



Position Title

Position Title:	Early Years Educator & Community Development
Location:	Alice Springs, NT
Reports to:	Head of Learning and Wellbeing
Tenure:	Fixed term 12 month contract – Parental Leave Cover @ 4 days per week
Classification:	SCHCADS Modern Award Level 6 (depending on qualifications and experience).

Background

The Children's Ground is a First Nations organisation. The Children's Ground Approach is designed and delivered through the leadership of First Nations people. We are committed to systems change to ensure dignity, justice and equity for all children and families. Our work focuses on national reform as well as evidencing a new way of working. The Children's Ground Approach is a whole of community, whole of life approach. We privilege First Nations knowledge systems and practice. Over the course of a generation, led by local expertise, we create and deliver an integrated system that is centred on learning, development and wellbeing that responds to the child and their family through the key transition points from pre-birth to young adulthood. Our approach recognises the cultural, social and economic strength of our communities. We build on this over a generation to ensure a future for our children and grandchildren that gives them freedom, opportunity and rights to their culture and identity.

Position Summary

This is an exciting opportunity for a dynamic, creative educationalist with experience in Early Years learning to be part of Children's Ground Learning and Wellbeing approach. You will be part of a bold independent Not-For-Profit organisation creating a different future with children, families and communities experiencing the greatest levels of disadvantage and inequity in Australia.

Children's Ground is Australian designed with First Nations people. It is a whole of community, whole of life approach. Children's Ground works with a community over the course of a generation, led by local expertise, vision and intelligence. Together, we create and deliver an integrated system that is centred on learning, development and wellbeing that respond to the child and their family through the key transition points from pre-birth to young adulthood. Our approach recognises the cultural, social and economic strength of communities and builds on this to equip children for opportunities locally, nationally and globally.

Working alongside our experienced Arrernte educationalists and governance committee focused on community empowerment, our Early Years Educators are responsible for the design and implementation of an innovative and integrated approach to learning and wellbeing. Our Educators are committed to early years learning that privileges First Nations culture with the best of Western teachings.

All Early Years Educators are expected to work within a Community Development framework and depending on the location may be working on delivering early learning as well as undertaking community engagement as part of our Walk, Talk and Act community engagement and planning phase.

This position will be focussed at Amengkwerne where CG are beginning their journey with the community in the Early Years. This role will seek to support community members to grow Early Learning opportunities in the community as well as work on a longer-term plan for the community in the delivery of the CGA. Coordination and collaboration with other services at Amengkwerne will be key and the role may include seeking further funding or partnerships to strengthen the work being undertaken.

Support the FN team that you will be working alongside, will include mentoring and oversight of administrative requirements, support and supervision.

Key Relationships

Reports to:	Head of Learning and Wellbeing
Key Internal liaison:	Head of Health and Wellbeing, Regional Director – Central Australia, Head of Economic & Community Development, Head of Research and Evaluation, Director – Communications and Partnerships, Learning Team and all Children’s Ground staff
Key External liaison:	Amoonguna School, Council and Clinic, Dept. of Education

Key Responsibilities

1. Early Years Learning

- Deliver high quality community based early years learning alongside First Nations educators and communities that fits within Children’s Ground philosophies, policies and procedures and regulatory requirements
- Support, document and monitor individualised learning and development aligned with individual learning plans
- Work collaboratively with the Early Years (EY) team to design and deliver EY’s including the development of first language resources
- Encourage and support all First Nations families, valuing their ideas, strategies and aspirations
- Work with an interdisciplinary team to deliver an integrated and innovative learning approach including health, social and emotional wellbeing, creative arts, digital and other areas
- Support extended hours learning opportunities.

2. Community Engagement & Planning (CEP) – the Walk and Talk

You are required to work in partnership with First Nations staff to:

- Support the implementation of the four phase Children's Ground 'Community Engagement & Process' (Walk, Talk and Act), and report accordingly
- Meet with families, elders and leaders to provide an introduction or further information regarding Children's Ground. Discussing where CG comes from, what is the vision and determining what are the aspirations and commitment of community members to lead the approach
- Identify people to be involved in leading or participating in early years activities within the community
- Support occasional family/community events to share the journey of CG at Amengkwerne
- Build upon the Governance capacity of families involved at Children's Ground to design delivery, implement programming and plan for the future. Governance meetings should be planned regularly and decisions included in the Community Plan

3. Leadership

- Provide management oversight of staff working in Amengkwerne, ensuring support is made available to support administrative processes like timesheet completion, purchasing goods, documentation etc.
- Provide support and supervision to all staff working at Amengkwerne ensuring program delivery is based on quality learning

4. Program Design, Standards and Implementation

- Contribute to the development of high quality play-based learning experiences which embed local cultural knowledge systems
- Create a welcoming and safe environment where all children and families can actively participate
- Ensure health, social and emotional wellbeing and development are a core part of the learning and wellbeing area
- Ensure creativity is an embedded part of the learning and wellbeing for children and families

5. Operational Systems and Standards

- Comply with Policy and Procedures and participate in reviews as needed
- Ensure Children's Ground's duty of care is met, and learning/work environments are, as far as practicable, safe and supportive for families, children and volunteers

6. Monitoring, Evaluation and Reporting

- Maintain records including data collection and data entry in the CG database
- Maintain confidential organised and up-to-date files relating to children and adults
- Contribute to the writing of papers and articulation of frameworks for Children's Ground
- Contribute to local reporting as required

7. Contribute to Children's Ground:

- Actively learn the local language/s, so as to be able to use in basic conversation with communities
- Contribute to team meetings and discussions
- Be a positive, innovative and active member of the Children’s Ground team
- Contribute to strategic planning, organisational development, management work plans and policy formation
- Support a strong, connected, respectful and supportive organisation
- Participate in professional development programs offered by Children’s Ground
- Undertake other tasks as requested to support the activities of Children’s Ground

Work Health and Safety

This role will require working regularly in outdoor conditions, sitting, standing and moving around in outdoor settings, including getting in and out of motor vehicles and remote location work.

Key Selection Criteria

Essential

- An approved Diploma of Early Childhood Education and Care or equivalent qualification
- Minimum 1 year’s teaching experience
- Experience in organising a learning environment that suits different ages and abilities
- A passion for high quality innovative learning and wellbeing environments
- Excellent communication skills, both verbally and written
- Strong people skills and a collaborative worker – teamwork, facilitation, supervision, liaison
- Ability to work flexibly and creatively in a demanding NGO environment
- A current full driver’s licence
- First Aid Certificate, Anaphylaxis and Asthma Management training (or willingness to obtain)
- National police check clearance and Working with Children Check (NT Ochre card) with SAFE NT

Desirable

- TESOL training and experience
- An appreciation or experience of dynamic alternative education such as immersion schooling, bi-lingual educational, Montessori or Steiner
- Experience with First Nations communities and a deep understanding of the key challenges facing First Nations Peoples, and the strengths of First Nations Peoples
- Experience teaching or working with children who are learning English as a second language
- Experience in curriculum and resource development

Personal attributes

- Self-starter who thrives in an environment that is fast paced, innovative, complex and thinks systemically
- Proactive and can work autonomously, as well as part of a team

- Creative and embracing of a culturally diverse workforce
- Passionate about social justice and empowerment
- Highly collaborative
- Innovative and thinks creatively about problem resolution
- Focussed on achieving excellence