



## POSITION DESCRIPTION

<b>POSITION TITLE:</b>		Early Childhood Educator – Certificate III			
<b>POSITION NO:</b>		702515	<b>CLASSIFICATION:</b>		Band 3
<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.*

### 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 team work 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>	Centre Coordinator
<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
<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

## 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**

1. Minimise risk to self and others and support safe work practices through adherence to legislative requirements and Council policies and procedures.
2. Report any matters which may impact on the safety of Council employees, community members, or Council assets and equipment.
3. 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 work day.
- 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

1. Demonstrated ability to apply literacy skills to ensure compliance in completing written records as required for compliance and documenting the curriculum and children's learning.
2. Demonstrated skills in supporting the development, implementation, and continual reflection of a high quality play-based curriculum reflective of the National Quality Framework (NQF) and the Victorian Early Learning Framework and responsiveness to the individual strengths, abilities and interests of children.
3. Demonstrated effective interpersonal and communication skills with the ability to form positive relationships with children, families and the Children's Services team and provide support for the culturally and linguistically diverse community of families and educators.
4. Demonstrated ability to apply knowledge of the *Education and Care Services National Law Act 2010* and *Education and Care Services National Regulations (2011)* and where needed the *Children's Services Act 1996* and *Regulations 2009* to comply with service policy procedures and practice.
5. Ability to work effectively and flexibly as part of a team of educators with limited supervision.