

POSITION DESCRIPTION

Date	October 2024
Position Title	Practice Coach
Reports to (position title)	General Manager Early Years
Department	Early Years

ORGANISATIONAL CONTEXT

bestchance Child Family Care is an independent, not-for-profit, community organisation operating across 35 locations in Victoria and a Head Office in Glen Waverley.

bestchance adopts an innovative and holistic approach to assisting young children and families by integrating a range of specialist family oriented educational and welfare community services. The range of programs delivered include Early Childhood Education and Care (ECEC), Kindergarten, Child Care; Children’s Therapy, Parent and Child Support, Training, Community Support and Cheshire, an independent, specialist primary school for children with social, emotional and learning difficulties.

These programs recognise that the early years of a child's life are the most formative and influential and we strive to adhere to the principles of 'best practice'. This commitment ensures that families are, at all times, respected as the experts on their children and supported in an environment that is strength based and family centred.

bestchance also works in partnership with families in managing a number of kindergartens under its Early Years Management Program.

bestchance is committed to implementing and adhering to the Child Safe standards including the development and implementation of people practices that reduce the chance of child abuse within the organisation, for which we advocate zero tolerance.

Health safety and wellbeing first, is an expectation of all, where staff implement local work instruction and processes aligned to organisation requirements and are accountable for their own safety and safety of others.

PURPOSE

For all children, families and individuals to thrive in their community.

VISION

Inclusion we include everyone regardless of their background, needs or circumstances

Care We nourish and nurture resilient relationships

Education We develop skills and knowledge to build capacity and resilience.

VALUES

Humility we focus on listening to better understand and meet needs

High Expectations we have high aspirations for our client outcomes and for the calibre of our services and staff

Innovation we embrace change based on critical reflection

Curiosity we seek new understandings and knowledge

Evidence we seek and generate evidence to evaluate and improve our programs

Challenge we look beyond the immediate to achieve different results

POSITION PURPOSE

The role of the Practice Coach is to support programs to embed professional learning, pedagogical strategies and assessment techniques within the curriculum. The position will provide mentoring and coaching to expand Early Childhood Teachers and educators professional practice, building their capacity to provide high quality programs that support children's learning outcomes.

With particular focus on the School Readiness Funding (SRF) priority areas; communication (language, literacy & numeracy), wellbeing (social, emotional & executive function) and access, inclusion and participation, the Practice Coach will support teams to improve their practice and quality across the SRF Priority areas through the delivery of contemporary early childhood pedagogy and reflective practice across our kindergarten programs.

PRIMARY OBJECTIVES

This Practice Coach will support teachers and educators to apply critical reflection and thinking to their pedagogical practices, partnerships with families and attainment of high expectations for every child. Through the provision of mentoring, coaching and professional development via in person visits, online meetings and virtual supports the Practice Coach will support educators with strategies to enhance and embed high quality, best practice, inclusive and progressive early learning and care programs.

The position collaborates with the Area Managers and service based Educational Leaders (ELs) to oversee consistently high-quality practices that contribute to positive outcomes for all children as defined in the Victorian Early Years Learning and Development Framework and the National Quality Standards.

The Practice Coach will contribute to the development and implementation of the School Readiness Funding plans, guiding teachers and educators to identify and understand the needs of children and families within the context of their local community. Key deliverables of the Practice Coach role will be monitored via an internal communication platform and measured against responsibilities detailed below.

KEY RESULT AREAS AND RESPONSIBILITIES

Program and Practice

- Support, coach and mentor Educational Leaders, Teachers and Educators across SRF priority areas, providing guidance and advice on the implementation of contemporary pedagogy methodologies
- Provide expert guidance to support ongoing development and continuous improvement to ensure the delivery of high-quality service provision that meet the needs of children and families and achieves improved assessment and rating results
- Build teachers and educators' capacity to develop relationships with families and children to ensure respectful, responsive and trusting relationships that support the sense of belonging, wellbeing and identity.
- Coach teachers and educators at the curriculum level to ensure each child is supported to actively participate in the program, exercise agency and develop confidence as learners, to be strong in their identity and have a connectedness to community.
- Facilitate reflective practice for teachers and educators at a personal level to explore their own world view and enhance their curriculum decision making.
- Support inclusion and equity and support quality programs for all children and families at the service level.
- Attend services to observe practice in action, conduct environmental scans and offer practice coaching and mentoring.
- Build the capacity of kindergarten staff working with children and families to assess and deliver evidence-based practices.
- Collaborate with Area Managers to build capacity and provide direction and guidance on curriculum pedagogy and practice
- As a member of the Early Years Leadership Team, build and embed a positive and productive team culture that contributes to best practice service delivery supporting the achievement of the organisations vision.
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School readiness Funding

- Ensure that SRF plans are developed in accordance with Department of Education funding requirements and outcome areas
- Develop and implement Service Support Plans that identify the objectives and goals of each services School Readiness Funding plan in line with the National Quality Standards and Child Safe Standards.
- Assist with the annual planning cycle and the coordination of SRF plan development, to ensure Department of Education timeframes are met
- Attend team meetings to facilitate team reflection on School Readiness Funding, engage in facilitated critical reflective practice on the strategies to meet the identified goals and outcomes of the plan.
- Facilitate termly Communities of Practice sessions across service areas in collaboration with the Pedagogy, Research and Practice Coordinator.
- Reflect with and support teams to review SRF menu items, ensuring they are relevant and effective for current cohort of children and educators.
- Work alongside the Operations Team and Area Managers, to ensure the organisation's accurate recording, evaluation and reporting of SRF.

- Provide regular updates on services regarding School Readiness Funding through internal Knack reporting system.
- Research and develop training and tools to support educator engagement with SRF menu items.
- Participate in the collection and analysis of data for reporting purposes and provide regular reporting to General Manager early years

Organisational Expectations

- The Practice Coach will work and collaborate with colleagues and external stakeholders in maintaining a professional approach to work, ensuring standards of performance reflect the bestchance philosophy, guidelines, policies and procedures.
- As a member of the Early Years Leadership team, support and contribute to an integrated and collaborative approach across the organisation's multi-disciplinary teams to increase internal program referrals.
- Contribute to an atmosphere of trust and professional respect through an attitude of openness, tolerance, constructive conflict resolution processes and maintenance of confidentiality.
- Demonstrate dedication and commitment to work in accordance with bestchance values and behaviours.
- Actively assess, manage and where possible mitigate workplace risk including Work health and safety risk, risk to educators and children, reputational risk and personal risk.
- As a member of the Early Years Leadership Team, identify and attend relevant professional training sessions.
- Maintain accurate records and documentation of support visits.

KEY SELECTION CRITERIA

- Experience in the provision of mentoring, coaching and professional development to Early Childhood educators
- Extensive experience and knowledge of the National Quality Framework, Victorian Early Years Development Framework and Child Safe Standards
- Ability to work independently and co-operatively in a team environment, with an innovative, supportive and flexible approach to work
- Extensive specialist experience and knowledge of services for children and families
- Proven leadership skills with experience in coaching of pedagogical practices.
- Demonstrated ability to work cooperatively with service leaders, educators and other staff to ensure best outcomes for children and families
- Excellent communication skills including report writing skills.
- Developed time management and problem-solving skills.
- Certificate IV in training and Assessment Desirable.

REQUIRED EXPERIENCE AND QUALIFICATIONS

- Bachelor of Teaching (Early Childhood) or other qualifications recognised by ACECQA
- Demonstrated computer literacy.
- Valid Teacher Registration or Working with Children Check card (Employee).
- A satisfactory current Criminal Check

- Competent in using Microsoft word and Outlook
- A high level of written and verbal communication skills
- Proficient in using remote communication tools (Microsoft Teams, Zoom etc)
- Current Drivers License.