

POSITION DESCRIPTION

POSITION	POSITION NUMBER
Early Childhood Educator	1365a
CLASSIFICATION	LOCATION
Band 4	Ballarat Aquatic Lifestyle Centre (BALC)
DEPARTMENT	DIVISION
Family, Youth and Children's Services	Community Wellbeing
AGREEMENT	
Ballarat City Council Enterprise Agreement No. 8, 2019	

Position Objectives

Under the direction of the Centre Coordinator and Educational Leader, to support a room-based team of early childhood professionals to work within the National Quality Framework including National Law and National Regulations, National Quality Standard and The Victorian Early Years Learning and Development Framework (VEYLDF) to:

- Provide quality education and care in a safe, secure, stimulating and healthy environment.
- Ensure the developmental needs, interests and experiences of each child in care are being met.
- To treat each child with respect and dignity and acknowledge the individual values of their families.

Key Responsibility Areas

Provision of education and care

Educators must demonstrate a genuine interest in meeting the needs of children and their families through the provision of quality education and care which reflects an awareness of the wellbeing of each child. This includes the development, implementation and active participation in an educational program which is:

- Based on the VEYLDF
- Delivered in a manner that accords with the VEYLDF
- Based on the individual developmental needs, interests and experiences of each child
- Guided by the City of Ballarat Children's Services Practice Guide for Educators.
- Inclusive of summative assessments, intentional teaching, observations, implementation of flexible routines and an understanding and respect for all cultures within the community.
- Critically reflected upon with educators within the education and care environment.

Safety and compliance

- To ensure the provision of optimum health and safety conditions by maintaining an attractive, safe and hygienic indoor and outdoor environment.
- To follow all City of Ballarat Children's Services policies and procedures.

Professional relationships

- To contribute to a positive sense of teamwork through effective communication with other Educators and the Coordinator including sharing expertise in collaborative and respectful ways and committing to the Children's Services Practice Guide expectations.
- Positive role modelling of best practice to co-educators.

Relationships with families

POSITION DESCRIPTION

- To build respectful relationships with families that recognise their expertise and roles as their children's first and most important educators.
- To maintain confidentiality of information concerning families.

Professional development

- To attend and actively participate in professional development and team meetings to ensure ongoing skills development and to keep up with best practice.
- Continue to improve upon professional knowledge and a willingness to share such knowledge with other educators.

Act in day to day charge

- Willingness to act as the person in day to day charge of the service in the absence of the coordinator.

All Employees and Volunteers

- Report hazards and incidents as soon as possible.
- Constructive participation in investigations and assistance in implementing corrective actions.
- Wear PPE and follow safe work procedures as directed.
- Constructively participate in monthly team meetings.

REPORTS TO:	DIRECT REPORTS:
Children Services Team Leader BALC	<ul style="list-style-type: none">• Early Childhood Practitioners (Certificate III)• Relieving staff• Volunteers and students
ORGANISATIONAL RELATIONSHIPS	
Internal: <ul style="list-style-type: none">• Centre Staff• Council Employees• Staff of other Centres	External: <ul style="list-style-type: none">• Client Families• Students / Volunteers

ORGANISATIONAL RELATIONSHIPS

Accountability and extent of authority

- Responsible for the provision of a safe, caring environment.
- Under the direction of the Educational Leader and Centre Coordinator, responsible for the effective planning, implementation and evaluation of child focused programs within the service.
- Responsible for informing the Coordinator of any serious incidents, issues, difficulties and opportunities that may arise in relation to the service.
- Maintain records of appropriate educational programs based on written observations and evaluations of children's development, interests and needs.
- Undertake duties in accordance with all legislative requirements and Council policies.
- Create a welcoming environment for families using the service.
- Participate in consultations with case management meetings and practice discussions with relevant external professionals in collaboration with the Coordinator and families.
- Maintain positive and effective communication with parents, colleagues, management, visitors, other agencies and government departments.
- May also supervise resources including other employees, students and/or regulate clients.

Judgement and decision making

- Ability to act responsibly, promptly when emergency care is needed, or to protect children from hazards.
- Demonstrated use of initiative to achieve specific objectives efficiently.
- Proven ability to deal with sensitive and complex issues in a confidential manner.
- 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.
- Guidance and advice are always available within the time available to make a choice.

Specialist skills and knowledge

- Solid understanding of the National Quality Standard
- Knowledge of the Children's Services Centre Regulations.
- Knowledge of Victorian & National Early Years Development Framework
- Ability to report developmental delays objectively and participate in agreed management program.
- Ability to manage the ever-changing number of children who may be unfamiliar with the new environment, and to meet their needs.
- Willingness to use technology to support effective communication and delivery of programs to educators and families such as Microsoft teams, emails, and Storypark.

Management skills

- Plan and implement appropriate program for children.
- Effectively utilise resources - personnel, equipment and materials.
- Manage time effectively
- Ability to support the professional development requirements of team members and encourage opportunities for these to be achieved.
- Support co-educators in the contribution towards all aspects of the program.

Interpersonal skills

- To be enthusiastic and self-motivated in the role of a lead educator.
- To be able to effectively convey a feeling of security, care and flexibility towards children and families
- To contribute to a positive sense of teamwork through effective communication with families, other educators and the Coordinator.
- Ability to gain co-operation 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.
- Require skills in written communication to enable the preparation of routine correspondence and reports if required.
- Demonstrated ability to maintain confidentiality at all times.
- An understanding of and respect for diverse social and cultural values and attitudes in relation to parenting and caring for children.

Qualifications and experience

- Relevant tertiary diploma in accordance with the National Children's Services Regulations 2012
- Experience working with children, preferably in a formal childcare setting

- Current Working with Children Check (or willing to obtain)
- Current first-aid and anaphylaxis qualification (or willing to obtain)

SELECTION CRITERIA

- A minimum diploma level qualification as outlined in the Children's Services Regulations 2012.
- Demonstrated experience in delivering a high-quality learning environment that is inclusive and meets the needs of all children.
- Thorough understanding of Children's Services Regulations and Early Years Frameworks.
- Highly developed interpersonal skills with demonstrated ability to engage and work with a diverse range of stakeholders including parents, colleagues and local community members
- Ability and willingness to support and direct a team of Early Childhood Educators
- Knowledge and understanding of health and safety issues relevant to work activities and work area.
- Current working with children check (or willing to obtain)
- Current first-aid and Anaphylaxis qualification (or willing to obtain).
- Current Police check (or willing to obtain)