

Position Description	
Title	All In Facilitator
Status	Employment type: 12-month fixed-term contract, with a view to extend, or Casual. Team: Primary Prevention (open to applicants of all genders) Hours: Flexible, from 0.6 FTE (3 days per week) up to full-time, or Casual.
Grade	SCHADS Award Level 5
Reports to	All In Delivery Lead
Direct reports	Nil
Key relationships	All In team including First Nations Prevention, Learning and Content and Prevention team members, Local Early Childhood Education centres and educators, external partners and stakeholders
Location	• Roles available in both metropolitan Sydney, based at WAGEC's Gadigal Head Office, and across regional NSW. • Preferred regional locations are the Illawarra/Shoalhaven, Dubbo/Central West and Port Macquarie-Hastings/Mid North Coast, although applications will be considered outside these areas. • Applicants must live within 1 hour's drive of a regional airport. • Travel required throughout NSW, some after-hours, and weekend work. • Flexible work conditions, including some work from home will be considered in line with WAGEC policy.
Date approved	October 2026

Organisational Context

The Women's and Girls' Emergency Centre (WAGEC) is a non-government, not-for-profit, charitable organisation that supports clients in crisis and advocates for social change in the community. By 'client', we refer to all women (cis and trans), families and non-binary people comfortable in women-centric spaces.

We work across Sydney, on the lands of the Gadigal, Wangal and Dharug people of the Eora Nation and our Prevention activities extend across many Aboriginal nations and language groups. We seek always to work respectfully in partnership with communities and in accordance with local protocols.

For over 45 years we have been doing this work in partnership with community, business and government stakeholders. Every night, we support 200 clients impacted by homelessness, domestic violence and systemic disadvantage. Equally, we seek to address the underlying causes of gender-based violence

through primary prevention activities to end gender-based violence in a generation.

Our Vision is to build a community free from gender-based violence by harnessing collective power and shaping a safer future for generations to come.

Our Purpose: We create safe spaces for women and families impacted by homelessness, domestic and family violence and systemic disadvantage. We create enduring change in times of crisis through access to safety, housing, and material support. We work with our communities to advocate for sustainable social change. We are trauma-informed, culturally responsive and respectful in our practice and the design of our programs and activities. The safety and wellbeing of children and young people is at the core of WAGEC's work.

Program overview – All In

All In is a multi-year primary prevention of gender-based violence program that works directly with adults. We engage early childhood education professionals, families, communities and other influential adults, giving them the skills, knowledge and confidence to actively challenge gender stereotypes that impact negatively on children in the early years.

All in contributes to the primary prevention of gender-based violence in NSW through delivering gender equality and respectful relationships education to influential adults in early childhood education and community settings. It supports the prevention of violence by providing influential adults with practical tools to support children in developing healthy, respectful relationships and valuing people of all genders from their early years.

The All In program is a major strategic and policy initiative funded and endorsed by NSW Government under the [Pathways to Prevention Strategy 2024-2028](#).

Position Purpose: All In Facilitator

The All In facilitators play a critical role in delivering a whole-of-community approach to preventing domestic, family, and sexual violence (DFSV) in NSW. The facilitators deliver workshops, training, coaching and resources across early childhood education and care (ECEC) centres, influential adults and the wider community in both ECEC and community-based settings.

Each facilitator develops and nurtures a portfolio of relationships with centres, local community organisations and local government. They contribute to building a community culture that promotes gender equality, respectful relationships, and inclusion for all children in the early years.

Facilitators work collaboratively within the All In team to ensure programs and content are evidence-informed, strengths-based, culturally safe for all communities. All In's model is based on and closely aligned with, principles of Aboriginal self-determination, inclusivity, and respectful partnerships. First Nations facilitators will be directly line-managed by the All In Delivery Lead. All

facilitators will build relationships with local centres, services and community organisations in their region.

Given the nature of prevention work in domestic, family and sexual violence, facilitators are required to engage in regular clinical supervision to support professional growth, wellbeing, and the management of vicarious trauma. This reflective practice helps maintain safe, ethical, and sustainable delivery of programs. WAGEC provides access clinical supervision for staff, and/or cultural supervision for Aboriginal and Torres Strait Islander staff in recognition that facilitators require specialist skills to navigate complex dynamics such as resistance, backlash, and disclosures of DFSV.

The core responsibilities of the role are:

- 1. Centre and Community Engagement (30%)**
- 2. Delivery of Workshops, Training, and Resources (40%)**
- 3. Team Support, Mentoring, and Program Development (20%)**
- 4. WAGEC culture (10%)**

Core Position Responsibilities

1. Centre and Community Engagement (30%) Build, manage and maintain strong local partnerships, supporting centres, and building sustainable community connections to ensure high-quality program delivery and culturally responsive practice	
Key focus areas	a) Build strong, respectful relationships with ECEC centres, local community organisations, networks, and playgroups. b) Build and sustain collaborative relationships with centres across metropolitan and regional NSW communities including traveling to deliver workshops and other communities engagements. c) Maintain regular contact with key local services, including Specialist Homelessness Services (SHS), Domestic, Family and Sexual Violence (DFSV) services, Aboriginal Community Controlled Organisations (ACCOs) and other local service providers including local government, inter-agencies (eg. DFSV, child, youth and family, early childhood networks) as needed. d) Respond appropriately to sensitive disclosures in line with child safety and DFSV procedures. e) Collaborate with community and local government partners to identify opportunities for program engagement, growth, and support to enhance local responses, campaigns and approaches to GBV prevention. f) Document and provide feedback of key reflections to wider Prevention team to support continuous learning and improvement

Performance Measures	• Positive feedback from centres and partners. • Timely communication and proactive engagement with stakeholders. • Evidence of effective and respectful portfolio and relationship management and delivery monitoring. • High levels of centre engagement and satisfaction. • Appropriate and timely response to sensitive disclosures
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2. Delivery of Workshops, Training, and Resources (40%)

Deliver engaging, inclusive, and evidence-informed workshops that empower educators, children, and communities to build respectful relationships and confidence to ensure equality and respect are embedded in communities across NSW

Key focus areas	a) In collaboration with key members of the Prevention team, plan, prepare, and deliver trauma-informed, culturally grounded high-quality respectful relationships workshops and training sessions which acknowledges a diversity of backgrounds, across centre and community settings both in-person, online and through a new learning management system. b) Adapt content to suit diverse and different audiences, including early childhood educators, families, and community groups. c) Support centres to implement primary prevention principles into their practice including gender equity audits and implementation of gender equality policy and practice d) Ensure sessions are inclusive, trauma-informed, culturally safe, and aligned with program principles. e) Evaluate participant engagement and learning outcomes during and after sessions through surveys, team debriefs and feedback. f) Provide ongoing mentoring and coaching to ECEC and community participants appropriate to level of program engagement g) Ensure workshops, training and activities are delivered as scheduled. g) Coordinate workshop bookings with Delivery Lea and monitor participation. h) Work with the Administration Assistant to ensure travel and accommodation are booked in line with WAGEC travel policy, and workshop-related equipment and resources are managed and delivered in line with expectations.
Performance Measures	• High participant satisfaction and feedback. • Consistent delivery against program curriculum, principles, and delivery standards. • Evidence of adapting delivery to suit audience needs. • Accurate completion of session reporting and documentation.

3. Team Support, Mentoring, and Program Development (20%)

Support colleagues, provide mentoring to educators and adults working with children in the early years, and contribute to the ongoing development of curriculum and resources to continually improve program outcomes

Key focus areas	a) Provide peer support, mentoring, and coaching to colleagues where required. b) Participate in regular team meetings, debriefs, and professional development activities. c) Provide feedback on workshop content and resources based on delivery experiences and participant responses. d) Provide the All In Delivery Lead, Partnerships and Engagement Coordinator, and Learning Team with feedback from centres and participants to assist in refining and updating curriculum and resources. e) Support the integration of evidence-based, new and emerging practice, research, and local context into educational resources. f) Ensure content reflects program principles: gender equality, respectful relationships and culturally responsive practice, evidence-informed, inclusive and intersectional, strengths-based, culturally safe, commitment to professional development, role modelling, cultural humility, learning and continual improvement.
Performance Measures	• Active contribution to team learning and professional development. • Evidence that mentoring and feedback have improved program delivery. • Timely and constructive contribution to content and curriculum updates. • Implementation of feedback and best practice into program resources

4. WAGEC culture (10%)

Proactively contribute to WAGEC's overall culture and impact

Key focus areas	a) Work in a manner consistent with WAGEC's purpose, ethics and strategy. b) Champion a culture of continuous improvement. c) Apply WAGEC's Ethical Stance to challenges, managing your professional and personal obligations at work. d) Maintain a strong and healthy professional identity and approach through participation in regular cultural and/or leadership supervision, self-care, and professional development. e) Contribute to WAGEC's overall social impact by delivering on role expectations, from time to time performing other duties as requested by your manager and being a proactive team member.
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	f) Actively support an organisational-wide focus on culturally responsive and child safe practice. g) Contribute to a culture and outcomes focused on child safety, empowerment, gender equality and wellbeing
Performance Measures	Provide examples of personal contribution to maintaining a safe, ethical, and effective culture

Key selection criteria

Experience Desirable	- Experience in early childhood education and care (ECEC) or related education contexts. - Experience delivering adult learning and professional development sessions. - Experience managing relationships within centres, community organisations and/or networks. - Experience responding appropriately to sensitive disclosures, including DFSV and child safeguarding. - Experience working with social service providers, in settings such as domestic, family and/or sexual violence, homelessness, health, local government or other related settings. - Direct experience in the early childhood education sector or working with families, children, or community settings. - Gender equality, primary prevention, and/or respectful relationships education program delivery
Required skills	- Strong interpersonal, communication, and relationship-building skills. - Ability to deliver engaging, inclusive and culturally safe training. - Capacity to build and manage relationships with multiple centres, including sourcing new ECEC providers for entry to the program - Ability to prioritise multiple tasks effectively. - Strong organisational, planning, and reporting skills. - Ability to work independently and collaboratively within a team - This role requires resilience, as it involves being exposed to disclosures of sensitive information which may include child sexual abuse, domestic violence and child protection issues. - Ability to work in a culturally sensitive, respectful and effective way with Aboriginal and Torres Strait Islander, culturally and racially marginalised and LGBTIQ+SB communities - High level written communication, research and technology skills (e.g. MS Office, TEAMS) - Excellent time management and organisation skills, able to prioritise own workload to meet deadlines

Preferred knowledge	• Intersectional feminist analysis to understand homelessness, disadvantage, and gender-based violence primary prevention. • Understanding of the causes and impacts of vicarious trauma and a commitment to workplace safety including self-care. • Early childhood sector and approaches including the national Early Years Learning Framework. • Our Watch Change the Story, Changing the Picture and other evidence-based primary prevention frameworks • Adult education and training and/or community capacity building approaches
Qualifications / licences	• Qualifications and/or equivalent experience in the areas of early childhood education, adult education, social work, education, psychology, violence prevention, social justice, community services or other relevant fields. • NSW Working with Children Check - essential • NSW Driver's License - essential • National Police Check (Having a criminal record does not automatically exclude you from this role. Please discuss your situation with us confidentially.)

General employment conditions

All WAGEC employees, volunteers, students and contractors are required to:

- Understand and adhere to WAGEC's vision, purpose, values and ethical stance
- Proactively and positively contribute to WAGEC's culture and impact
- Work in accordance with WAGEC policies and procedures
- Demonstrate respectful and culturally appropriate ways of working
- Comply with all Workplace Health and Safety systems and practices
- Maintain a valid NSW Working with Children Check and comply with all WAGEC child safeguarding and protection measures
- Comply with relevant NSW legislative requirements.

WAGEC is an organisation that primarily provides specialist support to women and their children, and due to this is entitled to employ only female, female-identifying, and non-binary staff, under the Anti-Discrimination Act, 1977 (NSW) Section 31.

Due to the nature of gender equality work, roles in the Primary Prevention team are open to people of all genders.

This role may be required to lift moderately heavy items on occasion.

WAGEC is a child safe organisation and committed to the safety, wellbeing, and empowerment of all children that we engage with in our services and community. We have a whole organisation approach to upholding children's rights and striving to prevent all forms of harm, abuse and neglect for children and young people.

Employee Name	
Employee Signature	Date:
Manager Name	
Manager Signature	Date: