

EDUCATOR POSITION DESCRIPTION

Department:	Chief Executive's Office
Unit:	Chief Executive's Office
Section:	St Peters Child Care Centre & Preschool
Reports To:	Director, St Peters Child Care Centre & Preschool The Position is also expected to work in collaboration with other staff across the organisation.
Direct Reports:	Nil.
Classification:	South Australian Municipal Salaried Officers Award and the City of Norwood Payneham & St Peters' Municipal Officers Enterprise Agreement Children Services Employee Grade 1 to 2 <i>Subject to level of qualifications.</i>
Special Conditions:	Attendance at out-of-hours meetings, parent events and workshops as required.

PURPOSE

The St Peters Child Care Centre & Preschool is committed to ensuring that the care and services provided are within the guidelines set down by the National Law and National Regulations, National Quality Standards and the Education and Early Childhood Services Registration and Standards Board of SA.

The hands-on role of the Educator is to work in collaboration with the Team Leader in providing educational programs and safe, supportive learning environments for children. The Educator will work in consultation with team members and parents in the documentation and assessment of children's learning and in developing further learning outcomes using the Early Years Learning Framework.

The Educator is expected to assist the Team Leader and work collaboratively with Assistant Educators and Students within their team, to ensure high quality practices and service provision. The Educator is expected to work within the policies and procedures of the St Peters Child Care Centre & Preschool.

- To assist in the development, implementation and evaluation of educational programs for individuals and groups of children using the Early Years Learning Framework (EYLF).
- To document and develop methods of assessing the individual learning, strengths and achievements of children.
- To develop and promote collaborative partnerships with parents and families to ensure that all information regarding the care and education of their child is shared and consistent.
- To assist the Team Leader and work collaboratively with other Educators within the team, in reaching high quality practices and service provision in accordance with Centre's policies and procedures.
- To establish and maintain a safe, supportive, and nurturing learning environments for children.
- To work in consultation and partnership with the Team Leader and Educational Leader.
- To work in consultation with the Team leader in the development, action and review of the Centre's Quality Improvement Plan (QIP), through reflective practice, questions and surveys.

KEY RESPONSIBILITIES

CHILD CARE

- Promote and practice high quality child care in accordance with:
 - The National Law and National Regulations.
 - The National Quality Standards.
 - The St Peter's Child Care Centre's philosophy, policies and procedures.
 - National Early Years Learning Framework.
- Assist and promote a positive, secure and stimulating environment within the groups of children under and/or over two (2) years to assist the children's development and education.
- Under direction accept responsibility for groups of children under and/or over two (2) years of age and co-ordinate the activities of more than one group.
- Provide a secure environment maintaining the health, welfare & safety of each child, including appropriate clothing, supervision, sun protection and administering medication according to the Centre's policies.

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- Assist with the development, implementation and evaluation of daily routines (including changing nappies, toileting, and nutrition) and give each child individual attention & comfort, as required.
- Act as a primary carer for children, and liaise with parents, as required.
- Provide an appropriate role model for the children.
- Report any suspected child abuse to Department for Child Protection.
- Ensure the regular disinfecting of toys, and playground/equipment checks are implemented.
- Assist in maintaining attendance, accident and medical and other relevant records, including arranging for parents/carers to sign "in and out" for the children.
- Ensure that all play, storage and other areas are maintained in a safe and tidy condition.
- Ensure the smooth operations within the appropriate designated rooms, as directed.
- Role model and promote Centre policies and take an active role in policy review and development.

Performance Indicators

- Each child's emotional, physical, creative and intellectual needs are met through programmes and discussion with parents and no reported complaints raised about quality care.
- Children directed and co-ordinated in a professional manner.
- Positive, secure and stimulating environment within the Centre and no complaints received about service delivery.
- Health, safety and welfare of each child maintained.
- Individual attention and comfort provided for each child.
- Actions in accordance with the Centre's policies and procedures.
- Appropriate language and behaviour modelled at all times.
- Notification to Department for Child Protection concerning Child Abuse.
- Records of cleaning schedules and playground/equipment checks are maintained and displayed.
- Timely and accurate records.
- Play, storage and other areas are maintained in a safe and tidy condition.
- Stressful and emergency situations managed calmly and practically.
- Noted suggestions and feedback on draft policies and consistent implementation of all policies & procedures.

EDUCATION

- Assist with the planning, implementation and evaluation of developmental and/or special programs for individual or groups of children using the Early Years Learning Framework (EYLF). The program should reflect the needs of the community and be culturally appropriate.
- Assist in the maintenance of comprehensive records of:
 - Developmental progress records of each child.
 - Learning Stories.
 - Daily sleep and meal patterns.
 - Medication administered to children.
 - Accidents and Illness of children.
 - Individual routine needs of children.
- Prepare experiences that facilitate and enhance children's development based on theoretical and practical knowledge.
- Establish and continuously update challenging and achievable learning goals within EYLF.
- Assist to develop and implement a range of strategies that help develop a learners personal and group identity.
- Assist and prepare end of semester reports on each child.
- Facilitate children's learning through play.
- Facilitate children's inclusion and participation in all areas of the program to support children to develop personal identity, a positive self-image, self-esteem and an understanding of others.
- Assist and support special programs such as the inclusion of children with additional needs.
- Establish and promote positive and challenging learning environments where diversity is valued and individual differences are respected.
- Contribute to and implement the Centre's Quality Improvement Plan.

Performance Indicators

- Developmental experiences successfully programmed, implemented and evaluated. Programs will be appropriate to the individual needs and interests of the children and reflects the needs of the centre and the community.

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- Accurate and up-to-date records of children's needs, medical, health and development.
- Documented spontaneous experiences on programs and in children's developmental records.
- Demonstrated range of strategies that help develop a learner's personal and group identity.
- Timely and accurate reports.
- Children actively involved and participating in learning, which is reflected and documented in developmental records and assessments.
- Records reflect learning in all areas of the National Early Years Learning Framework which support the development of individual identities, positive self-image, self-esteem and an understanding of others.
- Children included within learning environment and strategies from external support organisations implemented.

CARER & COMMUNITY LIAISON

- Respond to parents/carers queries during the day and implement action where required, under the direction of the Team Leader or Director.
- Ensure parents are kept informed of their child's progress, achievements, behaviour and needs and attend parent/carer evening.
- Supervise students, as directed by the Team Leader.
- Assist in promoting a culture and practice for continuous improvement.
- To work as a member of a cooperative team by respecting and supporting colleagues and developing positive channels of communication and sharing all duties.
- Assist with the relevant support services in the successful integration of children with special needs and cultural diversities.
- Assist and provide opportunities for parent participation in the daily program and assist in ensuring that two individual room events are arranged.
- Develop positive relationships and partnerships within the community to provide broader educational opportunities and enrich teaching and learning programs.

Performance Indicators

- Open communication maintained with children, parents, educators and representatives from resource agencies.
- Using a range of communication and reporting strategies, both formal and informal report on progress to learners and parents/caregivers. Timely and accurate records which provide meaningful, respectful and explicit feedback to learners and parents/caregivers.
- Work with other educators at all levels within the Centre are familiar with and understand the goals and objectives of the work section and can provide the required outcomes at satisfactory levels.
- Respectful environments where educators are supported to be an active team member, all duties are shared, and difficult conversations had to resolve issues effectively and according to policy.
- Successful integration of children with special needs and cultural diversities.
- Positive feedback received from parents either verbally and/or in writing and the arrangement of two internal room events annually.
- Attendance at parent/carer evening and supported documentation and reports available.
- The use of community networks and resources within the environment and programs.

ADMINISTRATIVE FUNCTIONS

- Accept responsibility for keys while opening and locking up on early and late duties, and operating the alarm system, as directed.
- Assist in the preparation of the quarterly newsletter item informing families of educational experiences, upcoming events and news within the specific age group.
- Assist with the review and development of the Centre's policies and procedures.
- Read, understand and role model the Centres' philosophy, policies and procedures.
- Actively engage in the development, action and review of the Centre's Quality Improvement Plan.
- Actively engage in the discussion and documentation of reflective questions.

Performance Indicators

- Security maintained at all times.
- Timely and informative newsletter item.
- Documented evidence.
- Active involvement and demonstration of knowledge and understanding of policies and procedures role modelled and communicated to families.

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- Documented evidence of involvement within the development, action and review of the Quality Improvement Plan.
- Documented evidence of discussion.

SELECTION CRITERIA

ESSENTIAL CRITERIA

- A Diploma or Bachelor level qualification in Early Education or Children's Services or equivalent.
- First Aid Certificate, Education and Care Setting (HLTAID012).
- Experience in early childhood services.
- Current CPR Certificate.
- Understanding of and commitment to principles of equal opportunity, access and equity, and social justice.
- Knowledge of National Quality Standards.
- Knowledge of the National Law & National Regulations.
- Comprehensive knowledge of:
 - Children's development and needs
 - Current child care practices
 - a range of appropriate observation and recording methods.
- Sound understanding of the philosophy of the Centre, policies and procedures.
- Comprehensive knowledge of Early Years Learning Framework.
- Knowledge of mandatory reporting and child protection requirements.
- Knowledge of Quality Improvement Plans and reflective practice.
- Effective oral and written communication skills.
- Effective time management skills.
- Ability to assist with administration duties.
- Highly developed observation and reporting skills.
- Able to work autonomously and within a team environment whilst valuing individual differences.
- Ability to work with individual children with particular needs.
- Ability to interact with children in a positive, sensitive and respectful manner.
- Ability to communicate effectively with parents and children of various cultural and social backgrounds.
- Ability to manage stressful and emergency situations in a calm and practical manner.
- Ability to identify problems and contribute to the effective resolution of problems.
- Ability to accept and provide supervision and direction
- Experience working with children 0-5 years.
- Experience in developing and evaluating learning programs.
- Experience in documenting children's learning.
- Commitment and passion for high quality care and education.
- High level of communication.

DESIRABLE CRITERIA

- Knowledge of the Early Years Learning Framework.

JOB REQUIREMENTS

- National Criminal Record (Police) Clearance with no adverse findings.
- Department of Human Services (DHS) Working with Children Clearance
- *Responding to Risks of Harm, Abuse and Neglect – Education and Care (RRHAN-EC)*
- Be fit to undertake the inherent job requirements and the physical demands of the position and remain so during employment in accordance with reasonable work, health and safety expectations, and relevant policies and procedures.
- Complete training & attainment of skills applicable to the Award Classification.
- Attend training courses and relevant staff development courses and maintain competency levels.
- Adhere to Council policies, procedures, guidelines and standards.
- Complete other duties as required.

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WORK HEALTH & SAFETY (WHS) RESPONSIBILITIES

- All Workers
- Prioritise safety in the workplace.
 - Take reasonable care of your own health and safety, as well as others', in line with Section 28 of the Work Health & Safety Act 2012.
 - Comply with legislation, policies, procedures and participate in WHS training.
 - Proactively identify and report hazards, incidents, injuries and property damage, using appropriate reporting systems.
 - Use tools and equipment correctly to protect the health and safety of yourself and others.
 - Ensure you are medically and physically fit to undertake the requirements of your position.
 - Follow reasonable safety instructions.
 - Not attend work while under the influence of alcohol, drugs or any substance that may impair your ability to work safely.



AGREEMENT

By accepting this position, you acknowledge and agree to the following:

- I have read and understood the requirements and expectations of this position description and I confirm that I have the ability to fulfil the inherent position requirements;
- I accept that this position description is descriptive of the type of duties that I will undertake during my employment and is not intended to be all-inclusive;
- I accept that the organisation may require me to carry out any duties that are within the level of skills and competence expected of my classification level;
- I understand that the City of Norwood Payneham & St Peters may amend the position responsibilities to meet business and operational requirements as positions develop over time; and
- I accept my role in fulfilling the Council's Values and Strategic Goals.

APPROVED BY:

READ & AGREED TO BY:

Mario Barone PSM
CHIEF EXECUTIVE OFFICER
Date _____

Insert Name of Incumbent.
EDUCATOR
Date _____