



Educator (Certificate 111)

Position Title:	Educator (Certificate III) Jacaranda Preschool South Grafton
Responsible to:	Nominated Supervisor
Date:	1 August 2022
Qualifications:	ACECQA approved Certificate III level qualification (example: Certificate III in Child Studies, Certificate III in Children's Services, Certificate III in Early Childhood Education and Care)
Other Requirements:	<ul style="list-style-type: none">◁ Current First Aid Certificate, Anaphylaxis Management and Emergency Asthma Management Training◁ Clear Working with Children Check (or equivalent)◁ National Police Clearance (no older than 6 months from commencement date)
Award/Agreement:	Children's Services Award (2010)

Job Summary

Service Educators are responsible for providing education and care for children enrolled at the service, consistent with our philosophy and curriculum, and according to the requirements of the National Quality Framework.

Educators work in collaboration with other educators, room leaders, the Educational Leader, the Nominated Supervisor and Approved Provider.

Accountabilities and Key Performance Indicators (KPIs)

Education and Care of Children

- ◁ Act in a manner that promotes the best interests of the child.
- ◁ In conjunction with Room Leader and other educators, implement a high quality education and care curriculum for all enrolled children that is consistent with:
 - » The service philosophy, procedures and policies
 - » Education and Care Services National Regulations
 - » Education and Care Services National Law
 - » The National Quality Standards
 - » Early Years Learning Framework/Framework for School Age Care.



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- ◁ Respond to children's strengths, interests and needs and contribute to planning cycle and review within the room under the guidance of the room leader.
- ◁ Contribute to documenting of children's learning and development under the guidance of the Room Leader.
- ◁ Engage in critical reflection of children's learning to guide future programming.
- ◁ Engage children in learning opportunities that are responsive to:
 - » Meaningful moments,
 - » Intentional and spontaneous interactions,
 - » Children's agency and choice
 - » Routine times,
 - » Information technology and
 - » Environmental sustainability.
- ◁ Support the planning and development of an inclusive environment by:
 - » Supporting every child's learning,
 - » Role modelling positive interactions,
 - » Respecting children's similarities, differences, cultures and diversities,
 - » Maintaining each child's dignity and the rights of each child,
 - » Responding to the emotional, social and wellbeing needs of each child,
 - » Providing physical care, assisting children in toileting, dressing and meal times; and viewing all these opportunities as teachable moments.
- ◁ Support children's individual wellbeing and comfort in sleep, rest and relaxation.
- ◁ Contribute to the development of an environment for children which:
 - » Is ready for operation at the beginning of each day,
 - » Reflects children's curiosity, exploration and problem solving,
 - » Acknowledges the importance of the indoor and outdoor environment as the 'third teacher',
 - » Reflects beauty as a valuable component in supporting the wellbeing of children and all who work at the service,
 - » Provokes practices and discussions to support environmental sustainability.
- ◁ Ensure each child has a sense of Being, Belonging and Becoming within the service.



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Partnerships with Families

- ◁ Demonstrate respect for the families' child rearing practices, beliefs and role as the child's first teacher.
- ◁ Build and maintain professional, inclusive and positive relationships with families of the service.
- ◁ Ensure professional communication with families at all times.
- ◁ Draw on the knowledge and experience of families to support their children's learning.
- ◁ With guidance from the Nominated Supervisor and room leader, engage positively in the orientation, enrolment and transition processes for families and children.

Partnerships with other Educators and Professionals

- ◁ Respect and support colleagues by developing positive and ethical channels of communication that are based on principles of mutual respect, equity and fairness.
 - ◁ Acknowledge and support personal strengths, professional experience and team diversity ◁
- Engage in professional conversations with other educators to enhance knowledge and practice.
- ◁ Be proactive in supporting a healthy team environment.
 - ◁ Support staff to implement the program.
 - ◁ Ensure students on placement are positively welcomed, supported and assisted.
 - ◁ Ensure the Nominated Supervisor is informed of any problem arising, which would affect the children, the service's approval or rating, the regulatory and legal compliance or the smooth running of the service.
 - ◁ Be involved in the service's Quality Improvement Plan and assist to implement this as directed.
 - ◁ Perform additional duties as required by the Approved Provider or Nominated Supervisor as are within your knowledge, skills and capabilities, including duties at a lower classification; provided that this does not promote de skilling. These may include:
 - » Assisting with open days for children attending in the following year,
 - » Maintaining supplies and equipment levels for the room or service,
 - » Performing incidental administrative duties including but not limited to: signing deliveries, organizing noticeboards, etc.

Professional Conduct & Learning

- ◁ Work within the National Quality Framework, the Early Childhood Australia Code of Ethics, the Service philosophy, policies and procedures.
- ◁ Consistently contribute as an effective team member.
- ◁ Actively participate in performance appraisal process.

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- ◁ Engage in reflective practice and ongoing professional learning.
- ◁ Attend and contribute to staff meetings and other whole of staff professional learning events.
- ◁ Undertake Food Safe training at intervals decided by the Nominated Supervisor.
- ◁ Undertake First Aid training (including training in Anaphylaxis Management and Emergency Asthma Management) at intervals decided by the Nominated Supervisor.
- ◁ Undertake an approved child protection training course at intervals decided by the Nominated Supervisor.

Organisational Representation

- ◁ Actively support the organisation's Philosophy, policies and procedures and positively represent the organisation to external contacts at all opportunities.
- ◁ Demonstrate the service code of conduct/code of ethics in all interactions and relationships when representing the service.
- ◁ Maintain the Privacy policy with regards to children, families and educators at all times.
- ◁ Engage in professional conversations with other professionals as is appropriate and with the knowledge of the Room Leader.

Workplace Health and Safety (WHS)

- ◁ Work in a manner that does not pose a risk to self or others.
- ◁ Ensure a safe and healthy work environment at all times.
- ◁ Act immediately on any safety issues that relate to the working environment of the service. ◁ Follow Service policies regarding child protection, and
 - » Inform the Nominated Supervisor of any allegations or conviction of a child protection nature against any other employees, of which you become aware, » Ensure compliance as a mandated reporter.
- ◁ Follow Service guidelines in providing a safe environment for children and staff.
- ◁ Understand, implement and review emergency management procedures as required.
- ◁ Ensure the Service's duty of care to children and their families is strictly maintained.
- ◁ Administer first aid and medication in compliance with procedures and policies and ensure to keep accurate and detailed records of injury/accident/trauma and medication forms.
- ◁ Respond positively and consistently to children's additional needs/ requirements – including diet / allergies and developmental.



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- ◁ Assume an equal share of cleaning duties.
- ◁ Maintain educator-to-child ratios and qualifications at all times.

Key Internal and External Stakeholders	
Stakeholder	Purpose of Communication
Students	<ul style="list-style-type: none"> ◁ Form relationships with children which are comforting and nurturing. ◁ Protect children and their rights.
Parents	<ul style="list-style-type: none"> ◁ Develop and maintain positive relationships with families. ◁ Share information with families relating to their child and the daily activities of the Service. ◁ Help create a safe, supportive and informative environment for families.
Staff	<ul style="list-style-type: none"> ◁ Work together with other staff to provide a safe, supportive, stimulating and educational environment for the children.

Selection Criteria

Qualifications

- ◁ Hold an ACECQA approved Certificate III level qualification or be 'actively working towards' an approved Certificate III level qualification. See www.acecqa.gov.au/qualifications/nqf-approved
- ◁ Working with Children Check/ Working with vulnerable people check or equivalent.
- ◁ National Police Clearance (no older than six months from commencement date) (State/territory relevant).
- ◁ A first aid qualification that is approved by ACECQA that includes applying first aid, emergency asthma management and anaphylaxis management.

Experience

- ◁ Experience in an approved education and care service.
- ◁ Knowledge and understanding of the National Quality Standards and the Early Years Learning Framework/ Framework for School Age Care.
- ◁ Demonstrated experience in curriculum, supporting curriculum development and documenting children's learning and development.

Capabilities

- ◁ Ability to relate effectively with children and their families.
- ◁ Ability to work effectively in a team environment.



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- ◁ Communication and inter-personal skills.
- ◁ Commitment to ongoing professional learning.