

SPECIAL HOPE NETWORK

Special Education Training Coordinator - Community Based

Job Classification: Non-supervisory role

Reports to: Director of Education

Provisional Period: 6 months

Maximum Fundraised Salary: \$42,000

Assignment Category: Regular, full time

Staff Work Months: 12

Location: Lusaka, Zambia

Program/Center Location

Special Hope Network Community Care Centers (CCC)

Relevant Program Summary

Special Hope Network has 5 Community Care Centers (CCCs) throughout Lusaka. These centers are located in densely populated impoverished communities, and are within walking distance for the most vulnerable families of children with intellectual disabilities. All families at the CCCs have a child with an intellectual disability, typically ranging from moderate to severe or profound. We have a large population of children with Cerebral Palsy and Microcephaly, as well as, Hydrocephalus, Down Syndrome, Blindness and/or Deafness, Global Delay/ Intellectual Disability due to a variety of causes, and some less prevalent genetic disorders. Many children have epilepsy, dysphagia, and other medical conditions that impact their overall wellness. A majority of the children experience malnourishment and/or stunted growth of bones or atrophied muscles.

The purpose of our Community Care Center is to create an opportunity for the parents to be more independent in caring for their child with an intellectual disability. Parents attend the program 3 times per week for 2 hours each time. Parents (usually mothers) bring their child, and both parties stay the entire 2 hours. The duration of the 2 hours is spent as follows:

- 30 minutes of circle time (singing/introductions), building community, and strengthening parent skills
- 30 minutes of parent lessons on a variety of topics to improve their ability to care for their child
- 1 hour of classroom time where the parents practice working on their child's goals.

Children's goals are determined using a parent packet based on developmental milestones, and the goals are posted on the wall to be used as a guide for parents and staff. There are two classrooms that each focus on multiple areas of learning, including, academics, communication, interaction, motor, self-care, fine motor and writing.

Each family signs up for our 2-year Community Care Center program by signing a Family Partnership Contract which requires them to participate and actively engage in lessons and teaching their child, and allows them to choose a schedule for receiving their incentive package. The incentive package is a monetary amount offered to parents, contingent on attendance and participation at the center, and it can be given each month or in bulk for the purpose of saving funds to start a business.

Our program is set up for children ages 0-12 years. At the end of a child's 2-year program, or on their 12th birthday, they are signed out of the program and their family can choose to participate in monthly open house community days.

Staff at the CCCs include one manager, one educational staff, and one social worker (who is shared between multiple centers and is not always present at any given center). The manager's role is to run the logistics of the center, supervise the staff, teach in one of the two classrooms, work with the social worker to ensure the children are in good health, and work with the Special Education Training Coordinator to implement the program to the highest level of quality. The educational staff's role is to teach in one of the two classrooms, assist the manager in any logistical needs, and run community open house day. The social worker's role is to monitor the health of the children at the center and assist the parents in navigating the health system to advocate for their child's needs. The staff are Zambian nationals with varying levels of education and background. Some are high school graduates with a passion for children with disabilities, others have certificates or diplomas (some tertiary schooling) in Special Education, and others are pursuing degrees in Special Education.

Job Description Summary

The SpEd Training Coordinator is responsible for training Zambian educational staff in culturally appropriate and up to date evidence-based practices that have been adapted to the setting and maintain quality of our programs in the



community. Training is expected to be done both through demonstration on a day to day basis, and through weekly group training to be written and presented to educational staff. The SpEd Training Coordinator will also be responsible for working with parents to ensure understanding of important topics and their child's individual goals. Parent training will often require a translator, and require clear, specific, and simple communication, also being accompanied by demonstrations and activities. This individual will work with the Manager of the CCC to ensure the center maintains quality of programs and remains systemized, sustainable, and replicable.

Sample Week

Monday, Wednesday, Friday: spent at a CCC (rotate between all 5) ensuring that parents are working on goals correctly, assisting with challenging children, assisting with challenging behaviors, helping the manager answer questions, providing feedback on staff and parent teaching practices in all areas (including communication, academics, motor, and self-care), observing the manager lead parent lessons and providing feedback to increase engagement and understanding, noting any questions from the education or health team that need further research and following up

Tuesday: Training staff on upcoming parent lessons, assisting with collaboration meetings and lesson planning time for staff, participating in manager meeting to stay up to date on current issues and opportunities at CCCs, and leading CCC staff training on relevant topics in an engaging and active way

Thursday: participating in community open house day, catching up on paperwork and writing trainings and lessons, planning for future trainings, following up on community engagement and educational opportunities in areas surrounding centers

Job Requirements

A qualified candidate should have at least a Bachelors in Special Education with experience with students with moderate to severe disabilities. Masters degree preferred for immigration purposes.

Key Job Functions

Capacity Build Staff

Demonstrate helpful feedback to parents as an example to staff; show simple evidence based strategies and methods of teaching; understand each goal in parent packet to the ability of demonstrating or explaining to a staff member or parent, and understand how to best use materials to teach each goal; write staff trainings and present weekly in an effective way; follow-up on training outcomes; provide opportunities for staff to problem solve issues, and challenge them with appropriate guidance; problem solve and troubleshoot any challenging areas of student development or program success, and provide direct assistance with challenging student behaviors as well as follow up with training and guidance; create or supervise creation of any necessary materials for programs.

Percentage of Time - 50%

Capacity Build Parents and Community

Provide feedback to parents in classroom when observing; write parent lessons on necessary topics to improve care for their children; demonstrate simple positive behavior modification strategies, with accurate understanding of relevant disabilities and their causes; write community trainings or lessons; organize outside trainings for families for relevant topics (e.g. village banking, business strategy); participate in community days; become familiar with areas surrounding each center; ensure materials used in CCCs are those available in the community.

Percentage of Time - 30%

Oversee Educational Systems

Ensure systems are set in place for sign in, goal setting, and progress monitoring. Familiarize self with current systems; ensure systems are being followed; evaluate adherence to systems as necessary; provide feedback on current and possible future systems to ensure sustainability and replicability of program

Percentage of Time - 10%

Communication Support to Administration & Fundraising

Participate in meetings regarding performance at CCCs; provide relevant information to administration; cooperate in organization fundraising measures including gathering data, stories, information, pictures or videos, participation in special projects as needed and per availability (including but not limited to coordinating and touring visitors from other schools or organization; set up and preparation for Night to Shine), personal fundraising needs

Percentage of Time - 10%