



POSITION TITLE	Access to Early Learning – Family and In Home Learning Support Worker
AWARD AND CLASSIFICATION	Wodonga City Council Enterprise Agreement 2021 to 2023 Band 4
DIRECTORATE	Community Development
BUSINESS UNIT	Early Years and Family Services
REPORTS TO	Manager Early Years and Family Services Team Leader Maternal and Child Health Access to Early Learning Key Facilitation Worker
SUPERVISES	Nil
EMPLOYMENT STATUS	Part time, permanent
DATE	June 2022
EMPLOYEE NAME	Vacant

ORGANISATIONAL CONTEXT

Wodonga Council’s vision for the city is to be seen as a ‘progressive, well-planned city that is affordable, offers an abundance of opportunities and is led by strong, empathetic stewardship’. This vision will support us to realise our mission ‘to strengthen the community in all that we do’.

POSITION OBJECTIVES

The family and in-home learning support role works to improve the participation of children and their families in the early childhood education and care services and to deepen learning in the home environment. This is achieved through individualized in-home support to strengthen and build on the child’s learning and development. This program aims to build parents’ confidence and skills in navigating the family services and early childhood care and education sector.

Background

Research indicates that early and sustained participation in quality early childhood education and care is especially beneficial for vulnerable children and can improve lifelong social, learning and development outcomes. However, a significant number of vulnerable families do not access Early Childhood Education and Care (ECEC) services and

our values

TRUST - RESPECT - INTEGRITY - LEARNING

our mission

WE WILL STRENGTHEN THE COMMUNITY IN ALL THAT WE DO

a high number of vulnerable three-year-old children become clients of Child Protection.

Although high-quality ECEC can ameliorate negative effects of disadvantage, service providers often find it challenging to engage vulnerable families and children and some educators do not have necessary skills or capacity to effectively respond to and sustain their participation. In addition, many vulnerable families do not have the knowledge to navigate the ECEC sector.

In 2011, the Department of Education and Early Childhood Development (DEECD) (now the Department of Education) developed a new service model in Victoria, aimed at better engaging vulnerable children and their families in universal ECEC programs.

Access to Early Learning (AEL) was developed to:

- Improve access to quality early education and care for vulnerable children;
- Improve learning and development outcomes for vulnerable children;
- Improve the functioning of families and thereby reduce the likelihood of them becoming clients of tertiary support services;
- Support early childhood education and care services to offer quality, inclusive programs and environments that have capacity to engage all families, including vulnerable families;
- Support early childhood professionals and educators to develop the skills and knowledge to respond to the needs of all children and families, including vulnerable children and families; and,
- Improved service co-ordination and collaboration across the early childhood, family support and child protection sectors.

Key components of Access to Early Learning project

The AEL service model incorporates four interrelated service components that are designed to build capacity in the service system and to better meet the needs of vulnerable children and their families.

- Quality early education and care is the core component of the AEL model. Each child will be enrolled in free, funded kindergarten programs for 15 hours per week which is delivered by a bachelor-trained teacher who is able to engage both the child and family in an inclusive and positive manner.
- The Key Facilitation Worker and Family In-Home Learning Support Worker work to strengthen the in home learning environment and provide a conduit between home learning and ECEC. This involves matching the children and parents to appropriate high-quality ECEC and establishing priorities that provide holistic supports to address practical, familial and other barriers to participation. The two roles will also work together to introduce strategies that strengthen the in home learning environment, collaborate with educators to ensure continuity of learning and support families to engage or re-engage with other relevant services, grants or entitlements.
- Professional and practice development (PPD) will support ECEC educators to develop and refine the skills and competencies required to successfully engage vulnerable children and their families. This may include strategies such as mentoring, reflection and pedagogy support or back-fill to attend PPD.
- Brokerage funding will provide the flexibility to access support for children and families that cannot be accessed by other means.

ACCOUNTABILITY AND EXTENT OF AUTHORITY, INCLUDING DUTIES

Develop family plans as SMART goals that sets out actions for:

- Linking families to appropriate child and family services as required;
- Strategies that support families in ensuring children attend ECEC services regularly;
- Plans for families and ECEC services to meet and discuss child's learning plans; and,
- Plans for enhancing families' confidence and competence in home learning experiences.

- Communicating with parents or caregivers to ensure a high degree of parental understanding which is culturally sensitive.
- Supporting parents and caregivers to build connections and support networks in the community to enhance parenting skills and confidence.
- To work with early years staff to build collaborative partnerships between the families and the services.
- Co-ordinate collaboration between preschool staff and parents or caregivers to develop the child's learning plans.
- Support preschool staff in developing inclusive practices especially in regards to working with children experiencing or who have experienced trauma.
- Support smooth transition plans for parents, caregivers and children into preschool services.
- Take all steps to support the regular attendance of the child into the preschool program.
- To develop and implement strategies to enhance families confidence and capabilities in providing a stimulating home learning environment for their children.
- Plan, develop and implement home-based learning sessions with the parent or caregiver to enhance the home learning environment for the child. This may include supporting parents in their own learning.
- To ensure the requirements of the Access to Early Learning agreement and programs are fulfilled.
- Undertake reporting, data collection and participation in the ongoing evaluation of the model, as required by the Department of Education (DET).

COUNCIL EMPLOYEE VALUES AND BEHAVIOURS

You are expected to demonstrate the values in your everyday work and your interactions with colleagues and the community.

Trust Talk straight – Say what you mean and mean what you say

 Create transparency – Do not withhold information unnecessarily or inappropriately

 Right wrongs

 Practice accountability – Take responsibility for results without excuses

 Extend trust – Show a willingness to trust others, even when it involves a measure of risk

Respect Treat other people with courtesy, politeness and kindness, no matter what their position or opinion

 Listen first – Seek to understand others before trying to diagnose, influence or prescribe

Integrity Tell the truth in an appropriate and helpful manner that does not compromise the organisation's objectives and values

 Keep confidences

 Do what you say you will do to the best of your ability

 Be open about mistakes

 Speak of those that are absent only in a positive way

Learning	Work together and learn from each other
	Continuously improve and innovate
	Be open to change
	There is a high degree of responsibility for results – delivery without excuses

CAPABILITIES AND BEHAVIOURS

Demonstrate competency in each of the 7 capabilities of an Officer, according to the People and Performance Framework in Attachment 1, and practice the corresponding behaviours indicated for each capability.

JUDGEMENT AND DECISION-MAKING SKILLS

- Be organised and prioritise daily and weekly activities.
- Determine appropriate action, perform tasks according to established practices and procedures and escalate issues appropriately.
- Guidance and advice is always available.

SPECIALIST KNOWLEDGE AND SKILLS

- Sound knowledge of issues and needs that affect the community.
- Demonstrated ability to utilise computer information.
- Knowledge of quality principles and their importance in service delivery.
- Ability to maintain confidentiality.
- Experienced in the use of IT systems and processes to foster business unit and workplace objectives.
- Understanding of the importance of good record keeping and the ability to effectively use Council's document management system.

MANAGEMENT SKILLS

- Good time management and the ability to prioritise tasks.
- Meet deadlines, as discussed with the supervisor.
- Receive and follow directions from a supervisor and seek workload management support when required.
- Be honest and transparent in all dealings, and report suspected fraud or corruption.
- Understand risk and consider it when performing work
- Take care of own safety and wellbeing and that of other staff, and follow OHS procedures.
- Report hazards, risks and behaviours that may not comply with organisational or legislative requirements.
- Manage own time effectively, and work to deadlines.
- Maintain personal hygiene and meet dress standards set for the position, including to wear any uniform and use any personal protective equipment prescribed for the position and particular work duties.

INTERPERSONAL SKILLS

- Work cooperatively as part of a team.
- Maintain confidentiality as required.
- Document work according to established practices.
- Communicate effectively with other employees and external stakeholders.
- Gain cooperation and assistance from others (including other employees).

INFORMATION TECHNOLOGY SKILLS

Be computer literate and have the ability to quickly learn and adopt software programs used by the organization relevant to the position.

CUSTOMER SERVICE SKILLS

Meet customer service expectations to:

- Be honest, ethical and professional.
- Be helpful and courteous.
- Listen with respect and understand the customer's issues.
- Meet commitments made.
- Keep the customer informed.
- Ensure that the customer understands what is being said.
- Apologise if a mistake is made and attempt to make it right.
- Assist customers with physical, sensory or intellectual disabilities, to achieve equitable access to council services.

EMERGENCY MANAGEMENT DUTIES

As and when required, assist in dealing with any emergency situation which affects the operation of the council and/or wellbeing of the community.

QUALIFICATIONS AND EXPERIENCE

- Minimum Diploma of Children's Services or equivalent.
- Valid Working with Children Check, current driver's licence.
- Work experience in the Early Childhood sector.
- A demonstrated understanding of play-based learning and its application in a group setting.
- The capacity to work co-operatively with parents and caregivers of young children from a diverse range of backgrounds.
- Ability to establish trust with vulnerable families and support sustained engagement in ECEC services.
- Excellent communication skills, particularly in working with families.
- The ability to work in a small team environment to achieve team goals.
- An understanding of the importance of undertaking research projects in building evidence based programs and materials in early childhood.
- Demonstrated experience in being involved with the delivery of services to the community.

LICENCES AND MANDATORY REQUIREMENTS

- Current Drivers Licence
- National Police Check (required to be supplied by the employee or prospective employee prior to commencement)
- Victorian Working with Children Check (required to be supplied by the employee or prospective employee prior to commencement, and renewed as required)

EQUAL OPPORTUNITY EMPLOYER

Wodonga Council is an equal opportunity employer. We ensure fair, equitable and non-discriminatory consideration is given to all, regardless of age, sex, disability, marital status, pregnancy, sexual orientation, race, religious beliefs or other protected attribute. We recognise our proactive duty to ensure compliance with equal opportunity and to eliminate all forms of discrimination.

INHERENT REQUIREMENTS OF THE JOB

For details of the inherent requirements of the job, please see Attachment 2.

COGNITIVE JOB DEMANDS

The position is required to operate at the Officer level and will be required to demonstrate the personal competencies and behaviours detailed in the People and Performance Framework attached. The cognitive demands of the role include:

- Having difficult or uncomfortable conversations.
- Meet performance expectations.
- Working in a professional capacity within the work environment.
- Being willing and able to adapt to change.
- Demonstrating resilience under pressure, and in changing and challenging circumstances.

KEY SELECTION CRITERIA

1. Minimum qualification, Diploma of Children's Services qualification (or similar) or an equivalent combination of experience, education and training.
2. Ability to maintain trusting relationships with vulnerable families and children.
3. Ability to develop programs to enhance home learning environments.
4. Excellent knowledge of child learning and development.
5. Sound knowledge of local community family and child support services.

Staff member signature

People and performance framework

CUSTOMER SERVICE AND COMMUNICATION  Understanding and valuing our customer needs to make sure we provide quality customer service.		BUILD AND ENHANCE RELATIONSHIPS  Collaborating and working with our people and community.		PLAN, ORGANISE AND DELIVER  Performing work to the best of our ability to deliver successful outcomes for our people and community.	
FUTURE FOCUS  Identifying ways we can do better and anticipating future opportunities.		PEOPLE DEVELOPMENT  Looking after the personal and professional growth of our people.		MANAGE HEALTH AND WELLBEING  Recognising the importance of staff health and wellbeing.	
		SAFETY AND RISK MANAGEMENT  Prioritising safe and ethical behaviour and decision-making in everything we do.			

Customer Service and Communication	
Demonstrates commitment to a high standard of service to customers and the community.	<ul style="list-style-type: none"> • Is helpful, shows respect, courtesy and fairness with staff and customers • Demonstrates empathy and a willingness to assist • Communicates information clearly • Listens and asks questions to understand customer needs and point of view • Proactively seeks solutions and keeps customers informed of progress • Operates within council procedures and policies • Writes in a way that is logical and easy to follow

Build and Enhance Relationships	
Works co-operatively and effectively with others.	<ul style="list-style-type: none"> • Demonstrates clear, open and honest communication • Works constructively to resolve conflict • Shows enthusiasm to help others • Listens and respects the value of different views, ideas and ways of working • Builds and sustains positive relationships with staff and customers • Actively participates in team and other activities • Keeps others informed and seeks clarification when required

Plan, Organise, Deliver	
Organises and prioritises own work to meet work commitments.	<ul style="list-style-type: none"> • Demonstrates effective use of time and resources to meet expectations and achieve outcomes • Understands what is required of the role and how this contributes to team priorities • Keeps appropriate people informed on progress of tasks and projects • Seeks information when required, demonstrates initiative • Undertakes to complete all tasks with a positive, can-do attitude

Future Focus

<p>Looks for improvements and is adaptable to change.</p>	<ul style="list-style-type: none"> • Understands council vision and purpose and how their role fits in • Is willing to adapt to changing processes, systems, technology and environments • Looks for improvements and better ways of doing things • Seeks support and clarification when required
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People Development

<p>Welcomes opportunities for learning and self-development.</p>	<ul style="list-style-type: none"> • Displays council values • Reflects upon own performance • Seeks and acts upon feedback • Sets goals for personal and professional development • Finds ways to learn and improve in the completion of day-to-day tasks • Takes responsibility for own work and meeting job requirements
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Manage Health and Wellbeing

<p>Takes responsibility for self-care and managing work-life balance.</p>	<ul style="list-style-type: none"> • Demonstrates effective time management and prioritising of tasks • Is aware of, controls and expresses their own emotions appropriately • Recognises when support is needed • Accepts responsibility for their own actions and outcomes • Is aware of the importance of self-care
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Safety and Risk Management

<p>Takes responsibility for personal actions and reports safety and compliance concerns.</p>	<ul style="list-style-type: none"> • Remains vigilant in ensuring a safe working environment for self and others • Is aware of risk and takes action to prevent problems • Reports hazards, incidents (including near misses) and compliance concerns in a timely way • Understands the importance of honesty and transparency • Avoids and discloses conflicts of interest and guards against the misuse of council resources and assets • Complies with policies and procedures
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ATTACHMENT 2

FREQUENCY	% OF WORK DAY / TASK
Rare (R)	0-5%
Occasional (O)	6-33%
Frequent (F)	34-66%
Constant (C)	67-100%

INHERENT REQUIREMENTS OF THE JOB

Wodonga Council will provide reasonable adjustments to assist a person with a disability to perform these inherent requirements of the job.

TASK	DESCRIPTION	INHERENT REQUIREMENTS	DEMAND	FREQUENCY			
				R	O	F	C
Delivering Access to Early Learning (AEL) program	Providing support to families within the AEL program to improve learning and development outcomes	<ul style="list-style-type: none"> Liaison with staff of all levels Liaison with families Set up and pack up of physical environment Computer use Use of multiple systems Data entry Report writing Handwriting notes Floor sitting Conducting home visits Driving company vehicles 	Sitting			X	
			Standing			X	
			Walking		X		
			Lifting < 10kgs		X		
			Carrying		X		
			Pushing		X		
			Pulling		X		
			Climbing		X		
			Bending		X		
			Twisting			X	
			Squatting		X		
			Kneeling		X		
			Reaching			X	
			Fine motor			X	
			Neck postures				X
			Accepting instructions			X	
			Providing instructions			X	
			Sustained concentration				X
			Major decision making			X	
			Complex problem solving			X	
Supervision of others			X				
Interaction with others			X				
Exposure to confrontation			X				
Respond to change			X				
Prioritisation			X				