

# EDUCATOR

## NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service.
7.1.3	Roles and Responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.

TAFE Kids Inc	
POSITION	Educator Level 3 & 4
SUPERVISOR	Lead Educator and Director/ Nominated Supervisor
DIRECT REPORTS	No direct reports
QUALIFICATIONS	<ul style="list-style-type: none"> <li>• Diploma of Early Childhood Education and Care or equivalent (For level 4 Educators)</li> <li>• Certificate III in Early Childhood Education and Care or equivalent (For level 3 Educators)</li> <li>• Current <i>Provide an Emergency First Aid Response in an Education and Care Setting</i> certificate</li> <li>• Current ACECQA approved Anaphylaxis and emergency asthma management training</li> <li>• Valid Working with Children Check clearance</li> <li>• Accredited Child Protection Training</li> </ul>
ESSENTIAL EXPERIENCE	<ul style="list-style-type: none"> <li>• Demonstrated knowledge of the Early Years Learning Framework, Education and Care Services National Law (2010), and the Education and Care Services National Regulations (2011), Family Assistance Law (Child Care Subsidy 2018).</li> <li>• Be willing to accept the role of Responsible Person under the Education and Care Services National Law Application Bill 2010 and Education and Care Services National Regulations, if required</li> </ul>
KNOWLEDGE AND COMPLIANCE OF THE FOLLOWING LAW-REGULATIONS-ACTS	<ul style="list-style-type: none"> <li>• Service Policies and Procedures</li> <li>• Education and Care Services National Law (2010)</li> <li>• Education and Care Services National Regulation (2011)</li> <li>• National Quality Standard (NQS)</li> <li>• Early Years Learning Framework (EYLF)/My Time Our Place (MTO)</li> <li>• ECA Code of Ethics</li> <li>• Work Health and Safety Act 2009</li> <li>• Commonwealth Privacy Act 1988 and the Australian Privacy Principles (APPs) (2014)</li> <li>• Fair Work Act</li> <li>• Family Assistance Law</li> </ul>

	<ul style="list-style-type: none"> <li>National Principles of Child Safe Organisations or relevant Child Safe Standards (adjust to suit your state/territory)</li> <li>Other relevant state and federal legislation and regulations as required</li> </ul>
<b>POSITION OBJECTIVES</b>	<ul style="list-style-type: none"> <li>Build and maintain positive relationships with children, families, educators, staff and management to deliver best outcomes for families and children</li> <li>Contribute to the educational program under the direction of the Lead Educator to provide a high-quality program for all children</li> <li>Assist with the smooth running of the room in line with relevant regulations, policies and procedures under the direction of the Lead Educator.</li> </ul>

## ROLE DIMENSIONS- KEY PERFORMANCE AREA

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE		
1.1	Program	The educational program enhances each child's learning and development.
1.2	Practice	Educators facilitate and extend each child's learning and development.
1.3	Assessment and planning	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.

### Educational Program & Practice Key Tasks:

- contribute to ensuring TAFE Kids Inc facilitates a play-based learning environment and develops learning programs responsive to children's ideas, strengths and abilities that inspire independent learners
- work with the Lead Educator to implement the successful planning, implementation and evaluation of a program for the service that is reflective of an approved learning framework; the Early Years Learning Framework (EYLF) or My Time Our Place (MTO)P
- assist to ensure the early childhood program meets the goals of the approved learning framework (EYLF or MTO)P to help children develop:
  - a strong sense of their identity
  - connections with their world
  - strong sense of wellbeing
  - confidence and involvement in their learning; and
  - effective communication skills
- contribute to the collection, recording and evaluation of children's records and observations, as required under the National Quality Standard and regulatory authority
- implement inclusive practice and lead an environment which honours diversity
- be proactive in ensuring currency in best early childhood practice



- contribute to the ongoing development of the Quality Improvement Plan for the service
- assist with the documentation of children’s developmental needs, interests, experiences and participation in the educational program in a variety of ways
- assist with the assessment of children’s developmental progress against the learning outcomes, establishing further learning goals
- assist with the assessment and planning cycle to design programs that enhance and extend each child’s learning and development. This includes observation, analysing learning, documentation, planning, implementation and reflection.
- support children’s learning through investigation and projects; and
- with support from the Lead Educator and Educational Leader critically reflect on all aspects of the educational program.

QUALITY AREA 2: CHILDREN’S HEALTH AND SAFETY		
2.1	Health	Each child’s health and physical activity is supported and promoted.
2.2	Safety	Each child is protected.

#### Children’s Health and Safety Key Tasks:

- promote child wellbeing and prevent harm to children and young people by adopting and adhering to the National Principles of Child Safe Organisations or relevant Child Safe Standards (adjust to suit your state/territory)
- maintain and demonstrate an extensive knowledge of Child Protection legislation and its implications for the care and protection of children
- ensure compliance as a mandated reporter in accordance with the service *Child Protection Policy* and procedures
- recognise and report misconduct, illegal or inappropriate behaviour to the Director/Nominated Supervisor
- inform the Director/ Nominated Supervisor of all allegations or convictions of a child protection nature against an employee, of which you become aware
- ensure policies and procedures are adhered to ensure that the children are safe and adequately supervised at all times
- follow policies and procedures to maintain correct educator to child ratios at all times
- ensure children are protected from harm and hazard and are not subjected to corporate punishment or unreasonable discipline at any time in line with policies and procedures



- ensure children do not leave the Service premises except in accordance with the National Regulations – when collected by a parent or authorised nominee or in an emergency evacuation situation; risk assessed excursions or regular outings
- follow procedures to ensure visitors to the service are supervised at all times
- maintain and demonstrate knowledge of Workplace Health and Safety (WHS) legislation and safety issues relating to children, educators, staff and visitors
- ensure correct manual handling techniques and procedures are followed and assist by identifying manual handling hazards and risks within the service
- respond positively and consistently to children’s additional needs including adjustments and requirements; diet and allergies; developmental needs etc.
- ensure a high standard of hygiene in compliance with procedures and policies
- ensure adequate health and hygiene practices regarding safe food handling procedures
- ensure preparation and storage of food adhere to relevant food safety standards
- ensure the administration of first aid or medication in compliance with relevant policies and procedures
- ensure accurate and detailed records of incident, injury, trauma or illness of individual children are recorded and families are notified as soon as possible or within 24 hours of any incident, injury, trauma or illness
- ensure reporting of serious incidents to the Director/ Nominated Supervisor-within 24 hours in line with Education and Care Services National Regulations

QUALITY AREA 3: PHYSICAL ENVIRONMENT		
3.1	Design	The design of the facilities is appropriate for the operation of a service.
3.2	Use	The service environment is inclusive, promotes competence and supports exploration and play-based learning.

**Physical Environment Key Tasks:**

- create a safe, supportive, stimulating and educational environment for all children
- maintain the aesthetics of the environment and ensure all resources and equipment are respected and maintained
- report any repairs and maintenance required to the Lead Educator or Director/ Nominated Supervisor
- report any situation that may constitute a hazard to the health and safety to children, families, educators, staff or visitors to the Lead Educator/Director/Nominated Supervisor
- assist to ensure the physical environment complies with National Regulations and Australian Safety Standards
- ensure effective processes are followed to meet WHS requirements



- contribute to ensuring the service strives towards environmental sustainability in all areas, through sustainability action plans; and
- assist the Educational Leader and Lead Educator with the indoor and outdoor environment promoting commitment to continual improvement to the quality of care and experience each child and family receives.

QUALITY AREA 4: STAFFING ARRANGEMENTS		
4.1	Staffing Arrangements	Staffing arrangements enhance children's learning and development.
4.2	Professionalism	Management, educators and staff are collaborative, respectful and ethical.

#### Staffing Arrangements Key Tasks:

- have a working knowledge of the National Quality Framework and meet these guidelines in work practices
- understand obligations to comply with legislation, rules, policies and procedures relating to the operation of the service
- demonstrate a thorough knowledge of the Code of Ethics (Early Childhood Australia Inc.) and always act within these guidelines
- contribute to the development of a *Statement of Commitment to Child Safety and Wellbeing* to demonstrate a strong culture of child safety within the Service
- adhere to the services Child safe policies including *Child Safe Environment Policy, Child Protection Policy, Reportable Conduct Policy (Vic Services) and Child Safety and Wellbeing Policy (Vic Services)* at all times and take all reasonable steps to protect children from abuse and harm
- ensure compliance with a zero tolerance of racism within the Service
- contribute positively and effectively to the team environment to ensure smooth operation of the service
- promote a healthy team environment and develop positive channels of communication
- participate in ongoing professional development and training programs in conjunction with the Educational Leader
- implement the service *Dealing with Complaints Policy* and procedures relation to complaints or incidents
- ensure any grievances raised by educators or families are reported to the Lead Educator or Director/ Nominated Supervisor
- keep up to date with current trends and issues in Early Childhood Education and Care and support research-based practices within the service; and
- attend staff meetings and family meetings as required.

QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1	Relationships between educators and Children	Respectful and equitable relationships are maintained with each child.
5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships.

#### Relationships with Children Key Tasks:

- view and respect children as competent and capable
- promote positive, comforting and nurturing relationships with children
- promote the cultural safety, participation and empowerment of culturally and/or linguistically diverse backgrounds, including Aboriginal and Torres Strait islander children to express their culture and enjoy their cultural rights
- promote the safety, participation and empowerment of children with a disability
- ensure a supportive educational environment for all children and families is provided
- act as a positive role model, demonstrating appropriate behaviour and language
- communicate with children in an open, honest manner and ensure that the child's perspective is regarded as unique and special
- ensure children are respected and their rights are being met (United Nations Convention of the Rights of the Child- CRC).

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.

#### Collaborative Partnerships with Families and Communities Key Tasks:

- be courteous and helpful to the families in the service
- look for opportunities within the service where a family may become involved e.g., multi-cultural events, craft activities, fund-raising and parent committees
- be an advocate for high quality support services for children in our community
- ensure students on placement are positively welcomed and supported; and
- encourage families to participate in service decision-making and experiences.

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service.
7.2	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community.

#### Leadership and Service Management Key Tasks:

- comply with, maintain and review all service policies and procedures in accordance with the Education and Care Services National Law and National Regulations
- maintain a sound and current understanding of the National Quality Framework and approved learning framework/s
- maintain compliance with the regulations as prescribed by the regulatory authority along with all legal and statutory requirements
- strive to achieve 'Service' goals (as outlined in Policy Manual) and ensure the service's statement of philosophy is reflected in daily practice
- ensure that the Lead Educator is informed of current issues within the room
- report directly to the Lead Educator of any problem arising, which would affect the children, service approval or rating, regulatory and legal compliance or the smooth running of the service
- ensure procedures relating to administrative functions of the room, including development of routines and procedures are followed
- maintain confidentiality of sensitive information in relation to educators, staff, families, children and the service in line with the *Privacy and Confidentiality Policy* and procedures
- comply with the *Privacy and Confidentiality Policy* and procedures; and
- any other duties within the scope of the role of an Educator, under the direction of the Lead Educator and Director/ Nominated Supervisor. This job description may be reviewed in the future.