



Brotherhood  
of St Laurence

Working for an Australia free of poverty

# POSITION DESCRIPTION

**POSITION TITLE:** HIPPY Australia Consultant

**DEPARTMENT:** HIPPY Australia

**DIVISION:** Community Services

**OCCUPANT:** Vacant

**DATE APPROVED:** April 2014

**APPROVED BY:** National Manager HIPPY Australia

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## **ORGANISATIONAL PURPOSE:**

Established during the Great Depression, the Brotherhood of St Laurence was the vision and creation of Fr Gerard Tucker, a man who combined his Christian faith with a fierce determination to end social injustice. The BSL has developed into an independent organization with strong Anglican and community links. Today, we continue to fight for an Australia free of poverty.

The Brotherhood of St Laurence employs over 600 staff and is supported by 1200 volunteers. We are developing social and community enterprises to address inequality by forming partnerships between government, business, community and welfare organizations.

As well as providing services and programs for families and elderly people on low incomes, refugees, young people and the unemployed, we research the causes and effects of poverty and advocate national and local policy solutions for people who are disadvantaged.

The BSL is currently focusing its work on strategies to alleviate and prevent poverty for those people most at risk at the four transition stages considered critical to their future well being: the early years, the years from school to work, periods in and out of work and retirement and aging. Community Services is one of six Divisions of the Brotherhood and includes the Early Years transition (children and families programs), the School to Work transition (youth programs) and In and Out of Work transition (Neighborhood renewal, employment, community enterprise and training programs) plus the areas of Refugees and Settlement and Financial Inclusion.

## **DEPARTMENTAL PURPOSE:**

The Home Interaction Program for Parents and Youngsters (HIPPY) is a two-year home-based parenting and early childhood enrichment program that empowers parents and carers to be their child's first teacher. The program builds the confidence and skills of parents and carers to create

a positive learning environment to prepare their child for school. The program also offers some parents and carers supported pathway to employment and local community leadership.

### **How does the program work?**

- Each program location is staffed by a tertiary qualified coordinator and a team of home tutors.
- Home tutors are past or current parents participating in the program who live in the local community.
- Home tutors are paid employees and receive training.
- Parents and children enroll in the program in the year before the child commences formal school and participate in the program for 2 years.
- Home tutors schedule regular contact with parents and carers to work through the program activities in the family's home. Parents are also encouraged to participate in parent group meetings.
- Program activities are designed to be integrated into the daily life of the family and to ensure that parents and carers are able to successfully complete the program with their children.
- The first year of the program provides children with activities which support pre literacy and pre numeracy skills. The second year extends these activities and provides additional information about children's learning and development for parents and carers.
- Role-play is the method used by home tutors to facilitate the understanding of the parents and carers about how to do the activities.

### **What benefits does the program deliver?**

The evidence is clear that families play a crucial role in children's ability to learn in the formative early years. The program supports positive parental influences by developing foundations for learning and providing parents and carers with confidence and skills to contribute to their child's learning environment. These aims are consistent with key policy initiatives across Australia and reflect the Australian Government's commitment to achieve better early childhood outcomes for all Australians.

### **Benefits for children**

- Encourages a love of learning
- Maximizes chances of enjoyment and doing well at school
- Promotes language and listening skills and develops concentration
- Builds self esteem and confidence in learning
- Improves communication between parents and children.

### **Benefits for families**

- Helps create a learning environment at home
- Increases parents' knowledge of child development and the way children learn
  - Provides parents with opportunities to enjoy positive time with their children
- Enables parents to be actively involved in their children's education
- Supports parents to meet regularly and promotes a sense of inclusion and connectedness with their community
- Increases parents' self-confidence
- Has an overall positive impact on family relationships
- Creates employment and training opportunities.

### **What is the role of the Brotherhood of St Laurence?**

The Brotherhood of St Laurence, through HIPPY Australia, has exclusive licensing rights from HIPPY International to run the program in Australia and is responsible for managing the

implementation of the national roll-out. The Brotherhood of St Laurence has sub-licence arrangements with other not-for-profit organizations to deliver the program to selected communities.

The Home Interaction Program for Parents and Youngsters has grown from strength to strength in Australia with the invaluable support of the Brotherhood of St Laurence.

### **POSITION PURPOSE:**

To provide ongoing support to a national network of HIPPY Program Providers to ensure high quality program delivery and accountability consistent with the HIPPY Sub-licence and funding agreement outcomes.

### **Accountabilities:**

1. Support and guide HIPPY Program Providers (HIPPY Coordinators and Line Managers) to maintain program fidelity standards across sites and ensure that sites can meet all program deliverables, in line with the HIPPY Model in Australia in accordance to the HIPPY Sub-licence and funding agreement.
2. Carry out an initial site visit to each site, review the development plan from the previous annual site visit (or develop a plan at new sites), and furnish a written feedback report to the program provider, Senior Manager, Programs and Performance and the National Manager of HIPPY Australia
3. Within a Quality Improvement Cycle, undertake annual site assessment visits to ensure sites demonstrate a strong understanding of the HIPPY Model in Australia.
4. Participate and support HIPPY Australia to facilitate pre-service training of new HIPPY Coordinators and Line Managers.
5. Develop and support the delivery of home tutor training for new HIPPY Coordinators.
6. Working closely with the Senior Manager Performance and Program and the Coordinator, Database Analysis and Report to contribute to the preparation of reports as required.
7. Working closely with the Senior Manager Performance and Programs and the National Manager, review and update program activities, materials and handbooks, within a Quality Improvement Cycle.

### **KEY RESPONSIBILITIES AND DUTIES:**

#### **1. Program Support**

- Establish and maintain collaborative relations with program providers.
- Provide support to program providers to maintain standards, in accordance with the HIPPY Sub-licence and funding agreement.
- Participate, plan and deliver training in accordance with the HIPPY Sub-licence and funding agreement.
- Conduct regular state and interstate site visits in accordance with HIPPY Sub-licence and site visit schedule. Work with the Senior Manager, Programs and Performance to establish reflective practice to inform, develop and support best practice at all sites.
- Provide ongoing support to HIPPY Coordinators and Line Managers in State or Territory areas, to ensure efficient and effective program delivery.
- Conduct and arrange alternate biennial in-service training and professional development for coordinators. Biennial network meetings to support Coordinators and home tutors to share learnings, best practice and to engage in training as required.

## **2. Liaison**

- Maintain contact with program providers through regular phone calls, emails and visits to HIPPY sites, encouraging networking and sharing of ideas and strategies.
- Provide regular reports and keep the Senior Manager, Program and Performance informed on any issues and developments with sites.
- Establish links with other state and territory Early Childhood Education services and programs to support HIPPY program providers to link to and access these services.
- Remain informed on current developments in related fields and interpret these within HIPPY and service delivery.

## **3. Program Development**

- Undertake project work as required.
- Cooperate with current evaluation and research projects, and participate in other research or projects as identified by HIPPY Australia.
- Within a Quality Improvement Cycle review, assess and update program materials, manuals, resources and training modules.

## **4. Multiskilling**

The Consultant may be directed to carry out such duties as are within the level of the position and level of his/her skill, competence and training.

### **ORGANISATIONAL RELATIONSHIPS:**

Reports to: HIPPY Australia Senior Consultant

Internal Liaisons: HIPPY Australia  
HIPPY Learning Network  
Early Years Leadership Team

External Liaisons: Program providers, State and Territory Education and Early Childhood providers, local government and community groups.

### **KEY SELECTION CRITERIA**

- Early Childhood degree, Primary Teaching Education or other relevant degree/s
- Experience in working in early childhood 0 – 8 years service or system and strong foundations in early childhood development and/or early intervention programs for children and their families.
- Experience in teaching and working with adults from a variety of backgrounds.
- Knowledge of and experience working with children and families from a variety of backgrounds
- Knowledge of and experience working with indigenous, newly arrived and refugee communities.
- Demonstrated experience in leading, managing and working within a team plus demonstrated capacity to work independently.
- Excellent interpersonal and oral communication skills including an ability to deliver public presentations, group facilitation. An ability to liaise with people at all levels and develop effective relationships is essential.
- Working knowledge of Microsoft Office programs, demonstrated documentation and computer literacy skills.

- Strong administrative, organizational and time management skills, including an ability to plan and prioritise work to meet deadlines.
- Experience in monitoring, accountability and reporting.
- A demonstrated ability to act appropriately on issues of a sensitive nature.
- Understanding of and sympathy with the values and ideals of the BSL.
- Current Drivers licence.

**DESIRABLE EXPERIENCE OR QUALIFICATIONS**

- Demonstrated leadership within a national program
- Pre-school and/or primary curriculum expertise and teaching experience
- Community building and development
- Experience working with diverse communities including Indigenous communities.

**CONDITIONS OF EMPLOYMENT**

**A requirement of the position is regular state and interstate travel.**

- The position is based with HIPPIY Australia at 145 Smith Street Fitzroy, Victoria.
- Conditions as per the BSL Enterprise Agreement.
- This is a Full Time Fixed Term maximum position for 12 months with ongoing employment subject to the availability of funding.
- Salary between \$58,000.00 to \$63,000.00 per annum, depending on experience and qualifications plus 9% superannuation, with attractive salary packaging available.
- All staff are expected to participate in performance, development and review.
- It is a condition of employment that all staff take responsibility for a safe and healthy work environment and have a commitment to equal employment opportunity and a workplace free from discrimination and harassment.
- All staff are expected to behave in accordance with the principles of the Brotherhood of St Laurence Code of Ethical Behavior.
- A Working with Children Check is required.
- All BSL staff must be eligible to work in Australia.
- A standard Police Check will be performed on the successful applicant to any position within the Aged and Community Services, Children’s and Family service or Employment Services.
- A three-month probationary period applies.
- The BSL operates a smoke-free work environment.

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 Manager’s signature \_\_\_\_\_  
 Date

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 Incumbent’s signature \_\_\_\_\_  
 Date