

Early Childhood Program Trainer/Coach Job Description

Coaching Definition:

Coaching is an interactive process of observation, discussion, and reflection in which the coach promotes the other person's ability to grow toward identified goals.

Guiding Principles:

The Program Level coach will have an understanding and ability to put into practice and advocate for the following guiding principles:

- Culturally and linguistically competent, family-centered practice
- Natural learning environment
- Learner focused approach
- Functional and meaningful activities/supports
- Collaborative goal setting
- Operate from a systems perspective
- Change occurs over time
- Coaches facilitate and participate in change

Job Functions:

- Recognize the unique abilities of individuals and assist others in valuing everyone's contributions.
- Encourage, support, motivate, and work interactively with teachers/caregivers to develop and implement ongoing goals.
- Support the teacher/caregiver to provide environments and opportunities which promote the child's growth and development for any of the developmental domains, (language and literacy, health and physical development, approaches to learning, social emotional development, creative arts, science, mathematics).
- Assist teachers/caregivers to structure environments, routines and interactions that contribute to positive social-emotional outcomes for the children and families in a program.
- Focus on specific tasks, skills or techniques which can be mastered and measured.
- Assist teachers/caregivers to structure environments, routines and interactions that contribute to a positive social behavior support plan for the child.

Job Responsibilities:

Effective coaches must be able to build relationships with other staff based on mutual respect, demonstrate effective communication skills, practice conflict resolution skills, have an on-going commitment to learning, possess good observation skills, model best practices working with young children.

- Stay current on updates and changes in accreditation systems (NAEYC, NAFCC, NAA)
- Become trained in the Environment Rating Scales (ECERS, ITERS and FCCERS)
- Become trained and proficient in the strategies of the Pyramid Model
- Gather and track data in accordance with an identified evaluation plan.
- Participate in supervision and peer support as offered for individuals working in this capacity.

- Attend regularly scheduled meetings with other coaches, community partners, and professional development technical assistance staff.
- Facilitate a process to help staff develop individual plans to improve their environments, teaching practices to support young children's growth and development, and overall program quality.
- Offer resources and strategies to staff to enhance relationships, create appropriate environments, and teach social-emotional skills in children.
- Check in periodically with staff to offer support and guidance.
- Contact community partners to access external support when needed.
- Assist the participant to identify resources and supplies in accordance with individual plans.
- Willingness to travel throughout a region of Nebraska.
- Perform other duties as assigned.
- Maintain confidentiality.

Qualifications:

Minimum:

- Successfully pass required background checks.
- Education: Bachelor's degree in Early Childhood Education, Family & Consumer Science, Psychology, Social Work, Sociology, or a related field.
- Experience: A minimum of 2 years, working with young children.
- Knowledge and education regarding developmentally appropriate practices.
- Excellent oral and written communication skills, competent interpersonal skills, and strong organizational skills. Ability to communicate using technology, develop reports, and track data.
- Ability to travel to appointments, meetings, and training sessions which may require an overnight stay.

Preferred (additionally):

- Knowledge and expertise in promoting growth and development in children for any of the developmental domains, (language and literacy, health and physical development, approaches to learning, social emotional development, creative arts, science, mathematics).
- Experience: At least 2 years experience working with children in group settings.
- Experience in conducting assessments.
- Knowledge of program quality rating scales.
- Experience and/or education in adult learning.
- Experience and/or education in Human Service work and study.