity and capability to embed inclusive practices within their service. They work to promote a clear understanding of inclusion, which focuses on all children being seen as capable and contributing in their environment.

The position involves working closely with other NT IA team members and nominated stakeholders to deliver inclusion support that is flexible and responsive to the needs of ECEC services, educators and parents within the jurisdiction and in accordance with current ISP Guidelines.

In this position, the IP will work collaboratively with ECA NT to optimise support to services through planning and implementing strategies together to make best use of resources and expertise. IPs will identify the strengths, capacity and capability of educators to ensure that service delivery is relevant to service and educator needs and represents 'best practice'.

The position is based in Alice Springs NT and will require extensive travel overnight across a number of consecutive days, including to remote communities by car, plane and light aircraft.

Reporting structures

The Inclusion Professional Northern Region reports to the Inclusion Professional Southern Region Manager.

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Key Responsibilities

1. General

- 1.1 Represent ECA NT in a manner that is consistent with the ECA Mission, Values, Code of Ethics, Code of Conduct and Rules of Engagement
- 1.2 Provide practical assistance and opportunities for professional learning to educators re the principles of inclusion, best practice and in areas of personal expertise, both in-person and remotely.

2. Knowledge and skills

- 2.1. Thorough understanding of inclusion and integration in early/middle childhood
- 2.2. Current knowledge of the early/middle childhood sector including knowledge of the National Quality Framework, EYLF and other early/middle childhood related frameworks and curriculum
- 2.3. Capacity to share inclusion practices and provide innovative solutions
- 2.4. Sound knowledge of child development
- 2.5. Effective oral and written communication skills that enhance a collaborative and capacity building approach in working with ECEC educators
- 2.6. Facilitate change through the use of reflective practice and a strengths-based approach
- 2.7. Implement adult learning principles
- 2.8. Have an understanding and competence in working in across cultural and Indigenous community context
- 2.9. Work independently as well as within a team
- 2.10. Work with required timeframes
- 2.11. Ensure flexibility and adaptability to respond positively to change within the work environment
- 2.12. Ability to use IT including a variety of databases
- 2.13. Develop and deliver online and face-to-face workshops/webinars

3. Build capacity, capability and facilitate change

- 3.1. Build respectful and collaborative relationships with ECEC services and educators
- 3.2. Utilise the inclusion support framework/s to assess service capacity and capability to guide their work with services and educators
- 3.3. Support services to engage in ongoing reflective practise and continuous improvement through the development of a Strategic Inclusion Pan (SIP)
- 3.4. Work in innovative and collaborative ways to develop resources and facilitate activities that challenge educators thinking and practice around inclusion for all children
- 3.5. Support services to access information and resources in response to identified needs
- 3.6. Assist ECEC services to review and/or develop inclusive philosophies, policies and practices
- 3.7. Assist ECEC services to link with relevant community groups, services and organisations
- 3.8. Support educators to work in partnership with families and early intervention professionals to advocate for inclusive practices within the ECEC environment.
- 3.9. Support ECEC services to be aware of, and navigate changes in the ECEC sector as they occur

4. Service Delivery

- 4.1. Respond promptly to all requests and referrals for inclusion support from ECEC services
- 4.2. Support educators to develop a SIP as the first step in accessing support through the ISP

- 4.3. Plan visits and contacts with all ECEC services regularly to promote inclusion and the supports available through the ISP
- 4.4. Support services to access the resources available through the ISP and within their communities
- 4.5. Actively promote the ISP within the community, advocate for quality inclusive practices for all children and utilise data management programs to manage workflow, service provision and record key performance indicators (KPIs) for reporting.

5. Professionalism

- 5.1. Engage in professional reflection and continuous improvement strategies to increase skills and maintain currency
- 5.2. Keep up to date with current developments in the early and middle childhood
- 5.3. Undertake professional learning to further develop skills and practices relevant to the IP position
- 5.4. Contribute to the writing and implementation of NT IA's annual Workplan and reporting documentation
- 5.5. Provide contributions to newsletters, network meetings and professional learning activities
- 5.6. Maintain confidentiality as per ECA NT policy
- 5.7. Comply with all other organisational policies and procedures relevant to the position
- 5.8. Actively contribute to creating and maintaining a positive ECA NT work environment by working as a team to achieve best outcomes for ECEC services, educators, families and other stakeholders.

Selection Criteria

Qualifications

- Tertiary qualifications in education (early/middle childhood) with relevant sector experience

Essential

- Demonstrated experience and knowledge of inclusive practice in relation to all children
- Demonstrated experience and competence in working in across cultural contexts, including Aboriginal and Torres Strait Islander communities and working with culturally and linguistically diverse ECEC educators
- Effective oral and written communication skills
- Ability to facilitate change through the use of reflective practice and a strength based approach
- High level competence in the use of information technology including data bases
- Current full Australian driver's license and a comprehensively insured, registered motor vehicle
- Demonstrated experience in remote travel, including driving on sealed and unsealed roads
- Ability to travel, including to remote communities, by 4WD vehicle or light aircraft and stay multiple nights
- Current NT Working with Children Approval (NT Ochre Card), Senior First Aid
- Under the NT Chief Health Officer Direction No. 55, this position requires the incumbent to be fully vaccinated against COVID-19.

General Conditions of Employment

Conditions

- The ECA Enterprise Agreement sets out all applicable terms and conditions of your employment.
- The role is fixed-term, full-time (37.5 hours per week).
- The position is based in Alice Springs - service area NT Southern Region.