

INCLUSION AGENCY: INCLUSION PROFESSIONAL

Vision Statement

‘Leading learning and wellbeing practices for children, families and educators in South Australia through co-designed and future oriented programs.’

The Inclusion Support Program (ISP) is funded by the Federal Government to:
Support eligible Early Learning and Child Care (ELCC) services to improve their capacity and capability to provide inclusive practices; and address participation barriers. This support should allow eligible ELCC services to include children with additional needs in mainstream services alongside their typically developing peers.

Summary of the Position and its Responsibilities

The Inclusion Professional provides assistance to eligible early learning and child care services to build their capacity for the authentic inclusion of children through the development of an online Strategic Inclusion Plan and offering support and strategies.

This position is provided through funding from the Australian Government Department of Education and Training from the 1 July 2019 to 30 June 2023. Should funding be withdrawn or varied, this contract position will become void or altered.

Agreement, Award and Conditions

- Some out of hours work and travel will be required
- Attendance at monthly Gowrie SA after-hours organisation-wide staff meetings is a requirement
- Attendance at other relevant meetings is a requirement
- Salary range: according to qualifications, working up to 38 hours per week
- The salary is non-award. Where the Contract and Gowrie SA policies and procedures are silent, conditions may align with the National Employment Standards (NES) and the Social, Community, Home Care and Disability Services (SCHDS) Industry Award 2010.

Educational Qualifications/Experience

Essential

Diploma of Children's Services or equivalent as a minimum, Degree or post graduate qualification in Early Childhood teaching, Special Education or a related discipline in Education, Allied Health or Disability.

Desirable

- Experience in a context working with, and promoting, the inclusion of children with additional needs
- Experience working with or in the early learning sector and participating in reflective dialogue that examines the impact of early childhood practice

Statement of Key Responsibilities

The Inclusion Professional is expected to spend significant amounts of time working directly with eligible services and educators in the sector with a focus on evidence based practice and continuous improvement including:

Strategic Inclusion Plan and Portal

1. Supporting services to develop and implement a Strategic Inclusion Plan (SIP) on the Portal and assisting services to implement the SIP through continuous monitoring of progress
2. Support services to engage in ongoing critical reflection and continuous improvement regarding inclusive practice through the development of a Strategic Improvement Plan (SIP) online through the designated Portal
3. Using the SIP as a tool to build educator capabilities to increase access and participation of all children

ELCC Service Support

4. Assessing the service environment, particularly the physical and human environment for effective inclusion
5. Provision of advice and support related to inclusion of children, relevant to the service context
6. Use a range of strategies relevant to ELCC services to support inclusion
7. Sharing evidence based practice, approved inclusion information and resources with eligible services
8. Maintain a visit schedule which considers the priority of service needs
9. Maintain appropriate records of service contact in CRM – kept up to date weekly
10. Assisting services to access Gowrie SA approved resources that will enhance inclusion, including facilitating access to information sessions, hub groups, Expos and the Specialist Equipment Library
11. Supporting services to work in partnership with families, early intervention professionals, external agencies and relevant community groups
12. Assisting services to access the program's funding streams where other inclusion supports and strategies are insufficient to achieve inclusion of a child with additional needs, i.e. Additional Educator, Time limited, Innovative solutions, FDC Top Up
13. Build professional partnerships with services, service leaders and educators.

Communication and Professional Relationship Building

14. Working collaboratively and consulting with other IPs in the team that have specialised content knowledge in other disciplines to problem solve and increase knowledge of strategies
15. Use of adult learning principles including appropriate communication styles and active listening skills adapted to suit clients and services
16. Facilitating information sessions, organisational staff meetings, service staff meetings, hub groups and Expos as required
17. Asking for assistance from, and consultation with team leaders and senior staff as required
18. Inform senior staff of potential issues that may arise and proactively work to resolve these

Inclusion Agency Funding Agreement

19. Participate in all activities directed by the Funding Agreement or Gowrie SA including increasing the number of services with an online SIP, completion of the Outcomes Survey, support completion of the child feedback app, Inclusion Aware and any other evaluation measures
20. Advocate and represent the Inclusion Agency and Gowrie SA in a professional manner conveying the value of the Program and broader inclusion principles in a positive way
21. Comply with Gowrie SA and Government branding requirements and use approved resources

General

22. Demonstrate commitment to internal professional learning and critical reflection
23. Commitment to Gowrie SA vision, values and philosophy
24. Maintain confidentiality and professionalism
25. Demonstrate commitment to social justice
26. Other requirements as designated by the Team Leader, Assistant Program Leader, Program Leader and Chief Executive Officer.

Person Abilities/Aptitudes/Skills

- Effective written and verbal communication
- Ability to work collaboratively and to negotiate problem solving approaches
- Ability to work autonomously and demonstrate initiative
- Strong analytical and facilitation skills to maximise opportunities to support inclusion
- Ability to receive, and act on, constructive feedback
- Ability to set goals, reflect and review
- Ability to determine service priorities, and achieve identified outcomes within timeframes

Knowledge

- Comprehensive knowledge of the ISP Guidelines
- Knowledge of current inclusion principles and practices
- Knowledge of the National Quality Framework, National Quality Standard and the Learning Frameworks (EYLF & MTOP)
- Knowledge of Workplace Health and Safety principles and practices
- Knowledge of Discrimination Laws
- Maintain a high level of understanding and knowledge of current evidence based education and care practices, including current and emerging practices
- Consistently demonstrate knowledge, understanding and practice of adult learning principles
- Computer literacy, including knowledge of Microsoft Office and online systems such as Portals, Customer Relationship Management software and video conferencing

Additional non-negotiable requirements

- The Inclusion Professional will work in flexible workspace arrangements (hot-desking)
- A current full driver's license
- The use of own vehicle may be required. Approved mileage costs will be reimbursed
- Travel will be required, varying from daily to overnight trips; approved travel costs will be reimbursed in line with Gowrie SA policies
- A current DCSI child related employment screening clearance will be required
- A signed statement of 'no adverse effects' will be required and updated regularly
- Laptop computers and mobile phones for work purposes are provided



DECLARATION OF INCLUSION PROFESSIONAL Job & Person Specification

Approval by Program Leader:

Name:

Signature:

Date:

Acknowledged by Employee:

I have read the Inclusion Professional job and person description and agree to carry out the responsibilities and duties of the position diligently and to the best of my ability from 1 July 2019 to 30 June 2021.

Name:

Signature:

Date:
