



## Early Childhood Educator

### A. POSITION SUMMARY

<b>Position Title:</b>	Early Childhood Educator
<b>Team:</b>	Carramar Early Childhood Education and Care Centre
<b>Reporting to:</b>	Teaching Director
<b>Reports:</b>	None
<b>Status:</b>	
<b>Location:</b>	7 Karella Avenue, Carramar, NSW, 2163
<b>Salary</b>	Award

### B. PROGRAM OVERVIEW

Woodville Alliance (WA) is a not-for-profit community organisation based in Western Sydney and working primarily in Fairfield, Bankstown, Merrylands Guildford, Auburn and Liverpool. We have operated for over twenty years and provide a broad range of children's, family, youth, mental health, disability and early intervention services.

Our organisational vision and mission focuses on social justice and working in partnership with our community. Our values include empowerment, empathy, compassion and innovation.

Carramar Early Childhood Education and Care Centre is a long day care centre providing quality care and educational programs to children aged 1-5 years. It is managed by Woodville Alliance and is just one of the services that are offered by the organisation for the community. It is licensed for 39 places and operating hours are from 7:00 a.m. to 5:30 p.m., 48 weeks in a year.

### C. JOB PURPOSE

The primary objective of the Early Childhood Educator is to work in collaboration with the team to ensure all children and families feel a strong sense of belonging and connection to our educators and the service. This role will insure the implementation of the Early Years Learning Framework (EYLF), it's principles, practices and so to opportunities for all children to experience the achievement of individual learning outcomes. This role will plan, implement, observe, reflect and build upon children's interests and abilities, whilst ensuring that the National Quality Framework, policies, procedures, values and philosophies of Woodville Alliance and Carramar Early Childhood Education and Care Centre are observed and implemented.

### D. RELATIONSHIPS

The position involves a deep understanding of the importance of relationships and how to build thorough, professional and trusting connections. Developing and maintaining safe, respectful and reciprocal relationships with children and families through providing consistent emotional support and interacting positively is paramount. Professional and positive working relationships will also be

developed with colleagues and the wider Woodville Alliance group. This also involves developing networks and relationships within the sector, with groups such as but not limited to:

- Local community contacts
- Other service providers
- Local councils
- Representative organisations
- Health professionals

## E. JOB REQUIREMENTS

Key Result Area <b>1</b>	<b>CHILDREN</b>
<p><b>KEY TASKS</b></p> <ol style="list-style-type: none"> <li>1. Ensure the Early Years Learning Framework, children’s individual interests, needs, strengths and abilities form the bases of the program.</li> <li>2. Develop secure, respectful and reciprocal relationships with all children.</li> <li>3. Provide a warm, safe and inviting learning environment that promotes children’s wonder and sense of agency, giving the foundation to provide experiences for children to explore and achieve their learning outcomes.</li> <li>4. Adopt a holistic approach to teaching and learning, understanding the connectedness between mind, body and spirit. Paying particular attention to children’s physical, social, emotional, and spiritual wellbeing. At all times protect children and their rights.</li> <li>5. Demonstrate responsiveness to children by; <ul style="list-style-type: none"> <li>• Become involved in all aspects of the children’s daily routine through, attending to individual needs during meal, rest, play and toileting times, and ensuring written documentation are up to date and of high quality.</li> <li>• Supporting children with varying abilities to participate fully in the program. This includes being able to support children with toileting, nappy changes, eating, holding, lifting and at times carrying them. You will need to be able to work at all levels, on the floor and at tables. You may need to react quickly in situations where you feel a child may need assistance urgently. We are an inclusive environment and at times will be working with children with various physical needs of different ages, weight and temperament you need to be physically fit to support these children.</li> <li>• Following on with children’s interest and opportunities for investigation and project making.</li> <li>• Promoting and modelling social justice and equality through positive behavior, utilizing the Behaviour Guidance Policy, role modeling and your interactions with children</li> <li>• Providing a safe and healthy environment, ensuring compliance with the preventative health and safety policy, and promoting health and hygiene practices in the daily program.</li> <li>• Protecting Children and their rights, while making ethical decisions through working with colleagues and families to achieve best outcomes for children. When necessary to follow child protection policy and mandatory reporting guidelines.</li> <li>• Treat all children with deep respect, viewing all children as competent and capable individuals, ensuring all children receive equal education and care</li> </ul> </li> <li>6. Provide opportunities for “intentional teaching”, plan for group times and individual opportunities for “teachable moments”.</li> </ol>	

7. Continually working towards gaining cultural competence by demonstrating a respect for difference and diversity within our service. Ensure cultural focus is interwoven within our daily routine and all experiences planned are based on promoting inclusivity and are done so in a sensitive manner.
8. Gathering and analyzing information as evidence about what all children know, can do and understand. Understanding and participating in the ongoing cycle of assessment for learning.
9. Understand and recognize the importance of continuity of learning and transitions for children while assisting children to navigate through change and being prepared for it.

**Key Performance Indicators- for the tasks.**

1. A sound understanding and working knowledge of the Early Years Learning Framework, ability to observe and plan based on individual children’s interests, strengths and growing abilities.
2. Strong attachments will be made between educator and children, children will feel safe and secure and have a real voice in the decisions that affect them.
3. All Carramar Early Childhood Education and Care Centre policy and procedures in regards to Children are being followed and adhered to.
4. Ensure effective documentation of incidents, accidents, and/or illness, contacting relevant personnel when necessary.
5. Correct child to educator ratios are maintained at all times.
6. All documentation, specifically in regards to the children’s development, the learning program, learning stories, goals, learning outcome assessments and the children’s daily information are up to date and of high quality, and adhering to the Programming and Planning procedures.
7. Following up on and carrying out any programs provided by any support team, specialist educators and medical professionals.
8. All steps to mandatory reporting are met and all documentation is completed and kept confidential and the Early Childhood Australia Code of Ethics are adopted within the service.
9. Participate in the gathering of information on children. Participating in the ongoing cycle of assessment including, planning, documenting, evaluating children’s learning. Also conducting half yearly and yearly assessments on children with focus on their learning outcomes

<b>Key Result Area 2</b>	<b>FAMILIES/COMMUNITY</b>
<b>KEY TASKS</b>	
<ol style="list-style-type: none"> <li>1. To develop and foster positive and respectful partnerships with families ensuring strong foundations of understanding each other’s expectations are developed.</li> <li>2. Provide a welcoming environment for families. Ensuring families are encouraged to work in collaboration with educators to develop a curriculum that is meaningful.</li> <li>3. Maintain a high level of professionalism especially with regards to confidentiality and privacy.</li> <li>4. Sharing and exchange of appropriate information about their child/ren, with all developmental feedback going through the Lead Educator first.</li> <li>5. Contributing to the positive image of the centre.</li> </ol>	
<b>Key Performance Indicators- for the tasks</b>	
<ol style="list-style-type: none"> <li>1. Working towards knowing all family members and their expectations through collecting information from enrolment, asking questions in relation to children, documenting conversations with families and storying these in the appropriate place.</li> </ol>	

2. Documentation containing confidential information is kept in a safe and secure location, and any that need to be discarded are shredded before throwing away or recycled ensuring that the privacy policy is adhered to and followed.
3. Encouraging the active participation of families in the daily life of the centre through conversations and invitations.
4. Communicating daily with families, utilizing a number of means such as verbal and written, through documentation such as learning stories and daily information sheets.
5. Actively participating in any centre and community events, as a means of connecting with the wider community and also promoting the centre.

<b>Key Result Area 3</b>	<b>Colleagues</b>
<b>KEY TASKS (Numbered)</b>	
<ol style="list-style-type: none"> <li>1. Promote a collaborative environment by working co-operatively with colleagues, sharing responsibilities and giving open and honest feedback.</li> <li>2. Establish and maintain professional working relationships with colleagues that are positive, respectful, fair and supportive.</li> <li>3. Participating in reflection opportunities and contribute to team planning</li> </ol>	
<b>Key Performance Indicators- for the tasks</b>	
<ol style="list-style-type: none"> <li>1. Ensuring that the child to adult ratios is maintained at all times and that the routine chores and writing of documentation are shared equally amongst each other, with responsibilities pertaining to anyone in particular carried out efficiently and effectively.</li> <li>2. Attending room meetings and actively engaging in discussions about the program, the children, the room and so on in an appropriate and professional manner.</li> <li>3. Following the grievance procedure in the event of a problem and/or disagreement with a colleague arising.</li> </ol>	

<b>Key Result Area 4</b>	<b>WORK, HEALTH AND SAFETY</b>
<b>KEY TASKS</b>	
<ol style="list-style-type: none"> <li>1. Show responsibility for personal health and safety</li> <li>2. Ensuring the health, safety and welfare of children, visitors and workers in the workplace.</li> <li>3. Complying with Carramar Early Childhood Education and Care Centre’s work, health and safety policies and procedures, and reporting any situation that may present a risk or near miss to oneself and others in the workplace.</li> <li>4. Assist in the daily maintenance of the service including cleaning, tidying and maintaining presentation</li> <li>5. Adhere to and demonstrate commitment to company WHS policies, risk management framework and safe working practices as dictated and a varied or created by Woodville Alliance from time to time.</li> </ol>	
<b>Key Performance Indicators- for the tasks(Numbered)</b>	
<ol style="list-style-type: none"> <li>1. Reporting any work accidents or incidents to the Teaching Director and filling out appropriate documentation/forms, such as morning/afternoon and indoor/outdoor check lists.</li> </ol>	

- 2. Ensuring that all health and safety policies and procedures are followed, reporting any situation that may present as a risk to oneself and others in the workplace to the Teaching Director.
- 3. Is proactive in ensuring the centre is clean and tidy at all times.

Key Result Area <b>5</b>	<b>Personal Leadership</b>
<p>KEY TASKS</p> <ul style="list-style-type: none"> <li>• Understanding and adhering to all Carramar Early Childhood and Woodville Alliance Policies and Procedures.</li> <li>• Adhere to working conditions as stipulated in employment contract</li> <li>• Demonstrate adherence and commitment to meeting all key result areas of position description</li> <li>• Continually working towards best practice, through research, further education, attendance of workshops, other professional development opportunities and bringing new ideas to the environment.</li> <li>• Adhere to all relevant employment legislation as dictated by state and federal legislation inclusive of WHS Act 2011 and its regulations, National Quality Framework, including the implementation of the Early Years Learning Framework, National Quality Standards and the Education and Care Services National Law and Regulations 2011.</li> <li>• Participation in team meetings, room meetings and other forms of reflection and planning as required and taking turns in documenting meeting minutes and actively participating in the discussions.</li> <li>• Participation in performance management cycle including individual goal setting meetings, giving and receiving feedback and yearly performance reviews</li> <li>• Ensure all activities comply with WA &amp; funding bodies policy and relevant legislative and regulatory requirements ensuring no nonconformance reports.</li> </ul>	

Key Result Area <b>6</b>	<b>Adherence to Company Policies and Procedures</b>
<ul style="list-style-type: none"> <li>• Adhere and demonstrate commitment to company HR policies and procedures.</li> <li>• Adhere and demonstrate commitment to company WHS policies risk management framework and safe working practices.</li> <li>• Adhere to working conditions as stipulated in employment contract.</li> <li>• Demonstrate adherence and commitment to meeting all key result areas of position description.</li> <li>• Adhere to all relevant employment legislation as dictated by state and federal legislation inclusive of WHS Act 2011 and its regulations.</li> <li>• Ensure all activities comply with WCS &amp; funding bodies' policies and relevant legislative and regulatory requirements, ensuring no non-conformance reports.</li> </ul>	

## F. RECRUITMENT INFORMATION

(The essential knowledge, experience, skills and personal attributes required for the position)

COMPETENCY AND SELECTION CRITERIA REQUIREMENTS	
1	Certificate III in Early Childhood Education and Care or Diploma Early Childhood Education and Care
2	Current First Aid Certificate
3	A Working with Children Check clearance number
4	Asthma and Anaphylaxis certificates
5	Knowledge of the National Quality Framework, inclusive of the NQS, EYLF, Laws and Regulations, Rating and Assessment process
6	Understanding and ability to build genuine, reciprocal relationships with children, families, colleagues and greater community
7	Previous experience in a similar role
8	Skills in oral and written communication

## G. EXPERIENCE AND REQUIREMENTS

<ul style="list-style-type: none"> <li>You may need to perform other reasonable duties which are not listed in this position description from time to time to meet our business and operational needs</li> <li>You may be required to travel with notice to fulfill your duties.</li> <li>To promote a culture of choice, inclusion and empowerment for all children</li> <li>A commitment to create and sustain a culture of continuous quality assurance and continuous improvement by identify improvement opportunities and engaging in discussions</li> </ul>
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### Approval

<b>Managers Name</b>	<b>Managers Signature and Date</b>
<b>Employee Name</b>	<b>Employee Signature and Date</b>
<b>General Manager - Human Resources Name</b> Veronique Besnard	<b>General Manager – Human Resources Signature and Date</b>