



Position Description

Pedagogy and Practice Consultant

Current Location:	18 Harper Street, Abbotsford VIC 3067
Reports To:	Executive Director
Terms & Conditions:	Social, Community, Home Care and Disability Services Industry Award. Above Award Conditions apply.
Hours of Work:	Full or Part Time (Negotiable)

Operational Context

fka Children's Services (*fkaCS*) is a not for profit organisation with a long history of supporting Early Childhood Education and Care services, dating back to 1908. *fkaCS* supports Children's Cultural and Linguistic Rights through the provision of advocacy, consultancy and resources.

fkaCS promotes the rights of all children to high quality early childhood education that recognises and values diversity where:

- Skilled staff incorporate multicultural perspectives in all programming
- The maintenance and development of languages other than English is promoted and children are supported to learn English as an additional language
- Children from all cultural backgrounds have equal opportunities to participate and achieve

Position Summary

Pedagogy and Practice Consultants work under limited direction and are responsible for the provision of professional support, advice and training to Early Childhood Education and Care services in Victoria.

Support is underpinned by the principles of social justice and inclusive practice to ensure respectful curriculum design, quality practice and good governance. The Pedagogy and Practice Consultants role is to facilitate the link between quality early and middle childhood education and care, the National Quality Framework and approved learning frameworks, particularly regarding culturally responsive and respectful practice.

Position Context

Pedagogy and Practice Consultants liaise with a wide variety of external stakeholders including teachers, educators, educational leaders, inclusion professionals, management and *fkaCS* members.

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Key Responsibilities/Outcomes

Pedagogy and Practice Consultants will:

- Design and deliver Professional support, advice and professional learning (including training) to children's services across Victoria, including the provision of onsite support.
- Develop and maintain relationships across the community to support the aims and objectives of *fkaCS*.
- Build the capacity of educators and practitioners to support the cultural and linguistic rights of children and embed these into every day practice through strong connection to the National Quality Standards and approved learning frameworks.
- Ensure professional knowledge remains current and is based on contemporary pedagogy.
- Contribute to the development and evaluation of support provision and program process and procedures to ensure successful outcomes.
- Contribute to the provision of outcome based reporting for the purpose of supporting funding applications, legislation and accountability as required.
- Respond to requests for information regarding the program in a proactive and timely manner. Escalate concerns if necessary.
- Model and demonstrate constructive working relationships and information exchange across the organisation.
- Other duties consistent with the role where required and/or requested by the Executive Director from time to time.

Key Outcomes

- Professional support meets the needs of Education and Care services in supporting children and families' cultural and linguistic rights.
- Educators are well supported, engaged and committed to supporting cultural and linguistic diversity.
- Liaison with all staff and relevant external providers is effective.
- Support is aligned with current pedagogy and research, directly related to the National Quality Framework and underpinned by a right's based framework.
- Out of scope queries are supported through broad sector knowledge regarding relevant agencies, networks and funding bodies for referral and advice to services.

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Selection Criteria

The following criteria must be met for consideration for this position:

Essential

- Understanding and commitment to the objectives and values of *fkaCS*.
- Demonstrated knowledge of children's education and care services.
- A well-developed understanding of the National Quality Framework including approved learning frameworks, regulations, the assessment and rating system and their contribution to quality service provision.
- Demonstrated understanding of the principles of community development, and capacity building.
- Comprehensive understanding of children's additional language acquisition.
- Highly developed problem solving skills driven by an outcomes focus.
- Understanding and application of action research models in the provision of support.
- Ability to work in a highly productive environment with time pressures whilst managing multiple tasks.
- Well-developed computer skills, including Microsoft Office.
- Strong interpersonal skills and an ability to work with a broad range of people from a variety of backgrounds and experiences.
- Ability to work under limited direction and to exercise management responsibility in order to meet deadlines.
- Well-developed analytical and organisational skills.
- Understanding and practical application of adult learning principles.
- Formal qualifications in children's education and care.
- Experience at Coordinator, Director or Educational Leader level.

Desirable

- Experience in the not for profit sector
- Certificate IV in work place training and assessment

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Job Complexity, Skills, Knowledge

Level of Supervision/Independence

- Will work under general direction and undertake a range of functions requiring the application of a high level of knowledge and skills to achieve results in line with the organisations goals.
- Will exercise a degree of autonomy but seek assistance when required.
- May be required to exercise initiative and judgement where practices and directions are not clearly defined.
- Will require skills in managing time, setting priorities, planning and organising their own work.
- Will take responsibility for keeping senior employees informed of progress.

Problem Solving and Judgement/Risk

- Freedom to act governed by clear objectives.
- Knowledge of the role of the organisation and its structure and service/s.
- Ability to apply a body of knowledge including diagnostic skills and assessment of the best approach to a task.
- Required to set priorities and monitor work flows in their area of responsibility which may include establishing work methods and practice.
- May be required to exercise specialist judgement and/or contribute critical knowledge and skills where procedures are not clearly defined.
- Will provide expert advice to internal staff.

Professional and Organisational Knowledge

Positions at this level demand the application of knowledge which is gained through early childhood education qualifications and/or previous experience at the coordinator, director or educational leader level.

Policies and Workplace Practices

All employees are required to acquaint themselves with the organisation's policies and procedures and to abide by them at all times. It is expected that at all times, employees will:

- Be cognisant with and uphold the objectives and philosophy of fkaCS.
- Be respectful towards the organisation, colleagues, clients and the general public.
- Act collaboratively with all colleagues.
- Act in a safe and responsible manner at all times.

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Other Requirements

All *fka* Children's Services employees are required to:

- Have a current Police Check.
- Promote equality of opportunity and diversity for all employees, children's services staff, children and families and service users in line with the *fkaCS*' policies and practices.
- Maintain personal and professional development to meet the changing demands of the job, participate in activities, encourage and support other staff in their roles.

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