Position Description

Title:	Lunch Relief Educator
Business unit:	Early Learning
Location:	As per employment agreement
Employment type:	As per employment agreement
Reports to:	As per employment agreement

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 inclusive and non-discriminatory services.

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 leader in 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 base their educational program on 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 national or Victorian early learning framework which outline practices that support and promote children's learning. These frameworks include:

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

- My Time, Our Place: Framework for School Age Care in Australia - This the nationally approved learning framework under the NQF for school age children.
- The approved learning framework specific to Victoria is the Victorian Early Years Learning and Development Framework (VEYLDF)

2. Scope

Budget:

nil

People:

nil

3. Relationships

Internal

- 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

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 Standard for Early Education and Care
- Reflect the service's philosophy in undertaking all other duties
- Facilitate the implementation of contemporary, research-based practices at the service
- Provide ongoing support and assistance to other staff in all areas of service operation
- Implement the service statement of philosophy that guides the pedagogy and teaching decisions
- Develop programs which reflect the Early Years Learning Framework (EYLF) 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
- Help children develop the goals of the EYLF
    - A strong sense of identity
    - Connections with their world
    - Strong sense of wellbeing
    - Confidence and involvement in their learning
    - Effective communication skills
- Develop and implement daily routines and use these as learning opportunities
- Implement a play-based learning environment responsive to children's interest, strengths, and abilities

- Plan and implement programs which reflect cultural backgrounds and the emerging skills and interests of 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
- Critically reflect on and evaluate children's learning, using this as a primary source of future planning.

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 the Nominated Supervisor
- Protect and uphold the rights and dignity of children attending the service
- Ensure that the environment is safe, supportive, stimulating and educational for children
- Respond appropriately and consistently to cultural background, children's additional needs and requirements (e.g. developmental, diet/allergies).
- Ensure a high standard of hygiene is maintained in compliance with Uniting and the service's policies and procedures
- Administer First Aid and medication in compliance with the service's policies and procedures
- Keep accurate and detailed records of injury/accident/trauma and medication
- Be familiar with all the service's health and safety policies
- Support children's safety, wellbeing and comfort in sleep, rest, and relaxation
- Adhere to the service's Child Protection Policy:
    - Inform the Nominated Supervisor 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.

Physical environment:

- Develop an environment for children which fosters curiosity, exploration, and problem solving
- Maintain respect for indoor and outdoor learning environments
- Maintain supplies and equipment levels for the room or service in accordance with the service's policies
- 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 embedded in all program areas
- Support children to become environmentally responsible
- Assume an equal share of cleaning duties
- Ensure the service is ready for operation, when rostered on at the beginning of the day.

Staffing arrangements:

- Always maintain educator-to-child ratios and qualifications
- Support a healthy team environment
- Demonstrate 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
- Attend team meetings, contributing through observations of children and the sharing of ideas to improve on the continuous quality improvement of the service
- Develop ethical channels of communication, based on mutual respect, equity, and fairness
- Fulfil requirements and documentation as the responsible person on duty
- Act as mentor and role model for other educators and students
- Lead, guide, and support staff to implement the program

- 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
- Always maintain respectful, equitable and genuine relationships with each child
- Respect each child as competent, capable learners and engage them in meaningful interactions through shared decision making
- Support each child to manage their behaviour and encourage this with positive behaviour guidance strategies
- Role model positive interactions and behaviour guidance strategies
- 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
- Provide physical care, assisting children in toileting, dressing and mealtimes
- Form positive, trusting, comforting and nurturing relationships with children
- Maintain up-to-date records of your group's children

Collaborative partnerships with families and communities:

- Develop positive and respectful relationships with families
- Support families and respect child rearing practices and beliefs, contributing to an effective partnership
- With guidance from the Nominated Supervisor or appropriate educators, positively engage in the orientation, enrolment and transition processes
- Share information with families relating to their child and the daily 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
- With guidance from the Nominated Supervisor, assist families to access inclusion support and assistance
- Welcome, support and assist students on placement and volunteers engaged with the service

Leadership and service management:

- Assist with administrative duties as requested
- Ensure the Nominated Supervisor 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
- Participate in the service's Quality Improvement Plan and assist in implementing this
- Undertake regular supervision and performance review with line manager, proving feedback to promote collaborative working relationships
- Positively promote and market the service to families and the community
- Attend team and other meetings as requested
- Maintain current knowledge of developments in early childhood education and care, and engage in appropriate professional development opportunities
- Share information about early education and care with other staff
- Any other duties specified by the Nominated Supervisor including professional development
- All team members are expected to attend training and maintain requirements and qualifications.
- Team members will be offered professional development opportunities throughout the year and are encouraged to attend

Personal accountability:

- Team members are required to read, understand and comply with all the service's policies, procedures and reasonable direction, whilst demonstrating professional workplace behaviours in accordance with the service's Code of Conduct.
- Compliance relevant government legislation and standards where relevant
- 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; or
    - based on my ongoing work with another organisation.

5. Person specification

Qualifications

- Diploma in Children's Services (or equivalent as approved by Australian Children's Education and Care Quality Authority)
- Current First Aid, CPR, Anaphylaxis and Asthma Certificates*
- Current Employee Working with Children Check / Working with Vulnerable Persons Check*
*Must be applicable for the State in which the service operates.

Experience

- A comprehensive understanding and knowledge of early childhood development
- Ability to lead the provision of a developmentally appropriate program for the children, in partnership with other educators, families and children
- An ability to plan, reflect, work and manage time effectively with minimal supervision
- Comprehensive knowledge and understanding of the National Law and Regulations
- Experience in a leadership role.

Core selection criteria

- **Values alignment:** ability to demonstrate and authentically promote Uniting's values respect the uniqueness and value of every individual; establish and maintain right relationships that enable people to be influential in their own support arrangement and ensure they are treated with dignity and respect; build on strengths and abilities of all; demonstrate transparency and accountability

- **Child safety:** 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

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.

7. Acknowledgement

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

	Employee	Manager
Name:		
Signature:		
Date:		