



Early Childhood Educator (Certificate III)

Role Description

Responsible to:	Director, Kesser Torah College Early Learning
Qualifications:	Certificate III in Children's Services
Other Requirements:	Current First Aid Certificate, Anaphylaxis and Asthma Management training; Clear Working with Children Check
Award/Agreement:	Educational Services (Schools) General Staff Award 2010
Job Summary:	<p>As an educator, you are expected to be an active member of a team which provides high quality early childhood education and care to children.</p> <p>This includes:</p> <ul style="list-style-type: none">• Developing strong relationships with children at the service;• Developing strong relationships that support and partner with families and the community;• Implementing the policies and associated procedures of the organisation at all times; and• Working with other staff towards continuous improvement in all areas of the service's operations.
Hours	4 hours per day Monday to Thursday, 1 to 5pm 7.30am to 3.30pm on Fridays
Key Accountabilities	General Responsibilities <p>To work in accordance with the requirements of the <i>Children (Education and Care Services National Law Application) Bill 2010</i>, <i>Education and Care Services National Regulations</i> and the <i>National Quality Standard for Early Education and Care</i></p> <p>Working in accordance with the <i>Code of Ethics of the Early Childhood Australia</i></p> <p>Implementing the services' philosophy in undertaking all other duties</p> <p>Working in accordance with the policies and associated procedures of the organisation</p> <p>Provide ongoing support and assistance to other staff in all areas of service operation</p> <p>Lunch cover, including set up and clean up</p> <p>Operate as part of a diverse team</p> <p>Support for Centre operations</p>

Responsibilities as per the National Quality Standard

1. Educational program and practice

- 1.1. Ensure to implement the service statement of philosophy and that it guides the pedagogy and teaching decisions;
- 1.2. Contribute as requested to the development of programs, which reflect the *Early Years Learning Framework* (EYLF);
- 1.3. Ensure curriculum decision-making contributes to each child's learning and assist children to enhance their connection with community, wellbeing, confidence as learners and effectiveness as communicators;
- 1.4. Help children develop the goals of the EYLF:
 - A strong sense of their identity;
 - Connections with their world;
 - Strong sense of wellbeing;
 - Confidence and involvement in their learning; and
 - Effective communication skills.
- 1.5. Assist with the implementation of a play based learning environment responsive to children's interest, strengths and abilities;
- 1.6. Contribute to the planning, implementation, evaluation and reflection of programs which reflect the emerging skills and interests of children;
- 1.7. Assist with the implementation of daily routines and use routine times as opportunities for learning;
- 1.8. Under direction of diploma qualified staff or teachers, contribute to the planning of children's learning and the documentation of this so as to make their learning visible;
- 1.9. Under direction of diploma qualified staff or teachers, maintain ongoing records of the child's development and records of children's assessments against learning outcomes; and
- 1.10. Engage in critical reflection and evaluation of children's learning and this is used as a primary source of future planning.

2. Children's Health and Safety

- 2.1. Ensure each child's health needs are supported;
- 2.2. Ensure that children are safe and adequately supervised at all times;
- 2.3. Take responsibility to ensure a potential supervision risk are reported to other educators or Director;
- 2.4. Take responsibility for the protection and rights of children attending the service;
- 2.5. Ensure that the environment is safe, supportive, stimulating and educational for children;
- 2.6. Respond positively and consistently to children's additional needs/requirements – diet/allergies, developmental, etc;
- 2.7. Ensure a high standard of hygiene is maintained in compliance with procedures and policies;
- 2.8. Administer first aid and medication in compliance with procedures and policies; and
- 2.9. Ensure to keep accurate and detailed records of injury/accident/trauma and medication forms;
- 2.10. Become familiar with all policies regarding health and safety at the service;
- 2.11. Support children's individual wellbeing and comfort in sleep, rest and relaxation.
- 2.12. Assist to ensure the service's child protection policy is implemented:
 - Inform the Director of any allegations or convictions of a child protection nature against any other employees, of which you become aware; and
- 2.13. Ensure compliance as a mandated reporter which requires reporting to Community Services, where there is reasonable grounds to suspect that a child is at risk of significant harm.

3. Physical environment

- 3.1. Contribute to the development of an environment for children which fosters curiosity, exploration and problem solving;
- 3.2. Maintain respect for the learning environments, both indoors and outdoors and this is viewed as the 'third teacher';
- 3.3. Maintain supplies and equipment levels for the room or centre in accordance with the service's policies;
- 3.4. Assist to maintain the aesthetics of the environment along with the children;
- 3.5. Maintain a clean and safe work environment;
- 3.6. Report all workplace accidents and hazards to your supervisor. Implement immediate action for identified hazards if able to do so;
- 3.7. Conduct daily and monthly workplace inspections and risk assessments and as per schedule provided, e.g. opening/closing checklist, toys and equipment cleaning checklist, safe building checks, etc;
- 3.8. Assist the service to ensure environmental sustainability practices are embedded in all areas of the program;
- 3.9. Support children to become environmentally responsible and show respect for the environment; and
- 3.10. Assume an equal share of cleaning duties.

4. Staffing arrangements

- 4.1. Maintain educator-to-child ratios and qualifications at all times;
- 4.2. Demonstrate the service code of conduct/code of ethics in all interactions and relationships at the service;
- 4.3. Respect and support colleagues by developing positive and ethical channels of communication that are based on principles of mutual respect, equity and fairness;
- 4.4. Be proactive in supporting a healthy team environment;
- 4.5. Maintain professional and ethical standards at all times when dealing with families, educators and the children;
- 4.6. Participate in ongoing professional development and training programs; and
- 4.7. Attend staff meetings as required and contribute to these meetings through shared observations of children and sharing new ideas.

5. Relationships with Children

- 5.1. Ensure each child has a sense of belonging, being and becoming within the service;
- 5.2. Maintain respectful, equitable and genuine relationships with all children at all times;
- 5.3. View and respect children as competent and capable and engage in meaningful interactions through shared decision-making with them;
- 5.4. Each child is supported to manage their own behaviour and this is encouraged with positive behaviour guidance strategies;
- 5.5. Respect children's similarities, differences, cultures and diversities;
- 5.6. Each child's dignity and the rights of each child are maintained at all times;
- 5.7. Respond to the emotional, social and well-being needs of each child;
- 5.8. Provide physical care, assisting children in toileting, dressing and meal times; and all of these opportunities are viewed as teachable moments;
- 5.9. Form positive, comforting and nurturing relationships with children; and
- 5.10. Assist in maintaining up to date records of the children within your group.

6. Collaborative Partnerships with Families and Communities

- 6.1. Develop and maintain positive and respectful relationships with families;
- 6.2. All families are supported and child rearing practices and beliefs are respected which contributes to joint partnerships being consistently implemented;
- 6.3. With guidance from the Director or Diploma trained educators, engage positively in the orientation, enrolment and transition processes for families and children;
- 6.4. Share information with families relating to their child and the daily activities of the service;
- 6.5. Create a safe, supportive and informative environment for families;
- 6.6. Act as a resource person for families;
- 6.7. Maintain the confidentiality policy on children, families and educators at all times;
- 6.8. Encourage families to contribute to the community of the centre;
- 6.9. Be an advocate for high quality services for children in our community;
- 6.10. With guidance from the Director, families are supported to access inclusion support and assistance; and
- 6.11. Ensure students on placement are positively welcomed, supported and assisted.

7. Leadership and service management

- 7.1. Become familiar with all the services policies and procedures;
- 7.2. Assist with administrative duties as requested;
- 7.3. Ensure the Director is informed of any problem arising, which would affect the children, service approval or rating, regulatory and legal compliance or the smooth running of the service;
- 7.4. Advocate for children and their families;
- 7.5. Be involved in the service's *Quality Improvement Plan* and assist to implement this as directed;
- 7.6. Positively promote and market the centre to families and the community; and advocate for children and their families;
- 7.7. Be involved in the service's *Quality Improvement Plan* and assist to implement this as directed; and
- 7.8. Attend management committee meetings if requested.

8. Any other Duties Specified by the Director

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Signature

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Date