



POSITION DESCRIPTION

POSITION TITLE:		Early Childhood Educator – Certificate III			
POSITION NO:			CLASSIFICATION:	Band 3	
DIVISION:		Community Wellbeing			
BRANCH:		Family, Youth and Children's Services			
UNIT:		Children's Services			
REPORTS TO:		Centre Coordinator			
POLICE CHECK REQUIRED:	Yes	WORKING WITH CHILDREN CHECK REQUIRED:	Yes	PRE-EMPLOYMENT MEDICAL REQUIRED:	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. 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

Position reports to:	Centre Coordinator
Internal Relationships:	Team of Educators at the service Educators across the Children's Services Unit Administration staff and Management team across the Children's Services unit
External Relationships:	Children and families attending the Service Relevant Children's service organisations in relation to service delivery and other early childhood professionals

KEY RESPONSIBILITY AREAS AND DUTIES

Curriculum

- Assist in the development and implementation of high quality educational programs.
- Assist in the implementation the Victorian Early Years Learning and Development Framework (VEYLDF) and the Australian Early Years Learning Framework (EYLF).
- Contribute to the development and implementation of programs for groups of children and for individual children.
- Contribute to the regular evaluation of programs within the VEYLDF, and the National Quality Frameworks (NQF).
- Support the engagement and learning of all children through intentional teaching and sustained conversations based on children's interests

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.
- Inform Centre Coordinator or Responsible Person in Charge 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 Diploma educators or Centre Leadership.
- 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 co-educator any issues on the day-to-day operation of the Centre
- Report any unresolved concerns to centre coordinator.
- 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 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 centre coordinator and makes independent decisions in the context of key responsibility areas as outlined.
- Under the guidance of co-educators and the general supervision of the centre coordinator 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*
- 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.
 - 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.