Position Title: Early Childhood Educator (Certificate III), [name of Preschool or Long Day Care]

Responsible to: Room Leader, Director [name of organisation]

Date: November 2012

Qualifications: Certificate III in Children’s Services

Other Requirements:
- Current First Aid Certificate, Anaphylaxis and Asthma Management training
- Clear Working with Children Check

Award/Agreement:
[insert appropriate award and/or name of enterprise agreement]

Job Summary

As an educator, you are expected to be an active team member of a team which provides high quality early childhood education and care to children.

This includes:
- Developing strong relationships with children at the service;
- Developing strong relationships that support and partner with families and the community;
- Implementing the policies and associated procedures of the organisation at all times; and
- Working with other staff towards continuous improvement in all areas of the service’s operations.

Key Accountabilities

General Responsibilities

- To work in accordance with the requirements of the Children (Education and Care Services National Law Application) Bill 2010, Education and Care Services National Regulations and the National Quality Standard for Early Education and Care;
- Working in accordance with the Code of Ethics of the Early Childhood Australia;
- Implementing the services’ philosophy in undertaking all other duties;
- Working in accordance with the policies and associated procedures of the organisation; and
- Provide ongoing support and assistance to other staff in all areas of service operation.
Responsibilities as per the National Quality Standard

1. Educational program and practice

1.1 Ensure to implement the service statement of philosophy and that it guides the pedagogy and teaching decisions;

1.2 Contribute as requested to the development of programs which reflect the Early Years Learning Framework (EYLF);

1.3 Ensure curriculum decision making contributes to each child’s learning and assist children to enhance their connection with community, wellbeing, confidence as learners and effectiveness as communicators;

1.4 Help children develop the goals of the EYLF:
   » A strong sense of their identity;
   » Connections with their world;
   » Strong sense of wellbeing;
   » Confidence and involvement in their learning; and
   » Effective communication skills.

1.5 Assist with the implementation of a play based learning environment responsive to children’s interest, strengths and abilities;

1.6 Contribute to the planning, implementation, evaluation and reflection of programs which reflect the emerging skills and interests of children;

1.7 Assist with the implementation of daily routines and use routine times as opportunities for learning;

1.8 Under direction of diploma qualified staff or teachers, contribute to the planning of children’s learning and the documentation of this so as to make their learning visible;

1.9 Under direction of diploma qualified staff or teachers, maintain ongoing records of the child’s development and records of children’s assessments against learning outcomes; and

1.10 Engage in critical reflection and evaluation of children’s learning and this is used as a primary source of future planning.

2. Children’s health and safety

2.1. Ensure each child’s health needs are supported;

2.1. Ensure that children are safe and adequately supervised at all times;

2.2. Take responsibility to ensure a potential supervision risk are reported to other educators or Director;

2.3. Take responsibility for the protection and rights of children attending the service;

2.4. Ensure that the environment is safe, supportive, stimulating and educational for children;

2.5. Respond positively and consistently to children’s additional needs/requirements – diet/allergies, developmental etc;

2.6. Ensure a high standard of hygiene is maintained in compliance with procedures and policies;
2.7. Administer first aid and medication in compliance with procedures and policies; and

2.8. Ensure to keep accurate and detailed records of injury/accident/trauma and medication forms;

2.9. Become familiar with all policies regarding health and safety at the service;

2.10. Support children's individual wellbeing and comfort in sleep, rest and relaxation.

2.11. Assist to ensure the service’s child protection policy is implemented:
   2.11.1. Inform the Director of any allegations or convictions of a child protection nature against any other employees, of which you become aware; and
   2.11.2. Ensure compliance as a mandated reporter which requires reporting to Community Services, where there is reasonable grounds to suspect that a child is at risk of significant harm.

3. Physical environment

   3.1. Contribute to the development of an environment for children which fosters curiosity, exploration and problem solving;
   
   3.2. Maintain respect for the learning environments, both indoors and outdoors and this is viewed as the ‘third teacher’;
   
   3.3. Maintain supplies and equipment levels for the room or centre in accordance with the service's policies;
   
   3.4. Assist to maintain the aesthetics of the environment along with the children;
   
   3.5. Maintain a clean and safe work environment;
   
   3.6. Report all workplace accidents and hazards to your supervisor. Implement immediate action for identified hazards if able to do so;
   
   3.7. Conduct daily and monthly workplace inspections and risk assessments and as per schedule provided. Eg, opening/closing checklist, toys and equipment cleaning checklist, safe building checks etc;
   
   3.8. Assist the service to ensure environmental sustainability practices is embedded in all areas of the program;
   
   3.9. Support children to become environmentally responsible and show respect for the environment; and
   
   3.10. Assume an equal share of cleaning duties.

4. Staffing arrangements

   4.1. Maintain educator-to-child ratios and qualifications at all times;
   
   4.2. Demonstrate the service code of conduct/code of ethics in all interactions and relationships at the service;
   
   4.3. Respect and support colleagues by developing positive and ethical channels of communication that are based on principles of mutual respect, equity and fairness;
   
   4.4. Be proactive in supporting a healthy team environment;
   
   4.5. Maintain professional and ethical standards at all times when dealing with families, educators and the children;
4.6 Participate in ongoing professional development and training programs; and
4.7 Attend staff meetings as required and contribute to these meetings through shared observations of children and sharing new ideas.

5. **Relationships with children**
   
   5.1 Ensure each child has a sense of belong, being and becoming within the service;
   
   5.2 Maintain respectful, equitable and genuine relationships with all children are maintained at all times;
   
   5.3 View and respect children as competent, capable and engage in meaningful interactions through shared decision making with them;
   
   5.4 Each child is supported to manage their own behaviour and this is encouraged with positive behaviour guidance strategies;
   
   5.5 Respect children’s similarities, differences, cultures and diversities;
   
   5.6 Each child’s dignity and the rights of each child is maintained at all times;
   
   5.7 Respond to the emotional, social and wellbeing needs of each child;
   
   5.8 Provide physical care, assisting children in toileting, dressing and meal times; and all of these opportunities are viewed as teachable moments;
   
   5.9 Form positive, comforting and nurturing relationships with children; and
   
   5.10 Assist in maintaining up to date records of the children within your group.

6. **Collaborative partnerships with families and communities**
   
   6.1 Develop and maintain positive and respectful relationships with families;
   
   6.2 All families are supported and child rearing practices and beliefs are respected which contributes to joint partnerships being consistently implemented;
   
   6.3 With guidance from the Director or diploma trained educators, engage positively in the orientation, enrolment and transition processes for families and children;
   
   6.4 Share information with families relating to their child and the daily activities of the service;
   
   6.5 Create a safe, supportive and informative environment for families;
   
   6.6 Act as a resource person for families;
   
   6.7 Maintain the confidentiality policy on children, families and educators at all times
   
   6.8 Encourage families to contribute to the community of the centre;
   
   6.9 Be an advocate for high quality services for children in our community;
   
   6.10 With guidance from the Director, families are supported to access inclusion support and assistance; and

4.13 Ensure students on placement are positively welcomed, supported and assisted.

7. **Leadership and service management**
   
   7.1 Become familiar with all the services polices and procedures
   
   7.2 Assist with administrative duties as requested;
   
   7.3 Ensure the Director is informed of any problem arising, which would affect the children, service approval or rating, regulatory and legal compliance or the smooth running of the service;
7.4 Advocate for children and their families;
7.5 Be involved in the service’s *Quality Improvement Plan* and assist to implement this as directed;
7.6 Positively promote and market the centre to families and the community; and
7.7 Attend management committee meetings if requested.

8. **Any other duties specified by the Director**

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**References**

- National Quality Standard for Early Education and Care - (Schedule 1 of the Regulations)

**Linked Documents**

- Service philosophy
- Service policies including Workplace Health and Safety Policy
- Enterprise agreement/and or award
- Service Quality Improvement Plan
- Staff Handbook