
	<b>Position Title:</b> Children & Families Playgroup Facilitator	<b>Team:</b> Early Years – Early Learning is Fun	
	<b>Band:</b> A	<b>Salary:</b> Stream 1, Level 5, Year 1	<b>Date:</b> April 2024

OUR VISION AND PURPOSE	ROLE CONTEXT
<p><b>We believe children, young people and families should be safe, thriving and hopeful.</b></p> <p><b>Our Vision for 2026: Together we will courageously change lives and reimagine service systems.</b></p> <p>For over 140 years, Berry Street has adapted to a changing world, and we will continue to adapt to achieve our purpose.</p> <p>Berry Street will continue to be a strong and independent voice for the children, young people and families with whom we work. In collaboration with others, we will advocate for investment in early intervention and prevention services that enable families to be safe and stay together. We will use approaches that are culturally safe and informed by the best evidence available. We will measure and learn from the impact of our work, and we will continually contemporise our models of practice.</p> <p><b>We look forward to working with our staff, carers, partners, supporters and government, to ensure children, young people and their families can create the future they imagine for themselves.</b></p>	<p>The Early Learning is Fun (ELF) Program is both a universal and targeted early intervention program for parent/carers and their children under school age with a focus on children aged birth to three years. The program emphasises the importance of play and learning in the early years, delivering a high quality, evidence informed intensive supported play group.</p> <p>ELF Supported Playgroups support vulnerable families to strengthen early learning and development, provide a therapeutic response to early childhood trauma, and develop early parenting skills. Aiming to improve school readiness, increase parent's confidence as their children's first teachers utilising trauma informed dyadic therapeutic activities.</p> <p>The ELF program also supports the universal service system to engage more effectively with vulnerable families and to bridge vulnerable families into mainstream early education and care services.</p>
OUR VALUES	PRIMARY OBJECTIVES OF THE ROLE
<p><b>We expect all staff to apply these Values in all aspects of their work.</b></p> <p><b>Courage:</b> to never give up, maintain hope and advocate for a 'fair go'</p> <p><b>Integrity:</b> to be true to our word</p> <p><b>Respect:</b> to acknowledge each person's culture, traditions, identity, rights, needs and aspirations</p> <p><b>Accountability:</b> to constantly look at how we can improve, using knowledge and experience of what works, and ensure that all our resources and assets are used in the best possible way</p> <p><b>Working Together:</b> to work with our clients, each other and our colleagues to share knowledge, ideas, resources and skills</p>	<p>The role works closely with a co-facilitator to provide high-quality parent/child supported playgroups targeting families experiencing vulnerability. Assisting families to strengthen their parenting capacity and build on safety, stability, and development through play group interventions, and establishing a playful family learning environment.</p> <p>The role also provides limited case support to families to assist connection to the community, as well as assessment, advocacy and support for families to access services and resources. The role works alongside early education, health, welfare services and schools to deliver the ELF supported playgroup.</p>

## REPORTING RELATIONSHIPS

This role is based at our Preston office, Wurundjeri country with groups being delivered in the LGA of Whittlesea and operates under a hybrid work-from-home, office and outreach arrangement.

The role reports to the Team Leader ELF who will provide supervision and review. This role has no direct reports and works in conjunction with other team members.

## EXPECTATIONS

- Conduct oneself in accordance with the Berry Street Code of Conduct which is underpinned by the values of accountability, courage, integrity, respect and working together within the principles of continuous improvement and occupational health and safety.
- Berry Street is committed to service delivery that prioritises and celebrates diversity and inclusion. We aim to ensure every individual is treated with dignity and respect regardless of their cultural background, ability, ethnicity, gender identity, sexual orientation, spirituality or religion.
- Berry Street is committed to being a child safe, child friendly and child empowering organisation. In everything we do we seek to protect children. We are committed to the cultural safety of Aboriginal and Torres Strait Islander children; children from culturally and/or linguistically diverse backgrounds; children with a disability; children who identify as LGBTIQ+. We aim to ensure every individual is treated with dignity and respect regardless of their cultural background, ability, ethnicity, gender identity, sexual orientation, spirituality or religion.

## KEY SELECTION CRITERIA: KNOWLEDGE, SKILLS AND ABILITIES REQUIRED TO FULFIL THE ROLE

- Excellent written and oral communication skills (including public speaking, presentation and facilitation skills).
- Demonstrated ability to flexibly manage competing priorities and stressful situations, monitoring own stress levels and practising and promoting self-care strategies.
- Demonstrated experience in groupwork with children from high-risk groups that seek to empower and build confidence in parents and promote safe, healthy and playful family learning environments.
- Demonstrated ability to engage in a variety of strategies to encourage attendance and participation in group sessions and within the home environment drawing on strong engagement skills and an ability to apply creative approaches to working with vulnerable families.
- Demonstrated experience in case work including ability to demonstrate a high-level understanding of issues relating to families and young children, particularly child abuse and neglect and family violence (including thorough understanding of how to apply the MARAM framework, risk assessment and safety planning),
- Knowledge of the universal service system including health, welfare, education and care, as well as specialist services for preschool aged children and their families
- Demonstrated understanding of and respect for the needs of children with disabilities, Aboriginal culture including cultural safety and awareness and cultural and linguistic diversity (CALD), including cultural safety for children from CALD backgrounds

## QUALIFICATIONS AND OTHER REQUIREMENT

- A Bachelor level qualification in Social Work, Psychology, Welfare, Early Childhood Education or a related discipline
- Staff members must hold a valid WWCC, current drivers licence at all times and undergo a Criminal Records Check prior to employment. Subsequently, staff must report any criminal charges or court appearances.

## DESIRABLE

An understanding of Infant Mental Health Frameworks  
A comprehensive understanding of the Integrated Family Violence service sector  
Ability to speak a relevant community language

## KEY ACCOUNTABILITIES AND RESPONSIBILITIES

ACCOUNTABILITY	SPECIFIC RESPONSIBILITIES
<b>Direct Service Delivery</b>	<ul style="list-style-type: none"> <li>• To work collaboratively with an ELF co-facilitator to provide a high standard of service delivery to vulnerable families and children</li> <li>• Provision of weekly supported playgroups for vulnerable parents and children aged birth to school aged in the City of Whittlesea</li> <li>• Promote the value of learning through play and ensure a high degree of parental involvement in developmentally appropriate, enriching and culturally sensitive practices.</li> <li>• Support parents and caregivers to build connections and develop peer relationships.</li>   <li>• To assist families to transition to mainstream early education, care and community services as required.</li> <li>• Provide resource materials to assist and support early year's activities for the ELF supported playgroups focusing on infants and children aged 0-school aged</li> <li>• Work collaboratively with families and children, to develop specific objectives, goals and tasks necessary to achieve the family's identified needs or areas of development.</li> <li>• Utilise evidence informed approaches to parenting and child development.</li> <li>• Utilise a range of engagement strategies that are creative, flexible and responsive to the individual needs of clients to build and sustain their participation in the ELF supported playgroup.</li> <li>• Support parents to access relevant community services to enhance parenting skills and build on confidence.</li>   <li>• Provision of support, information, advocacy and referral for families and children as required in areas such as housing, counselling, early education, legal, income, health, family issues etc.</li> <li>• Provide assertive outreach to encourage and support vulnerable families to access the ELF supported playgroups.</li> <li>• To identify and utilise secondary consultation to meet the family needs as required, e.g. legal, counselling services, allied health, maternal and child health, disability services, family violence, integrated family services</li> </ul>
<b>Administration</b>	<ul style="list-style-type: none"> <li>• To maintain the confidentiality and safety of all files that ensures compliance with Privacy legislation.</li> <li>• To maintain appropriate case recording and reporting systems as required.</li> <li>• Actively participate in regular supervision.</li> <li>• Actively participate in regular team/staff meetings and other forums as required.</li> <li>• Ensure that all practices within the program are in accordance with relevant Berry Street policies and procedures and Berry Street values</li> </ul>
<b>Community, Education &amp; Program Development</b>	<ul style="list-style-type: none"> <li>• To participate in networking opportunities and advocacy relevant to the needs of vulnerable families, with a focus on the Whittlesea areas with Local, State and Federal groups/agencies and Government departments as necessary.</li> <li>• Work with local services including but not limited to maternal and child health, maternity hospitals, community health services, Centrelink, Integrated Family Support, The orange Door, early education, and primary schools.</li> <li>• Participate in relevant educational forums and professional development opportunities.</li> <li>• Establish and maintain effective working relationships with community partners and professionals in the Whittlesea area who are involved in service provision to children birth to school aged.</li> </ul>

**Other**

- Other duties as required.

## INHERENT REQUIREMENTS OF WORK ACTIVITIES / ENVIRONMENT

Following is a table that outlines the main physical and psychological requirements of the position.

Element	Key Activity	Frequency
<b>Client Facing and Service Delivery</b>	Work with clients who may have a physical, psychiatric or sensory disability.	Daily
	Interact with clients and members of the public who may display the full range of emotional expressions, including parents, partners, significant others, family members, advocates, doctors, police.	Daily
	Work with complex clients which may expose you either directly or vicariously to emotionally challenging concepts such as self-harm, trauma, illegal activity and/or violence.	Regular
	Drive vehicles with possible distractions from client behaviour, verbal or physical.	Occasional
	Work in a client's home or their family home alone and/or with others.	Occasional
	Represent, advocate and cooperate with legal processes which may include attendance to court.	Occasional
<b>Work Environment</b>	Manage demanding and changing workloads and competing priorities.	Daily
	Work in different geographic locations.	Daily
	Be exposed to all outdoor weather conditions.	Regular
	Work via computer from home as required.	Daily
	Work office hours with the possibility of extended hours. Flexible arrangements by agreement.	Occasional
	Work rostered hours with the possibility of overtime.	Occasional
	Work on-call after hours.	Not Applicable
	Work in an open plan office with no assigned desk.	Daily
	Work in buildings which may require the use of stairs or elevators.	Daily
	Sit at a computer or in meetings/meeting rooms via video conference facilities or in person for extended periods.	Daily
	Work in a client's home or their family home alone and/or with others.	Regular
	Work in educational or community facilities.	Daily
	Drive vehicles possibly over long distances and in all traffic and weather conditions.	Occasional

	Undertake training and professional development activities both internal and external to the organisation.	Regular
<b>Administrative Tasks</b>	Undertake administrative tasks which may include the following: computer work, filing, data entry, writing reports, case notes/plans and client records. Manage resources and budgets. Research and analyse information and data.	Daily
	Use technology including computers, photocopiers, telephones including mobiles, fax, projectors, televisions, video conference facilities and electronic whiteboards.	Daily