



## Links:

### Fair Work

<https://www.fairwork.gov.au/>

[https://www.legislation.gov.au/ Series/C2009A00028](https://www.legislation.gov.au/Series/C2009A00028)

<https://www.fairwork.gov.au/awards-and-agreements/award-and-agreement-free-wages-and-conditions>

### Code of Ethics Early Childhood Australia -

[www.earlychildhoodaustralia.org.au/code\\_of\\_ethics/early\\_childhood\\_australias\\_code\\_of\\_ethics.html](http://www.earlychildhoodaustralia.org.au/code_of_ethics/early_childhood_australias_code_of_ethics.html)

Community Early Learning  
Australia

National Quality Standard

<https://www.acecqa.gov.au/nqf/national-quality-standard>

### Primary Function

In a professional and responsible manner, to carry out duties as a Qualified Early Childhood Educator

### Award

<http://awardviewer.fwo.gov.au/award/show/MA000120>

Position Title:	Educator (Diploma) The Little School Preschool Inc
Responsible to:	Director and Nominated Supervisor
Late updated	2 <sup>nd</sup> April 2019
Qualifications:	Diploma of Early Childhood Education and Care
Other requirements:	<ul style="list-style-type: none"> <li>• Current first aid Certificate, Anaphylaxis and Asthma</li> <li>• Clear Working with Children Check</li> </ul>
Award/Agreement:	Enterprise Agreement and/or MA000120 – Children’s Services Award 2010

## Job Summary

Service educators are responsible for providing the highest quality of education and care for children enrolled at the little school preschool, consistent with our philosophy and curriculum, and according to the requirements of the National Quality Framework.

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 but is not limited to:

- 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.

## Accountabilities and Key Performance Indicators

### Education and Care of Children

- Act in a manner that promotes the best interests of the child.
- In conjunction with Room Leader and other educators, implement a high-quality education and care curriculum for all enrolled children that is consistent with:
  - The service philosophy, procedures and policies
  - Education and Care Services National Regulations
  - Education and Care Services National Law
  - The National Quality Standards
  - Early Years Learning Framework/Framework for School Age Care.
  - Early Childhood Australia Code of ethics
- Respond to children’s strengths, interests and needs and implement a planning cycle for individual children and the whole group of children within the room.
- Ensure professional documentation is undertaken for all children and is reflective of requirements within the National Quality Framework.
- Engage children in meaningful learning opportunities, always mindful of promoting the children’s agency or choice.
- Support the planning and development of an inclusive environment to support every child’s learning.

## Key Internal & External Stakeholders

### Students

<< Form relationships with children which are comforting and nurturing.

<< Protect children and their rights.

### Parents

<< Develop and maintain positive relationships with families.

<< Share information with families relating to their child and the daily activities of the Service.

<< Help create a safe, supportive and informative environment for families.

### Staff

<< Work together with other staff to provide a safe, supportive, stimulating and educational environment for the children.

## Partnerships with Families

Demonstrate respect for the families' role as the child's first teacher.

Build and maintain professional, inclusive and positive relationships with families of the service.

Ensure professional communication with families at all times.

Draw on the knowledge and experience of families to support their children's learning.

Build collaborative relationships with all staff in the service based on respect, trust and honesty.

Engage in professional conversations with other educators to enhance knowledge and practice.

Engage in professional conversations with other professionals as is appropriate.

Acknowledge and support personal strengths, professional experience and team diversity.

Work in collaboration with other educators, room leaders, the service director, nominated supervisor, families, networking groups, children, support services and the wider community.

## Professional Conduct & Learning

Work within the National Quality Framework, the Early Childhood Australia Code of Ethics, the Service philosophy, policies and procedures.

Follow the guidelines for professional practice and develop personal professionalism through following these practices to self-reflect and guide professional and personal development.

Consistently contribute as an effective team member.

Actively participate in performance appraisal process.

Engage in reflective practice and ongoing professional learning.

Attend and contribute to staff meetings and other whole of staff professional learning events.

Undertake Food Safe training at intervals decided by the Nominated Supervisor.

Undertake First Aid training (including training in Anaphylaxis and Asthma) at intervals decided by the Nominated Supervisor.

Undertake Child Protection/Child Aware training at intervals decided by the Nominated Supervisor.

## Organisational Representation

Actively support the organisation's philosophy, policies and procedures and positively represent the organisation to external contacts at all opportunities.

Actively participate in and contribute to cross-organisation projects and activities.

## Workplace Health and Safety (WHS)

Work in a manner that does not pose a risk to self or others.

Ensure a safe and healthy work environment at all times.

Act immediately on any safety issues that relate to the working environment of the service.

Follow Service policies regarding child protection.

Follow Service guidelines in providing a safe environment for children and staff.

Understand, implement and review emergency management procedures as required.

Ensure the Service's duty of care to children and their families is strictly maintained.

## Partnerships with other Educators and Professionals

Build collaborative relationships with all staff in the service based on respect, trust and honesty.

Engage in professional conversations with other educators to enhance knowledge and practice.

Engage in professional conversations with other professionals as is appropriate and with the knowledge of the Educational Leader or Nominated Supervisor.

Engage in professional conversations and positive mentoring relationships of visiting students, trainees, volunteers and other staff.

Collaborate with community resources, therapists and networking committees to promote the best outcomes for children, families and the preschool community.

Acknowledge and support personal strengths, professional experience and team diversity.

## Selection Criteria

Qualifications	Experience	Capabilities
Approved Teaching Qualification. List of approved qualifications at: <a href="http://acecqa.gov.au/storage/Current%20ECT_30012013.pdf">http://acecqa.gov.au/storage/Current%20ECT_30012013.pdf</a> for approved qualifications	Experience in an approved education and care service.	Ability to relate effectively with children and their families.
Working with Children Check.	Knowledge and understanding of the National Quality Standards Knowledge	Ability to work effectively in a team environment. Communication and inter-personal skills.
Desirable to have a post graduate/tertiary qualifications in leadership.	Understanding of the Early Years Learning Framework/ Framework for School Age Care.	Commitment to ongoing professional learning.
A first aid qualification that is approved by ACECQA that includes applying first aid, emergency asthma management and anaphylaxis.	Understanding and knowledge of child and brain development theory	Commitment to developing and creative inclusive environments.
Child protection qualification approved by relevant State Regulatory body.	Demonstrated experience in curriculum, supporting curriculum development and documenting children's learning and development.	Understanding of the Education and Care Services National Law Act 2010
A willingness to be appointed as a Nominated Supervisor	Knowledge and understanding of the Early Childhood Australia Code of ethics to apply these to personal practices and goals.	Understanding of the Education and Care Services Regulations 2011
A willingness to be appointed as an Educational Leader	Proven ability to work as part of a team	Developed communication and inter-personal skills.
A willingness to be appointed as a Responsible Person	Experience in planning and programming for individual children and groups using emergent curriculum	Commitment to ongoing professional learning.
Able to work in Australia		Thorough knowledge of child development
		Good written and oral English communication skills

## ACECQA

[https://www.acecqa.gov.au/storage/Current%20ECT\\_30012013.pdf](https://www.acecqa.gov.au/storage/Current%20ECT_30012013.pdf) for approved qualifications

## CELA

<https://www.cela.org.au/>

## National Laws

Children (Education and Care Services National Law Application) Bill 2010

<https://www.legislation.nsw.gov.au/acts/2010-104.pdf>

Education and Care

Services National

Regulations -

[www.legislation.nsw.gov.au/regulations/2011-653.pdf](http://www.legislation.nsw.gov.au/regulations/2011-653.pdf)

The Early Years Learning Framework

[http://files.acecqa.gov.au/files/National-Quality-Framework-Resources-Kit/belonging\\_being\\_and\\_becoming\\_the\\_early\\_years\\_learning\\_framework\\_for\\_australia.pdf](http://files.acecqa.gov.au/files/National-Quality-Framework-Resources-Kit/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf)

Australian Professional Standards for Teachers

<https://educationstandards.nsw.edu.au/wps/wcm/connect/8658b2fa-62d3-40ca-a8d9-02309a2c67a1/australian-professional-standards-teachers.pdf?MOD=AJPERES&CVID>

# MAJOR ACTIVITIES AND RESPONSIBILITIES

## BASIC FUNCTION

- To work in accordance with the requirements of the *Children (Education and Care Services National Law Application) Bill 2010, Education and Care Services National Regulations* and the *National Quality Standard for Early Education and Care*;
- Working in accordance with the *Code of Ethics of the Early Childhood Australia*;
- Implementing the services' philosophy in undertaking all other duties;
- Engage In ongoing daily critical reflections and discussions regarding service policies, practices and quality improvement planning and implementation.
- Working in accordance with the policies and associated procedures of the organisation; and
- Provide ongoing support and assistance to other staff in all areas of service operation.
- To provide high quality care and education to the children at the centre
- Ensure Compliance with Child Protection Legislation and Policies Advocate for children and families
- Be aware of government regulations, guidelines pertaining to children's services and be competent and prepared to assist the Nominated Supervisor
- Assist with administrative duties as directed
- Have a commitment to Quality Improvement and Accreditation System, the centre philosophy of education and The Early Years Learning Framework.
- Have a working knowledge of Scientific Brain Research and the implications for education and care
- Have an actively anti-bias approach which is reflected in interactions with children, families and staff
- Keep up to date to current developments in the Early Childhood field
- Maintain the ability to use information technology

## PRIMARY FUNCTION

- In a professional and responsible manner, to carry out duties as a Child Care Worker
- To work with the Director, Nominated supervisor the Parent Committee and other staff in all matters important to the care and education of the children and the smooth running of the centre
- To maintain practices in accordance with the relevant licensing requirement
- To maintain practices in accordance with NQS principals

### In respect of the Program:

- To maintain practices in accordance with NQS principals
- To organize the planning, implementation and evaluation of the daily program, while ensuring an anti-bias, inclusive and respectful approach, in consultation with all relevant stakeholders e.g. staff, educational leader, families, children, therapists and wider community
- To organize planning, preparation, evaluation and critical reflection of the environment, i.e. Setting up planned activities, documentation.
- To assist with packing away of equipment in all areas as required
- To be involved in setting up, updating, reviewing and maintaining the Centre Policies, Centre Philosophy and Centre Goals.

### In respect of the Children:

- To create a safe, supportive, stimulating and educational environment for children
- To protect children and their rights Form relationships with children which are comforting and nurturing
- To be aware of children's needs/requirements – diet/allergies etc
- Assist with the implementation of daily routines
- Administer first aid or medication in compliance with procedures and policies

- To treat each child with dignity and respect, taking into account any cultural, socio-economic or other differences that may arise
- To implement the program in a flexible manner that is compatible with the child's strengths, needs and interests
- To be responsible for the whole or a small group of children
- To organize the keeping and updating of children's records and to use these, in keeping with the aim of primary care giving, to plan for the individual child's needs
- To liaise with parents in a friendly, positive manner on a regular basis regarding their child's development and interests
- To keep all children's records in confidence. Records are not to be removed from the centre premises. Records are not to be discussed with others except pertinent staff, the Director and relevant parents. The Director should be consulted regarding all such discussions

### In respect to staff, students and volunteers:

- Lead, guide and support staff to implement the program
- Develop positive channels of communication to ensure a smooth running preschool
- Contribute towards a respectful and healthy team environment
- Collaborate with other staff members on a regular basis to ensure that the program is continually improving
- Assume and equal share of all house-keeping duties
- To attend all staff meetings as required
- To provide professional support, input and resources for other members of staff and to support their professional development
- To work co-operatively as a team member in the planning and operation of all aspects of the centre
- Ensure that the equipment is respected and maintained to an optimal level of safety
- To assist the Nominated Supervisor in any way as requested.

### **In respect of the families:**

- Develop and maintain positive relationships with families
- Share information with the family relating to their child and the daily activities of the preschool
- Create a safe, supportive and informative environment for families and visitors
- Act as a resource person for families and wider community
- Attend parent meetings as required
- To be involved in the methods of the parent communication used in the Preschool, e.g. Contribute to Newsletters, Critical reflection, Quality Improvement plans, storypark planning etc and childrens learning portfolios
- To respect the families individual needs, backgrounds and situations and to maintain confidentiality
- Encourage and support families to participate in preschool decision making and experiences.

### **In respect of the preschool:**

- To participate in all meetings, conferences, staff appraisals, extra-curricular activities, working bees, social nights and training courses as requested
- To attend the preschool for cleaning for at least 1-2 days during the Term 1, Term 2 and Term 3 school holidays prior to the children returning and for 1 week in the Christmas holidays before the children return.
- To develop a co-operative relationship with all members of staff
- To ensure a smoothly operating Centre and a consistently caring, secure and active environment for all children at all times
- To maintain equipment and assist with minor repairs
- To report to the Nominated Supervisor or responsible Person any shortages in provisions likely to occur so that a re-order can be placed before the provision is exhausted
- To attend parent committee meetings as requested

- To be responsible for security in the form of checking children are signed out, locking up and opening the buildings
- To be familiar with and abide by all centre policies
- To abide by grievance procedures and work towards a positive crisis resolution
- Assist the Nominated Supervisor or Responsible Person in briefing, mentoring, supervision and evaluation of visiting students, voluntary helpers or visitors as required
- To maintain the required child/staff ratio at all times in line with the license and regulations.

### **In respect of the community:**

- Represent the Centre within the community and present a professional profile
- Be aware of community resources and how to access them when needed
- Manage information which assists families to access resources within our community
- Be an advocate for high quality services for children in our community
- Build social capital by promoting our community participation in decision making
- Manage excursions and experiences with children which promote awareness of our community
- Ensure students on placement are effectively supervised

### **Other duties as requested by the Nominated Supervisor or Responsible Person including but not limited to:**

- Being an active participant in staff appraisal and professional development activities
- Improving workplace safety and fostering a culture whereby workplace Health and Safety and Rehabilitation performances minimise the risks associated with the care delivery process

## **PERFORMANCE MEASURES**

- Accidents are to be kept to a minimum through appropriate WH&S procedures
- Programming procedures/practices are in line with current Early Childhood research/practices/regulations
- The Preschool aims to maintain High Quality status in the Quality Improvement and Accreditation System
- Licensing standards, as set by the NSW Department of Human Services, are maintained
- Preschool policies and workplace practices are adhered to
- Feedback from clients is of a positive nature
- Feedback from families, children, staff and the wider community is used in critical reflection and guides the quality improvement practice of the preschool.

## **MANDATORY RESPONSIBILITIES**

### **Workplace Health & Safety**

- Be familiar with and ensure compliance with the WH&S Act 2000 and Regulation 2001.
- Co-operate with WH&S policies and procedures and programs to ensure your own health and safety and that of others within the workplace
- Attend all training sessions as required
- Ensure all accidents and incidents are reported, recorded, investigated and analysed with short and long-term corrective action is taken and its effectiveness evaluated.

### **Policies and Procedures**

- Ensure familiarity with and adhere to policies and procedures required for the performance of your duties
- Assist with the regular review and update of policies and procedures, within your responsibility, in line with the State and Federal standards and regulations

**Waste Management:**

- Be familiar with waste management policies and take part in waste minimization, sustainability and recycling programs

**Infection Control:**

- Be aware of Infection Control Policies and Procedures and follow these guidelines in your day-to day duties
- Refer to Staying Healthy in Childcare for effective guidelines in managing and controlling the risk of infections and diseases
- Maintain personal immunisations in line with NSW Health guidelines and requirements

**Training and Orientation:**

- Attend The Little School Training and Orientation programmes,
- Attend all annual, compulsory and other training programmes required

**Quality Improvement:**

- Contribute to and participate in quality activities to improve the standard of care, service delivery and improvement in all aspects of the organization
- To be familiar with the accreditation program of the service
- Attend training sessions as required
- To ensure compliance with requirements of the accreditation program of the service
- To maintain documentation requirements as required by the accreditation program
- To engage in personal critical reflection on a daily basis
- To engage with the team in critical reflection on a weekly basis
- To maintain the high quality rating of the preschool and continue to build quality through regular reflection and to document these as a team
- Engage in the 7 quality areas of a National Standards in all areas of workplace performance and professional development

**Records Management:**

- To comply with the State Records Act 1998 and policies and procedures for the creation, filing, handling, protection and disposal of records.
- Ensure that you are aware of the policies and procedures and ensure that you attend any necessary training and updates
- Record all communication with families in via storypark.

**Complaint and feedback handling:**

- Be aware of the Complaints and feedback policy and follow the procedures listed
- View feedback and complaints as a valuable tool to critically reflect upon and improve practice

**Smoke Free Environment:**

- The Little School supports a smoke free environment therefore you are required to adhere to the Smoke Free Policy.

**Confidentiality:**

- It is a condition of employment that you will not disclose any confidential information either during your employment or after its termination, which you may receive or derive in the course of your employment with The Little School Preschool.
- quality through regular reflection and to document these as a team
- Engage in the 7 quality areas of a National Standards in all areas of workplace performance and professional development

**Protection of Children:**

- Undertake your legal obligations to report concerns about the safety, welfare and well-being of a child where there are reasonable grounds to suspect risk of harm from abuse or neglect

**Ensure compliance to :**

- Commission for Children and Young People Act 1998
- Child Protection (Prohibited Employment) Act 1998
- Ombudsman Amendment (Child Protection and Community Service) Act 1998

**Please note:**

Outside of those listed other duties may be required consistent with your classification, personal skills and knowledge from time to time.

It is the responsibility of each staff member as an individual to approach the Nominated Supervisor or Responsible person each day if clarification or further education about specific goals or duties are required.

**Linked Documents:**

- Preschool Philosophy
- Preschool policies and practices
- Little School Quality Improvement Plan
- Strategic Business Plan
- Professionalism statement
- Enterprise Agreement/and or award
- Staff Handbook
- Student and Volunteer Handbook
- Educational Program and Practice handbook

**References**

- Children (Education and Care Services National Law Application) Bill 2010 - [www.legislation.nsw.gov.au/sessionalview/sessional/act/2010-104.pdf](http://www.legislation.nsw.gov.au/sessionalview/sessional/act/2010-104.pdf)
- Education and Care Services National Regulations - [www.legislation.nsw.gov.au/sessionalview/sessional/subordleg/2011-653.pdf](http://www.legislation.nsw.gov.au/sessionalview/sessional/subordleg/2011-653.pdf)
- National Quality Standard for Early Education and Care - (Schedule 1 of the Regulations)
- Code of Ethics Early Childhood Australia - [www.earlychildhoodaustralia.org.au/code\\_of\\_ethics/early\\_childhood\\_australias\\_code\\_of\\_ethics.html](http://www.earlychildhoodaustralia.org.au/code_of_ethics/early_childhood_australias_code_of_ethics.html)
- Community Early Learning Australia - CELA
- Community Connections Solutions Australia – CCSA
- NSW Fair Work