

POSITION DESCRIPTION

Date	March 2022
Position Title	Educational Leader
Reports to (position title)	Area Manager
Department	Early Years Management

ORGANISATIONAL CONTEXT

bestchance Child Family Care is an independent, not-for-profit, community organisation with offices in Glen Waverley, Bayswater and Pakenham, Victoria, Australia.

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

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

The purpose of this position is to influence, inspire and promote a positive, capacity building culture which ensures that best practices in early childhood and pedagogy exist within the service.

PRIMARY OBJECTIVES

Provide leadership in the development and implementation of the educational program, assessment and planning cycle as per Quality Area 1 and 7.2.2 of the National Quality Standards. This is done by collaborating with Educators, Centre Directors/Nominated Supervisors, Area Managers and Pedagogical Leader as needed.

KEY RESULT AREAS AND RESPONSIBILITIES

Program and Practice

The role of the educational leader can be broken down into the following 5 areas:

1. *Reflective Practice and Professional Learning*

- Support other educators in the service to understand the National Quality Standards and how it relates to practice
- Assist in ensuring that practices are aligned to the service philosophy
- Building a culture of professional inquiry to develop knowledge, professional discussion, reflect on the blending of practice and theory (praxis) and generate new ideas
- Lead critical reflection discussions. Assist educators to understand and implement reflective practices. Encourage to stop, think, challenge and change practices in order to incorporate new understandings that advance children's learning and development
- Coordination of SRF plans with the support of other service staff
- Ongoing monitoring of SRF using the QIP to document implementation and impact
- Assist in planning and mapping for professional learning of others in the service and how this incorporates SRF

- Contribute to the service Philosophy, QIP, SIP and RAP

2. Teaching and Learning

- Guide the development and implementation of an effective educational program in the service
- Guiding and developing educators and families' understandings about play and leisure-based learning, and the significance of the early years in the education continuum for children
- Supports educators in communication and promotion of children's learning with families
- Build capacity of educators for assessment of children's learning and implementation of intentional teaching via a variety of assessment tools and process's that monitor and showcase children's learning

3. Curriculum Planning

- Collaborate with educators to assist with providing curriculum direction and guidance
- Ensure children's learning and development are guided by the learning outcomes of an approved learning framework
- Monitor the quality of educational records to ensure improvements are implemented in collaboration with the team as needed

4. Documentation

- Support educators to effectively implement the cycle of planning to enhance programs and practices
- Ensure that documentation demonstrates an understanding of each child's development and learning and how this is linked to theory
- Ensures that the child's voice is evident in records and pedagogical documentation

5. Relationships

- Assisting with implementation of community engagement opportunities
- Supporting educators to build relationships across the programs with other educators to encourage a collaborative culture
- Supports the service to build relationships with children and families
- Maintain a relationship with the Area Manager and Pedagogical Leader to ensure ongoing communication

Organisational Expectations

- Educational Leaders work in collaboration with colleagues and key stakeholders whilst maintaining a professional approach to their role
- Ensure standards of performance reflect the bestchance philosophy, guidelines, policies and procedures, National Quality Standards, approved learning framework and Education and Care Services National Regulations
- Demonstrate dedication and commitment to the role in line with bestchance values
- Commitment to learning, relevant professional development training sessions and communities of practice
- Embrace critical reflection along with innovative thinking and approaches
- Along with other team members, play a role in ensuring Occupational Health and Safety (OHS) and Child Safety practices are implemented



Supporting documents can be found at via ACECQA at:

<https://www.cecqa.gov.au/resources/educational-leadership>