

POSITION DESCRIPTION

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|------------------------------------|---|
| Date | July 2023 |
| Position Title | Early Childhood Educator – Diploma |
| Reports to (position title) | Area Manager or Delegate |
| Department | Early Years |

ORGANISATIONAL CONTEXT

bestchance Child Family Care:

- Is an independent, not-for-profit, community organisation with the management office based in Glen Waverley, Victoria, Australia. Our service delivery is vast, spanning from the South coast to the Western suburbs of Melbourne.
- 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.
- Recognises 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 their child's expert and first teacher. Families are valued and supported in an environment that is strength based and family centred.
- Works in collaboration with families and communities in the delivery of high quality kindergarten programs that are responsive to the individual needs of each community.
- 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. bestchance maintains a zero tolerance for child abuse.
- Supports the rights of children and works to maintain and advocate for the rights of each child. Children are competent individuals whom we value, respect and protect through strong foundations of social justice, quality and equity.
- Celebrates and respects diversity, delivering welcoming and inclusive services to all. Communities are welcome and safe in bestchance services, and practices are responsive to the individual needs of families. Families of all compositions, backgrounds, cultures, faiths, ages, abilities and genders are respected and valued.
- Is committed to honouring Aboriginal and Torres Strait Islander peoples' unique

cultural and spiritual relationships to the land, waters and seas, and their rich contribution to our society. We acknowledge the Aboriginal and Torres Strait Islanders as the traditional owners of the lands on which we work, live and play. We respectfully acknowledge Australia's diverse heritage, through nurturing culturally safe and respectful behaviours, programs and environments.

- Is committed to the health, safety and wellbeing of all employees, children, families, volunteers and visitors. All staff actively contribute and hold account for their safety and the 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

Humility we focus on listening to better understand and meet needs

High Expectations we have high aspirations for our client outcomes and for the calibre of our services and staff

Innovation we embrace change based on critical reflection

Curiosity we seek new understandings and knowledge

Evidence we seek and generate evidence to evaluate and improve our programs

Challenge we look beyond the immediate to achieve different results

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
- 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)

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

- Qualification in Early Childhood Education and Care include qualification relevant to the role
- 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
- 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
- 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.

Attachment 1: 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 Diploma positions:

EDUCATOR LEVEL 2 (Diploma Educator)

Educators in this Level:

- have completed an approved Diploma in Children's Services or equivalent; or
- are working towards a Diploma in Children's Services or an equivalent qualification approved by ACECQA, and
- are appointed by the employer in a position that requires a diploma qualification for the purposes of the National Law or Regulations.

A Level 2 Educator will under occasional supervision and/or autonomously as required by the teacher, undertake all tasks of the Level 1 Educator as required, plus the following:

- In collaboration with the teacher, take detailed written observations of children and implement more formal assessment processes;
- At times, work with whole groups of children.
- Assist in the preparation, implementation and evaluation of the program, including take responsibility for planning for individuals and groups/activities in consultation with the early childhood teacher.
- Ensure a safe environment is maintained for both staff and children.
- Ensure that in consultation with the early childhood teacher, records are maintained accurately for each child.

Attachment 2 - Occupational Role Profile

Early Childhood Educator/Teacher

| Section 1 – Occupational Role Information | | | | | |
|--|---|--|--|-------------------------------------|-------------------------------------|
| Role | Early Childhood Educator | PPE Requirements | Gloves (when required), enclosed footwear | | |
| Job Summary | The role of an early childhood educator is to support the implementation of an approved learning framework, and support children's wellbeing, learning and development. | | | | |
| Work Environment | Kindergarten Excursions if/when required at onsite locations | | | | |
| Roster & Hours | Workers will generally complete either 2 x long day shifts on alternate days or 3 x shorter day shifts | | | | |
| Driving Required | <input type="checkbox"/> Never | <input checked="" type="checkbox"/> Rare | <input type="checkbox"/> Occasionally | <input type="checkbox"/> Frequently | <input type="checkbox"/> Constantly |
| Role Risk Summary | | | | | |
| Top 3 Priority Areas | | | Musculoskeletal Risk Mitigation | | |
| Shoulder | Strain / Sprain Repetitive Strain | | 1. Knowledge of Ergonomic principles for correct workstation set up and correct crouching/stooping postures 2. Manual handling training | | |
| Ankle | | | | | |
| Neck | | | | | |
| Physical Considerations | Able to sustain sitting postures for extended periods of time on small school sized chairs and on the floor either cross-legged, side sitting or kneeling (acknowledging ability to regularly vary posture). Sufficient flexibility to allow adoption of awkward postures when working with children, particularly on floor level. Able to ascend and descent 2 x flights of stairs Able to lift and carry heavy and/or awkward loads with no assistance. Able to sustain constant dynamic standing throughout the day with minimal sitting breaks. | | | | |
| Psychological Considerations | Working with children with unpredictable and challenging behavior, as well as concerned parents. | | | | |
| Environmental Considerations | Items, furniture and fixtures may be poorly positioned or designed by staff members, requiring the adoption of awkward postures. There may be limited/confined space for movement during performance of some activities. There may be limited knee space when seated, resulting in trunk rotation (due to smaller furniture required for this age group). There may be constant low-level ambient noise Some work may be performed outdoors or in an area exposed to the elements. Work may be performed in temperatures of 16 degrees or lower and above 24 degrees, due to local environmental conditions and capacity to school facilities to control ambient air temperatures. | | | | |
| Manual Handling Considerations | | | | | |
| Type of Manual Handling | | Weight | Usage | | |
| Chairs and desks | | Approximately 3kg and 8kg respectively. | Frequently | | |
| Classroom furniture and soft furnishings | | Up to 13kgs | Frequently | | |
| Learning Aids - charts, models, posters, prompt cards, paper | | Up to 5kg | Frequently | | |
| Outdoor equipment (A-frames, jumping boards and mattresses) | | Up to 8kg | Frequently | | |

Occupational Role Profile

Early Childhood Educator

| Role Demands Assessment | | | | | | |
|--|-------------------------------------|-------------------------------------|--|-------------------------------------|-------------------------------------|----------------|
| Rating Scale (based on 25 hr. work week) | | | Activity Level | | | |
| Constant (67% - 100% / 16.75hrs – 25hrs) Frequent; (34% - 66% / 8.5hrs – 16.5hrs) Occasional (8% - 33% of time / 1.5hrs – 8.25hrs per week) Rare (1% - 7% of time / 0.25hrs – 1.25hrs) Never (0% of time) | | | St = Static (stationary); Dy = Dynamic (Moving); Su = Sustained (longer than 30sec at a time); Re = Repetitive (more than twice per min); Ld = Long duration (for longer than 2hrs per day or 60mins at a time) | | | |
| Physical Demands | Constant | Frequent | Occasional | Rare | Never | Activity Level |
| Sitting | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | St, Su |
| Standing - static | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | St, Su |
| Standing – dynamic | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Dy, Ld, Su |
| Walking – flat terrain | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Dy, Su |
| Walking – slippery/gravel terrain | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Dy, Su |
| Climbing – step stools/ladders | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Dy, Su |
| Climbing – stairs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Dy, Su |
| Stooping | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | St |
| Kneeling | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | St |
| Crouching – one off | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | St |
| Crawling | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Dy |
| Reaching | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Dy, Re |
| Manual handling | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Dy, Re |
| Pushing | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Dy |
| Pulling | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Dy |
| Lifting / Carrying 0kg – 5kg | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Dy, Su |
| Lifting / Carrying 6kg – 10kg | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Dy, Su |
| Lifting / Carrying 11kg – 15kg | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Dy, Su |
| Lifting / Carrying 16kg – 20kg | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Dy, Su |
| Lifting / Carrying 21kg – 25kg | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| Balancing – above ground | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | St |
| Fine motor control | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Dy, Su, Re |
| Arm – hand steadiness | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Driving | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| Visual function | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Auditory function | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Comments | | | | | | |

Occupational Role Profile

Early Childhood Educator

| Psychosocial Risk Factors | |
|-----------------------------------|--|
| Time pressure/high workload | Dependent upon the environment and staffing level. Workload can also be high due to multiple demands and unplanned interruptions throughout the day. |
| Environmental stress | Constant low-level ambient noise from children, PA announcements, school bells etc. requiring considerable projection of voice to be heard. Some temperature variation during winter and summer. |
| Challenging Behaviours - Children | Working with children with unpredictable and challenging behavior, as well as concerned parents. |

| Social / Interpersonal Demands |
|---|
| Performing for or working directly with the public |
| Resolving conflicts – between children and negotiating with others – children/parents/staff |
| Establishing and maintaining interpersonal relationships – with children, staff and parents |
| Interpreting the meaning of information for others |
| Dealing with unpleasant or angry people |
| Dealing with physically aggressive people |
| Assisting and caring for others (may include first aid). |
| Guiding, directing and motivating |

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| Ankle | | | | | |
| Neck | | | | | |
| Physical Considerations | <p>Able to sustain sitting postures for extended periods of time on small school sized chairs and on the floor either cross-legged, side sitting or kneeling (acknowledging ability to regularly vary posture).</p> <p>Sufficient flexibility to allow adoption of awkward postures when working with children, particularly on floor level.</p> <p>Able to ascend and descent 2 x flights of stairs</p> <p>Able to lift and carry heavy and/or awkward loads with no assistance.</p> <p>Able to sustain constant dynamic standing throughout the day with minimal sitting breaks.</p> | | | | |
| Psychological Considerations | Working with children with unpredictable and challenging behavior, as well as concerned parents. | | | | |
| Environmental Considerations | <p>Items, furniture and fixtures may be poorly positioned or designed by staff members, requiring the adoption of awkward postures.</p> <p>There may be limited/confined space for movement during performance of some activities.</p> <p>There may be limited knee space when seated, resulting in trunk rotation (due to smaller furniture required for this age group).</p> <p>There may be constant low-level ambient noise</p> <p>Some work may be performed outdoors or in an area exposed to the elements.</p> <p>Work may be performed in temperatures of 16 degrees or lower and above 24 degrees, due to local environmental conditions and capacity to school facilities to control ambient air temperatures.</p> | | | | |
| Manual Handling Considerations | | | | | |
| Type of Manual Handling | | Weight | Usage | | |
| Chairs and desks | | Approximately 3kg and 8kg respectively. | Frequently | | |
| Classroom furniture and soft furnishings | | Up to 13kgs | Frequently | | |
| Learning Aids - charts, models, posters, prompt cards, paper | | Up to 5kg | Frequently | | |
| Outdoor equipment (A-frames, jumping boards and mattresses) | | Up to 8kg | Frequently | | |

Occupational Role Profile

Early Childhood Educator

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| Physical Demands | Constant | Frequent | Occasional | Rare | Never | Activity Level |
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| Standing - static | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | St, Su |
| Standing – dynamic | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Dy, Ld, Su |
| Walking – flat terrain | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Dy, Su |
| Walking – slippery/gravel terrain | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Dy, Su |
| Climbing – step stools/ladders | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Dy, Su |
| Climbing – stairs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Dy, Su |
| Stooping | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | St |
| Kneeling | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | St |
| Crouching – one off | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | St |
| Crawling | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Dy |
| Reaching | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Dy, Re |
| Manual handling | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Dy, Re |
| Pushing | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Dy |
| Pulling | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Dy |
| Lifting / Carrying 0kg – 5kg | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Dy, Su |
| Lifting / Carrying 6kg – 10kg | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Dy, Su |
| Lifting / Carrying 11kg – 15kg | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Dy, Su |
| Lifting / Carrying 16kg – 20kg | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Dy, Su |
| Lifting / Carrying 21kg – 25kg | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| Balancing – above ground | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | St |
| Fine motor control | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Dy, Su, Re |
| Arm – hand steadiness | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Driving | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| Visual function | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Auditory function | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Comments | | | | | | |

Occupational Role Profile

Early Childhood Educator

| Psychosocial Risk Factors | |
|-----------------------------------|--|
| Time pressure/high workload | Dependent upon the environment and staffing level. Workload can also be high due to multiple demands and unplanned interruptions throughout the day. |
| Environmental stress | Constant low-level ambient noise from children, PA announcements, school bells etc. requiring considerable projection of voice to be heard. Some temperature variation during winter and summer. |
| Challenging Behaviours - Children | Working with children with unpredictable and challenging behavior, as well as concerned parents. |

| Social / Interpersonal Demands |
|---|
| Performing for or working directly with the public |
| Resolving conflicts – between children and negotiating with others – children/parents/staff |
| Establishing and maintaining interpersonal relationships – with children, staff and parents |
| Interpreting the meaning of information for others |
| Dealing with unpleasant or angry people |
| Dealing with physically aggressive people |
| Assisting and caring for others (may include first aid). |
| Guiding, directing and motivating |