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| Job Title | Trainer-Coach, Family Child Care Training and Home Coaching |
| PVN ID | VA-1708-001979 |
| Category | Instruction and Social Service |
| Location | OFFICE OF SR. UNIV DEAN FOR ACADEMIC AFFAIRS |
| Department | CUNY-PDI |
| Status | Part Time |
| Hourly Rate | \$30.00 |
| Hour(s) a Week | 0.00 |
| Closing Date | Oct 07, 2017 (Or Until Filled) |

General Description

The Informal Family Child Care Project (IFCC), a project of the New York Early Childhood Professional Development Institute (Institute) at the City University of New York (CUNY), endeavors to elevate the quality of care and education for children in home-based (family child care) settings in New York City by assessing and supporting the needs of, advocating for, and increasing the skills and capacity of home-based child care providers through a comprehensive array of professional development opportunities.

The Institute is a dynamic public-private partnership that works to ensure that all early childhood practitioners have access to a comprehensive, high-quality system of professional development.

The Informal Family Child Care Project will hire 1 part-time (19 hours a week) bilingual (Spanish/English speaking) Trainer-Coach. The Trainer-Coach is responsible for facilitating weekly professional development workshops and providing regular onsite coaching support in providers' homes to support the integration of training content in daily practice. The trainer-coach will report to IFCC's Early Childhood Specialist, and work closely with IFCC's Training Coordinator/Curriculum Developer and other project staff.

Other Duties

Coaching and facilitating adult learning is an interactive process of observation, discussion, and reflection in which the coach promotes each participant's ability to grow toward identified goals. An effective trainer-coach

must be able to build relationships with participants based on mutual respect, demonstrate effective communication skills, practice conflict resolution skills, have an on-going commitment to learning, possess the knowledge, skills and disposition to effectively implement a program guided by the following principles:

- Create culturally and linguistically competent, family-centered practice
- Acknowledge and build on participant experience and knowledge
- Provide opportunities for participants to practice new learning in a natural environment
- Actively make connections between theory and practice
- Create a learning community
- Use a feedback process that is strength-based
- Incorporate collaborative goal setting and ongoing review of goals
- Operate from a systems perspective
- Change occurs over time
- Coaches facilitate and participate in change

Primary Duties and Responsibilities

- Facilitate weekly professional development workshops
- Provide regular onsite coaching in providers' homes
- Model developmentally appropriate interactions/practices/strategies/techniques
- Conduct observation utilizing evidence-based (*and setting appropriate*) tools and analyze results to create and implement individualized actions plans and goals
- Encourage, support, motivate, and work interactively with caregivers to develop and implement goals
- Support caregivers to provide environments and opportunities which promote children's growth and development
- Promote reflective practices
- Offer resources and strategies to providers to enhance relationships, create appropriate environments, and teach social-emotional skills in children
- Support providers to develop individual plans to improve their environments, teaching practices to support young children's growth and development, and overall program quality
- Assist providers to identify resources in accordance with individual plans
- Participate in supervision and peer support as offered for individuals working in this capacity
- Prepare and maintain records and reports
- Attend regularly scheduled meetings with project staff

Qualifications

- Bachelor's degree in early childhood education, early childhood administration and supervision, or child development. Master's degree strongly preferred.
- At least 5 years of experience working directly with children and families
- Demonstrated competency in delivering training, technical assistance, and coaching or consultation to adult learners
- Experience providing individualized, relationship-based coaching.

- Knowledgeable about NYS early learning documents, including The New York State Early Learning Guidelines and the Core Body of Knowledge
- Experience conducting assessments with rating scales and/or other early childhood/child care assessment and quality improvement tools
- Experience working and ability to communicate with diverse populations
- Comprehensive understanding of a variety of early childhood settings, including center, family and school based programs
- A complete and current individual profile in The Aspire Registry, New York's early childhood workforce registry (<https://www.nyworksforchildren.org/>)
- Possess a NYS Early Learning Trainer credential, or the ability to obtain the credential within a mutually agreed upon timeframe (<http://nysaeyc.org/credentials-offered-by-nysaeyc/>)
- Successfully pass required background checks
- Excellent organization and project management skills
- Proficiency in Microsoft Office (Excel, Word, and PowerPoint), working with databases and navigating the internet
- Excellent oral and written communication, interpersonal, organizational and caseload management skills. Ability to communicate using technology, develop reports and track data
- Ability to work evenings and weekends
- Ability to travel to provider homes, meetings, and training sessions throughout the 5 boroughs of NYC
- Bilingual, English/Spanish
- Applicants residing in the Bronx, Brooklyn or Queens are encouraged to apply

Salary

\$30/hour

Please submit a cover letter and resume with your application.

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