



Position Description Diploma Qualified Early Childhood Educator

The City of Port Phillip celebrates a vibrant and diverse work environment and community, which includes people of Aboriginal and/or Torres Strait Islander background, people of diverse sexual orientation and gender, people from culturally and linguistically diverse backgrounds and people of varied age, health, disability, socio-economic status, faith and spirituality. Employees are able to develop both professionally and personally whilst planning and delivering a range of important services and programs to the community.

The City of Port Phillip is a committed Child Safe organisation and has zero tolerance for child abuse. Every child and young person accessing City of Port Phillip has the right to feel and be safe. All City of Port Phillip Councillors, employees, volunteers, contractors and community representatives have a responsibility to understand and activate their role in preventing, detecting, responding and reporting any suspicions of child abuse to the relevant authorities, and maintaining a child safe culture.

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| POSITION TITLE: | Qualified Early Childhood Educator |
| AWARD CLASSIFICATION: | Band 4 |
| DEPARTMENT: | Family, Youth and Children |
| DIVISION: | Community and Economic Development |
| DATE APPROVED: | July 2019 |
| APPROVED BY | Children's Services Operational Team Leader |

ORGANISATIONAL RELATIONSHIPS:

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| REPORTS TO: | Centre Coordinator (COPP team leader) & Senior Educator |
| SUPERVISES: | Certificate III educators, students, volunteers |
| INTERNAL LIAISONS: | Centre staff, service users (family, children), students, volunteers, family advisory group and CoPP staff |
| EXTERNAL LIAISONS: | Community, range of family and children's services / professionals, other early childhood care and education centres, contractors, state and federal government bodies. |



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POSITION OBJECTIVES

- CREATING A CHILD FRIENDLY PORT PHILLIP – OUR VISION

“Port Phillip, a city where childhood is honoured and all children are cherished and supported as active citizens with a voice of their own, secure in their identity and culture; where they are able to play, learn and contribute to their environments, surrounded by nurturing adults and supportive communities”.

Creating a Child Friendly Port Phillip Framework for Action 2013-2017

- To successfully lead a team of early childhood educators
- To provide high quality education and care in a centre based environment.
- To plan, implement and evaluate a developmentally appropriate educational program for children in care
- To actively lead the implementation of the quality agenda by supporting and mentoring Early Childhood Educators in the development of high quality learning programs in Early Childhood Services
- To work within the philosophy and principles of integrated service delivery
- To adhere to the Child Safe Standards at all times.

KEY RESPONSIBILITY AND DUTIES

- Broadly articulate an understanding of integrated service delivery
- Cultivate a professional, creative, safe and developmental environment for learning by building relationships with the early childhood team and openly sharing knowledge, expertise and resources
- Maintain consistent, constructive and open communication
- Undertaking additional duties as required, ensuring the smooth running of the service
- Provide an excellent service to all internal and external service users
- In conjunction with Coordinator and Senior Educator develop, monitor and document performance discussions with your immediate team
- Lead a group of children in accordance with the legislative requirements under the National Quality Framework, Education and Care Services National Law (2010) and Education and Care Services Regulations (2011)
- Develop, plan, implement and evaluate educational programs based upon the National Quality Framework, supported by written records, and the observations of individual children. Clear objectives must be set for each child and be made available for discussion with families (Privacy Act 2000)



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- Critically reflect on current practice techniques to ensure the children's programs reflect contemporary approaches to curriculum development, assessment and evaluation
- Establish and maintain environments that are welcoming and inclusive of all families and focus on engaging the family as a whole
- Ensure programs reflect evidence of consultation with children, families and other educators and demonstrates a strong focus on effective partnerships with families and the community
- Keep appropriate and confidential records of children's development. Relevant records are to be made available for discussion with parents/guardians
- Respond to inquiries relating to the programs, procedures and activities within the Centre and undertake general promotion of the Centre through professional conduct
- Communicate with families offering support and guidance and encouraging participation in the program
- Effective communicator with highly developed written and verbal communication skills
- Maintain open, effective communication with all Centre users
- Actively participate as a member of the integrated team to implement and enhance the delivery of the children's programs and to inform the development of policies and initiatives as required
- Ensure the policies and procedures are understood, promoted and practised including Child Safe Standards
- Promote and practise the Australian Early Childhood Association Code of Ethics.

ACCOUNTABILITY AND EXTENT OF AUTHORITY

- Being accountable of your own practices and the practices of others around you, striving for the best outcomes
- Maintain records of appropriate educational programs based on written observations and evaluations of children's development
- Undertake duties in accordance with all legislative requirements and Council policy
- Support the Management Team, Education Leader and all educators with the implementation of the National Quality Framework and the development of the Quality Improvement Plan
- Commitment to continuous improvement.



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JUDGMENT AND DECISION MAKING

- Ensure the objectives of the work are well defined but the particular method, process or equipment to be used must be selected from a range of available alternatives
- Liaise with internal and external service users and stakeholders to resolve issues and problems
- Prioritise own work to ensure the Children's Centre and organisational objectives are met in a timely manner.

SPECIALIST SKILLS AND KNOWLEDGE

- Demonstrated comprehensive knowledge and practice of early childhood learning including the provision of innovative approaches to curriculum development, assessment and evaluation processes. This would include but is not limited to the Early Years Learning Framework (EYLF), the Victorian Early Years Learning and Development Framework (VEYLDF) and associated support resources
- Meet requirements of the Education and Care Services National Law (2010) and Educational and Care Services National Regulations (2011) and Child Safe Standards 2016
- Pedagogical excellence through a commitment to ongoing professional learning
- Extensive knowledge of contemporary child development
- Understanding of the needs and issues relating to young children and their families
- Ability to set priorities, manage time and available resources to achieve goals and set timelines.

MANAGEMENT SKILLS

- Manage own time, organise tasks and supervise early childhood educators, volunteers and students
- Ability to demonstrate and model excellent practice in working in partnership with children, families and colleagues
- Ability to manage conflict and deal with highly sensitive matters whilst maintaining a professional manner at all times.

OCCUPATIONAL HEALTH & SAFETY

- Understand and comply with, the Council OH&S Policy, procedures and legislative requirements relevant to the position
- Take responsibility for individual / own health and safety and that of others in the workplace. This includes the reporting of incidents involving injury and near misses



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- Communicate with employee health and safety representatives and supervisors about OH&S matters
- Proactively report any unsafe workplace practices and/or hazards and suggest injury prevention measures
- Participate in regular training programs to improve awareness of risk management and health and safety within the workplace
- Perform work in a safe and appropriate manner at all times.

INTERPERSONAL SKILLS

- Ability to gain cooperation and assistance from clients, members of the public and other employees in the administration of well-defined activities and in the supervision of employees where applicable
- Skills in written communication to enable the preparation of routine correspondence and reports
- Be a strong, positive and proactive player within the Children's Services team and contribute to team objectives and other duties as required
- Ability to communicate effectively with individuals and families from diverse cultural, social and economic background and other professionals
- Ability to deal with conflict amongst individual and groups effectively
- Promote and practise the Australian Early Childhood Association Code of Ethics
- Participate as an active member of the care and education team in all meetings and professional development
- Establish and maintain environments that are welcoming and inclusive of all families and focus on engaging the family as a whole
- Cultivate a professional, creative, safe and developmental environment for learning by building relationships with the early childhood team and openly sharing knowledge, expertise and resources.

QUALIFICATIONS AND EXPERIENCE

- Diploma in Children's services or equivalent in accordance with the Educational and Care Services National Regulations (2011)
 - Previous experience with managing a small team
 - Current level 2 First Aid Certificate and Anaphylaxis and Asthma Management Certificate
 - Satisfactory Police and Working with Children checks
 - Knowledge of National Regulations, NQF, VEYLD and EYLF, Child Safe Standards 2016
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KEY SELECTION CRITERIA:

KSC1 Tell us about your understanding of National Quality Standards, the Curriculum Frameworks, and Quality Improvement Plans and how they influence your learning and teaching program.

KSC2 Tell us about your ability to develop relationships with families that support and values families expertise, beliefs and allows for families to be involved with and contribute to decision making about their child's learning and wellbeing;

KSC3 Tell us how you document, monitor and assess child learning and to use this data to inform educational programs and practises for improved child guided learning.

KSC4 Tell us about how you have a high level written and verbal communication skills and high level interpersonal skills including the capacity to establish and maintain collaborative relationships with other employees and the broader community to focus on children's learning, wellbeing and engagement.

KSC5 Tell us how your behaviours and attitudes are consistent with City of Port Phillip values, including a commitment and capacity to actively contribute to and manage professional relationships.

KSC6 Tell us about your commitment to continually improving teaching quality and capacity through the application of knowledge, skills and expertise derived from ongoing professional development and learning.