



Position Description

Position:	Early Childhood Educator
Position Status:	Full-time (40 hours per week), fixed-term
Classification:	Level 4, in accordance with the Presbyterian Ladies' College General Staff Agreement 2026
Annual Leave:	5 weeks' annual leave (includes College shutdown days over Christmas), 5 additional Gratis Days and 12 Rostered Days Off per year.
Reports to:	Head of Early Learning Centre. All positions in the College ultimately report to the Principal.

Presbyterian Ladies' College

Established in 1875, Presbyterian Ladies' College (PLC) is a leading Christian independent school for girls from Kindergarten to Year 12, with onsite boarding available from Year 7.

The campus is situated in the east of Melbourne on a 16-hectare site, creating a unique environment of a school in a park.

Our core values, underpinned by our Christian Ethos, are Integrity, Empathy, Courage, Delight and Service, and these provide an enduring foundation for dynamic learning.

The College Mission is to provide an outstanding education within a Christian context that:

- prioritises care
- promotes holistic development and growth
- personalises learning
- provides enriching opportunities
- perpetuates principled living and a service ethic
- prepares students for their time as scholars, thinkers, citizens, advocates, and leaders

PLC seeks to appoint staff who are passionate about education, with the highest professional skills who will actively support the Christian teachings and ethos of the College, and possess a willingness to make a positive difference to the lives of PLC students. This will be visibly demonstrated through their behaviours, attitudes and role-modelling of the four PLC values: truth and excellence, character and integrity, service, care and respect. All staff must also commit to a culture that supports and embraces Child Safe Standards.

Our consistently impressive academic results reflect the high-quality teaching, dedication of the students and visionary leadership for which the College has long been renowned.

We value and nurture the individual strengths and passions of the students. The personal development of our students is our priority with extensive age-appropriate learning, care and wellbeing programs. The students' talents and interests are nurtured within a rich curriculum program, as well as through extensive co-curricular offerings.

Our ultimate goal is to develop students who are fully prepared and will flourish in their life and work well beyond school as they contribute in meaningful ways to their community as scholars, thinkers, citizens, advocates and leaders.



Context of the Role

The Early Learning Centre provides exceptional early childhood programs for children from 6 months to school age in a spacious, state-of-the-art Centre. The Centre operates for 48 weeks each year, closing for 4 weeks during the New Year period.

Position Overview

The Early Childhood Educator will be responsible for supporting the delivery of a high-quality, inclusive and engaging early childhood education program that promotes each child's learning, development, wellbeing and sense of belonging.

Working collaboratively with teachers, educators, children and families, the Educator will contribute to safe, nurturing and stimulating learning environments that reflect the principles of the EYLF and VEYLDF, the National Quality Standards, Child Safe Standards and the philosophy and values of the College.

An understanding of the Reggio Emilia approach to Early Childhood Education would be viewed favourably.

Key Responsibilities:

Examples of duties include but are not limited to:

The Early Childhood Educator will be responsible for creating a warm, nurturing, inclusive and child-safe environment where every child feels known, valued, respected and supported to learn, explore and flourish.

The Early Childhood Educator will:

- work collaboratively with Early Childhood Teachers, Room Leaders and colleagues to plan, implement, assess and evaluate a high-quality, engaging and diverse educational program informed by the Victorian Early Years Learning and Development Framework (VEYLDF) and the Early Years Learning Framework (EYLF)
- observe, document and reflect on each child's learning, development, wellbeing, strengths and interests, working alongside teachers and educators to plan meaningful opportunities for continued learning and growth
- view every child as a capable, competent and active participant in their learning, actively promoting children's voice, agency, curiosity, interests and right to make choices about matters that affect them.
- place the safety, wellbeing and best interests of every child at the centre of all decisions and practices, upholding the Victorian Child Safe Standards and the College's child safety policies and procedures
- create an environment where children feel safe to express themselves, are listened to and taken seriously, and understand that they have the right to feel safe, respected and included
- maintain professional boundaries and demonstrate behaviours consistent with the ELC and College Child Safety Codes of Conduct, immediately responding to and reporting any child safety concerns in accordance with College policies, procedures and mandatory reporting requirements
- respect and celebrate the diversity, culture, identity, abilities and individual needs of every child and family, ensuring equitable and inclusive opportunities for participation and learning
- ensure all practices align with the National Quality Framework (NQF), National Quality Standard (NQS), Education and Care Services National Law and Regulations, and the philosophy, policies and procedures of the ELC and College
- implement effective health, safety and hygiene practices and comply with requirements relating to medical management plans, risk minimisation plans, supervision, safe environments, policies and procedures



- undertake all duties necessary to provide children with a safe, healthy, caring and responsive environment, including maintaining active supervision and responding sensitively to children's individual needs
- develop and maintain warm, respectful, trusting and collaborative relationships with children, families, colleagues and the wider College community
- communicate openly and respectfully with families about their child's learning, development, wellbeing and experiences within the educational program
- work cooperatively and collaboratively with colleagues to create learning environments that are welcoming, joyful, stimulating and responsive, where children experience a strong sense of belonging
- participate actively in professional learning, staff development and training, including all required child safety, safeguarding and compliance training
- engage in ongoing reflection, professional dialogue and continuous improvement, contributing to the ELC's Quality Improvement Plan and the ongoing development of high-quality teaching and learning practices
- be willing to undertake the role of Person in Day-to-Day Charge of the Centre when appropriately qualified, approved and required
- take shared responsibility for ensuring learning environments, equipment and resources are safe, well maintained, purposeful and presented to a high standard
- demonstrate the values, professional expectations and educational philosophy of the College and ELC in all interactions and practices
- undertake other reasonable duties as required by the Head of Early Learning and contribute positively to the broader life and community of the ELC and College

Other Duties

- as directed by the Head of Early Learning Centre or the Principal
- maintain up-to-date understanding and support of the College's commitments to Child Safety, Health & Safety, and Policy & Compliance

Key Relationships:

- Head of Early Learning Centre
- Early Learning Centre staff
- Families of students

Mandatory Qualifications / Registrations / Certifications:

- relevant qualification in Early Childhood Education (Early Childhood Diploma or Early Childhood Teacher qualification)
- current Employee Working With Children Check (WWCC) or Victorian Institute of Teaching (VIT) registration
- current DoFoodSafely certificate, or willingness to obtain
- current certification, or willingness to obtain certification, through PLC-run programs:
 - Provide First Aid (HLTAID012) and CPR (HLTAID009) certificates
 - Asthma First Aid certificate
 - Anaphylaxis Management certificate
 - EC Protect - Protecting Children - Mandatory Reporting and other Obligations Early Childhood
 - National Child Safety Training (Foundations and Advanced Training)

Please note: Staff are required to maintain current certification and compliance training as required



Knowledge, Skills and Experience:

- a sound understanding and knowledge of Early Childhood Development and Education
- understanding and knowledge of the National Regulations, National Law, the EYLF and the VEYLDF
- a demonstrated interest in children and actively supporting their cognitive, social, emotional and physical development

Key Attributes:

- a warm, positive, and considerate manner
- calm under pressure
- excellent interpersonal skills and a positive approach to working with children, families, educators, other professionals, and the community
- manage own workflow in an efficient and effective manner
- ability to effectively prioritise and multi-task
- ability to work independently and collaboratively as required
- a commitment to ongoing professional learning and growth
- actively support the College's mission, values and goals in all dealings with members of the school family and wider community

Workplace Health and Safety

PLC is committed to fostering a safe, healthy and respectful environment for all members of the College community. All staff share responsibility for contributing to a positive workplace culture by complying with the College's OHS policies, procedures and practices, taking reasonable care for their own health and safety and that of others, and supporting an environment where wellbeing, safety and respect are valued and prioritised.

Child Protection

PLC is committed to being a Child Safe organisation where the safety, wellbeing and best interests of children and young people are at the centre of all we do. All staff share responsibility for creating and maintaining a child safe culture by complying with applicable child protection legislation and the College's Child Safe policies, procedures and practices. This includes actively supporting student wellbeing, promoting inclusion, respect and empowerment, taking action to keep children and young people safe from harm, and raising any concerns regarding child safety. The College has zero tolerance for child abuse.

All appointments of general staff are subject to a satisfactory National Police Check, at the expense of the employer.

Dr Emma Burgess
Principal

August 2026

The purpose of this position description is to provide a general overview of the key responsibilities of the position and is not intended to represent the entirety of the position nor is it intended to be all-inclusive