



## POSITION DESCRIPTION

<b>POSITION TITLE:</b>		Sessional Kindergarten Early Childhood Educator – Level 2 Educator			
<b>POSITION NO:</b>		<b>CLASSIFICATION:</b>		Band 4 46/52 position	
<b>DIVISION:</b>		Community Wellbeing			
<b>BRANCH:</b>		Family, Youth and Children's Services			
<b>UNIT:</b>		Children's Services			
<b>REPORTS TO:</b>		Centre Coordinator			
<b>POLICE CHECK REQUIRED:</b>	Yes	<b>WORKING WITH CHILDREN CHECK REQUIRED:</b>	Yes	<b>PRE-EMPLOYMENT MEDICAL REQUIRED:</b>	Yes

*Yarra City Council is committed to being a child safe organisation and supports flexible and accessible working arrangements for all.*

*This includes people with a disability, Aboriginal and Torres Strait Islanders, culturally, religiously and linguistically diverse people, young people, older people, women, and people who identify as gay, lesbian, bisexual, transgender, intersex or queer.*

*We draw pride and strength from our diversity, remain open to new approaches and actively foster an inclusive workplace that celebrates the contribution made by all our people.*

*This position is required to provide evidence of COVID-19 triple dose vaccination. We will work with individuals to assess their ability to meet this requirement on a case by case basis.*

### POSITION OBJECTIVES

To lead the development and implementation of a quality education and care curriculum for the children in a funded kindergarten program in accordance with all legislative requirements and City of Yarra Policies and Procedures. The curriculum should reflect the context and diversity of the community in which the children live.

### ORGANISATIONAL CONTEXT

The Municipality is committed to efficiently and effectively servicing the community to the highest standards, protecting, enhancing and developing the City's physical and social environment and building the population and business base. A major imperative of the

Organisation is the introduction of a best value framework with an emphasis on customer service and continuous improvement.

The Family, Youth and Children's Services Branch forms part of the Community Programs Division. The Children's Services Unit contributes directly to the achievement of Branch and organisational goals.

As a member of the Children's Services Unit, the incumbent is required to pursue Branch and Divisional goals through effective teamwork within the Branch/Unit and with colleagues in other branches and divisions. This is achieved by developing sound working relationships with a range of internal and external parties and through active contribution to actions and strategies as set out in the 0-25 years plan.

The Kindergarten is part of the Children's Services Unit, which consists of:

- Coordinator of Children's Services
- Team Leader of Children's services operations Early Years & OSHC and Occ Care
- Staff at Council managed Long Day Care Centres
- Staff at Council managed Kindergartens
- Pedagogical Leader
- Pre School Field Officer
- Customer and Business Support

## **ORGANISATIONAL RELATIONSHIPS**

<b>Position reports to:</b>	Centre Coordinator Educational Leader
<b>Position Supervises:</b>	Co-educators, Students
<b>Internal Relationships:</b>	Team of Educators at the service Educators across the Children's Services Unit Administration staff & Management team across the Children's Services unit Family Services unit Pre-School Field Officers, Access to Early Learning Facilitator and CALD outreach workers.
<b>External Relationships:</b>	Children and families attending the Service Relevant Children's service organisations in relation to service delivery and Early Childhood Professionals Allied health professionals

## **KEY RESPONSIBILITY AREAS AND DUTIES**

Full-time educators will undertake contact duties up to a maximum of 30 hours per week and non-contact duties of a minimum of 8 hours per week with a weekly minimum allocation of one hour for each child attendance session (pro rata for part timer educators).

Educators in this Level:

- have completed an approved Diploma in Children's Services or equivalent; or
- are working towards a Diploma in Children's Services or an equivalent qualification approved by ACECQA, and
- are appointed by the employer in a position that requires a diploma qualification for the purposes of the National Law or Regulations.

The following are core competencies expected of a Level 2 Educator:

Comprehensive knowledge of:

- the Education and Care Services National Law and Regulations
  - the National Quality Standard and their role as a member of the early childhood education team in working toward achievement of the standards
- the early years learning and development frameworks that is applied at their service - Victorian Early Years Learning and Development Framework (VEYLDF)
- the policies and procedures of the employer.

Educators work as a member of the early childhood education team under the direction of the Early Childhood Teacher as appropriate to the program, including but not limited to:

- Assist in the implementation of the daily routine completing tasks and activities without constant direction;
  - Have a good understanding of and participate when required in emergency procedures;
    - Assist with the preparation, general cleanliness (non-industrial) and cleaning up and packing away of activities;
      - Attend to the physical, social and emotional needs of children on an individual and group basis;
      - Achieve a warm and friendly relationship with children that is supportive and responsive to their needs;
  - Foster play and cognitive development in children;
  - Assist in developing good relations with families attending the service;
  - Work positively and appropriately with all staff and parents the employer in the provision of services;
  - develop an understanding of and contribute to the development and implementation of the program planned for the children;
    - Undertake general observation of children, and report findings to the early childhood teacher as appropriate
  - Assist in working with individuals and small groups of children, both spontaneous and organised in accordance with the teacher's plans;
  - Encourage parents to participate in the program and the service's activities.
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- Undertake written observations of children as required, and provide these notes to the early childhood teacher;
    - Use observations and records to actively assist in the development and implementation of aspects of the program as required;
    - Work with children individually or in groups as directed by the teacher;
    - Under direction, liaise with parents around issues concerning their individual children and general kindergarten matters as required.
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- Undertake detailed written observations of children as required;
  - Use observations, individual children's profiles/records, and following consultation with the teacher, plan designated activities for specific areas of the program;
  - implement the specific program area for which they have been designated planning responsibility;
  - take observations of the children participating in the activity for which they have responsibility.
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- In consultation with the teacher, plan and supervise adjacent program areas and take observations of the children participating within them;
  - work with groups of children in planned group activities;
  - Assist with the supervision of volunteers, students on placement or undertaking work experience.
  - In collaboration with the teacher, take detailed written observations of children and implement more formal assessment processes;

- At times, work with whole groups of children.
- Assist in the preparation, implementation and evaluation of the program, including take responsibility for planning for individuals and groups/activities in consultation with the early childhood teacher.
- Ensure a safe environment is maintained for both staff and children.
- Ensure that in consultation with the early childhood teacher, records are maintained accurately for each child

### **Curriculum**

- Lead the implementation of care and educational programs of high quality taking into account the ages and stages of individual children.
- Lead the implementation of key outcomes from the Victorian Early Years Learning and Development Framework (VEYLDF) and the Australian Early Years Learning Framework (EYLF).
- Lead the development of the curriculum for the group of children as a whole and for individual children as required.
- Be responsible for ensuring regular evaluation of the curriculum by reference to the VEYLDF, EYLF and the National Quality Framework (NQF).
- Lead, plan and implement a play based curriculum that recognises children's strengths and interests and capacity to become capable and competent learners.
- Build warm and respectful relationships with all children, gaining comprehensive knowledge of them as individuals and aiding the provision of documents that reflect their

learning and engagement with the curriculum, individual children, and ensure comprehensive individual developmental records.

### **Safe Environment for Children and Staff**

- Ensure all procedures required by: the *Education and Care Services National Law Act 2010* and *The Education and Care Services National Regulations (2011)*, the *National Quality Framework (NQF)*; and the *Children's Services Act 1996* and *Regulations 2009* (as applicable to the service type), the City of Yarra Staff Policies, the City of Yarra Children's Services Policies and Procedures, and the Occupational, Health and Safety Policies, are adhered to.
- Maintain a safe environment for children including maintaining active supervision, sharing responsibility for checking equipment, ensuring the physical environment is clean and well organised, with learning experiences offered in an aesthetically pleasing manner.
- Report to the Responsible Person in Charge; any concerns regarding adherence to above procedures, regulations and legislation.
- Report to the Responsible Person in Charge; any incidents/accidents, illness and record as per Centre procedure.

### **Liaison with parents, staff and centre coordinator**

#### **Parents**

- Be available to liaise with parents on their child/ren's day at the centre and to discuss aspects of their child's development.
- Acknowledge and be sensitive to, in the context of the centre's user groups, varying parenting practices.
- Inform Centre Coordinator of any concerns regarding the development, behaviour or well-being of any child attending the centre.

#### **Educator Team Staff**

- Mentor staff to demonstrate initiative to support the day-to-day functioning of the centre.
- Supervise and assess students, as required.
- Participate in the building of a positive culture within the team.
- Participate in and support the collaboration of educators within the team.
- Participate in and support the development and implementation of centre policies and procedures, including the Quality Improvement Plan.
- Participate and support the development and implementation of initiatives arising from the Council 0-25 Years Plan.

#### **Administration**

- Maintain curriculum documentation, group and individual children's learning records, accident/illness records, attendance records and document and report any concerns in relation to a child's health and well-being.
- Ensure all required records and authorisations are completed for excursions.
- Undertake duties as necessary to aid the day to day functioning of the centre.

### **ACCOUNTABILITY AND EXTENT OF AUTHORITY**

- The position is accountable to the Educational Leader and makes some independent decisions in the context of key responsibility areas as outlined.
- Under the guidance of the Early Childhood Teacher and/or Educational Leader, the position is directly accountable for the development, implementation and evaluation of children's curriculum and objectives.
- The incumbent is required to consult with and report regularly to the Early Childhood Teacher and/or Educational Leader to ensure the achievements of key performance indicators, program objectives and target.

### **Safety and Risk**

- Minimise risk to self and others and support safe work practices through adherence to legislative requirements and Council policies and procedures.
- Report any matters which may impact on the safety of Council employees, community members, or Council assets and equipment.
- Yarra City Council is committed to prioritising and promoting child safety. We adhere to the Victorian Child Safe Standards as legislated in the *Child, Wellbeing and Safety Act 2005* and have robust policies and procedures in order to meet this commitment.

### **Sustainability**

Embrace the following Sustaining Yarra principles through day-to-day work:

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|------------------------------|-------------------------|
| ○ Protecting the Future      | ○ Social Equity         |
| ○ Protecting the Environment | ○ Cultural Vitality     |
| ○ Economic Viability         | ○ Community Development |
| ○ Continuous Improvement     | ○ Integrated Approach   |

### **Yarra Values**

Behave according to the following values which underpin our efforts to build a service-based culture based on positive relationships with colleagues and the community:

- Accountability
- Respect
- Culture

### **JUDGMENT AND DECISION MAKING**

- Makes some decisions in relation to all key responsibility areas; guidance is always available.
- Take appropriate action in any urgent or emergency situation related to the program.
- Work to clearly defined organisational procedures and protocols.
- Enact decision making within the context of the *Education and Care Services National Law Act 2010*, *The Education and Care Services National Regulations (2011)*, the *National Quality Framework (NQF)* and the *Children's Services Act 1996 and Regulations 2009* (as applicable to the service type), using professional knowledge and experience to provide appropriate advice and guidance to families and children.

### **SPECIALIST SKILLS AND KNOWLEDGE:**

- Proven ability to develop and implement innovative quality curriculum relevant to the needs of children attending the centre.
- Thorough knowledge of child development theories and an ability to demonstrate this within the program.

- Knowledge of other relevant community and early childhood services available for the support and care of children and their families.
- Knowledge and understanding of the *Education and Care Services National Law Act 2010*, *The Education and Care Services National Regulations (2011)*, the *National Quality Framework (NQF)*; and the *Children's Services Act 1996* and *Regulations 2009* (as applicable to the service type).
- Demonstrated moderate computer skills with experience in the use of Microsoft Desktop software including Outlook (or another email system), Word, and other Microsoft programs.

## **MANAGEMENT SKILLS**

- Time management and the ability to plan and organise priorities across each workday.
- A basic knowledge of personnel practices and the ability to provide training and guidance to staff.
- The ability and flexibility to work across a range of rostered shifts.
- Moderate computer skills with experience in the use of Microsoft Desktop software including Word, Outlook, and other Microsoft programs.

## **INTERPERSONAL SKILLS**

- The ability to communicate with all participants at the centre in a friendly and supportive manner.
- Sound communication skills with children in a range of age groups.
- Ability to work in partnership with parents in the care of their children and sensitivity to differing parenting and cultural practices.
- Capacity to work in a team of educators who have a range of training experience and personal qualities.
- Good written communication skills.

## **QUALIFICATIONS, ACREDITATIONS AND EXPERIENCE**

### **Mandatory**

- An approved Diploma qualification as per the approved qualifications list published on [www.acecqa.gov.au](http://www.acecqa.gov.au)
- Current Approved First Aid and CPR Certificate; Certificate in the Management of Asthma; and Certificate in the Management of Anaphylaxis as per the approved qualifications list published on [www.acecqa.gov.au](http://www.acecqa.gov.au).
- Current and valid Working with Children Check.

## **KEY SELECTION CRITERIA**

- Demonstrated strong ability to plan, implement and evaluate high-quality play-based curriculum that adheres to the National Quality Framework (NQF) and the Victorian Early Learning Framework and is attentive and responsive to children's individual needs as well as the ability to create welcoming learning environments that promote agency and a sense of belonging.

- Demonstrated ability to recognise the needs of children with diverse and/or additional needs and ability to develop appropriate support plans for them. You will create plans with input from Allied health providers, Pre-School Field Officers, family support professionals, and the child's family; using a family-centered approach that is culturally sensitive and inclusive.
- Proven high interpersonal and communication skills, including the ability to create and support positive relationships with children, families, co-educators, and the Children's Services team, as well as cultural competence and respect for various parenting practices, and the ability to exercise discretion in problem solving involving families, children, and colleagues.
- Demonstrated strong ability to impart specialist Early Childhood Education knowledge to co-educators; mentor and empower teams to achieve higher outcomes and productivity; and work effectively and flexibly as part of a team with minimal supervision.
- Proven ability to work effectively with vulnerable children and families to achieve positive outcomes. you will have experience in demonstrating a high level of awareness and ability to tailor your practice and service delivery to meet their needs.
- Demonstrated ability to apply knowledge of the *Education and Care Services National Law Act 2010* and *Education and Care Services National Regulations (2011)* and where needed the *Children's Services Act 1996* and *Regulations 2009* to comply with service policy, procedures and practice.