Assistant Director (Educational Leader)
Swanston Street  Children’s Centre

POSITION DESCRIPTION

POSITION NUMBER
0052955

PROFESSIONAL CLASSIFICATION
PSC 6 - $89,182.00 - $96,536.00 per annum (pro rata for part-time)

SUPERANNUATION
Employer contribution of 17%

WORKING HOURS
Full Time (1 FTE)

BASIS OF EMPLOYMENT
Fixed term available for 11 months

HOW TO APPLY
Go to http://about.unimelb.edu.au/careers, under Current staff or Prospective staff, select the relevant option (‘Current Opportunities’ or ‘Jobs available to current staff’) and search for the position by title or number.

CONTACT FOR ENQUIRIES ONLY
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*Please do not send your application to this contact*

For information about working for the University of Melbourne, visit our website: about.unimelb.edu.au/careers
THE UNIVERSITY OF MELBOURNE

Established in 1853, the University of Melbourne is a leading international university with a tradition of excellence in teaching and research. The main campus in Parkville is recognised as the hub of Australia’s premier knowledge precinct comprising eight hospitals, many leading research institutes and a wide-range of knowledge-based industries. With outstanding performance in international rankings, the University is at the forefront of higher education in the Asia-Pacific region and the world.

The University of Melbourne employs people of outstanding calibre and offers a unique environment where staff are valued and rewarded.

Find out more about the University’s strategy, ‘Advancing Melbourne’, at https://about.unimelb.edu.au/strategy/advancing-melbourne

CHIEF OPERATING OFFICER PORTFOLIO

The Chief Operating Officer (COO) Portfolio enables quality outcomes for students, staff and partners by delivering University-wide services and operational support to meet the organisation's evolving needs and strategic goals. The portfolio also works in partnership with teams across the University to drive innovation, transformation and improved performance, within and across functions. It is responsible for the University’s budget and financial performance, and the management of its property and capital.

The COO Portfolio is comprised of six sub-portfolios covering all areas of our operations, including the newly established Operational Performance group. This has been established to drive and manage a program of operational improvement and service transformation, underpinned by contemporary business insights, data modelling, predictive analytics, digital tools, and service planning.

- Business Services
- Chief Finance Officer Group
- Legal and Risk
- Operational Performance Group
- Research, Innovation and Commercialisation
- Student and Scholarly Services
STUDENT AND SCHOLARLY SERVICES

Student and Scholarly Services provides student administration and services from recruitment and point of enquiry to graduation. This team also delivers wellbeing and scholarly services to students and staff.

Early Childhood Education Services is located within Student and Scholarly Services at The University of Melbourne, comprising the Early Learning Centre, Abbotsford (90 places daily), Queensberry Children’s Centre (96 places daily) and Swanston Street Children’s Centres (40 places daily). These centres provide early childhood education for approximately 266 children aged 6 months to five years from the University and the surrounding community. The centres operate for a minimum of 48 weeks per year and are open for 10 hours per day. The early childhood education staff team is comprised of approximately 60 staff working either full-time or part-time across the three centres.

EQUAL OPPORTUNITY, DIVERSITY AND INCLUSION

The University is an equal opportunity employer and is committed to providing a workplace free from all forms of unlawful discrimination, harassment, bullying, vilification and victimisation. The University makes decisions on employment, promotion, and reward on the basis of merit.

The University is committed to all aspects of equal opportunity, diversity and inclusion in the workplace and to providing all staff, students, contractors, honorary appointees, volunteers and visitors with a safe, respectful and rewarding environment free from all forms of unlawful discrimination, harassment, vilification and victimisation. This commitment is set out in the Advancing Melbourne strategy that addresses diversity and inclusion, equal employment opportunity, discrimination, sexual harassment, bullying and appropriate workplace behaviour. All staff are required to comply with all University policies.

The University values diversity because we recognise that the differences in our people’s age, race, ethnicity, culture, gender, nationality, sexual orientation, physical ability and background bring richness to our work environment. Consequently, the People Strategy sets out the strategic aim to drive diversity and inclusion across the University to create an environment where the compounding benefits of a diverse workforce are recognised as vital in our continuous desire to strive for excellence and reach the targets of Advancing Melbourne.

Position Purpose:
The Assistant Director (Educational Leader) is responsible to the Centre Director for the provision of ethical, innovative, high quality care and education programs that meet Centre and external requirements. In addition, the Assistant Director (Educational Leader) will provide mentoring, support, and pedagogical leadership to other Early Childhood Educators – Certificate III, Diploma, and Degree- working in the
Centre, including providing advice on all aspects of programs and supporting educators in engaging with contemporary education and learning theories in their work.

The Assistant Director (Educational Leader) will primarily support the Director of The Swanston Street Children’s Centre in the day to day operation of the Centre. In the absence of the Director, the Assistant Director (Educational Leader) has overall responsibility for the Swanston Street Children’s Centre, including child care program development, staffing, and all required administrative procedures. They will take a leadership role in handling illness, accidents and emergencies, including compliance reporting, liaise with families using the service, handle complaints and concerns in a professional and diplomatic manner and provide advice and referral for enquiries from prospective services users.

The Assistant Director (Education Leader) will generally work as an Early Childhood Teacher (Qualified) for 60% of the time and for the remaining time will focus on Educational Leadership and duties that support the Director and Administration staff. Duties include staffing matters, staff induction, provision of professional leadership, and compliance with internal and external requirements including administrative management of the service, reporting and record keeping and OHS requirements. They are also responsible for coordinating the Centre’s Quality Improvement Plan, including collating reflections, developing objectives and identifying gaps in practice while contributing to effective planning of policies and procedures that are compliant with state and federal legislation.

**Key Dimensions and Responsibilities:**

Task level: Significant
Organisational knowledge: Significant
Judgement: Significant
Operational context: Early Childhood Education Services

OH&S and compliance: All staff are required to take reasonable care for their own health and safety and that of other personnel who may be affected by their conduct. These include general staff responsibilities and those additional responsibilities that apply for managers, supervisors and other personnel. Specific responsibilities for the role are available at [http://safety.unimelb.edu.au/topics/responsibilities/](http://safety.unimelb.edu.au/topics/responsibilities/). Staff must comply with all relevant requirements under the University’s risk management framework including legislation, statutes, regulations and policies.
Core Accountabilities:

- To adhere to the requirements of the National Quality Standards, the Education & Care National Law and the Education & Care Services National Regulations.
- To adhere to Victorian Government reporting requirements as they pertain to the role of the Early Childhood Teacher, in particular the delivery of the Victorian Government Funded 3 and 4-Year-Old Kindergarten programs.
- To be responsible for the formulation, delivery and evaluation of a developmentally appropriate, ethically sound, exemplary and innovative, education and care program that responds to the Early Years Learning Framework, the Victorian Early Learning and Development Framework and contemporary trends in early childhood theory and practice.
- To ensure effective team leadership, role modelling and mentoring for other early childhood staff within the service.
- To work alongside the Centre Director as required to complete administrative tasks to ensure the smooth running of programs and centre service delivery.
- To actively pursue opportunities to advocate on behalf of children and for the development and delivery of early childhood education by working collaboratively and effectively with appropriate groups and the broader community and to play a significant role in leading and supporting the achievement of the improved outcomes for early childhood programs determined by state and federal priorities.
- To assume responsibility for centre operations and for leading the entire team in the absence of the Centre Director, including decision making and problem solving as required.
- To advise and inform the Manager Early Childhood Education Services and Centre Director of relevant matters pertaining to the professional contribution of direct reports, program design, implementation and evaluation, the needs of individual children and any issues that may impact on the operation of the early childhood service

Selection Criteria:

Education/ Qualifications:
The appointee will have:

- Master of Teaching (Early Childhood), Bachelor of Teaching Early Childhood including a Master of Education, a Masters level qualification in a related discipline, or evidence/intention to complete a qualification at this level.
- Current Victorian institute of Teaching (VIT) registration and Working with Children’s Check (WWCC)

Knowledge and Skills:

- Thorough understanding of the National Quality Framework for Early Childhood Education and Care, including its curriculum, regulatory requirements, and quality system, as well as relevant food safety
and privacy requirements. An ability to work within these and provide leadership and guidance in these areas to all Early Childhood Educators in the Centre.

- Demonstrated ability to build positive and respectful relationships with people, including young children, educators, and families using the services

- Demonstrated leadership experience within a long day care setting, and ability to work closely with other staff.

- Demonstrated ability to develop, implement and assess innovative early childhood programs and to support others in this work.

- Ability to sensitively provide mentoring, support, and pedagogical leadership to other Early Childhood Educators working across all age groups at the Centre

- A philosophy to fit within the centre’s philosophy

- Highly developed understanding of all aspects of the operation of a Children’s Centre, including staffing arrangements, children’s health and welfare, enrolments, emergencies, food provision and excursions.

- The incumbent will have knowledge and understanding of relevant state and federal legislation, including:
  - National Quality Standards
  - Education and Care Services National Regulations
  - ‘Being, Belonging and Becoming’, the National Early Years Learning Framework
  - Victorian Early Years Learning and Development Framework (0-8)
  - Food Act 1984 (Victoria) and Food Standards Code
  - Privacy Act 1988 (Commonwealth)

- Demonstrated effective verbal and written communication skills and team leadership skills.

- Intermediate level computer skills in a range of programs including Microsoft Office suite and internet search engines.

- Willingness to actively participate in in-service programs and professional development programs, and to organise relevant informative parent sessions as required.

- To show an interest in the evaluation of the program and research projects in line with centre expectations.
**DESIRABLE**

- Knowledge of student and staff services operating in a University environment
- Food Handler’s Certificate
- Knowledge of THEMIS software

**SPECIAL REQUIREMENTS**

- Level 2 First Aid Certificate and to maintain the first-aid certificate.
- Asthma and Anaphylaxis Management Training and to maintain the certificate.
- Must hold a valid and current Working with Children’s check.
- Must have a current Victorian Institute of Teaching registration.
- Staff are expected to work shifts between 7.30 am and 6 pm, to accommodate the hours of operation of the centre and to attend staff meetings out of working hours.
  
  Attendance at monthly staff meetings held outside the Centre’s hours of operation.

**Core Accountabilities:**

**PROGRAMS**

- Providing pedagogical leadership, professional support, and mentoring for early childhood staff in the development, implementation and assessment of a play based curriculum that incorporates the strengths and interests of the children in each group, reflects the philosophy and policies of the service, and is informed by ‘Belonging, Being and Becoming’, the national Early Years Learning Framework and the Victorian Early Years Learning and Development Framework.
- Ensuring that programs reflect and respect all the children and their families, encompassing their diverse socio-economic, cultural, historical and ethnic backgrounds, gender and sexualities.
- Ensuring that play based learning environments are welcoming, creative and stimulating, and maintaining these in a safe and tidy condition.
- Participating in and encouraging research that enhances understandings of children’s growth and learning and promotes innovative and high-quality care and education for young children.
- Supporting and co sharing the ECT role for the funded Kindergarten program. Collaborating with the ECT in the development and delivery of this program.
- Informing and cooperating with the Director if there are any matters or concerns relating to the delivery of the program, educators or the children.
Ensure that all documentation is maintained in accordance with policy, regulatory and ethical requirements. This includes children's and program records, medication, and incident records, staffing and OHS records.

- Coordination of the Quality Improvement Plan and assessment for the National Quality Standard.
- Monitoring Centre resources and supplies, ordering supplies, equipment and other resources.
- Contribute to policy development and revision.

**WORK WITH CHILDREN**

- Communicating sensitively and effectively with children, respecting their rights and agency.
- Treating all children equitably, and respecting diversity in all aspects of practice.
- Meeting children's personal care needs, including provision of food and drink, rest and toileting, in accordance with relevant policies and procedures, and utilising these as learning opportunities integrated into the program.
- Documenting and discussing with the Director any concerns regarding the safety or wellbeing of children.
- Actively engaging with the children in the various activities, both indoors and outdoors, and demonstrating respect for the natural world and the play environment.
- Administer medications according to external and internal requirements and policies.

**FAMILY AND COMMUNITY RELATIONS**

- Building positive relationships with family members to support sharing of relevant information about their child(ren) and engagement with the centre.
- Providing feedback to family members about their child(ren)’s participation in the program, and sharing documentation of their learning, using journals, email, newsletters, conversations or other appropriate mechanisms.
- Orienting new families to the service.
- Liaising with families using the service and responding to questions or concerns in a professional manner.
- Encouraging active parent/guardian participation in program development and delivery.
- Consulting and Communicating with families regarding Centre policies and professional responsibilities.
- Provide advice and referral for enquiries from prospective services users.
WORK WITH COLLEAGUES

- Supervision of Educators and students within the Centre
- Working as a member of the room team, coordinating responsibility for allocated tasks and providing assistance to others.
- Being flexible in working hours to meet the staffing needs of the centre.
- Supporting and advising staff in the development and assessment of the children’s programs delivered across the centre.
- Mentoring staff in theoretical and practical aspects of their work, reflecting current thinking about children’s agency and learning.
- Maintaining effective communication and cooperation with other team members through participation in staff meetings, training workshops and other professional development opportunities provided.
- Regularly evaluating personal practices and interactions to ensure that relationships with colleagues are respectful and equitable.
- Assist the Director in staffing matters, including staff rosters, staff allocation and team rosters to foster high quality early childhood programs, and the organisation of student practicum placements for the Centre
- Presenting at staff meeting to promote professional conversations and learning opportunities for all educators.
- Assisting the Director in performance management of Educators

ADMINISTRATION

- Compiling and maintaining records as required under all relevant legislation and regulation, including the Education & Care Services National Regulations and the National Quality Standards, Food Safety Act, Commonwealth Child Care Subsidy, and privacy legislation, as well as University compliance requirements. These include
  - Records of children’s learning
  - Children’s Enrolment and Attendance records
  - Accident, incident and medication records
Food Safety records
- Staff rosters, attendance and qualification and training records
- OHS records

Ensure that parents/guardians follow procedures in relation to signing attendance, medication, incident and other relevant records.

Inducting new staff in accordance with local procedures and University requirements

Themis financial duties as required, including entering overtime and casual pays

Ensuring that the equipment, environment and consumables of the Centre are well maintained and of adequate quantity and quality and safe for use by children

Liaising with other University departments/faculties as required to ensure the effective operation of the Centre, including building and security issues.

PROFESSIONAL DEVELOPMENT

- Attend in-service programs and actively participate in all staff and combined staff meetings.
- Maintain knowledge of current issues and developments in early childhood care and education.
- Participate in the University’s Performance Development Framework as required.
- Providing professional leadership and development opportunities to the Early Childhood Educators either directly, or through accessing appropriate external training and resources.
- Participating in and encouraging research that enhances understandings of children’s growth and learning, and promotes innovative, high quality care and education for young children. Research projects may be from with the University or through other institutions.

GENERAL

- Support the Director or Manager in carrying out management and administrative tasks.

LEVEL OF SUPERVISION / INDEPENDENCE

Broad direction is provided by the Director, Swanston Street Children’s Centre. The Assistant Director (Educational Leader) is required to work with a large degree of independence and is expected to use his/her initiative to interpret, redefine and innovate where appropriate, in line with University and Early Childhood Education Services policies and philosophy and legislated requirements. Responsibilities of a Responsible Person as defined in the Education and Care Services National Regulations 2011.

Direction is provided to other Early Childhood Educators in the centre and students on placement. In cases of emergency and/or serious illness, incidents and medication, the Assistant Director (Educational leader) takes responsibility for the management of the situation which may involve consultation with the Director. In the absence of the Director, the Assistant Director has overall responsibility for Swanston
Street Children’s Centre, including child care program development, staffing, and all required administrative procedures.

**PROBLEM SOLVING AND JUDGEMENT**

The Assistant Director (Educational Leader) is expected to have a high level of judgment, problem solving and critical reflection skills, with the capacity to select and implement appropriate early childhood practices and strategies, to manage resources and to consult with other Early Childhood Educators in order to implement high quality programs. They require the ability to develop and implement new procedures in relation to Program delivery and Information Management and will be expected to recommend improvements to Early Childhood Education Services policies and procedures, in keeping with relevant university policies.

They must have a demonstrated ability to deal with situations, including Centre management issues, staff, student and parent issues and conflicts, child illness, accident and emergency procedures, building and security issues as per service policies and government requirements. Discretion and confidentiality is required at all times. The incumbent will have the theoretical and practical skills to provide sensitive mentoring on all aspects of the program to other Early Childhood Educators.

**OTHER JOB RELATED INFORMATION:**

Staff are expected to work shifts between 7.30 am and 6 pm, to accommodate the hours of operation of the centre and to attend staff meetings out of working hours.

- Attendance at monthly staff meetings held outside the Centre’s hours of operation.
- Full time Children’s Services staff work 7.25 shifts rostered between 7.30am and 6pm
- Be prepared to hold the role of Responsible person (Person with day to day to Charge), in order to take responsibility for the service in the absence of the Nominated Supervisor as required.
- Physical skills to carry out the tasks of the position, including actively engaging with children at their level in a range of environments and meeting children’s physical care needs.