

## Position Description

<b>Title</b>	Educator
<b>Business Unit</b>	Early Learning
<b>Location</b>	As per employment agreement
<b>Employment type</b>	As per employment agreement
<b>Reports to</b>	Centre Director/Service Leader/Nominated Supervisor

### About Uniting

Uniting Vic.Tas is the community services organisation of the Uniting Church. We've been supporting people and families for over 100 years. We work alongside people of all ages in local communities in Victoria and Tasmania. Our services reach to Albury-Wodonga in the north, Mallacoota in East Gippsland, the Wimmera region in the west, and across Tasmania.

We empower children, young people and families to learn and thrive. We're there for people experiencing homelessness, drug and alcohol addiction or mental illness. We support people with disability to live the life they choose. We assist older people to maintain their independence and enjoy life. We provide opportunities to access training and meaningful employment. We're proud to welcome and support asylum seekers to our community. We work to empower people with the information, skills and tools they need to live a healthy, happy life.

As an organisation, we work in solidarity with Aboriginal and Torres Strait Islander people as Australia's First Peoples and as the traditional owners and custodians of this land. We celebrate diversity and value the lived experience of people of every ethnicity, faith, age, disability, culture, language, gender identity, sex and sexual orientation. We welcome lesbian, gay, bisexual, transgender, gender diverse and non-binary, intersex, and queer (LGBTIQ+) people at our services. We pledge to provide safe, inclusive and non-discriminatory services where racism is not tolerated.

**Our purpose:** To inspire people, enliven communities and confront injustice.

**Our values:** We are imaginative, respectful, compassionate and bold.

### 1. Position Purpose

As an educator, you are expected to be an active team member of a team which provides high quality early childhood education and care to children. This includes;

- Developing strong relationships with children at the service
- Developing strong relationships that support and partner with families, and the community
- Complying with the Uniting Early Learning policies and procedures
- Working with other staff towards continuous improvement in the service's operations

Under the National Law and Regulations, services are required to align their educational program to an approved learning framework. Through the relevant framework, this position focuses on addressing the developmental needs, interests and experiences of each child, while taking into account individual differences.

Each service works to one of the approved early learning frameworks which outline practices that support and promote children's learning. These frameworks include:

- [Belonging, Being and Becoming](#): The Early Years Learning Framework for Australia 2.0 (EYLF 2.0) - This the nationally approved learning framework under the NQF for young children from birth to five years of age.
- [Victorian Early Years Learning and Development Framework](#)

## Position Description

### Educator

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## 2. Scope

**Budget:** Nil

**People:** Educators

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## 3. Relationships

### Internal

- Service Leader/Centre Director
- Nominated Supervisor
- Educational Leader
- Early Childhood Teacher/s
- Other educators
- Early Learning Management team

### External

- Children
  - Families and caregivers
  - Other early childhood professionals
  - Department of Education and Training
  - Other community service organisations as required.
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## 4. Key Responsibility Areas

### Educational Program and Practice

- Work in accordance with the requirements of the [Education and Care Services National Law Act 2010](#), [Education and Care Services National Regulations 2011](#), and the [National Quality Framework for Early Education and Care](#)
- Implement the service statement of philosophy that guides the pedagogy and practice of all educators/the teaching team
- Contribute to the implementation of contemporary, research-based practices at the service.
- Work with other staff in all areas of service operation.
- Contribute to the implementation of the service statement of philosophy that guides the pedagogy and teaching decisions.
- Contribute to the development of programs which reflect the EYLF 2.0 and the VEYLDF for the children.
- Ensure curriculum decision making contributes to children's learning and assist them to enhance their connection with community, wellbeing, confidence as learners and effective as communicators.
- Uphold the 5 learning outcomes of EYLF 2.0
  - Children have a strong sense of identity.
  - Children are connected with and contribute to their world
  - Children have a strong sense of wellbeing.
  - Children are confident and involved learners
  - Children are effective communicators
- Optimise transitions and daily routines to further children's learning

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- Contribute to the implementation a play-based learning environment responsive to children's interest, strengths and abilities.
- Contribute to the development of programs and implement programs which reflect cultural backgrounds of the children.
- Document children's learning in a variety of ways that makes their learning visible.
- Maintain ongoing records of the children's development and assessments against learning outcomes.
- Contribute to the critical reflection and evaluation of children's learning, using this as a primary source of future planning
- Actively support every child to participate in the program and assist in ensuring that the program promotes the rights of each child.

### Children's Health and Safety

- Support each child's health needs.
- Ensure that children are always safe and adequately supervised.
- Ensure potential supervision risks are reported to a Lead Educator, Centre Director/Service Leader or the Nominated Supervisor (if not the Centre Director/Service Leader)
- Protect and uphold the rights and dignity of children attending the service.
- Ensure a safe and stimulating environment where all staff and children are protected from hazards and harm.
- Demonstrate practices that support the inclusion of all children, including children from diverse backgrounds and children with additional needs.
- Ensure a high standard of hygiene is maintained in compliance with Uniting's policies and procedures.
- Ensure food provided on a daily basis is appropriate for all children, including those with specific dietary and allergy requirements and is served appropriately, according to the Food Handling and Health and Nutrition Polices.
- Adhere to the service's Child Protection Policy:
  - Inform the Service Leader or the Nominated Supervisor (if not the Service Leader) of any allegations or convictions of a child protection nature, of which you become aware, against any other employees.
  - Act as a mandated reporter which requires reporting to the appropriate authority where there are reasonable grounds to suspect that a child is at risk of significant harm.
- Manage work practices to ensure reasonable care is taken for own health and safety and the health and safety of others.

### Physical Environment

- Develop an environment for children which fosters curiosity, exploration, and problem solving
- Maintain respect for indoor and outdoor learning environments
- Ensure resources are fit for use and sufficient in supply
- Assist and work alongside with children, in maintaining the aesthetics of the environment
- Maintain a clean and safe work environment
- Conduct scheduled workplace inspections and risk assessments (e.g. opening or closing checklist, resources and equipment cleaning checklist, safe building checks)
- Ensure environmental sustainability practices are incorporated in the learning program.
- Support children to become environmentally responsible
- Contribute to shared duties relating to cleaning

### Staffing Arrangements

- Always maintain educator-to-child ratios and qualifications
- Support a healthy team environment.
- Adhere to the Early Childhood Australia Code of Ethics in all interactions and relationships.
- Maintain professional and ethical standards when dealing with families, educators, students, volunteers and children.
- Participate in ongoing professional development and training programs.

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- Attend team meetings, contributing through observations of children and the sharing of ideas to improve on the continuous quality improvement of the service.
- Contribute to the development of ethical channels of communication, based on mutual respect, equity, and fairness.
- Fulfil requirements and documentation as the responsible person on duty.
- Act as role model for other educators and students
- All Early Childhood educators are required to agree to act as a responsible person as per the Education and Care Services National Regulations. Responsible persons are placed in charge of the day-to-day operational management of the service if the approved provider or nominated supervisor is not present and you are nominated as the responsible person.

### Relationships with Children

- Ensure each child has a sense of belonging, being and becoming.
- Maintain respectful, equitable and genuine relationships with children
- Respect each child as competent, capable learners and engage them in meaningful interactions and shared decision making.
- Support each child to regulate their emotions in age appropriate ways, offering guidance for children in times of dis-regulation.
- Ensure positive interactions and behaviour guidance strategies are used.
- Respect each child's similarities, differences, cultures, and diversities.
- Maintain the rights and dignity of each child.
- Respond to the emotional, social and well-being needs of each child.
- Form positive, trusting, comforting and nurturing relationships with children.
- Assist in maintaining up-to-date records of each child.

### Collaborative Partnerships with Families and Communities

- Develop positive and respectful relationships with families
- Support families by contributing to an effective partnership
- With guidance from the Service Leader, Nominated Supervisor (if not the Service Leader) or appropriate educators, positively engage in the orientation, enrolment and transition processes
- Share information with families relating to their child and the activities of the service
- Create a safe, supportive, and informative environment for families
- Act as a resource person for families
- Adhere to the service's Privacy and Confidentiality Policy on children, families, and educators
- Encourage families to contribute to the service
- Advocate for high quality services for children in our community
- Welcome, support and assist students on placement and volunteers engaged with the service

### Governance and Leadership

- Assist with administrative duties as requested.
- Ensure the Lead Educator, Centre Director/Service Leader or Nominated Supervisor (if not the Centre Director/Service Leader) is informed of any problem which would impact the children, service approval or rating, regulatory and legal compliance, or the smooth running of the service.
- Advocate for children and their families
- Contribute to the service's Quality Improvement Plan and assist in QIP Goals
- Positively promote the service to families and the community
- Be receptive to information about developments in early childhood education and care and engage in appropriate professional development opportunities.
- Share information about early education and care with other staff
- Attend team and other meetings as requested.
- Team members will be offered professional development opportunities throughout the year and are encouraged to attend to maintain requirements and qualifications.
- Any other duties specified by Lead Educator, Centre Director/Service Leader or Nominated Supervisor (if not the Centre Director/Service Leader) including professional development.

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**Responsible Person:** All Early childhood educators are required to agree to act as a responsible person as per the *Education and Care Services National Regulations*. Responsible persons may be placed in charge of the day-to-day operational management of the service if the approved provider or nominated supervisor is not present and you are nominated as the responsible person.

#### Legal requirements & risk management

- Ensure all legal, funder and statutory requirements pertaining to the position are met including serious incidents, reportable conduct, and mandatory reporting (child safety)
- Foster a culture where risks are identified and appropriately managed.
- Report areas of serious risk to next level supervisor and work together to mitigate those risks.

#### Personal Accountability

- Compliance with Uniting's values, code of conduct, policies and procedures and relevant government legislation and standards where relevant.
- Cooperate with strategies to actively ensure the safety, protection and well-being of children who come into association with us.
- Ensure appropriate use of resources.
- Work collaboratively with Uniting (Victoria Tasmania) employees and external stakeholders in accordance with Uniting's values and professional standards of behaviour.
- Actively participate in initiatives to maintain, build upon and promote a positive and collaborative workplace.
- Identify opportunities to integrate and work collaboratively across teams.
- Take reasonable care for your own health and safety, and health and safety of others (to the extent required).
- Promote a positive safety culture by contributing to health and safety consultation and communication.
- Promptly respond to and report health and safety hazards, incidents and near misses to line management
- Attend mandatory training sessions (i.e. equal employment opportunity, health, and safety) and mandatory training specific to position.
- Declare anything that you become aware of through the course of your engagement which may impede your suitability to work with children and/or young people.
- Declare any potential or actual conflict of interest that you become aware of through the course of your engagement:
  - Based on a relationship with a current member of Uniting's workforce
  - Based on any ongoing work with another organisation

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## 5. Person specification

### Qualifications

- Certificate III/Diploma of Early Childhood Education and Care.
- ACECQA Approved [qualification](#)
- Current First Aid CPR, Anaphylaxis and Asthma Certificates\*(if not current this is to be obtained within the first 3 months of employment)
- Current Working with Children Check/VIT\*  
\*Must be applicable for the State in which the service operates

### Requirements

- Ability to support the provision of a developmentally appropriate program for the children, in partnership with other educators, families and children.

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- An ability to plan, reflect, work and manage time effectively with minimal supervision.
- Ability to learn and work within the national laws, regulations and learning frameworks.

### Core Selection Criteria

- **Values alignment:** ability to demonstrate and authentically promote Uniting's values.
- **Child protection:** demonstrated ability to provide safe environments for children and young people and protect them from abuse and neglect.
- **Communication:** Strong and clear communication skills with the ability to build positive professional relationships with families, educators and other professionals; excellent interpersonal skills; high level written and verbal communication skills
- **Teamwork:** cooperates and works well with others in pursuit of team goals; collaborates and shares information; shows consideration, concern and respect for others feelings and ideas; accommodates and works well with the different working styles of others; encourages resolution of conflict within the group; willingness to be proactive and help others; contributes to the continuous improvement of a positive, collaborative and effective work environment
- **Quality Assurance:** ability to support the development and implementation of a developmentally appropriate educational program for children; committed to continuing individual learning and development and improvement of inter-professional practice; ability to operate in an inclusive and supportive learning environment
- **Problem Solving:** demonstrates creativity and innovation; can be flexible and resilient and quickly adapt to the work environment; be aware of, and working with, the different strengths of each child; have developed skills in engaging children and families in a number of ways

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## 6. We are a child safe organisation

Uniting is a child safe organisation and is committed in everyday practice to ensure the safety and wellbeing of all children, at all times. As a child safe organisation, employment with Uniting is subject to a satisfactory national (and international where relevant) police check and relevant Working With Children Check (and NDIS Worker Screening Check where relevant) to your State prior to commencement of any paid or unpaid work and/or participation in any service or undertaking.

**This position description is subject to review and may change in accordance with Uniting's operational, service and consumer requirements.**

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## 7. Acknowledgement

**I have read, understood, and accepted the above Position Description**

### Employee

Name:

Signature:

Date:

**Position Description**  
**Educator**

