

Position Description

QLD Inclusion Agency: Inclusion Professional

Position Title: Inclusion Professional	Programme: Inclusion Support Programme	Date: May 2016
Reports to: Inclusion Agency Hub Manager		
<p>Context</p> <p>From 1 July 2016 KU Children's Services will receive Australian Government funding to operate a state-wide Inclusion Agency in QLD in partnership with Cairns and District Child Care Development Association Inc. as part of the new Inclusion Support Programme (ISP). The ISP "supports mainstream ECCC services to improve their capacity and capability to provide quality inclusive practices, address participation barriers and include children with additional needs alongside their typically developing peers". (ISP Guidelines p.5)</p> <p>The Inclusion Support Programme is underpinned by a set of guiding principles that include: inclusion; equity of access; national consistency; an integrated approach; a strengths-based approach; self sustaining and resilience of ECCC services. (Appendix 1, ISP Guidelines 2016-2019 p.48)</p>		
<p>Nature and Scope of the Position</p> <p>The Inclusion Professional supports educators in federally funded children's services to increase their capacity and capability to embed inclusive practices within their service. They work to promote a clear understanding of inclusion, which focuses on all children being seen as capable and contributing in their environment.</p> <p>The position involves working closely with other Inclusion Agency team members to deliver inclusion support which is flexible and responsive to the needs of ECCC services within the jurisdiction and in accordance with the ISP Guidelines 2016-2019.</p> <p>Inclusion Professionals will identify the strengths, capacity and capability of educators to ensure that service delivery is relevant to educator needs.</p>		
<p>Building Capacity and Capability – Facilitating Change Inclusion Professionals will:</p> <ul style="list-style-type: none"> - build respectful and collaborative relationships with services and educators; - utilise the KU Inclusion Support Framework to assess service capacity and capability to guide their work with services and educators; - support services to engage in ongoing reflective practices and continuous improvement through the development of a Strategic Improvement Plan (SIP); - teach educators about inclusion and inclusive practice; - work in innovative and collaborative ways to develop resources and facilitate activities that challenge educator thinking and practice around inclusion for all children; 		

- assist services to review and/or develop inclusive philosophies, policies and practices;
- support services to access information and resources in response to identified needs;
- assist services to link with relevant community groups, services and organisations;
- support educators to work in partnership with families and early intervention professionals to advocate for inclusive practices within the mainstream ECCC environment and;
- support services to be aware of, and navigate changes in the ECCC sector as they occur.

Service Delivery Inclusion Professionals will:

- respond promptly to all requests and referrals for inclusion support from ECCC services;
- support educators to develop a Strategic Inclusion Plan (SIP) as the first step in accessing support from the ISP.
- plan visits and contacts with all ECCC services to promote inclusion and the supports available through the ISP.
- Support services to access the resources available through the ISP and within their communities;
- actively promote the ISP within the community and advocate for quality inclusive practices for all children; and
- utilise VisiCase online workflow and reporting system to manage service provision workflow and to record key performance indicators (KPIs) for reporting purposes. (Note: training will be provided to all Inclusion Professionals to utilise this system)

Professionalism Inclusion Professionals will:

- engage in professional reflection and continuous improvement strategies to increase skills and maintain currency;
- keep up to date with current developments in the early and middle childhood fields, in particular in areas that relate to the provision of quality inclusive practice;
- undertake professional development to further develop skills and practices relevant to the position;
- contribute to the writing and implementation of the IA's Annual Plan and reporting documentation;
- provide written contributions to Inclusion Matters newsletters;
- maintain confidentiality as per the IA Staff Confidentiality Statement;
- comply with organisational policies and procedures relevant to the position;.
- actively contribute to creating and maintaining a positive IA office work environment, working as a team to achieve the best outcomes for services and educators.

- Take reasonable care for their health, safety and wellness
- Take reasonable care to ensure their acts or omissions do not adversely affect the health, safety and wellness of others
- Promptly report all hazards, incidents and injuries
- Contribute to consultative arrangements in the workplace
- Comply with any reasonable instruction given for the purpose of ensuring health, safety and wellness at work

Experience, Knowledge and Skills

- A minimum of Diploma of Children Services or Early Childhood/Primary teaching qualification, with relevant (5) years sector experience and Working with Children Blue Card Check QLD. Other valued knowledge, skills and qualifications include those related to adult learning principles, such as Certificate IV in Workplace Training and Assessment, disability, cultural competencies including working with Aboriginal and Torres Strait Islander children and communities and migrant and refugee families.
- Demonstrated current knowledge of the early/middle childhood sector, including knowledge of the National Quality Framework
- Thorough understanding of the differences between inclusion, integration, micro exclusion and macro exclusion
- Capacity to share inclusive practices and solve inclusion barriers
- Experience working in eligible ECCC services (birth to 12 years)
- Sound knowledge of child development
- Effective oral and written communication skills that enhance a collaborative and capacity building approach in working with ECEC educators
- Ability to facilitate change through the use of reflective practice and a strengths-based approach
- Demonstrated understanding of adult learning styles
- Ability to work independently as well as within a team
- Ability to meet multiple deadlines
- Demonstrated flexibility, adaptability and the ability to respond positively to change within the work environment
- Demonstrated knowledge of and experience with using standard computer software, such as Microsoft Office
- Current drivers licence and use of a comprehensively insured, registered motor vehicle