



Early childhood educator – Diploma

POSITION PROFILE

Division	Shire Services	Status	Full-time / Part-time
Unit	Children's Services	Salary Grade	
Reports to	Service Director	Reviewed	Jan 2021

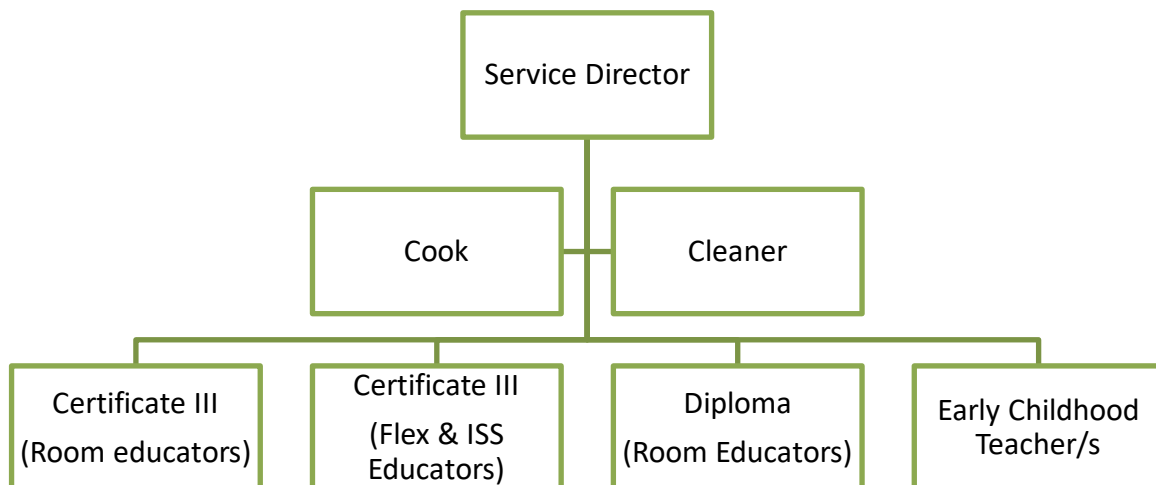
STRATEGIC INTENT

Grow and deliver a range of high quality Children's Services that meet the needs of the community ensuring equity of access, while maintaining financial sustainability as a business unit within Council

POSITION PURPOSE

An Educator holding a Diploma, will be required to implement an educational program to support children's education and care. The role will work with a team of educators and be led by the Service Director (Nominated Supervisor), Educational Leader and Teacher. Through a sound understanding of the National Quality Framework; including the Education and Care National Law and Regulations, the National Quality Standard and the Early Years Learning Framework, this educator will deliver quality learning experiences in a nurturing care environment for all children.

STRUCTURE



POSITION OUTCOMES AND ACCOUNTABILITIES

OUTCOME TO BE DELIVERED	PERFORMANCE STANDARD
Work in accordance with regulatory requirements	
To work in accordance with the requirements of the <i>National Quality Framework (NQF)</i>	<ul style="list-style-type: none"> The requirements under the <i>NQF including the Education and Care Services National Law, National Regulations, National Quality Standard and the Early Years Learning Framework</i> are maintained at all times.
To work in accordance with the <i>Code of Ethics of Early Childhood Australia (ECA)</i> .	<ul style="list-style-type: none"> Awareness of the <i>ECA Code of Ethics</i> is evident and is applied in everyday practice.
Service's philosophy implemented	<ul style="list-style-type: none"> Philosophy of the centre is upheld while undertaking duties. Participate in the annual review of the centre philosophy
Responsible Person role is undertaken according to the requirements of the Education and Care National Regulations	<ul style="list-style-type: none"> Thorough understanding of Responsible Person role Responsible Person role fulfilled Support other educators in their role in accordance with responsible person duties
To work in accordance with the policies, guidelines and associated procedures of Sutherland Shire Council and Children's services unit guidelines	<ul style="list-style-type: none"> All policies, guidelines and associated procedures are followed in daily practice. Support other educators in their understanding and application of policies, guidelines and associated procedures.
Children's Health & Safety	
Children are safe and adequately supervised at all times	<ul style="list-style-type: none"> Educator to child ratios are maintained at all times and non – compliance is reported and managed as required. Awareness requirements in maintaining 50% qualified educators Supervision Guideline and plans are implemented and followed at all times.
A safe environment through hazard / risk identification is maintained	<ul style="list-style-type: none"> Checks completed as required Hazards or risks are identified and communicated. Plans to manage emergencies are followed Modifications are made to practices as required.
Organisations Child Protection Policy is implemented.	<ul style="list-style-type: none"> Children's safety and security are upheld and maintained at all times. Child protection qualifications are maintained. Child Protection Policy is followed at all times Role of mandatory reporter is undertaken at all times.
High standard of hygiene is maintained	<ul style="list-style-type: none"> Hygiene guidelines and procedures are followed for personal and environmental hygiene Children are supported to implement good health and hygiene practices
Each child's health needs are supported	<ul style="list-style-type: none"> All children's health requirements including medical conditions, sleep and rest, diet, allergies are met. Any changes to a child's needs are communicated to the other educators
Accurate and detailed records of illness / injury / accident / trauma and medication forms are kept.	<ul style="list-style-type: none"> Records are completed within required timeframes Records are kept in secure location and confidentiality is maintained.

OUTCOME TO BE DELIVERED	PERFORMANCE STANDARD
	<ul style="list-style-type: none"> • Illness, injury, accidents, trauma or any other concerns related to a child's health or wellbeing are reported to the nominated supervisor or responsible person • Medication and first aid is provided according to the guidelines and procedures
Serious incidents are reported and guideline procedures implemented.	<ul style="list-style-type: none"> • Follow all required actions in regards to a serious incident • Serious Incidents are reported within specified timeframes to the regulatory body, approved provider and nominated supervisor as required.
Physical Environment	
Maintain a clean and safe environment.	<ul style="list-style-type: none"> • Complete shift duties to ensure a clean and safe environment • Undertake an equal share of cleaning and maintenance responsibilities • Report any hazards or risks in and around the environment • Support children to care for and keep the environment clean and safe
Conduct workplace inspections and participate in risk assessments as per policy and guideline requirements.	<ul style="list-style-type: none"> • Daily WHS checks are completed • Checklists are completed throughout operational practices • Any required risk assessments are followed and completed when delegated.
Organise and engage in the various environments at the service	<ul style="list-style-type: none"> • Learning environments are organised, clean and maintained • Faulty / damaged equipment is removed. • Learning environments are adapted to support every child's participation • Indoor and outdoor environments are planned for and utilised throughout the program and day. • Children are guided and supported in the environments, with sustainable practices and in respecting their environments. • Changes to the environment are made through critical reflection with the team and documented
Ensure the service is ready for operation at the beginning of each day	<ul style="list-style-type: none"> • Follow and complete the shifts duties and documented program to ensure that all activities and environments are set up prior to the centre opening.
Supplies and equipment levels for the room meet operational requirements	<ul style="list-style-type: none"> • Adequate materials and equipment are set up for the children to use • Additional / replacement needs or requirements are communicated to the Nominated Supervisor. • Requests for additional equipment / supplies to enhance program are made to Nominated Supervisor.
Educational Program Practice	
The services' statement of philosophy is implemented	<ul style="list-style-type: none"> • Philosophy is upheld and considered when undertaking pedagogical / teaching decisions.
Quality early learning program is implemented	<ul style="list-style-type: none"> • Contribute to and provide support to other educators with planning, implementing and evaluating programs which reflect the emerging skills, interests and developmental requirements of children • The programming cycle of observe, plan, do, review is undertaken for all allocated children.

OUTCOME TO BE DELIVERED	PERFORMANCE STANDARD
	<ul style="list-style-type: none"> • Thorough developmental records are maintained for allocated children • Records give evidence of assessment and progress in children's learning. • Other educators are supported through role modelling and discussion
Child development knowledge reflected through programming	<ul style="list-style-type: none"> • Observations relate to developmental domains • Observations and reflections contain evidence of thorough theoretical knowledge in child development • Links to Early Years Learning Framework and theorists are evident
Children's learning fostered through modelling and the implementation of a play based learning environment	<ul style="list-style-type: none"> • Interactions with children are consistent and positive. • Environment is developmentally appropriate for all children. • Adaptations are made to environment and experiences to accommodate individual needs, strengths and interests
Intentional teaching strategies are implemented	<ul style="list-style-type: none"> • Understanding of scaffolding and intentional teaching strategies is evident • Strategies are used to build and develop children's skills and knowledge
Curriculum decision making and evaluation	<ul style="list-style-type: none"> • Lead and participate in discussions on the curriculum provided to children • Suggestions for changes and improvements are given and implemented • Any changes made are recorded.
Critical reflection and evaluation of children's learning	<ul style="list-style-type: none"> • Critical reflection of learning is undertaken • Evidence that all aspects of curriculum are reflected upon • Evaluations of children's learning and development is evident • Evaluation of learning environment is evident • Links to theories, best practice and current research is evident • Evidence that critical reflection and evaluation is used as primary source for future planning
Program recognises social and cultural diversity for individual children and groups.	<ul style="list-style-type: none"> • Contributions made to program reflect social and cultural diversity. • Program evaluations include reflection on social & cultural diversity aspects
Practices reflect a child focussed approach	<ul style="list-style-type: none"> • Daily routines and priorities are set to maintain a child focussed approach • Child focussed approach and strategies are role modelled and discussed with other educators.
Service embeds sustainable and environmentally responsible practices in all areas of the program.	<ul style="list-style-type: none"> • Service's sustainability practices are followed • Suggestions for change or improvements to existing programs are shared and implemented • Casual or visiting educators are supported to implement practices

OUTCOME TO BE DELIVERED	PERFORMANCE STANDARD
Behaviour guidance programs are implemented for children when necessary.	<ul style="list-style-type: none"> • Behaviour guidance programs are developed and implemented • Program strategies are shared with educators • A positive, collaborative approach in relation to behaviour guidance is evident • Children are supported to understand their own and others emotions. • Information about behaviour guidance strategies is discussed with families and other professionals as required.
Staffing Arrangements	
Collaborative approach to achieve centre's aims and goals.	<ul style="list-style-type: none"> • Participate in implementing aims and goals from the Quality Improvement Plan • Individual performance appraisals and goals align to centres goals and directions • Evidence of collaboration with other team members. • Mentor other educators in daily practices and operational requirements
Respect and support colleagues through positive team approach	<ul style="list-style-type: none"> • All communication is professional, ethical and based on respect and fairness. • Support and guidance to team members is provided • Include other educators skills and expertise in the daily program
Act as a role model for other educators	<ul style="list-style-type: none"> • Practices reflect best practice at all times. • Facilitate discussions around best practice • Mentor other educators in supporting best practice
Staff rosters are implemented	<ul style="list-style-type: none"> • Shifts times are followed • Breaks are completed punctually • Information is shared when issues arise • Timesheets and staffing records are completed accurately and within required timeframes • Support is sought to resolve rostering issues promptly
Staff and other networking meetings attended as required	<ul style="list-style-type: none"> • Attendance is documented. • Contributions on observed children's learning and new ideas are shared • Meetings attended and conversations are evident in the meeting minutes. • Take on service 'Champion' role for specific projects
Participation in ongoing professional development and training programs.	<ul style="list-style-type: none"> • Training courses are actively sought out and attended to ensure knowledge is kept up to date • Mandatory training undertaken
Participation in performance appraisal and mentoring meetings	<ul style="list-style-type: none"> • Reflect on own performance and goals • Participate positively in performance and mentor meetings and sharing ideas
Relationships with Children	
Each child has a sense of belonging, being and becoming within the service.	<ul style="list-style-type: none"> • Interactions with children are warm and responsive at all times. • Practices reflect best practice at all times • Interactions used as opportunity to role model appropriate strategies

OUTCOME TO BE DELIVERED	PERFORMANCE STANDARD
Respectful, equitable and genuine relationships with all children are established and maintained.	<ul style="list-style-type: none"> All children are treated equitably and fairly. Children are supported and encouraged in building relationships with each other and the educators Strategies are role modelled to other educators
Children are viewed and respected as competent, capable beings	<ul style="list-style-type: none"> Children are engaged in shared decision making processes. There is comprehensive knowledge on the rights of the child. Children's dignity is upheld at all times
Each child is supported to manage their own behaviour and this is encouraged with behaviour guidance strategies.	<ul style="list-style-type: none"> Self – regulation strategies are followed Any concerns regarding a child's behaviour are communicated with the Nominated Supervisor Detailed and comprehensive records kept to support behaviour plans Support and mentoring provided to other educators in managing children's behaviours
Provide physical care.	<ul style="list-style-type: none"> Daily care routines of all children are developed, implemented, maintained and followed Support children in toileting, sleep/rest, dressing and meal times Evidence that these procedures are completed consistently Interactions with children during routine times are treated as teachable moments with genuine interactions occurring. Individual care routines are discussed regularly with families Changes to individual care routines are shared with the team
Inclusion of children with additional needs.	<ul style="list-style-type: none"> Suggestions and observations are shared with other team members in regards to the strategies being implemented Awareness of funding and structure of Strategic Inclusion Plan (SIP / ISS) Sound knowledge is demonstrated on strategies and implemented Support provided to other educators in implementing SIP Families are involved in discussions and decisions
Collaborative Partnerships with Families and Communities	
Communicate with families	<ul style="list-style-type: none"> Information about the centre's daily happenings is confidently shared Liaise with and support families through regular positive communication and feedback Respect of child rearing practices and beliefs of families is evident
Share information on child's progress and well-being	<ul style="list-style-type: none"> Formal and informal information and communication is shared with families regarding their child/rens progress and requirements Information shared is done so in a respectful manner Concerns around developmental assessment are shared positively and respectfully.
Conflict resolution and feedback	<ul style="list-style-type: none"> Proactive steps are taken to seek support or re-direct feedback in managing challenging situations Minor queries or issues are resolved promptly

OUTCOME TO BE DELIVERED	PERFORMANCE STANDARD
Positive orientation, enrolment and transition processes for families and children are implemented.	<ul style="list-style-type: none"> • Attendance and participation in orientation and /or enrolment events • Support given to families during orientation/play visits and transition program followed for children.
Meetings with families and relevant external support agencies	<ul style="list-style-type: none"> • When necessary, meetings are planned and conducted, with action plans developed and implemented.
Liaise with other professionals within Children's Services	<ul style="list-style-type: none"> • Professional ties with other staff members / teams are professional • Collaborations with children's support workers are evident.
Local community connections are built	<ul style="list-style-type: none"> • Participation in centre events, excursions and learning experiences reflect the immediate and wider community • Relationships and referrals are encouraged and developed
Leadership and Service Management	
Administrative duties	<ul style="list-style-type: none"> • Administration tasks are completed as requested • Administrative duties are completed in a timely manner.
Governance responsibilities are upheld	<ul style="list-style-type: none"> • Any issues are communicated with the Nominated Supervisor and/or the management team as they occur. • Ensure the Nominated Supervisor and/or management is informed of any problems arising which may affect the children, service approval or rating, regulatory and legal compliance or the smooth running of the centre.
Continuous improvement actions	<ul style="list-style-type: none"> • Implement corrective actions arising from compliance checks, audits and/or serious incident investigations • Implement continuous improvement strategies
Quality Improvement Plan is implemented	<ul style="list-style-type: none"> • Participate in reflective discussions to contribute to a comprehensive Quality Improvement Plan • Ensure the QIP is implemented in practice
Advocate for children and their families.	<ul style="list-style-type: none"> • Confidentiality is upheld at all times • The importance of early education is communicated to families and the local community when necessary • Provide any information to the Nominated Supervisor that maybe needed to advocate for a child/family. • Information given to families and discussions held reflect the needs of the child and their family
Currency in Early Education field	<ul style="list-style-type: none"> • Current developments and best practice research is undertaken • New information is shared with team
Collaborate with other organisations via formal and informal networks	<ul style="list-style-type: none"> ▪ Participation in appropriate local government forums / groups if requested ▪ Engage with internal service providers and external stakeholders

SELECTION CRITERIA / SUCCESS PROFILE

Qualifications, Certificates or Licences	Essential	<ul style="list-style-type: none"> • Certified copy Diploma in Education and Care or equivalent. For a full list of approved qualifications please see https://www.acecqa.gov.au/qualifications/nqf-approved • Certified copy Current First Aid Qualification i.e. HLTAID004 or equivalent. For a full list please see https://www.acecqa.gov.au/qualifications/nqf-approved • A Working with Children Check Clearance must be obtained prior to offer of employment. For more information on obtaining this clearance visit https://www.cccp.nsw.gov.au/Applicants/Application • Current Child Protection Training i.e. CHCPRT001 or equivalent. For a full list of approved courses see https://education.nsw.gov.au/early-childhood-education/working-in-early-childhood-education/child-protection-training-requirements
	Desirable	
Experience or skills	Essential	<ul style="list-style-type: none"> • Thorough understanding of programming and planning for children Birth - 6 years old. • Sound knowledge of National Quality Framework (NQF) including the Education and Care National Law and Regulations, National Quality Standard (NQS), Early Years Learning Framework (Belonging, Being, Becoming) • Excellent interpersonal, written and communication skills. • Sound computer skills
	Desirable	<ul style="list-style-type: none"> • Prior experience working within a children's service, preferably with Birth - 6 year old children. • Knowledge and understanding of inclusive and sustainable practices.

CORE CAPABILITIES

Personal Attributes	<ul style="list-style-type: none"> ▪ Manage self - show drive and motivation, an awareness of strengths and weaknesses, and a commitment to learning ▪ Display resilience and Adaptability – express own views, persevere through challenges, and be flexible and willing to change ▪ Act with Integrity – be honest, ethical and professional, and prepared to speak up for what is right ▪ Demonstrate Accountability – take responsibility for own actions, commit to safety, and act in line with legislation and policy
Relationships	<ul style="list-style-type: none"> ▪ Communicate and Engage – communicate clearly and respectfully, listen, and encourage input from others ▪ Community and Customer Focus – Commit to delivering customer and community focussed services in line with strategic objectives ▪ Work collaboratively – Be a respectful, inclusive and reliable team member, collaborate with others, and value diversity ▪ Influence and Negotiate – Persuade and gain commitment from others, and resolve issues and conflicts
Results	<ul style="list-style-type: none"> ▪ Plan and Prioritise – Plan and organise work in line with organisational goals, and adjust to changing priorities ▪ Think and Solve Problems – Think, analyse and consider the broader context to develop practical solutions ▪ Create and Innovate – Encourage and suggest new ideas and show commitment to improving services and ways of working ▪ Deliver results – Achieve results through efficient use of resources and a commitment to quality outcomes

Resources	<ul style="list-style-type: none"> ▪ Assets and tools – use, allocate and maintain work tools appropriately and manage community assets responsibly ▪ Technology and Information – Use technology and information to maximise efficiency and effectiveness
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OUR VALUES

Behaviours	<ul style="list-style-type: none"> ▪ Collaborate – We are a united team. We work together to deliver great outcomes for our community ▪ Achieve- We have a can-do attitude and deliver on our commitments. We pursue excellence and believe in making a positive contribution to our community ▪ Respect – We communicate openly, act with integrity and are inclusive ▪ Evolve – We look for opportunities and embrace change, championing new ideas, and celebrating solutions.
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CORPORATE OBLIGATIONS

Employees	No direct reports. Unit structure attached.
Delegations	Authority to operate within the Delegations attached to the position
Risk Management	Managing work practices to mitigate all identified risks, identifying and reporting additional risk and threats and assist in devising strategies to mitigate these risks.
Financial Management	Managing budgets and expenditure, undertaking relevant checks and applying rules, regulation, process and procedures in dealing with financial matters
Workplace Health and Safety	Comply and co-operate with WHS policies, procedures, instructions and safe systems of work.
Code of Conduct	All employees are responsible for adhering to Council's Code of Conduct and the policies and procedures that support it
Workplace Behaviour & EEO	All activities must comply with Council's Workplace Behaviour Guidelines.
Enterprise Content Management	Comply with Council's Enterprise Content Management Determination and associated guidelines including creation of appropriate records in Council's records management system and proper custodianship of records to ensure against loss, removal or destruction
Continuous Improvement	Identify obsolete and inefficient practices and recommend changes where appropriate
Customer Focus	Championing an exceptional customer experience, and evaluating customer satisfaction in order to continually improve service delivery
Procurement	Activities are conducted in accordance with the Purchasing Policy and Procedures to provide transparency and cost effectiveness in procurement

SPECIFIC CONDITIONS OF EMPLOYMENT

Sutherland Shire Council's Child Protection Policy	<p><u>This is a child-related position under the Definition of Council's Child Protection Policy. As such the following items apply:</u></p> <p>A current Working With Children Check Clearance must be provided prior to offer of employment.</p> <p>- Mandatory training in relation to child protection must be undertaken. This is completed online via Aurion "Child Protection". This MUST be completed at the latest on induction.</p>
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	<p>- Compulsory Training must be undertaken if Child Protection Legislation changes occur. This will be completed online via Aurion OR through mandatory training sessions</p>
<p>Children's Services employment</p>	<p>You are employed by Sutherland Shire Council, not one particular Centre. Council reserves the right to transfer you between Centres as the operational need arises.</p>