



## POSITION DESCRIPTION

<b>Date</b>	<b>June 2025</b>
<b>Position Title</b>	<b>Certificate III Educator</b>
<b>Reports to (position title)</b>	<b>Regional Manager or Delegate</b>
<b>Department</b>	<b>Early Years</b>

## ORGANISATIONAL CONTEXT

**bestchance** Child Family Care is an independent, not-for-profit, community organisation operating across 35 locations in Victoria and a Head Office in Glen Waverley.

**bestchance** adopts an innovative and holistic approach to assisting young children and families by integrating a range of specialist family oriented educational and welfare community services. The range of programs delivered include Early Childhood Education and Care (ECEC), Kindergarten, Child Care; Children's Therapy, Parent and Child Support, Training, Community Support and Cheshire, an independent, specialist primary school for children with social, emotional and learning difficulties.

These programs recognise that the early years of a child's life are the most formative and influential and we strive to adhere to the principles of 'best practice'. This commitment ensures that families are, at all times, respected as the experts on their children and supported in an environment that is strength based and family centred.

**bestchance** also works in partnership with families in managing a number of kindergartens under its Early Years Management Program.

**bestchance** is committed to implementing and adhering to the Child Safe standards including the development and implementation of people practices that reduce the chance of child abuse within the organisation, for which we advocate zero tolerance.

Health safety and wellbeing first, is an expectation of all, where staff implement local work instruction and processes aligned to organisation requirements and are accountable for their own safety and safety of others.

## PURPOSE

For all children, families and individuals to thrive in their community.

## VISION

**Inclusion** we include everyone regardless of their background, needs or circumstances

**Care** We nourish and nurture resilient relationships

**Education** We develop skills and knowledge to build capacity and resilience.

## VALUES

<b>Safety Always</b>	We are responsible, both individually and collectively, for prioritising physical, emotional and cultural safety and we are confident to hold each other to account.
<b>Collaboration &amp; Courage</b>	We invite collaborative thinking, cooperation and constructive risk-taking to achieve our full potential.

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<b>Integrity &amp; Accountability</b>	We do what we say, own what we do and learn from our mistakes.
<b>Respect &amp; Inclusion</b>	We foster a culture of belonging, built on mutual respect, positive communication, active listening and recognition of everyone's right.
<b>Innovation &amp; Improvement</b>	We embrace a philosophy of creative thinking by stepping out of our comfort zones and exploring new ideas to achieve for good.

## POSITION PURPOSE

**Actively contribute to the design, implementation and review of high quality early childhood education and care programs for children, by:**

- Working under the guidance of the Early Childhood Teacher, demonstrating initiative and commitment to sharing your knowledge, skills, ideas and expertise in the education of children
- Applying a strength-based, family centred approach to support the design and delivery of an education and care program that meets the individual needs of children and their families
- Collaboratively working within a professional team, supporting and contributing to the development and documentation of the program for children's learning; using an approved curriculum framework as the basis of all program planning, professional practice and critical reflection
- Building and maintaining strong and meaningful professional relationships with colleagues, families and children
- Ensuring all children are included within the program and that individual needs are met by maintaining a flexible approach that is consistently responsive to the needs, interests and abilities of children
- Upholding the rights and dignity of children and protecting children's safety, wellbeing, self-worth, confidence and contributions
- Maintaining confidentiality of all information within the service, shared by the service community, service team or management team
- Attending and actively participating in meetings, professional development, service events and open days, as required by bestchance

## EXPECTATIONS AND RESPONSIBILITIES

**bestchance employees demonstrate positivity in representing themselves as part of bestchance. Employees understand and act accordingly within the following role responsibilities:**

### **1. Team Collaboration**

- Work as a member of a cooperative and professional team to maintain and continuously improve the standard of the service at the centre:
- Establish and maintain collaborative relationships with internal and external key stakeholders; such as, bestchance Children's Therapy Team, Preschool Field Officer and local Primary Schools
- Contribute to an atmosphere of trust and professional respect through an attitude of openness, tolerance, constructive conflict resolution processes and maintenance of confidentiality
- Be actively involved in the quality assurance process for the kindergarten; including active contribution to the service Quality Improvement Plan
- Participate in an annual performance enhancement cycle
- Suggest relevant professional development and training needs to the team, in line with quality improvement goals
- Attend and actively participate in meetings, professional learning and development, service events and open days, as approved or required by the teacher and bestchance
- Accurately and promptly communicate all messages and report all issues to the teacher educator, or to bestchance; in accordance with legal and policy requirements
- Willingly contribute to all aspects of the program; demonstrating effective time management, flexibility, responsiveness, honesty and integrity in all work practices
- Contribute to the administrative duties associated with the kindergarten as requested; such as, but not limited to, ordering/purchasing resources, responding to emails and answering telephone enquiries

#### **Key Outcomes for Team Collaboration:**

- Use respectful and professional language with colleagues, families and all stakeholders
- Actively contribute to all team meetings, team discussions and team tasks
- Approach conflicts and differences of opinion proactively through open professional conversation, seeking additional support from the Early Childhood Teacher, Nominated Supervisor or Educational Leader when required. Unresolved conflicts can then be escalated to the Area Manager
- Openly share learnings and knowledge from professional development with other team members
- Proactively contribute to documentation and conversation regarding children's learning, interests, participation and progress
- Collaborate with team members to ensure administration duties, including reading and actioning emails, are prioritised effectively and tended to in a timely manner

## **2. Relationship Building**

- Actively develop and maintain positive meaningful relationships with bestchance management, colleagues, families, children, students, volunteers, parent advisory groups, and key stakeholders in the wider service community
- Demonstrate respectful and responsive communication skills at all times, with all key stakeholders
- Relate sensitively to people, approaching each child and family with equity
- Ensure interactions with children and families are inclusive and reflective of the service philosophy and bestchance policies and procedures
- Maintain confidentiality on all issues relating to children and families and comply with the bestchance policies and procedures pertaining to privacy and confidentiality
- Attend and actively participate in local professional networks and communities of practice

#### **Key Outcomes for Relationship Building:**

- Initiate and engage in respectful, responsive and professional communication (verbal and written) with all colleagues, families, children, students, external professionals and key stakeholders
- Respond to individuals equitably, display respect and understanding for diversity in all interactions with others
- Understand and act to uphold the service philosophy and policies and procedures in all interactions within the workplace
- Maintain confidentiality in relation to children, families, colleagues and business, and only share information with relevant persons

#### **3. Compliance & Quality**

- Always work in compliance with minimum legal requirements; ensure that you are able to access and understand all Laws and Regulations relevant to your work (refer to Professional Competencies)
- Commit to striving for improvement and actively contribute to the service's quality improvement planning process
- Ensure each individual's safety is considered and protected at all times, and that risk assessments are conducted regularly to assess potentially hazardous situations; to establish and implement appropriate risk mitigation and minimisation measures
- Act to maintain child safety at all times
- Ensure correct safety procedures are followed, including manual handling
- Maintain current regulatory training throughout your employment (refer to Qualifications and Education)

#### **Key Outcomes for Compliance & Quality:**

- Ensure the service display of information is complete and accurate, visible within the main entry to the service
- Ensure all child enrolment records are complete and current
- For children with diagnosed medical conditions, ensure that the medical management plan is complete and clearly displayed within the children's room, risk minimisation and communication plan is in place and any medication prescribed for children is available at the service and within its use by date
- Ensure your individual staff record is complete and current, including a copy of the Working With Children Check and or VIT registration and a copy of relevant qualifications and regulatory training
- Ensure that the Emergency Management Plan for the service is updated annually, and that emergency drills are conducted and recorded at least each three months
- Ensure practice aligns with the National Quality Framework and the National Model Code of Conduct, while upholding the service's Cyber Safety Agreement to promote a safe, ethical, and compliant learning environment.
- Conduct and communicate regular risk assessments and risk minimisation plans in relation to service needs and events
- Maintain current regulatory training, including but not limited to, First Aid Training, CPR Training, Asthma Management Training, Anaphylaxis Management Training, Mandatory Reporting Training, and Infection Control Training. Comply with bestchance direction for additional regulatory training, such as Child Safety
- Contribute to annual archiving processes, in line with legal and policy requirements; including but not limited to, Storypark documentation and other paper and electronic regulatory records (i.e. child enrolment records, incident/injury records, medication records)

**Commented [TS1]:** Added NMC & Cyber Safety agreement

#### 4. Pedagogy and Practice

- Support the development, implementation and review of high quality educational programs for individuals and groups of children, that are based on the strengths, interests and needs of the children attending the program
- Support the provision of a safe and welcoming environment for children, families, colleagues, students and volunteers
- Actively contribute to effective record keeping and documentation related to children's learning, development, interests and participation
- Engage with children and scaffold their learning through interacting and challenging thinking
- Attend to the physical, social and emotional needs of children, with respect to their choices, opinions and needs
- Refer families to discuss concerns or issues with the Early Childhood Teacher or bestchance

management, in accordance with the complaints process, where required

## **Key Outcomes for Pedagogy and Practice:**

- Proactively contribute to the development, implementation and documentation of the educational program, ensuring this meets the cycle of planning; including, documented observations of children's learning, abilities, engagement and interests, goals for children's learning and development, plans for children's learning, critical reflection on programs and practice
- Actively engage with children, communicate with children about their interests, ideas and actions, ask questions and encourage children to extend their ideas and interests, source resources and equipment to support the extension of children's learning and development
- Proactively tend to the individual needs and rights of children, including but not limited to, supporting toileting and hygiene practices, nurturing children's emotional wellbeing, assist in fine and gross motor physical tasks
- Value and respect the rights, opinions and ideas of children
- Nurture a sense of belonging for all children, families and colleagues where individuals are respected and valued for their individual attributes

## **5. Health and Safety**

- Take care of your own safety and the safety of others that may be affected by your actions
- Co-operate with all Health and Safety actions and procedures and participate in health and safety training
- Contribute to the service Emergency Management Plan, regular Safety Checks of the kindergarten environment and participate in regular Risk Assessments and development and review of Risk Minimisation Plans
- Adhere to bestchance and Council guidance on the maintenance of any safety equipment; such as fire extinguishers and ensure persons using any equipment are appropriately trained
- Promptly Report all workplace incidents, injuries and illness.
- For inherent requirements of the role, please refer to attachment 2: Occupational Role Profile

## **Key Outcomes for Health and Safety:**

- Demonstrate awareness and understanding for the health and safety of yourself and others; for example, participate in emergency management processes, risk assessment and mitigation processes, discuss health and safety concerns and measures within your team
- Promptly report all health and safety issues to your supervisor/manager Promptly report all maintenance issues to the Maintenance team

- Follow health and safety processes, including, but not limited to ensuring chemicals are stored in a labelled and locked cupboard, maintain an up to date material safety data record for all chemicals

## QUALIFICATIONS AND ESSENTIAL COMPETENCIES

### Qualifications and Education

- Must hold an NQF approved early childhood qualification (Certificate III level or equivalent)
- Criminal History Checks & relevant registrations; for example Working with children check, registration with the Victorian Institute of Teaching (teachers only)
- Regulatory Training – First Aid, CPR, Asthma, Anaphylaxis, Mandatory Reporting, Infection Control

### Professional Competencies

- Demonstrated knowledge and understanding of the Education and Care Services National Law Act 2010 and the Education and Care Services National Regulations 2011
- Ability and agreement to be a responsible person at the service, as per the Education and Care Services National legislation
- Demonstrated understanding and commitment to adhere to the Children, Youth and Families Act 2005 and the Child Wellbeing and Safety Act 2005 (including the Child Safe Standards)
- Solid understanding of the approved learning frameworks, including Belonging, Being and Becoming: The Early Years Learning Framework for Australia and the Victorian Early Years Learning and Development Framework
- Commitment to adhere to the Occupational Health and Safety Act 2004 and the Occupational Health and Safety Regulations 2017
- Commitment to uphold The Australian Early Childhood Code of Ethics
- Ability and agreement to read, understand and adhere to all bestchance Child Family Care Policies, Procedures and Codes of Conduct
- Commitment to uphold the United Nations Convention on the Rights of the Child
- Demonstrates a strong understanding of the National Model Code of Conduct and adheres to the Cyber Safety Agreement, maintaining professional, ethical, and safe practices in both physical and digital environments in accordance with sector standards.
- Commitment to inclusive practice in all aspects of work; ensuring consistency and accessibility for all, treating each individual with respect and fairness, providing individualised support to ensure full participation. Ability to actively celebrate diversity and respect difference as a positive learning opportunity
- Ability to provide culturally safe programs, including but not limited to, ensuring environments and programs actively acknowledge and respect Aboriginal and Torres Strait Islander culture and the cultures of the local community

Commented [TS2]: Added

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- Commitment to critically reflective practice with the intention of continually improving professional knowledge, skills and practice
- Ability to act within the parameters of the service's financial budget

## Technical Competencies

- Effective and respectful communication skills, both written and verbal
- Ability to utilise digital technology effectively, including but not limited to, Microsoft Office, Knack, Buzz, Storypark, Humanforce and Schrole
- Strong awareness of safe and appropriate use of internet applications

## Behavioural Competencies

- Ability to be accountable and take responsibility for personal work outcomes
- Commitment to ongoing professional learning and development with a focus on current evidence-based best practice models
- Ability to flexibly respond to changing priorities, including adapting practice in response to the needs of children and families
- Proactive and positive approach to working within a diverse community
- Collaborative partnership approach to early education, demonstrating abilities to connect and cooperate with key stakeholders within the local community, to benefit outcomes for children

***bestchance provides all employees with access to an Employee Assistance Program to support health and safety.***

## EDUCATION DESCRIPTORS

Bestchance is aligned with the VECTEA Award and therefore the below information is in line with the expectations set out for Educators who work in Certificate 3 positions:

### **EDUCATOR LEVEL 1 (Certificate III Educator)**

Educators in this Level:

- have completed AQF Certificate III in Early Childhood Education and Care or an equivalent qualification approved by ACECQA, or
- are working towards an AQF Certificate III in Early Childhood Education and Care or equivalent qualification approved by ACECQA, or
- have previously completed the grandfathering provisions approved by the regulator.

The following are core competencies expected of a Level 1 Educator;

Comprehensive knowledge of:

- the Education and Care Services National Law and Regulations;
- the National Quality Standard and their role as a member of the early childhood education team in working toward achievement of the standards;
- the early years learning and development frameworks that is applied at their service;
- the policies and procedures of the employer.

Level 1 Educators work as a member of the early childhood education team under the direction of the Early Childhood Teacher as appropriate to the program. Within this context, the following specific provisions apply to each Level within this Level.

The Level 1 Educator classification comprises 6 Levels, reflecting the educator's experience and skills.

## **Level 1.1**

An Educator at Level 1.1 will under general supervision and with guidance:

- Assist in the implementation of the daily routine completing tasks and activities without constant direction;
- Have a good understanding of and participate when required in emergency procedures;
- Assist with the preparation, general cleanliness (non-industrial) and cleaning up and packing away of activities;
- Attend to the physical, social and emotional needs of children on an individual and group basis;
- Achieve a warm and friendly relationship with children that is supportive and responsive to their needs;
- Foster play and cognitive development in children;
- Assist in developing good relations with families attending the service;
- Work positively and appropriately with all staff and parents, individual committee members and the employer in the provision of services;
- Develop an understanding of and contribute to the development and implementation of the program planned for the children; and
- Undertake general observation of children, and report findings to the early childhood teacher as appropriate.

## **Level 1.2**

Under general supervision and with guidance, undertake all tasks of the preceding Level as required plus:

- Assist in working with individuals and small groups of children, both spontaneous and organised in accordance with the teacher's plans; and
- Encourage parents to participate in the program and the service's activities.

## **Level 1.3**

Under general supervision, undertake all tasks of preceding Levels as required plus:

- Undertake written observations of children as required, and provide these notes to the early childhood teacher;
- Use observations and records to actively assist in the development and implementation of aspects of the program as required;
- Work with children individually or in groups as directed by the teacher; and

- Under direction, liaise with parents around issues concerning their individual children and general kindergarten matters as required.

#### **Level 1.4**

Under limited supervision, undertake all tasks of preceding Levels as required plus:

- Undertake detailed written observations of children as required;
- Use observations, individual children's profiles/records, and following consultation with the teacher, plan designated activities for specific areas of the program;
- Implement the specific program area for which they have been designated planning responsibility; and
- Take observations of the children participating in the activity for which they have responsibility.

#### **Level 1.5 and Level 1.6**

Under occasional supervision and autonomously at times, undertake all tasks of preceding Levels as required plus:

- In consultation with the teacher, plan and supervise adjacent program areas and take observations of the children participating within them;
- Work with groups of children in planned group activities; and
- Assist with the supervision of volunteers, students on placement or undertaking work experience.