Position Description

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| **Title** | Early Childhood Behaviour Coach |
| **Position Location** | Various Locations |
| **Reports to** | Regional Manager |
| **Direct Reports** | NA |
| **Classification** | Hay Grade 15 |
| The Creche and Kindergarten Association Limited (C&K) is a not-for-profit early childhood provider with more than 350 early childhood education and care (ECEC) centres located across Queensland.  Our purpose is to nurture and inspire children to succeed in an ever-changing world. This is at the forefront of everything we do.  C&K’s vision is to be *a place where every child flourishes*.  Our values:   * *we put children first* * *we respect all people and each other* * *we work with integrity and strive for excellence in everything we do*   These underpin the way we work with children and families, communities, colleagues and partners.  We reinvest our surplus to benefit children and families disadvantaged in their access to early childhood education. This includes children with additional needs and children and families in rural, remote, Aboriginal and Torres Strait Islander and disadvantaged communities. | |
| **Purpose** | The Early Childhood Behaviour Coach will provide specialist support for teachers and educators in positive behaviour guidance for children experiencing challenges within the early childhood setting. The role involves the implementation of positive behaviour strategies aligned with C&K policies and procedures, the Early Years Learning Framework (EYLF) and the National Quality Standards (NQS), promoting social-emotional development, and ensuring that interventions are inclusive and developmentally appropriate. This position will also include direct engagement with children who need additional behaviour support and coaching staff in best practice behaviour guidance approaches. |
| **Key accountabilities**  **Behavioural Support and Guidance**  **Professional Development and Staff Training**  **Collaboration with Families**  **Social-Emotional Development**  **Compliance with Regulations and Frameworks**  **Promote a Positive and Inclusive Environment** | * Work alongside educators to observe and assess children's behaviour, identifying patterns and areas needing support. * Develop and implement proactive, child-centred behaviour guidance strategies tailored to individual children’s needs. * Collaborate with educators to create and review individual Behaviour Support Plans, ensuring strategies are consistently applied, evaluated and adapted as necessary. * Provide one-on-one coaching and shoulder to shoulder modelling of positive guidance approaches. * Facilitate professional learning conversations supporting positive behaviour guidance, child development, and inclusion in line with C&K policies and procedures, EYLF and NQS. * Provide ongoing support to teachers and educators, offering feedback and advice to ensure effective implementation of behaviour support plans. * Support Directors/Educators to effectively engage with families to discuss their child's learning and behaviour, providing practical advice and strategies that can be reinforced at home. * Guide Directors/Teachers to work in partnership with parents to promote consistency between the home and early learning environments, promoting positive behaviour. * Work alongside Directors/Teachers to organise family workshops or meetings to support understanding of behaviour support techniques and children’s social-emotional development * Support the implementation of programs that enhance children’s social-emotional skills, such as self-regulation, empathy, resilience, and problem-solving. * Guide educators in fostering a learning environment that promotes emotional wellbeing and positive peer interactions. * Ensure behaviour guidance practices and support provided to teachers/educators are in line with C&K policies and procedures, Education and Care National Law and Regulations (National Law and Regulations), the EYLF and NQS. * Support Directors/Teachers to keep detailed records of behavioural observations, intervention strategies, and ongoing progress, complying with organisational and regulatory requirements. * Act as a point of reference for ensuring that behaviour guidance strategies align with the organisation’s policies and the National Law and Regulations * Assess the environment (for example but not limited to physical, emotional, temporal) for risk factors that may negatively influence educator or child behaviour and/or contribute to child safety concerns and work with the Director and Regional Team to enhance the environment. * Work with educators to maintain a safe, inclusive, and supportive learning environment that encourages children’s independence, emotional regulation, and cooperative play. * Foster a collaborative team environment where all educators feel supported in addressing behavioural challenges and promoting positive outcomes. |
| **Key selection criteria**  **Mandatory**  **Desirable** | * Bachelor’s degree in Early Childhood Education, Psychology, Social Work, or a related field. * Proven experience in early childhood education, with a focus on behaviour management, positive behaviour support, or social-emotional development. * Sound knowledge of the Early Years Learning Framework (EYLF), National Quality Standards (NQS), and relevant Australian child protection regulations. * Excellent communication and interpersonal skills, with the ability to work effectively with children, educators, and families. * Strong problem-solving skills and the ability to develop and implement tailored behaviour support strategies. * Strong understanding of child development and early childhood behaviour management practices. * Ability to mentor, coach, and model for best practices for guiding children’s behaviour. * Commitment to Aboriginal and Torres Strait Islander knowledges and cultural safety. * Empathetic and culturally aware, with a commitment to fostering inclusion and equity in the learning environment. * Effective communicator, able to work in partnership with families and educators to achieve positive outcomes. * Organised and detail-oriented, with strong record-keeping and reporting abilities. * Commitment to continuous professional development and staying up-to-date with the latest research in behaviour management and early childhood education. |
| **Additional information**  The successful applicant will be required to:  Travel as required.  Hold a positive notice (Blue Card) working with children check; current First Aid and CPR; and a current driver’s license.  The information above is not intended to be an all-inclusive list of the responsibilities of the job described. Rather, they are intended only to describe the general nature of the job. C&K is a growing organisation; to support the vision for the business it is expected that the incumbent will evolve the position over time in alignment with the dynamic nature of the business and the region. | |