

**City of Greater Geelong – Early Childhood Educator
Sessional Kindergarten Vacancy List October 2024**

Location	Job Number	Qualification	Work Type	Hours per week	Starting Dates (D/M/Y)
Boorai (Ocean Grove)	499092	Cert III	Permanent Part- Time	19.125 (Mon 7.5, Thurs 7.5, Fri 4.125)	28/01/2025
Boorai (Ocean Grove)	499093	Cert III	Permanent Part- Time	19.125 (Mon 4.125, Wed 7.5, Thurs 7.5)	28/01/2025
Boorai (Ocean Grove)	499091	Diploma	Permanent Part- Time	19.125 (Mon 7.5, Thurs 7.5, Fri 4.125)	28/01/2025
Boorai (Ocean Grove)	499090	ECT	Permanent Part- Time	24 Hours (Mon 8, Thurs 8, Fri 8)	28/01/2025
Bop Bop (Barwon Heads)	499088	Cert III	Permanent Part-Time	18.75 (Mon 7.5, Tues 7.5, Fri 3.75)	28/01/2025
Grovedale	499086	Cert III	Permanent Part- Time	19.125 (Tues 4.125, Wed 7.5, Thurs 7.5)	28/01/2025
Grovedale	499087	Cert III	Permanent Part- Time	19.125 (Tues 4.125, Thurs 7.5, Fri 7.5)	28/01/2025
Grovedale	499085	Diploma	Permanent Part- Time	19.125 (Mon 7.5, Tues 7.5, Fri 4.125)	28/01/2025
Korayn (Corio)	499089	Cert III	Permanent Part-Time	19.125 (Mon 4.125, Tues 7.5, Thurs 7.5)	28/01/2025
Thomson	499102	Cert III	Permanent Part- Time	18.125 (Tues 6, Wed 6, Thurs 6.125)	28/01/2025

Position Description

WORKING TOGETHER FOR A THRIVING COMMUNITY



POSITION TITLE:	Early Childhood Educator- Certificate III
POSITION NUMBER:	2572, 0842, 0115
DIVISION:	Community Life
DEPARTMENT:	Family Services
CLASSIFICATION:	Band 3
REPORTS TO:	Service Director/Manager and Coordinator Early Childhood Services
DIRECTLY MANAGES:	N/A
INTERNAL LIAISONS:	Family Services, other Council departments
EXTERNAL LIAISONS:	Service users, local community and resource agencies, regional childcare services
DATE:	May 2023

POSITION OBJECTIVES:

The City of Greater Geelong (The City) is a provider of Early Years Management (EYM) for our funded Kindergartens, and other early years programs (Long Day Care, Occasional Care, Family Day Care, School Holiday Program). As an Early Years Manager, we aim to work towards an integrated and sustainable early childhood education and care system that is well positioned to achieve improved outcomes for children and their families through the provision of accessible, high quality and inclusive early childhood education programs.

This position provides high quality education and care in a service-based environment. It works cooperatively with a team of Early Childhood Educators, Teachers and allied professionals to provide a safe, caring and educational environment for children attending the service.

The position assists educators in the team with the implementation and evaluation of developmentally appropriate educational programs that reflect children's needs and meet the requirements of the City, State Regulations and Commonwealth Government Guidelines, including the Early Years Learning and Development Framework and the National Quality Standards.

POSITION RESPONSIBILITIES:

Key Responsibilities:

Provision of education and care

- Provide a standard of education and care which is in accordance with Education and Care Services National Regulations 2012, Education and Care Services National Law Act 2010, Early Years Learning & Development Framework Victoria, Early Years Learning Framework for Australia, and National Quality Standard.
- Ensure supervision of children is active, adequate and efficient at all times and implement and maintain clear expectations for children when establishing limits for appropriate behaviour.

- Ensure an inclusive, safe, caring and educational environment exists for all children and that the health and wellbeing of each child is a priority.
- Assist with and actively contribute to the development and implementation of holistic educational program for all children, individually and in group situations in line with Education and Care Services National Regulations 2012, Regs: 73-76, Part 4.1
<https://www.acecqa.gov.au/nqf/national-law-regulations/national-regulations>
- Assist with the development of programs for children with additional needs to develop their skills and abilities within a supportive learning environment.
- Support each child's access, inclusion and participation in the program by learning about their individual context (family circumstances, geographic location, cultural and linguistic experiences) as well as their interests, learning styles, strengths and abilities
- Plan and reflect on practices, programs and policies.
- Support the development of culturally responsive programs and responses to all children, within the context of their families and communities.
- Support the development of educational programs in ways that celebrate and share children's and families strengths, beliefs and culture.
- Respond to enquiries relating to the programs, procedures and activities within the Service.
- Promote and practice The Australian Early Childhood Association Code of Ethics.
- Adhere to all Councils policies and procedures relevant to this position
- Carry out other duties as deemed reasonable and appropriate to the role as directed from time to time.

Collaborative Partnerships with families and communities

- Engage collaboratively and respectfully with families from enrolment and orientation to learn about their expertise, culture, values and beliefs and priorities for their child's learning and wellbeing
- Consistently support families to participate in the service, make meaningful contributions to service decisions, and share in decision making about their child's learning and wellbeing
- Support the provision of comprehensive, current and accessible information about the service, relevant community services, and resourcing to support parenting and family wellbeing
- Support, recognise and promote the leading role of families in their children's wellbeing and development
- Support ongoing collaborative partnerships with the community and link with community and support agencies to enhance children's learning, wellbeing and participation
- Ensure confidentiality, professionalism and discretion is maintained at all times, in line with legislative and organisational policy requirements.
- Act as a resource for parents and the community through maintaining an awareness of community and support agencies.
- Assist room staff to supervise and support students.

Team Cohesion

- Maintain a cooperative and flexible attitude towards the development of a motivated and professional team.
- Assist in establishment of daily procedures, objectives and philosophies for the Service.
- Act as resource to other staff in sharing of program ideas, support and information exchange.
- Attend mandatory staff and/or committee meetings and participate in project teams as required.
- Encourage trust and cooperation amongst the team.

Integrated Child-Centered Practice

- Work with internal and external early years professionals in regard to the development and needs of individual children and their families.
- Act as a resource for parents, other early years professionals and the broader community in relation to community and support options for children and their families.
- Establish effective working relationships with other early years professionals in relation to providing an integrated response to the education and support of children and their families.
- Promote an Integrated approach to service delivery that improves children's health, educational, social and well-being outcomes

Administration

- Respond to enquiries, support orientation and enrolment new families.
- Communicate with the Service Manager/Director regarding the purchase of materials/stocks and equipment.
- Assist room staff to maintain educational program documentation.
- Support and assist the Service Manager/Director in general administration, including office duties as required.

Professional Development

- Maintain professional knowledge, resources and skills through in-service education, sharing ideas, professional reading etc.
- Actively participate and maintain a commitment to the National Quality Standard.

Values:

Our values represent who we are and who we aspire to be. They are the tools to create the workplace culture we want. We are all accountable for this.

- Respect and encourage each other
- Create a healthy and safe environment for all
- Embrace new ideas and better ways to work
- Make people the centre of our business

Risk Management and Occupational Health & Safety Responsibilities:

- Understand and comply with Council OHS policies, procedures and legislative requirements relevant to the position.
- Perform work in a safe and appropriate manner.
- Ensure behaviour does not discriminate, bully or harass others.
- Take responsibility for own safety and that of others.
- Proactively report any incidents, injuries, hazards or unsafe work practices.

The following general physical and functional requirements may apply to this position. Specific physical requirements will be attached if applicable.

- Manual handling tasks.
- Prolonged periods of inactivity eg. sitting at the computer.
- Regular keyboarding associated activities.
- Long / short distance travel between sites.
- Dealing with difficult clients and situations.
- Demanding deadlines.

The City is an equal opportunity employer committed to providing a safe working environment that embraces and values child safety, diversity and inclusion.

CHILD SAFE:

The City's policies, procedures and training support employees, volunteers and contractors to achieve child safe practices.

Council are committed to:

1. Preventing child abuse occurring within our services, programs and facilities
2. Creating an organisational culture of child safety
3. Setting clear expectations of employees, volunteers and contractors as to what is required to keep children safe
4. Ensuring employees, volunteers, contractors are clear about their responsibilities when they suspect abuse of a child
5. Ensuring all suspected abuse is reported and fully investigated

INTEGRATED SERVICE DELIVERY:

The City has expressed its commitment to the development of 'integrated service delivery' for children within its *Municipal Early Years Plan 2018 -2022*. The Plan highlights the importance of integrated service delivery for improving outcomes for young children and their families through professionals and services 'working together' to promote more efficient, accessible and responsive service delivery for families with young children. Similarly, the *Municipal Children's Services Infrastructure Plan 2013-2030*, outlines the Council's commitment to the development of integrated early years services within community-based services, where possible and practicable.

KEY SELECTION CRITERIA:

Qualifications:

- Certificate III in Early Childhood Education and Care.
- First Aid, CPR, Asthma, Anaphylaxis course code HLTAID012. **If you currently do not hold an up to date relevant first aid qualification – you may still be considered if you agree to complete the course within 30 days of your offer of employment**
- Current Working with Children Check

Essential:

- Sound knowledge of the development of children in the 0-12 years age group.
- Sound knowledge of the Education and Care Services National Regulations 2012 and Education and Care Services National Law Act 2010.
- Sound understanding of the National Quality Framework encompassing the National Quality Standard (NQS) and the Victoria, Early Years Learning Framework for Australia (VEYLDF).
- Ability to contribute to the team on the planning and implementation of education and care programs; including experience in supporting educational program planning to meet the needs of all children within the service.
- Ability to identify Health and Safety issues pertaining to the work environment.
- Ability to ensure confidentiality, professionalism and discretion are maintained at all times.
- Ability to demonstrate initiative and flexibility.

Desirable:

- Previous experience in an education and care setting
- Previous relevant local government experience

ACCOUNTABILITY AND EXTENT OF AUTHORITY:

- Assist with the effective planning, implementation and evaluation of child focused programs within the Service.
- Responsible for informing the Centre Manager/Director of any service developments, difficulties and opportunities.
- May assist with the supervision of students.
- Assist with maintaining records of appropriate educational programs based on written observations and evaluations of children's development.
- Undertake duties in accordance with all legislative requirements and Council policy and procedures.
- Provide a safe and nurturing learning environment for children.
- Assist the team by supporting the Service philosophy, goals and objectives, in order to promote the growth and development of all children on a daily and long term basis.
- Assist in consultation with relevant referral agencies and specialists.
- Maintain positive and effective communication with parents, staff, visitors, other agencies, government departments and staff from the City of Greater Geelong.
- Accountable for creating and capturing accurate and complete records of the business activities related to this position, in accordance with approved policy and procedures. This is applicable to both hardcopy and electronic information, including email.
- Accountable for creating and capturing accurate and complete records of the business activities related to this position, in accordance with approved policy and procedures. This is applicable to both hardcopy and electronic information, including email.

JUDGEMENT AND DECISION MAKING:

- In consultation with room staff, make recommendations to the Centre Manager/Director of planning and implementation of childcare programs within the Service.
- Bring any Health and Safety or operational issues pertaining to the work environment to the attention of the Service Director.
- In consultation with room staff, make decisions regarding children's development and well-being.

SPECIALIST SKILLS AND KNOWLEDGE:

- Sound knowledge of the development of children in the 0-12 years age group.
- Developed skills in observing and interpreting children's behaviour and demonstrated ability to relate effectively to young children.
- Sound knowledge of Education and Care Services National Regulations 2012, Education and Care Services National Law Act 2010, related legislation and Council's OHS Policies, National Quality Standards, and a sound knowledge of the Early Years Learning and Development Framework.

MANAGEMENT SKILLS:

- Ability to manage own time, organise tasks and assist with the supervision of students as directed.

INTERPERSONAL SKILLS:

- Ability to maintain confidentiality at all times.
- Demonstrated ability to be innovative within the program.
- Demonstrated ability to be enthusiastic and self-motivated.
- Demonstrated ability to work ethically at all times.
- Sound communication skills.
- Positive approach to shared decision-making.
- An understanding of and acceptance of differing social and cultural values and attitudes to raising children.
- Demonstrated ability to work cooperatively with team members.

ADDITIONAL INFORMATION:

- Whilst staff will generally be working from one service there are benefits for staff and the Service in having staff work across all of the City's Early Childhood Education and Care services. Given this, the position is not tied to one location.
- This position requires work outside normal rostered hours from time to time, subject to the conditions of Council's EBA.

Position Description

WORKING TOGETHER FOR A THRIVING COMMUNITY



POSITION TITLE:	Early Childhood Educator - Diploma
POSITION NUMBER:	0091, 3278, 3262, 3395
DIVISION:	Community Life
DEPARTMENT:	Family Services
CLASSIFICATION:	Band 4
REPORTS TO:	Centre Manager/Director, Lead Educator and Administration Officer/Team Leader
DIRECTLY MANAGES:	Supports Certificate III educators and students
INTERNAL LIAISONS:	Family Services, other Council departments
EXTERNAL LIAISONS:	Service users, local community and resource agencies
DATE:	May 2023

The City of Greater Geelong (The City) is a provider of Early Years Management (EYM) for our funded Kindergartens, and other early years programs (Long Day Care, Occasional Care and Family Day Care). As an Early Years Manager we aim to work towards an integrated and sustainable early childhood education and care system that is well positioned to achieve improved outcomes for children and their families through the provision of accessible, high quality and inclusive early childhood education programs.

POSITION OBJECTIVES:

This position provides high quality education and care in a service-based environment. It works cooperatively with a team of Early Childhood Educators, Teachers and allied professionals to provide a safe, caring and educational environment for children attending the service.

The position plans, implements and evaluates developmentally appropriate educational programs that reflect children's needs and meet the requirements of the City, State Regulations and Commonwealth Government Guidelines, including the Early Years Learning and Development Framework and the National Quality Standards.

The position also supports the Service Manager/Director with the efficient and effective management of the service to ensure smooth daily operation and may be required to undertake higher duties from time to time.

The position aims to plan, implement and evaluate a high quality innovative and culturally responsive educational program that supports a holistic, family-centred approach to the education and development of individual children.

POSITION RESPONSIBILITIES:

Key Responsibilities:

Provision of education and care

- Provide a standard of education and care which is in accordance with Education and Care Services National Regulations 2012, Education and Care Services National Law Act 2010, Early Years Learning & Development Framework Victoria, Early Years Learning Framework for Australia, and National Quality Standard.
- Ensure supervision of children is active, adequate and efficient at all times and implement and maintain clear expectations for children when establishing limits for appropriate behaviour.
- Ensure an inclusive, safe, caring and educational environment exists for all children and that the health and wellbeing of each child is a priority.
- Development and implementation of holistic educational program for all children, individually and in group situations in line with Education and Care Services National Regulations 2012, Regs: 73-76, Part 4.1 <https://www.acecqa.gov.au/nqf/national-law-regulations/national-regulations>
- Development of programs for children with additional needs to develop their skills and abilities within a supportive learning environment.
- Structure the indoor and outdoor environments and activities with a balance of active and passive learning areas to guide children to participate constructively, to explore, to learn and interact positively with other children in the group through play.
- Ensure each child's access, inclusion and participation in the program by learning about their individual context (family circumstances, geographic location, cultural and linguistic experiences) as well as their interests, learning styles, strengths and abilities
- Plan and reflect on practices, programs and policies.
- Development of culturally responsive programs and responses to all children, within the context of their families and communities.
- Development of educational programs in ways that celebrate and share children's and families strengths, beliefs and culture.
- Respond to enquiries relating to the programs, procedures and activities within the Service.
- Promote and practice The Australian Early Childhood Association Code of Ethics.
- Adhere to all Councils policies and procedures relevant to this position
- Carry out other duties as deemed reasonable and appropriate to the role as directed from time to time.

Collaborative Partnerships with families and communities

- Engage collaboratively and respectfully with families from enrolment and orientation to learn about their expertise, culture, values and beliefs and priorities for their child's learning and wellbeing
- Consistently support families to participate in the service, make meaningful contributions to service decisions, and share in decision making about their child's learning and wellbeing
- Provide comprehensive, current and accessible information about the service, relevant community services, and resourcing to support parenting and family wellbeing
- Recognise and promote the leading role of families in their children's wellbeing and development
- Promote the ongoing collaborative partnerships with the community and link with community and support agencies to enhance children's learning, wellbeing and participation
- Ensure confidentiality, professionalism and discretion is maintained at all times, in line with legislative and organisational policy requirements.
- Act as a resource for parents and the community through maintaining an awareness of community and support agencies.
- Assist room staff to supervise and support students.

Team Building

- In line with "positive duty" actively assess our behaviour, our decisions and our interactions and how they might unfairly or negatively impact others, before we act, make the decisions, or speak.
- Maintain a cooperative and flexible attitude towards the development of a motivated and professional team.
- Establish daily procedures, objectives and contribute to philosophies for the Service.

- Act as resource to other staff in sharing of program ideas, support and information exchange.
- Attend mandatory staff and/or committee meetings and participate in project teams as required.
- Encourage trust and cooperation amongst the team.

Integrated Child-Centred Practice

- Work with internal and external early years professionals in regard to the development and needs of individual children and their families.
- Act as a resource for parents, other early years professionals and the broader community in relation to community and support options for children and their families.
- Establish effective working relationships with other early years professionals in relation to providing an integrated response to the education and support of children and their families.
- Promote an integrated approach to service delivery that improves children's health, educational, social and well-being outcomes

Administrative Support

- Respond to enquiries, support orientation and enrolment new families.
- Communicate with the Service Manager/Director regarding the purchase of materials/stocks and equipment.
- Assist room staff to maintain educational program documentation.
- Support and assist the Service Manager/Director in general administration, including office duties as required.

Professional Development

- Assist with recommendations for policy and/or operational changes to the Service.
- Maintain professional knowledge, resources and skills through in-service education, sharing ideas, professional reading etc.
- Actively participate and maintain a commitment to the National Quality Standard.

Values:

Our values represent who we are and who we aspire to be. They are the tools to create the workplace culture we want. We are all accountable for this.

- Respect and encourage each other
- Create a healthy and safe environment for all
- Embrace new ideas and better ways to work
- Make people the centre of our business

Risk Management and Occupational Health & Safety Responsibilities:

- Understand and comply with Council OHS policies, procedures and legislative requirements relevant to the position.
- Perform work in a safe and appropriate manner.
- Ensure behaviour does not discriminate, bully or harass others.
- Take responsibility for own safety and that of others.
- Proactively report any incidents, injuries, hazards or unsafe work practices.

The following general physical and functional requirements may apply to this position. Specific physical requirements will be attached if applicable.

- Manual handling tasks.
- Prolonged periods of inactivity eg. sitting at the computer.
- Regular keyboarding associated activities.
- Long / short distance travel between sites.
- Dealing with difficult clients and situations.
- Demanding deadlines.

City of Greater Geelong is an equal opportunity employer committed to providing a safe working environment that embraces and values child safety, diversity and inclusion.

CHILD SAFE:

The City is committed to being a child safe organisation and has zero tolerance for child abuse. The focus of our work is on children under the age of 18. We recognise our legal and moral responsibilities in keeping children and young people safe from harm and promoting their best interests. We have specific policies, procedures and training in place to support employees, volunteers and contractors to achieve these commitments. We create environments where all children have a voice and are listened to, their views are respected and they contribute to how we plan for, design and develop our services and activities.

We are committed to:

1. Preventing child abuse occurring within our services, programs and facilities
2. Creating an organisational culture of child safety
3. Setting clear expectations of employees, volunteers and contractors as to what is required to keep children safe
4. Ensuring employees, volunteers, contractors are clear about their responsibilities when they suspect abuse of a child
5. Ensuring all suspected abuse is reported and fully investigated

DIVERSITY AND INCLUSION:

The City recognises the value of the diversity and strength of Aboriginal and Torres Strait Islander cultures to the heritage of all Australians and encourages Aboriginal and Torres Strait Islander people to apply.

INTEGRATED SERVICE DELIVERY:

The City has expressed its commitment to the development of 'integrated service delivery' for children within its *Municipal Early Years Plan 2018 - 2022*. The Plan highlights the importance of integrated service delivery for improving outcomes for young children and their families through professionals and services 'working together' to promote more efficient, accessible and responsive service delivery for families with young children. Similarly, the *Municipal Children's Services Infrastructure Plan 2013-2030*, outlines the Council's commitment to the development of integrated early years services within community-based services, where possible and practicable.

KEY SELECTION CRITERIA:

Qualifications:

- Diploma in Early Childhood Education and Care

NB: You can be counted towards meeting the diploma level qualification requirements if you can satisfy the following:

- a. Hold an approved certificate III level qualification AND
 - b. Are enrolled in an approved Diploma qualification AND
 - c. Are making satisfactory progress towards completing the course, AND
 - d. Are meeting the requirements for maintaining the enrolment, OR
 - e. have completed 50% of the units in an approved ECT qualification.
- Working with Children Check.
 - First Aid, CPR, Asthma, Anaphylaxis course code HLTAID012. **If you currently do not hold an up to date relevant first aid qualification – you may still be considered if you agree to complete the course within 30 days of your offer of employment**
 - **Essential:**
 - Excellent knowledge of the development of children in the 0-12 years age group.
 - Sound knowledge of the Education and Care Services National Regulations 2012 and Education and Care Services National Law Act 2010.
 - Sound understanding of the National Quality Framework encompassing the National Quality Standard (NQS) and the Victoria, Early Years Learning Framework for Australia (VEYLDF).

- Ability to lead the team on the planning and implementation of education and care programs; including experience in supporting educational program planning to meet the needs of all children within the service.
- Ability to evaluate and make recommendations to the Service Manager/Director on the planning and implementation of education and care programs within the service.
- Ability to identify Health and Safety issues pertaining to the work environment.
- Demonstrated and well-developed communication and interpersonal skills.
- Ability to establish effective professional relationships with staff from a range of professional backgrounds in relation to the education and needs of children and their families.
- Ability to ensure confidentiality, professionalism and discretion are maintained at all times.
- Ability to demonstrate initiative and flexibility.

Desirable:

- Previous experience in an education and care setting
- Previous relevant local government experience

ACCOUNTABILITY AND EXTENT OF AUTHORITY:

- Responsible for the effective planning, implementation and evaluation of child focused programs within the Service.
- Responsible for informing the Centre Manager/Director of any service developments, difficulties and opportunities that may arise in relation to program and service-based activities.
- May supervise and mentor students, under the guidance of the Centre Manager/Director.
- Maintain records of appropriate educational programs based on written observations and evaluations of children's development, interests and needs.
- Undertake duties in accordance with all legislative requirements and Council policy.
- Contribute to the development and maintenance of an integrated, child-centered response to families using the Service.
- Provide a safe and nurturing learning environment for children.
- Contribute to the creation of a welcoming environment for families and community members using the service.
- Assist the team by supporting the service philosophy, goals and objectives, in order to promote the growth, development and well-being of all children on a daily and long term basis.
- Participate in consultations with, case management meetings and practice discussions with relevant service-based and external professionals.
- Maintain positive and effective communication with parents, staff, visitors, other agencies, government departments and staff from the City of Greater Geelong.
- Accountable for creating and capturing accurate and complete records of the business activities related to this position, in accordance with approved policy and procedures. This is applicable to both hardcopy and electronic information, including email.

JUDGEMENT AND DECISION MAKING:

- Make recommendations to the Centre Manager/Director on the planning and implementation of education and other programs within the Service.
- Bring any Health and Safety or operational issues pertaining to their work environment to the attention of the Centre Manager/Director.
- Make decisions regarding children's development, needs and well-being.

SPECIALIST SKILLS AND KNOWLEDGE:

- Thorough knowledge of the development of children in the 0-6 years age group (within the context of their families and communities) and proven ability to plan appropriate programs.
- Well-developed skills in observing and interpreting children's behaviour and demonstrated ability to relate effectively to young children.
- Sound knowledge of Education and Care Services National Regulations 2012, Education and Care Services National Law Act 2010, related legislation and Council's OHS Policies, National Quality Standards, and a sound knowledge of the Victorian Early Years Learning and Development Framework.

MANAGEMENT SKILLS:

- Ability to manage own time, organise tasks and assist with the supervision and mentoring of other educators and students, as directed.

INTERPERSONAL SKILLS:

- Demonstrated ability to maintain confidentiality at all times.
- Demonstrated ability to be innovative within the program and service context.
- Demonstrated ability to be enthusiastic and self-motivated.
- Demonstrated ability to work ethically at all times.
- Well-developed communication skills.
- Positive approach to shared decision-making across a range of professional backgrounds and experiences.
- An understanding of and respect for diverse social and cultural values and attitudes in relation to parenting and caring for children.
- Demonstrated ability to work cooperatively with team members from a range of professional backgrounds.
- Ability to guide and positively role model to students and other education staff.
- Ability to demonstrate the organisational values and behaviours and represent Council in a positive and professional manner.

ADDITIONAL INFORMATION:

- Whilst staff will generally be working from one service there are benefits for staff and the Service in having staff work across all of the City's Early Childhood Education and Care services. Given this, the position is not tied to one location.
- This position requires work outside normal rostered hours from time to time, subject to the conditions of Council's EBA.

Position Description

WORKING TOGETHER FOR A THRIVING COMMUNITY



POSITION TITLE:	Early Childhood Teacher
POSITION NUMBER:	1894, 1922, 0641, 2475, 2477, 1978, 2551, 2491, 2479, 2589, 2526, 2532, 2527, 2529, 2640
DIVISION:	Community Life
DEPARTMENT:	Family Services
CLASSIFICATION:	EEEEA
REPORTS TO:	Early Childhood Coordinator
DIRECTLY MANAGES:	Educators, Teachers, Early Years Staff
INTERNAL LIAISONS:	Centre Based staff, Family Services staff
EXTERNAL LIAISONS:	Children and families using the service, local community agencies, primary schools, early intervention and disability support services, community members
DATE:	May 2023

POSITION OBJECTIVES:

The City of Greater Geelong (The City) is a provider of Early Years Management (EYM) for our funded Kindergartens, and other early years programs (Long Day Care, Occasional Care and Family Day Care). As an Early Years Manager we aim to work towards an integrated and sustainable early childhood education and care system that is well positioned to achieve improved outcomes for children and their families through the provision of accessible, high quality and inclusive early childhood education programs.

This position will plan, implement and evaluate a high quality, innovative and culturally responsive educational program that supports a holistic, family-centred approach to the education and development of preschool age children.

The position will provide pedagogical leadership within the team of educators at the service and work cooperatively with leadership and other staff, educators and allied education and health professionals to provide a safe, caring and stimulating environment for children attending the service.

The Early Childhood Teacher will effectively assist children to develop their social, emotional, cognitive, language, fine-motor and gross-motor competencies that are needed for a successful transition to school and provide information, guidance and support to families regarding school readiness of their children.

The position monitors and directs high quality education programs for children in line with the Victorian and National Early Years Learning and Development Frameworks, National Quality Standard.

POSITION RESPONSIBILITIES:

Key Responsibilities:

Provision of Education

- Provide a standard of education and care which is in accordance with Education and Care Services National Regulations 2012, Education and Care Services National Law Act 2010, Early Years Learning & Development Framework Victoria, Early Years Learning Framework for Australia, and National Quality Standard.
- Ensure supervision of children is active, adequate and efficient at all times and implement and maintain clear expectations for children when establishing limits for appropriate behaviour.
- Ensure that the education program being delivered is informed by a sound curriculum approach, up-to-date research and a relevant theoretical model.
- Ensure an inclusive, safe, caring and educational environment exists for all children and that the health and wellbeing of each child is a priority.
- Development and implementation of holistic educational program for all children, individually and in group situations in line with Education and Care Services National Regulations 2012, Regs: 73-76, Part 4.1 <https://www.acecqa.gov.au/nqf/national-law-regulations/national-regulations>
- Establish a holistic service model that enhances the development and well-being of children, including liaising with relevant support and professional services, facilitating family engagement, and delivering an innovative education program that responds to the specific needs of local children and the community.
- Provide access for the inclusion and support of children with additional needs, from diverse cultural backgrounds and/or with vulnerabilities, liaising with relevant professionals in relation to the planning and implementation of appropriate learning and support plans.
- Maintain detailed developmental observations and records for each child to be used as a basis for assessment, planning and evaluation, in line with the EYLF learning outcomes and practice principles.
- Structure the indoor and outdoor environments and activities with a balance of active and passive learning areas to guide children to participate constructively, to explore, to learn and interact positively with other children in the group through play.
- Ensure each child's access, inclusion and participation in the program by learning about their individual context (family circumstances, geographic location, cultural and linguistic experiences) as well as their interests, learning styles, strengths and abilities.
- Develop and maintain knowledge of early childhood, family and education services that are available to the local community.
- Participate in community consultations, network development, and program activities that encourage and facilitate child and family participation in the local community.
- Promote and practice The Australian Early Childhood Association Code of Ethics.
- Adhere to all Councils policies and procedures relevant to this position.
- Carry out other duties as deemed reasonable and appropriate to the role as directed from time to time.

Collaborative Partnerships with families and communities

- Actively support and communicate with parent(s) and families through a broad range of mediums and measures regarding their children's progress and development in ways which are meaningful, and appropriate; conduct parent teacher interviews on a six-monthly basis or as individual needs require it and ensure collaboration and relationships among children, families, staff and the broader community.
- Assist with, and participate in, consultations with relevant referral agencies and specialists working with children with additional needs and act as resource to parents and the community through maintaining an awareness of community and support agencies.
- Develop and maintain strong links to playgroup(s), schools, neighborhood houses, and family support services to facilitate families and children to progress to school and access services as required.
- Respond promptly to enquiries relating to the programs, procedures and activities within the Centre and undertake general promotion of the Centre through professional conduct, inquiries via telephone and feedback from parents.
- Liaise with the Centre Director, Early Childhood Education and Care Team Leaders, staff and resource agencies in regard to the development of individual children.

Team Cohesion

- Maintain a cooperative and flexible attitude towards the development of a motivated and professional team.
- Establish daily procedures, objectives and contribute to philosophies for the Service.
- Act as resource to other staff in sharing of program ideas, support and information exchange.
- Attend mandatory staff and/or committee meetings and participate in project teams as required.
- Encourage trust and cooperation amongst the team.

Integrated Child-Centered Practice

- Work with internal and external early years professionals in regard to the development and needs of individual children and their families.
- Act as a resource for parents, other early years professionals and the broader community in relation to community and support options for children and their families.
- Establish effective working relationships with other early years professionals in relation to providing an integrated response to the education and support of children and their families.
- Promote an integrated approach to service delivery that improves children's health, educational, social and well-being outcomes

Administration

- Respond to enquiries, support orientation and enrolment new families
- Communicate with the Service Manager/Director regarding the purchase of materials/stocks and equipment.
- Assist room staff to maintain educational program documentation.
- Support and assist the Service Manager/Director in general administration, including office duties as required.

Professional Development

- Maintain professional knowledge, resources and skills through in-service education, sharing ideas, professional reading etc.
- Actively participate and maintain a commitment to the National Quality Standard.

VALUES:

Our values represent who we are and who we aspire to be. They are the tools to create the workplace culture we want. We are all accountable for this.

- Respect and encourage each other
- Create a healthy and safe environment for all
- Embrace new ideas and better ways to work
- Make people the centre of our business

Risk Management and Occupational Health & Safety Responsibilities:

- Understand and comply with Council OHS policies, procedures and legislative requirements relevant to the position.
- Perform work in a safe and appropriate manner.
- Ensure behaviour does not discriminate, bully or harass others.
- Take responsibility for own safety and that of others.
- Proactively report any incidents, injuries, hazards or unsafe work practices.

The following general physical and functional requirements may apply to this position. Specific physical requirements will be attached if applicable.

- Manual handling tasks.
- Prolonged periods of inactivity eg. sitting at the computer.
- Regular keyboarding associated activities.
- Long / short distance travel between sites.
- Dealing with difficult clients and situations.
- Demanding deadlines.

The City is an equal opportunity employer committed to providing a safe working environment that embraces and values child safety, diversity and inclusion.

CHILD SAFE:

The City's policies, procedures and training support employees, volunteers and contractors to achieve child safe practices.

Council are committed to:

1. preventing child abuse occurring within our services, programs and facilities
2. creating an organisational culture of child safety
3. setting clear expectations of employees, volunteers and contractors as to what is required to keep children safe
4. ensuring employees, volunteers, contractors are clear about their responsibilities when they suspect abuse of a child
5. ensuring all suspected abuse is reported and fully investigated

INTEGRATED SERVICE DELIVERY:

The City has expressed its commitment to the development of 'integrated service delivery' for children within its *Municipal Early Years Plan 2018 - 2022*. The Plan highlights the importance of integrated service delivery for improving outcomes for young children and their families through professionals and services 'working together' to promote more efficient, accessible and responsive service delivery for families with young children. Similarly, the *Municipal Children's Services Infrastructure Plan 2013-2030*, outlines the Council's commitment to the development of integrated early years services within community-based services, where possible and practicable.

KEY SELECTION CRITERIA:

Qualifications:

1. Tertiary qualifications (Bachelor of Early Childhood Education or ACECQA approved qualification).
2. Current VIT
3. First Aid, CPR, Asthma, Anaphylaxis course code HLTAID012. **If you currently do not hold an up to date relevant first aid qualification – you may still be considered if you agree to complete the course within 30 days of your offer of employment**

Essential:

4. Experience in the care of pre-school children.
5. Sound knowledge of the development and needs of children in the 0-6 years age group and proven ability to plan appropriate programs that deliver outcomes for children as articulated in the Early Years Learning and Development Frameworks.
6. Demonstrated flexibility, innovation, and ability to work with a range of professionals from diverse disciplines.
7. Ability to identify and develop relationships with key stakeholders.
8. Well-developed skills in observing and interpreting children's behaviour and demonstrated ability to relate effectively to young children.
9. Proven ability to establish, promote and develop open communication channels with staff, parents and the community.
10. Demonstrated ability to promote teamwork and foster the exchange of ideas and participation of staff members in problem solving and the development of service improvements.
11. Ability to ensure confidentiality, professionalism and discretion is maintained.
12. Ability to plan and efficiently organise time and prioritise tasks and undertake service administration.

ACCOUNTABILITY AND EXTENT OF AUTHORITY:

- Responsible for the effective planning, development and implementation of a Kindergarten program within the Centre.
- Responsible for informing of any service developments, difficulties and opportunities.
- Be responsible for keeping comprehensive records regarding children's records, pay/leave records, routine updates and other information as required by the Centre, Council or regulatory bodies.
- Responsible for ensuring that the Children's Centre building, grounds and equipment are maintained to a high standard of hygiene, safety, cleanliness and repair and that any maintenance or safety related issues are reported in a timely manner in accordance with OHS regulations.
- Accountable for creating and capturing accurate and complete records of the business activities related to this position, in accordance with approved policy and procedures. This is applicable to both hardcopy and electronic information, including email.

JUDGEMENT AND DECISION MAKING:

- Ability to work under limited supervision and use professional knowledge and experience in making decisions and assessments.
- Ability to provide input into the development and implementation of the Quality Improvement Plan for the centre.
- Ability to make decisions in relation to children's learning, development, well-being and safety.
- Ability to identify and respond to health and safety and other operational issues, bringing relevant issues to the attention of centre management.
- Ability to utilise professional networks to enhance service delivery.

SPECIALIST SKILLS AND KNOWLEDGE:

- Sound knowledge of the development and needs of children in the 0-6 years age group, within the context of their culture and community.
- Proven ability to plan appropriate education programs in line with the Victorian Early Years Learning and Development Framework.
- Understanding of the National Early Childhood Quality Framework and the Education and Care Services National Law Act 2010.
- Proven ability to establish, promote and develop positive relationships with children, families, staff and community members.
- Sound understanding of vulnerability and risk indicators for young children, within the context of their family, culture and community, as well as an ability to undertake appropriate action in response to the needs of vulnerable or at risk children.
- An understanding of the needs of the local community.

MANAGEMENT SKILLS:

- Ability to manage workload, including set priorities and deliver requisite outcomes in a timely manner.
- Strong administrative and organisational skills.
- Capacity to successfully meet agreed performance targets and reporting measures.
- Ability to work with minimal supervision and as part of a team.
- Ability to manage change and be innovative.
- Ability to mentor and support educators and students in relation to the delivery of quality education programs to children.

INTERPERSONAL SKILLS:

- Ability represent Council in a positive and professional manner.
- Ability to demonstrate enthusiasm, self-motivation and innovation within self and in the staff team.
- Demonstrated ability to be flexible, responsive to a range of situations and to show initiative and creativity.
- Ability to employ effective negotiation and conflict resolution skills to resolve issues with families and staff.
- High level communication skills including oral and written skills.
- Ability to contribute to and work effectively as part of a multi-disciplinary team.
- Ability to work effectively with community groups, organisations and peak networks.

ADDITIONAL INFORMATION:

- Whilst staff will generally be working from one service there are benefits for staff and the Service in having staff work across all of the City's Early Childhood Education and Care services. Given this, the position is not tied to one location.
- Current Victorian Driver's License is essential where the need to drive a Council vehicle is required.