

<i>Role Description</i>

POSITION:	EARLY CHILDHOOD EDUCATOR - DIPLOMA	PD No:	
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Purpose:

- To work with the Early Childhood Teacher to assist in the development, implementation and reflection of a high-quality program based on service values and philosophy in collaboration with the Director/Nominated Supervisor, educators and management.
- To work with the Director/Nominated Supervisor, teachers, educators and management to ensure compliance of the National Quality Framework (NQF), National Law and National Regulations, National Quality Standards and approved learning frameworks.
- To implement and embed the VEYLDF into our teaching, program and observations.
- Build and maintain positive relationships with children, families, educators and staff to deliver best outcomes for families and children for Rutherglen Kindergarten.

Key Selection Criteria:**Essential:**

1. Diploma in Children's Services.
2. Current First aid qualification: 'Provide an Emergency First Aid response in an Education and Care Setting'
3. Current ACECQA approved Anaphylaxis and emergency asthma management training.
4. Valid Victorian Working with Children's Check.
5. Satisfactory policy check in accordance with INH policy.
6. Accredited Child Protection Training.
7. Documented evidence of an annual Influenza Immunisation (flu shot).

Conditions of employment: VECTEA 2020 (soon to be 2024)**Responsible to:** Director / Nominated Supervisor**Knowledge required:**

- Current knowledge and compliance of the following Act's, Regulations, Standards, Policies and Procedures:
 - Service Policies and Procedures
 - Education and Care Services National Law (2010)
 - Education and Care Services National Regulation (2011)
 - National Quality Standards (NQS)
 - Victorian Early Years Learning and Development Framework (VEYLDF)
 - ECA Code of Ethics
 - Work Health and Safety Act 2009
 - Commonwealth Privacy Act 1988 and the Australian Privacy Principles (APPs) (2014)
 - Fair Work Act
 - Family Assistance Law
 - Child Protection legislation
 - Disability Act
 - Antidiscrimination Act
 - Food Safety Act
 - Child Safe Standards

Reporting requirements:

- Completion of reporting as directed by the Director / Nominated Supervisor.
- Completion of Maintenance / Hazard Identification immediately upon the discovery of an unsafe environment or unsafe equipment.
- Completion of Incident Reporting immediately following an incident.

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Performance appraisal: at 6 months, then annually and as requested by the line manager.

Key Results Areas (KRAs) and performance criteria

1. CONDUCT

- 1.1 Demonstrates a high standard of personal appearance and conduct, that is: clean, neat, tidy, punctual, and respectful language and manner toward families, children, visitors and to each other.
- 1.2 Demonstrates a flexible, and enthusiastic attitude toward undertaking a variety of tasks with a team approach.
- 1.3 Supports children to express their culture and enjoy their cultural rights.
- 1.4 Shows zero tolerance of racism and will act on incidents of racism.

2. HEALTH & SAFETY

- 2.1 Participates in risk management activities and contributes to a safe work environment for self, other staff, and volunteers; and a safe service environment for families, children and visitors.
- 2.2 Reports immediately, any equipment or situation which has the potential to cause harm.
- 2.3 Completes an Incident Form with Director / Management, via VHIMS Central, for an event or situation that; resulted, or could have resulted, in harm to your wellbeing.
- 2.4 Participates in problem solving processes to resolve health and safety issues.
- 2.5 Must have and maintain commitment to child safety, equity and inclusion, and cultural safety.

3. QUALITY IMPROVEMENT

- 3.1 Provides safe, quality care and education/service as a priority in your everyday work.
- 3.2 Provides competent care/service in accordance with the organisation's documented policies and procedures, and legislative requirements relevant to your role.
- 3.3 Actively participates in team meetings and quality improvement activities to improve the quality and safety of the care and services provided.

4. KNOWLEDGE & SKILLS

- 4.1 Maintains own knowledge and skills by completing annual mandatory training and competency assessments related to your role; participating in ongoing education sessions, and; reading emails, communication boards, newsletters and memos.
- 4.2 Annual training objectives are completed following performance appraisal to ensure you have the right skills and knowledge to perform your role.
- 4.3 Participates in relevant professional and network groups (recommendation only).

5. INFECTION PREVENTION & CONTROL (IPC)

- 5.1 Follows the organisations Infection Prevention and Control, policies, procedures and Work Practices.
- 5.2 Follows the direction of the IPC Lead.
- 5.3 Participates in the annual immunisation program, on an annual basis.
- 5.4 Reports any infection control issues to the IPC Lead.
- 5.5 The annual Staff Development Program includes mandatory training and competencies for hand hygiene, standards and transmission-based precautions including; outbreak management.
- 5.6 Maintains knowledge of the Outbreak Management procedures.

6. QUALITY PROGRAM

- 6.1 Participates in the organisational quality program and the Kindergarten Quality Improvement Plan.
- 6.2 Participates in Procedure and Work Practice review as requested.

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ROLE DIMENSIONS- KEY PERFORMANCE AREA

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE		
1.1	Program	The educational program enhances each child’s learning and development.
1.2	Practice	Educators facilitate and extend each child’s learning and development.
1.3	Assessment and planning	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.

Educational Program & Practice Key Tasks:

- Work with the Kindergarten teacher to ensure the program meets the goals of the approved learning framework (VEYLDF) to help children develop:
 - A strong sense of identity
 - Connection with and contributions to their world
 - Strong sense of wellbeing
 - Confidence and involvement in their learning; and
 - Effective communication skills
- Assist in the collection, recording and evaluation of children’s records and observations, as required by National Regulations and the National Quality Standard.
- Implement inclusive practice and lead an environment which honours diversity.
- Assist with the development, implementation and update of the Quality Improvement Plan for the service.
- Aim to create a culture of reflective practice to promote continuous improvement across all aspects of the programming cycle and routines.
- Work with children, families and educators to achieve optimal learning and developmental outcomes.
- Make curriculum decisions that uphold all children’s rights in consultation with relevant stakeholders- children, families, educators and management.

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QUALITY AREA 2: CHILDREN’S HEALTH AND SAFETY		
2.1	Health	Each child’s health and physical activity is supported and promoted.
2.2	Safety	Each child is protected.

Children’s Health and Safety Key Tasks:

- Promote child wellbeing and prevent harm to children and young people by adopting and adhering to the 11 Child Safe Standards.
- Must have and maintain a commitment to child safety, equity, inclusion, and cultural safety.
- Must abide by the Child Safety and Wellbeing Policy and the Code of Conduct and all child safe policies and procedures.
- Ensure compliance as a mandated reporter in accordance with the service Child Protection policy and procedures.
- Assist the Director/ Nominated Supervisor to comply with child protection in the workplace.
- Recognise and report misconduct, illegal or inappropriate behaviour to the Director.
- Inform the Director/ Nominated Supervisor of all allegations or convictions of a child protection nature against an employee/volunteer/visitor, of which you become aware.
- Be familiar with the Reportable Conduct Scheme and your responsibilities under this scheme.
- Ensure children do not leave the service premises except in accordance with the National Regulations- collected by a parent/guardian or authorised nominee or in emergency evacuation situations; risk assessed excursions or regular outings.
- Ensure families are signing children in on arrival to Kinder and that all sections are completed. Children must be collected by a parent/guardian or authorised nominee – refer to policies.
- Follow policies and procedures to ensure visitors to the Kinder are supervised at all times and identity is confirmed. Make sure visitors are signing in and out of the Kinder and WWC is sighted if necessary.
- Collect children from the bus out the front of the Kinder on arrival to Kinder. Be familiar with the Delivery and Collection policy.
- Ensure correct manual handling techniques and procedures are followed and assist by identifying manual handling hazards and risks within the service.
- Follow policies and procedures to maintain correct educator to child ratios at all times.
- Respond positively and consistently to children’s additional needs including adjustments and requirements; diet and allergies; developmental needs etc.
- Ensure a high standard of hygiene in compliance with procedures and policies.
- Ensure the administration of first aid or medication in compliance with relevant policies and procedures.
- Ensure reporting of serious incidents to the regulatory authority within 24 hours in accordance with Education and Care Services National Regulations.
- Daily cleaning: cleaning of toilets and bathroom floor when there are accidents and when soiled, cleaning tables/picnic rugs and sweeping throughout the day, cleaning toys etc.
- Participate in end of year cleaning of the Kinder (this is expected of permanent part time employees).
- Daily disposal of rubbish from kitchen, bathroom and Kinder room.

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QUALITY AREA 3: PHYSICAL ENVIRONMENT		
3.1	Design	The design of the facilities is appropriate for the operation of a service.
3.2	Use	The service environment is inclusive, promotes competence and supports exploration and play-based learning.

Physical Environment Key Tasks:

- Work with the Kindergarten team (director, teachers, educators) to create a safe, supportive, stimulating and educational environment for all children.
- Collaborate with the Director/ nominated supervisor(s) to resource the Kinder with appropriate equipment and ensure the team maintain the aesthetics of the environment and ensure all resources and equipment are respected and maintained.
- Report any situation that may constitute a hazard to health or safety to children, families, educators, staff or visitors to the Director/ nominated supervisor.
- Ensure the physical environment complies with the licensing requirements of the national regulations and Australian safety standards for all equipment and resources
- Ensure effective processes are followed to meet WHS requirements

QUALITY AREA 4: STAFFING ARRANGEMENTS		
4.1	Staffing Arrangements	Staffing arrangements enhance children's learning and development.
4.2	Professionalism	Management, educators and staff are collaborative, respectful and ethical.

Staffing Arrangements Key Tasks:

- Ensure a working knowledge of the National Quality Framework and meet these guidelines in their work practices.
- Understand obligations to comply with legislation, rules, policies and procedures relating to the operation of Rutherglen Kindergarten.
- Demonstrate a thorough knowledge of the Code of Ethics (Early Childhood Australia Inc.) and always act within these guidelines.
- Contribute positively and effectively to the team environment to ensure smooth operation of the Kinder.
- Communicate with the teacher and other educators making sure messages from families are passed on so all necessary educators have the information needed about the children.
- Promote a healthy team environment and develop positive channels of communication to foster a cohesive team environment where educators feel supported and valued.
- Participate in ongoing professional development and training programs.
- Provide feedback to the Director in regards to educators conduct and work practices in relation to the Kinder program whilst creating a supportive workplace environment.
- Implement the service *Grievance Policy* and procedures and follow the *Grievance Policy* in relation to complaints or incidents.
- Keep up to date with current trends and issues in early childhood and share information with the Director/ Nominated Supervisor and educators to support research-based practices within the service; and attend staff meetings, family meetings and management meetings as required.
- Taking on extra responsibilities as requested by the Kinder teacher or Director.

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QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1	Relationships between educators and Children	Respectful and equitable relationships are maintained with each child.
5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships.

Relationships with Children Key Tasks:

- Respect and provide support and inclusion for all children, regardless of gender, cultural background or socio-economic status.
- Promote positive, comforting and nurturing relationships with children.
- Act as a positive role model, demonstrating appropriate behaviour and language.
- Communicate with children in an open, honest manner and ensure that the child’s perspective is regarded as unique and special.
- Ensure children are respected, their rights are being met (United Nations Convention on the Rights of the Child- CROC) and helping them to understand their rights.

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.2	Collaborative partnerships	Collaborative partnerships enhance children’s inclusion, learning and wellbeing.

Collaborative Partnerships with Families and Communities Key Tasks:

- Be courteous and helpful to families.
- Support the Director / Nominated supervisor to manage information which assists families to access resources within the local and wider community.
- Be an advocate for high quality support services for children in our community.
- Provide support to the Director / nominated supervisor to manage events and experiences (e.g. incursions/excursions) with children which promote awareness of our community and reflect child centred learning.
- Assist the Director and Teacher to ensure students on placement are positively welcomed, supported and effectively supervised.
- Maintain a positive working relationship with INH and Outside School Hours Care (OSHC).
- Be familiar with support services available to families.
- Encourage and assist parents/guardians to talk with the teacher on issues of children’s development and the Kinder program.

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QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service.
7.2	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community.

Leadership and Service Management Key Tasks:

- Comply with, and maintain all service policies and procedures in accordance with the Education and Care Services National Law and National Regulations. Assist in reviewing policies and procedures with the Director, teachers and educators.
- Maintain a sound and current understanding of the National Quality Framework (NQF) and approved learning framework/s
- Maintain compliance with the regulations as prescribed by the regulatory authority along with all legal and statutory requirements
- Be familiar with and provide input into the Kinder philosophy. The philosophy should be reflected in your teachings.
- Ensure that the Director/ Nominated Supervisor is informed of current issues within the service relating to the educational program
- Report directly to the Director/ Nominated Supervisor of any problem arising, which would affect the children, service approval or rating, regulatory and legal compliance or the smooth running of the service
- Maintain confidentiality of sensitive information in relation to educators, staff, families, children and the service in line with the *Privacy and Confidentiality Policy* and procedures; and
- Any other duties within the scope of the role of *Early Childhood Educator - Diploma*, under the direction of the Director/ Nominated Supervisor. This job description may be reviewed in the future.
- May be required to run the room when the teacher is absent (this would be discussed so you are prepared and to make sure you are happy and supported to do so).
- You may be asked to be a ‘Responsible Person’ for the Kinder, this role will also be discussed.

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Physical Demand Analysis	Type of Work: A = Administrative C = Care S = Services
	Frequency: Continuous (C) = 75% to 100% of the shift Frequent (F) = 25% to 75% of the shift Infrequent (I) = 0% to 25% of the shift Note: Assistive technology will be considered on an individual basis.

Physical demand	Frequency for type of work		Description
		C	
Standing and Walking		C	Standing and walking are major requirements for carrying out tasks and are required for movement around the facility. The ability to fully use both legs on variable surfaces is required.
Sitting		I	Sitting is required when carrying out documentation or administrative tasks.
Climbing		I	Climbing is required to go up and down stairs and steps. Requires body agility and the ability to use both legs and feet and hands/arms to use hand rails. A lift is available to move from one floor to another.
Balancing		C	Balancing is required to maintain body steadiness to prevent falling when walking, standing, crouching and/or lifting whilst carrying out task requirements.
Lifting and carrying		I	Lifting and carrying is required in the movement of objects around the facility including movement from lower to higher and/or horizontally and/or place to place. The ability to fully use both arms and hands is required.
Pushing and Pulling		I	Pushing and pulling objects around the facility including but not limited to trolleys, wheeled chairs and manual handling equipment.
Bending & Crouching		F	Bending at waist level whilst carrying out tasks is required. Ability to crouch to floor level when required.
Kneeling		I	Kneeling can be required whilst carrying out tasks.
Reaching & stretching		F	Reaching and stretching is required in carrying out tasks, and in the movement of objects within the facility.
Twisting		F	Twisting may be required in carrying out tasks. The ability to reach in all directions and to twist at the waist is required.
Grasping/ Finger Movement		F	Grasping and fine finger movement is required to hold objects. The ability to do repetitive motions with hands, wrists and fingers is required.
Handling and Feeling		C	Finger dexterity and hand-eye coordination, along with full hand and wrist movement is required. The ability to distinguish the features of objects by touch, particularly with the fingertips is required.
Talking & Communicating		C	Talking and communicating is required to carry out tasks. An excellent understanding of the English language and the ability to communicate effectively is required.
Hearing		C	Hearing and the ability to interpret what is being heard is required to carry out tasks. Ability to maintain hearing acuity, with correction, if required.
Vision		C	Vision and ability to recognise objects to determine depth perception, to discriminate between colours and read documents is required to carry out tasks. Ability to maintain 20/40 vision using correction, if required.
Smelling		F	Ability to distinguish odours and identify hazards is required when carrying out tasks.
Repetitive Motions		C	Repetitive motions of the wrists, hands or fingers are required when carrying out tasks.

I(Please Print) have read and understand the Role Description requirements including the Physical Demands and agree that I have the capacity to do this position. I agree to follow the requirements set out in the position description and understand that the information provided is a general outline and may not include every aspect of the position.

Signature: _____ **Date:** _____