

POSITION DESCRIPTION



Student and Scholarly Services
Chief Operating Officer Portfolio

Early Childhood Educator (Certificate III)

POSITION NUMBER	0058919
PROFESSIONAL CLASSIFICATION STANDARD/SALARY	UOM 3 - \$66,527 – \$73,453 per annum (pro rata for part-time)
SUPERANNUATION	Employer contribution of 17%
WORKING HOURS	9.30am -4.30pm, Mon to Fri
BASIS OF EMPLOYMENT	continuing
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	Ms. Cathy Simpson Tel +61 3 8344 9470 Email csimpson@unimelb.edu.au <i>Please do not send your application to this contact</i>

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

ACKNOWLEDGEMENT OF COUNTRY

The University of Melbourne would like to acknowledge and pay respect to the Traditional Owners of the lands upon which our campuses are situated, the Wurundjeri and Boon Wurrung peoples, the Yorta Yorta Nation, the Dja Dja Wurrung people. We acknowledge that the land on which we meet and learn was the place of age-old ceremonies, of celebration, initiation and renewal, and that the local Aboriginal peoples have had and continue to have a unique role in the life of these lands.

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 evolving needs and strategic goals of the organization. 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
- Finance
- 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 (41 places daily). These centres provide early childhood education for approximately 350 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 University's People Strategy 2015-2020 and policies that address 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 Growing Esteem.

ABOUT THE ROLE

Position Purpose:

The Early Childhood Educator (Certificate III) is responsible for providing education and care for children enrolled at the University of Melbourne early Childhood Services. The educator is required to respond to the centre's philosophy and approach to teaching, learning and assessment and to meet all expectations as outlined according to the requirements of the National Quality Framework. The incumbent works in collaboration with the Centre Director, the Educational Leader, Early Childhood Teachers and other Educators.

Reporting line: Early Childhood Teacher*

No. of direct reports: 0

No. of indirect reports: 1 to 5

Direct budget accountability: N/A

Key Dimensions and Responsibilities:

Task level: Minimal

Organisational knowledge: Minimal

Judgement: Moderate

Operational context: Early Childhood Education Services: Early Learning Centre, Queensberry Children's Centre, Swanston Street Children's Centre

OH&S and compliance: 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/>.

Staff must comply with all relevant requirements under the University's risk management framework including legislation, statutes, regulations and policies.

Core Accountabilities:

- In conjunction with Early Childhood Teachers, Early Childhood Diploma educators and other educators implement a high-quality curriculum for all enrolled children that is consistent with the Centre's philosophy, policies and procedures, the Education and Care Services National Regulations & the Education and Care Services National Law, the National Quality Standards, the Early Years Learning Framework & the Victorian Early Years Learning and Development Framework.
- Contribute to the documentation of children's learning and development under the guidance of the Educational Leader, Early Childhood Teachers, Diploma Educators and other Educators.
- Work together with colleagues to provide a safe, supportive, inclusive and educationally stimulating environments for all children.
- To supervise children's activities to ensure the safety of each child at all times.
- Respond to children's strengths, interests and needs and contribute to the planning cycle and review within the room.
- Engage children in meaningful learning opportunities, always mindful of promoting the children's agency or choice.
- Build and maintain professional, inclusive and positive relationships with families and colleagues.
- Share information with families relating to their child and the daily activities of the Centre.

Selection Criteria:

Education/Qualifications

The appointee will have:

- An approved early childhood educator (Certificate III) qualification as approved by ACECQA.
- Experience of working as a member of a team in an approved education and care service.
- A current Working with Children Check (WWCC).
- First Aid Certificate (HLTAID012), including anaphylaxis and asthma components.
- Current Protecting Children - Mandatory Reporting training

Knowledge and skills:

The incumbent will have knowledge of relevant Federal and State Government legislation, including:

- National Quality Standards
- Education & Care National Law and the Education & Care Services National Regulations.
- 'Being, Belonging and Becoming', the National Early Years Learning Framework.
- Victorian Early Years Learning and Development Framework (0-8).
- Early Childhood Australia: Code of Ethics.

- Child Safe Standards

- Food Act 1984 (Victoria) and Food Standards Code (a willingness to undertake Food Safe training at intervals decided by the Centre Director).
- Information technology skills, English language oral & written communication skills are also an expectation.

Other job-related information:

- The incumbent will work 9.30am – 4.30pm (6hr shift) Mon to Fri
- This position may require the incumbent to work across all age groups.
- The incumbent may be required to work across any of the three University of Melbourne Early Childhood Centres to meet the operational needs of the university's early childhood service delivery.
- The incumbent is required to have physical skills and capacities to carry out the tasks of the position, including actively engaging with children aged 0 – 5 years on their level in a range of environments and meeting children's physical care and needs.