



## Links:

### Fair Work

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

<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.acecga.gov.au/nqf/national-quality-standard>

### Primary Function

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

### Award

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

Position Title:	Support Educator The Little School Preschool Inc
Responsible to:	Director and Nominated Supervisor and Approved Provider
Late updated	27 <sup>th</sup> June 2018
Qualifications:	Experince in a related field
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:	MA000120 – Children’s Services Award 2010

## Job Summary

Service support 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 a support 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 Nominated Supervisor 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 under the guidance of the Educational Leader
- 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

Working with Children Check.

A first aid qualification that is approved by ACECQA that includes applying first aid, emergency asthma management and anaphylaxis.

Child protection qualification approved by relevant State Regulatory body.

Able to work in Australia

### Experience

Experience in an approved education and care service.

Knowledge and understanding of the National Quality Standards Knowledge

Understanding of the Early Years Learning Framework/ Framework for School Age Care.

Understanding and knowledge of child and brain development theory

Demonstrated experience in curriculum, supporting curriculum development and documenting children's learning and development.

Knowledge and understanding of the Early Childhood Australia Code of ethics to apply these to personal practices and goals.

Proven ability to work as part of a team

### Capabilities

Ability to relate effectively with children and their families.

Ability to work effectively in a team environment.

Communication and interpersonal skills.

Commitment to ongoing professional learning.

Commitment to developing and creative inclusive environments.

Understanding of the Education and Care Services National Law Act 2010

Understanding of the Education and Care Services Regulations 2011

Experience in following planning and programming for individual children and groups using emergent curriculum

Ability to supervise children safely

## ACECQA

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

## 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>