



## POSITION DESCRIPTION

<b>POSITION TITLE:</b>	Sessional Kindergarten Early Childhood Educator – Level 1 Educator				
<b>POSITION NO:</b>		<b>CLASSIFICATION:</b>	Band 3 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 OBJECTIVE

To actively participate in, and contribute to, high quality educational programs for young children and their families in a funded kindergarten program. To work as part of a team in accordance with legislative requirements and Yarra City Council values, policies and procedures.

### ORGANISATIONAL CONTEXT

The Council 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 Council 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 Wellbeing 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 and the 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.

## **ORGANISATIONAL RELATIONSHIP**

<b>Position reports to:</b>	Educational Leader
<b>Internal Relationships:</b>	Team of Educators at the service Educators across the Children's Services Unit Administration staff and 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 other 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 AQF Certificate III in Children's Services or an equivalent qualification approved by ACECQA, or
- are working towards an AQF Certificate III in Children's Services or equivalent qualification approved by ACECQA, or
- have previously completed the grandfathering provisions approved by the regulator.

The following are core competencies expected of a Level 1 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.

Within this context, the following specific provisions apply to each Level within this Level:

The Level 1 Educator classification comprises 4 Levels, reflecting the educator's experience and skills. Level 1. Level 1.1 and 1.2 Educator shall receive Band 3A An Educator at Level 1.1

will:

under general supervision and with guidance:

- 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

Level 1.2 Under general supervision and with guidance, undertake all tasks of preceding Level as required plus:

- 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.

Level 1.3 Educator shall receive Band 3B Under general supervision, undertake all tasks of the preceding Levels as required plus:

- 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.

Level 1.4 Educator shall receive Band 3C:

Under limited supervision, undertake all tasks of preceding Levels as required plus

- 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.

Level 1.5 Educator shall receive Band 3D:

Under occasional supervision and autonomously at times, undertake all tasks of preceding Levels as required plus

- 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.

### **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.
- Actively maintain a safe environment for children, including constant active supervision, checking equipment, ensuring the physical environment is clean and well organised with learning experiences offered in an attractive way.
- Report any concerns regarding legal requirements, policies, procedures and work practices to the person nominated as in day-to-day charge of the centre.
- Report any risk to children's wellbeing including accidents and illness to co-educators immediately and record as per service procedure.
- Early Childhood Teacher if parent needs to be called to collect child to seek medical advice.

### **Liaison with Families and Staff**

#### ***Families***

- Share with parents on an ongoing basis their child's positive participation in the centre.
- Acknowledge and be sensitive to varying parenting and cultural practices.
- Refer families with concerns to the Early Childhood Teacher
- Actively communicate information from families about their child's needs and interests with other educators.

#### ***Educator Team Staff***

- Support all educators to ensure the effective day to day functioning of the centre.
- Participate in the building of a positive culture within the team.
- Report to your Early Childhood Teacher and co-educators any issues on the day-to-day operation of the Centre
- Report any unresolved concerns to the Early Childhood Teacher
- Participate in the ongoing review of the Quality Improvement Plan and support the implementation.

#### **Administration**

- Assist in the maintenance of curriculum documentation, group and individual children's learning records.
- Undertake completion of accident/illness records, attendance records, medication records and document and report any concerns in relation to a child's health and well-being, as per centre processes.
- Undertake audits and applicable data entry into the childcare management system
- Undertake a variety of duties to support the day to day functioning of the centre. I.e., cleaning of resources and learning spaces.

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

- The position is accountable to the Early Childhood Teacher on a day-to-day basis. and makes independent decisions in the context of key responsibility areas as outlined. More complex situations should be referred to the Educational Leader.
- Under the guidance of co-educators and the general supervision of the Early

Childhood Teacher and Educational Leader, the position is accountable for actively contributing to the development, implementation and evaluation of the children's curriculum.

- Work within Children's Services legislation, guidelines and under general supervision.

### **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:
  - Protecting the Future
  - Protecting the Environment
  - Economic Viability
  - Continuous Improvement
  - Cultural Vitality
  - Community Development

### **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
  - Courage

### **JUDGEMENT AND DECISION MAKING**

- Guidance is always available.
- Work to clearly defined organisational procedures and protocols.
- Take appropriate action in any urgent or emergency situation related to the program.
- Enact decision making within the context of 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.

### **SPECIALIST KNOWLEDGE AND SKILLS**

- Ability to assist in the development and implementation of innovative curriculum relevant to the needs of children attending the centre.
- An understanding of child development and an ability to relate this to the curriculum decisions that are made each day.
- An understanding 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).

## **MANAGEMENT SKILLS**

- Time management and the ability to plan and organise priorities across each workday .
- The ability to assist co-educators to complete forms relevant to procedural and administrative matters.
- The ability and flexibility to work across a range of rostered shifts.
- Moderate computer skills with experience in the use of an email system, the development of documents in Microsoft Word and other Microsoft software.

## **INTERPERSONAL SKILLS**

- The ability to communicate in a friendly and supportive manner
- Strong engagement skills with children in a range of age groups
- Ability to work in partnership with parents 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.

## QUALIFICATIONS AND EXPERIENCE

### Mandatory

- An approved Certificate III 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.
  - Good written communication skills.

### KEY SELECTION CRITERIA

- Demonstrated skills in assisting with the development, implementation, and ongoing reflection of a high-quality play-based curriculum reflective of the National Quality Framework (NQF) and the Victorian Early Learning Framework, as well as responding to children's needs. Proven ability to support co-educators to create a learning environment which promotes agency and belonging.
- Ability to identify and support children with diverse and/or additional needs, guided by the appropriate support plans in place for them, using the core principles of family-centered practice and ensuring that you are working in a manner that is culturally sensitive & inclusive.
- Demonstrated ability to provide support for the culturally and linguistically diverse community of families and educators through supportive and positive relationships with children, families, co-educators, and the Children's Services team.
- Ability to collaborate and work effectively and flexibly as part of a team to achieve higher outcomes and productivity with minimal supervision. Including actively taking part in critical reflection conversations.
- Demonstrated experience in using a positive psychology based behaviour guidance framework to support a diverse range children and their individual needs.
- Demonstrated ability to apply literacy skills to ensure that Written records are accurately written and the ability to effectively document and analyse children's learning journey.