

# Position Description

## Early Childhood Educator (Diploma)

<b>Job family</b>	Direct Service Delivery (DSD)
<b>Workforce capability framework level</b>	DSD levels 3 and 5
<b>Reporting to</b>	Preschool Manager
<b>Directly supervising</b>	NA
<b>Date prepared</b>	23 November 2021

### Position purpose

The Educator is an active contributor in the children's services team which provides high quality inclusive early childhood education and care to children of all abilities and their families.

This includes:

- Developing strong relationships with children reflecting child focussed and strengths based practice.
- Developing strong relationships that support and partner with families.
- Implementing best practice as per the Education and Care Services National Regulation and Law and the Early Years Learning Framework curriculum.
- Implementing the policies and procedures of Learning Links at all times.
- Working collaboratively with other staff towards continuous improvement in all aspects of the service's operations.
- Demonstrating effective interpersonal and communication skills when interacting with all stakeholders.

Document Control		
Completed by: Melissa Murphy		Date: 23 November 2021
Reviewed by: Diane Peacock Smith		Date: 23 November 2021

Employee sign off and acceptance		
I have read, understand, and accept the expectations of the Educator Role.		
I understand and accept my responsibilities under the Education and Care Services National Law and Regulations regarding the role of Certified Supervisor and Responsible Person at the service.		
Employee:	Signature:	Date:

*This document was developed using Community Child Care Cooperative and the ACECQA Guide to the National Quality Standard.*

*The statements within this PD are intended to describe the general nature and level of the work being performed. This is not an exhaustive list of all duties and responsibilities associated with the position. Management reserves the right to amend and change responsibilities to meet business and organisational needs as necessary.*

**Please print this page only, sign your acceptance, and return this page only to Human Resources at Learning Links.**

## Strategic core requirements

Key responsibility areas	Capability requirements	Key performance measures
<b>Sector and organisation purpose and values (L3)</b>	<ul style="list-style-type: none"> <li>Works in accordance with the Code of Ethics of Early Childhood Australia.</li> <li>Understands the vision, mission and values of Learning Links and philosophy of the program reflected in the undertaking of all duties.</li> <li>Broad knowledge of related organisations and services in the early childhood sector.</li> </ul>	<ul style="list-style-type: none"> <li>Behaves in alignment with and promotes Learning Links and program specific values and objectives.</li> </ul>
<b>Leadership and teamwork (L3)</b>	<ul style="list-style-type: none"> <li>Works collaboratively with team members and is proactive in supporting a healthy team environment.</li> <li>Organises own workload and able to work with minimal supervision.</li> </ul>	<ul style="list-style-type: none"> <li>Can demonstrate positive contributions to the team environment.</li> <li>Can engage flexibly with all stakeholders in a variety of situations.</li> <li>Can demonstrate strong interpersonal skills when communicating and interacting with colleagues, children and parents</li> <li>Can demonstrate the leadership skills required to foster team collaboration and encourage effective communication when planning and delivering a quality program.</li> </ul>
<b>Communication (L3)</b>	<ul style="list-style-type: none"> <li>Respect and support colleagues by developing positive and ethical channels of communication that are based on principles of mutual respect, equity and fairness.</li> <li>Can adapt communication style to meet people's needs.</li> <li>Able to resolve conflict with assistance.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of positive relationships with all relevant stakeholders.</li> <li>Can provide clear and calm instructions and directions.</li> <li>Can write workplace documents including progress and observation notes that are well written, grammatical correct, and free of spelling mistakes.</li> <li>Can provide relevant feedback to individuals and the team, as required, in a respectful and positive way.</li> </ul>
<b>Customer relationships (L3)</b>	<ul style="list-style-type: none"> <li>Develops and maintains positive and respectful relationships with all customers including children, families, external professionals, visitors, students and internal customers.</li> <li>Is flexible and suggests alternative service solutions, provides information or makes necessary referrals.</li> </ul>	<ul style="list-style-type: none"> <li>Can demonstrate that your actions result in increase in parent satisfaction and positive outcomes for families.</li> </ul>
<b>Personal accountability (L3)</b>	<ul style="list-style-type: none"> <li>Adheres to organisation policies &amp; procedures and all relevant government legislation and relevant standards.</li> <li>Adopts a professional approach to own personal accountability.</li> </ul>	<ul style="list-style-type: none"> <li>Can demonstrate contributions in a timely manner to the tasks, goals and objectives associated with the program.</li> </ul>

Key responsibility areas	Capability requirements	Key performance measures
	<ul style="list-style-type: none"> <li>Maintains Learning Links' image and reputation.</li> </ul>	<ul style="list-style-type: none"> <li>Represents the program professionally.</li> </ul>
<b>Innovation (L3)</b>	<ul style="list-style-type: none"> <li>Undertakes tasks using a resourceful and creative approach.</li> <li>Suggests changes to improve quality in own work and makes agreed changes.</li> <li>Assists with review and/or development, implementation and improvement of specific work practices and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>Generates solutions to identified problems and makes contributions leading to positive change in the program.</li> </ul>
<b>Experience and qualifications (L5)</b>	<ul style="list-style-type: none"> <li>Diploma in Children's Services.</li> <li>Approved child protection qualification.</li> <li>Current First Aid Certificate, Anaphylaxis and Asthma Management training.</li> <li>Clear Working with Children Check.</li> </ul>	<ul style="list-style-type: none"> <li>Maintains currency of all relevant qualifications and certifications.</li> </ul>

### Functional requirements

Key responsibility areas	Capability requirements	Key performance measures
<b>Educational program and practice</b>	<ul style="list-style-type: none"> <li>Implement the service philosophy and ensure it guides the pedagogy and teaching decisions.</li> <li>Contribute to the development of programs which reflect the <i>Early Years Learning Framework</i> (EYLF).</li> <li>Ensure curriculum decision making contributes to each child's learning and assists children to enhance their connection with community, wellbeing, confidence as learners and effectiveness as communicators.</li> <li>Help children develop the outcomes of the EYLF:               <ul style="list-style-type: none"> <li>➢ A strong sense of their identity;</li> <li>➢ Connections with their world;</li> <li>➢ Strong sense of wellbeing;</li> <li>➢ Confidence and involvement in their learning; and</li> <li>➢ Effective communication skills.</li> </ul> </li> <li>Implementation of a play based learning environment responsive to children's interest, strengths and abilities.</li> <li>Contribute to the planning, implementation, evaluation and reflection of programs which reflect the emerging skills and interests of children.</li> <li>Implement intentional teaching strategies to scaffold and guide children's interest and learning.</li> </ul>	<ul style="list-style-type: none"> <li>Can demonstrate active participation in ongoing learning and reflective practice individually and within the team that results in building of professional knowledge.</li> <li>Can demonstrate contributions to an ongoing cycle of planning, documenting and evaluation of children's learning based on the 5 outcome areas of the EYLF and reflective of the program philosophy.</li> <li>Written plans (including records of development and assessment) will reflect children's strengths and interests, appropriate teaching strategies and design of the learning environment.</li> <li>Individual learning plans developed and implemented in collaboration with families for all children in the group.</li> <li>Children in the class group will meet 75% of the individual learning plan goals set in collaboration with their families.</li> </ul>

Developed using the NDS [workforce capability framework](#) . Funded by the NSW Department of Family and Community Services.

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Key responsibility areas	Capability requirements	Key performance measures
	<ul style="list-style-type: none"> <li>• Implement daily routines and use routine times as opportunities for learning.</li> <li>• Under the guidance of the Educational Leader, plan children's learning and the documentation of this so as to make their learning visible.</li> <li>• Under direction of the Educational Leader maintain ongoing records of the child's development and records of children's assessments against learning outcomes.</li> <li>• Engage in critical reflection and evaluation of children's learning and this is used as a primary source of future planning.</li> <li>• Use informational technology to support and extend children's learning.</li> </ul>	
<b>Children's health and safety</b>	<ul style="list-style-type: none"> <li>• Ensure each child's health needs are supported.</li> <li>• Ensure that children are safe and adequately supervised at all times.</li> <li>• Take responsibility to ensure any potential supervision risk/s are reported to other educators or the Manager.</li> <li>• Take responsibility for the protection and rights of children attending the service.</li> <li>• Ensure that the environment is safe, supportive, stimulating and educational for children.</li> <li>• Respond positively and consistently to children's additional needs/requirements including diet/allergies and developmental needs.</li> <li>• Ensure a high standard of hygiene is maintained in compliance with procedures and policies.</li> <li>• Administer first aid and medication in compliance with procedures and policies.</li> <li>• Keep accurate and detailed records of injury/accident/trauma and medication forms.</li> <li>• Become familiar with all policies regarding health and safety at the service.</li> <li>• Support children's individual wellbeing and comfort in sleep, rest and relaxation.</li> <li>• Assist to ensure the service's child protection policy is implemented: <ul style="list-style-type: none"> <li>➤ Inform the Manager of any allegations or convictions of a child protection nature against any other employees, of which you become aware; and</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge and responsiveness to children's health requirements and routines being met in the program.</li> <li>• Consistently demonstrate effective hygiene practices to control the spread of infectious diseases are in place including actively supporting children to learn hygiene practices.</li> <li>• Demonstrate responsiveness to children's and families requirements for children's comfort and welfare in relation to daily routines such as rest, sleep and toileting.</li> <li>• Observe and respond to signs of illness and injury in children as per the relevant policies and procedures.</li> <li>• Engages children in experiences, conversations and routines that promote relaxed and enjoyable mealtimes and promote healthy lifestyles and good nutrition.</li> <li>• Consistently implements movement and physical activities as part of the program for all children.</li> <li>• Effectively supervises children closely in collaboration with other staff.</li> <li>• Consistently implements the services safety checks for monitoring of maintenance of the building, equipment and general environment. Removes identified hazards immediately in according with Learning Links' procedure.</li> <li>• Follows all procedures relating to protection of children from harm including the safe arrival and departure of children policy and procedure.</li> <li>• Participate in and demonstrate knowledge of the programs emergency procedures and plans and supports children to participate safely in these procedures.</li> </ul>

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	<ul style="list-style-type: none"> <li>➤ 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates awareness of responsibilities in relation to child protection.</li> </ul>
<b>Physical</b>	<ul style="list-style-type: none"> <li>• Ensure the service is ready for operation at the beginning of each day when rostered on at the beginning of the day.</li> <li>• Contribute to the development of an environment for children which fosters curiosity, exploration and problem solving.</li> <li>• Maintain respect for the learning environments, both indoors and outdoors and this is viewed as the 'third teacher'.</li> <li>• Maintain supplies and equipment levels for the room and service in accordance with the service's policies.</li> <li>• Assist to maintain the aesthetics of the environment along with the children.</li> <li>• Maintain a clean and safe work environment.</li> <li>• Conduct workplace inspections and risk assessments as per the schedule provided.</li> <li>• Assist the service to ensure environmental sustainability practices is embedded in all areas of the program.</li> <li>• Support children to become environmentally responsible and show respect for the environment.</li> <li>• Assume an equal share of cleaning duties.</li> </ul>	<ul style="list-style-type: none"> <li>• Contribute to set up of the environment to invite open-ended interactions, spontaneity, risk-taking, exploration, discovery and connection to nature.</li> <li>• Collaboratively plan for grouping children in ways that minimise the risk of injury and conflict and promote children's learning and development.</li> <li>• Provision of quiet areas for resting or sleeping.</li> <li>• Contribute to the premises, furniture and equipment being safe, clean and well maintained.</li> <li>• Contribute to the creation of flexible spaces that are responsive to the welfare, abilities and meaningful inclusion and participation of each child.</li> <li>• Plan and implement learning materials that are inclusive and reflect the lives of children at the service, their families and the cultural diversity of the broader community.</li> <li>• Contribute to implementation of sustainable practices.</li> </ul>
<b>Staffing arrangements</b>	<ul style="list-style-type: none"> <li>• Maintain educator-to-child ratios and qualifications at all times.</li> <li>• Demonstrate the service code of conduct/code of ethics in all interactions and relationships at the service.</li> <li>• Respect and support colleagues by developing positive and ethical channels of communication that are based on principles of mutual respect, equity and fairness.</li> <li>• Fulfil requirements and documentation as the Responsible Person on duty as required.</li> <li>• Be proactive in supporting a healthy team environment.</li> <li>• Lead, guide and support staff to implement the program.</li> <li>• Maintain professional and ethical standards at all times when interacting with families, staff and children.</li> <li>• Act as a mentor and role model for other staff.</li> <li>• Participate in ongoing professional development and training programs.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently ensures children are adequately supervised, engaged in activities and care for at all times.</li> <li>• Demonstrates Learning Links' code of conduct and the ECA code of ethics in interactions and relationships with all stakeholders.</li> <li>• Works positively with colleagues to share tasks and responsibilities, offer assistance to each other and acts promptly to support other team members in difficult situations.</li> <li>• Can demonstrate positive and professional working relationships with all team members in the program.</li> </ul>

Key responsibility areas	Capability requirements	Key performance measures
	<ul style="list-style-type: none"> <li>Attend staff meetings as required and contribute to these meetings through shared observations of children and sharing new ideas.</li> </ul>	
<b>Relationships with children</b>	<ul style="list-style-type: none"> <li>Ensure each child has a sense of belonging, being and becoming within the service.</li> <li>To provide a safe, supportive, strengths based educational environment for all children.</li> <li>Maintain respectful, equitable and genuine relationships with all children at all times.</li> <li>View and respect children as competent, capable and engage in meaningful interactions through shared decision making with them.</li> <li>Each child is supported to manage their own behaviour and this is encouraged with positive behaviour guidance strategies.</li> <li>Role model positive interactions and behaviour guidance strategies.</li> <li>Respect children's similarities, differences, cultures and diversities.</li> <li>Each child's dignity and the rights of each child is maintained at all times.</li> <li>Respond to the emotional, social and wellbeing needs of each child.</li> <li>Provide physical care, assisting children in toileting, dressing and meal times; and use these opportunities as teachable moments.</li> <li>Form positive, comforting and nurturing relationships with children.</li> <li>Assist in maintaining up to date records of the children within the group.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates sensitive and appropriate response to all children's efforts to communicate.</li> <li>Consistently implements Key Word Sign and other alternative and augmentative strategies to support the meaningful inclusion and participation of all children in the program.</li> <li>Participate in relaxed unhurried meal times where the Educator sits and talks with children.</li> <li>Demonstrate active participation in children's play and use of children's cues to guide their level and type of involvement.</li> <li>Responding positively and respectfully to children's comments, questions and requests for assistance.</li> <li>Demonstrate genuine interest in, understanding of and respect for all children.</li> <li>Demonstrate modelling for children to learn explicit strategies to initiate interactions and join in play and social experiences with other children.</li> <li>Regularly discuss with children emotions, feelings and issues of inclusion and exclusion, fair and unfair behaviour, bias and prejudice.</li> <li>Promote and model positive ways for children to learn to relate to others.</li> <li>Demonstrate strategies for pre-empting potential conflicts or challenging behaviours by monitoring children's play and supporting interactions where there is conflict.</li> </ul>
<b>Collaborative partnerships with families and communities</b>	<ul style="list-style-type: none"> <li>Develop and maintain positive and respectful relationships with families.</li> <li>All families are supported and child rearing practices and beliefs are respected which contributes to joint partnerships being consistently implemented.</li> <li>Flexibly facilitate processes responsive to families' individual needs which encourages parents to identify their goals for their children.</li> <li>With guidance from the Manager, engage positively in the orientation, enrolment and transition processes for families and children.</li> <li>Share information with families relating to their child and the daily activities of the service.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates support and involvement in enrolment process for new children and families, offers assistance to children distressed at separating from their family and shares information with families about how their child is settling to the program.</li> <li>Shares information on a daily basis with families about their child's progress, relationships, interests and experiences both in and outside the service.</li> <li>Demonstrates respectful and sensitive communication with all families and responsiveness to families' questions, concerns and requests in a prompt and courteous way.</li> </ul>



Key responsibility areas	Capability requirements	Key performance measures
	<ul style="list-style-type: none"> <li>• Create a safe, supportive and informative environment for families.</li> <li>• Act as a resource person for families.</li> <li>• Maintain the confidentiality policy on children, families and staff at all times.</li> <li>• Encourage families to contribute to the community of the centre.</li> <li>• Be an advocate for high quality services for children in our community.</li> <li>• With guidance from the Manager, families are supported to access support and assistance.</li> <li>• Ensure students on placement are positively welcomed, supported and assisted and be a student supervisor when required.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides information to families and assists them to locate, contact and or access local community services.</li> <li>• Demonstrates collaborative relationships with external professionals to develop compatible support strategies for a child and their family.</li> <li>• Demonstrates implementation of strategies to contribute to families being supported in transitions and children feeling secure and confident.</li> <li>• Demonstrates active involvement working with families, other professionals, therapists or specialist to ensure the environment and routines are adapted appropriately to facilitate the inclusion of children with additional needs.</li> <li>• Contribute to creating an environment that reflects the lives of children and families using the service and the cultural diversity of the broader community, including Aboriginal and Torres Strait Islander communities.</li> </ul>
Leadership and service management	<ul style="list-style-type: none"> <li>• Become familiar with all the services policies and procedures.</li> <li>• Assist with administrative duties as requested.</li> <li>• Ensure the Manager 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.</li> <li>• Advocate for children and their families.</li> <li>• Be involved in the service's <i>Quality Improvement Plan</i> and assist to implement this as directed.</li> <li>• Support the Manager in meeting the program budget to contribute positively to Learning Links financial plans.</li> <li>• Positively promote and market the centre to families and the community.</li> <li>• Participate actively in work performance development processes.</li> <li>• Keep up to date with current developments in the early childhood education and care sector and engage in professional development opportunities.</li> <li>• Be aware of funding available and structure of support available to assist children with additional needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Contributes to the development, implementation and evaluation of the Quality Improvement Plan (QIP).</li> <li>• Provides support to assist in the induction of new staff members, student and volunteers.</li> <li>• Actively participate in the Work Performance Development process to plan for further learning and development individually and of the program.</li> <li>• Under the guidance of the Educational Leader implement strategies and processes to contribute to the development of the curriculum and goals for teaching and learning.</li> <li>• Demonstrate actions are aligned with the program philosophy.</li> <li>• Consistently ensures records and information are stored appropriately to ensure confidentiality.</li> <li>• Demonstrate responsiveness under the guidance of the Preschool Manager to complaints and grievances as per Learning Links policy and procedure.</li> </ul>