

Position Description

[Early Childhood Educator – Certificate III]



Position Details

Position Title	Early Childhood Educator – Certificate III
Position Number	100305, 100074, 702423, 702450, 702510, 702517, 702521, 702410, 702421, 702498, 702513, 702805, 702406, 702429, 702431, 702808, 702809, 702440, 702515, 100303, 702802, 702803, 702812, 702442, 100754, 100305, 702401, 702412, 702417
Classification	Band 3
Division	Community Strengthening
Branch	Family, Youth and Children's Services
Unit	Children's Services
Reports To	Early Years Precinct Team Leader
Employment Essentials	• Working with Children Check • National Police Check • An approved Certificate III qualification as per the approved qualifications list published • Current Approved First Aid and CPR Certificate; Certificate in the Management of Asthma; and Certificate in the Management of Anaphylaxis as per the approved qualifications list Adequate written communication skills.

Yarra City Council is committed to being a [child safe organisation](#) and supports flexible and accessible working arrangements for all.

This includes people with a disability, Aboriginal and Torres Strait Islander peoples, culturally, religiously and linguistically diverse people, young people, older people, women, and people who identify as gay, lesbian, bisexual, transgender, intersex or queer.

We draw pride and strength from our diversity, remain open to new approaches and actively foster an inclusive workplace that celebrates the contribution made by all our people.

At Yarra Every Job is a Climate Job

Acting on the climate emergency requires that we change the way we think, make decisions, and prioritise action. We must embed proactive climate responses in the ways we govern, live our lives, and conduct our work. Every choice we make today and into the future will have an impact; this is true for Council and the community.

Acknowledging the scale of this crisis, at Yarra we are committed to ensuring that every job is a climate job meaning that each staff member will play a key role in shaping our climate response.

Organisational Context

The Municipality is committed to efficiently and effectively servicing the community to the highest standards, protecting, enhancing and developing the City's physical and social environment and building the population and business base. A major imperative of the Organisation is the introduction of a best value framework with an emphasis on customer service and continuous improvement.

Yarra City Council's Family, Youth and Children's Services Branch is an innovative team that works interconnectedly to support and improve the lives and outcomes of children, families and young people. The branch provides services and programs, and plans for, advocates, and partners with others so that children,

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young people and their families experience integrated and seamless services through the life stages from birth to 25 years.

The Family, Youth and Children's Services Branch has five interconnected service units:

- Children's Services provides, supports, and strategically plans for early childhood and education and care services across the municipality,
- Connie Benn Centre is an integrated family and children's hub,
- Family Services includes Maternal and Child Health, immunisation, Integrated Family Services, and playgroups,
- Service Planning and Development leads, coordinates, and supports policy, research, evaluation, strategic service planning and projects, and branch administration,
- Youth and Middle Years Services works in partnership with young people to provide programs, advocacy and youth engagement activities.

The branch also supports Council's Families and Children's Advisory Committee, local toy libraries, and Australia's first adventure playground - the Fitzroy Adventure Playground.

Position reports to:	Early Years Precinct Team Leader
Reporting to this Position:	Co-educators and students
Internal Relationships:	Precinct Leadership team, Team of Educators at the service Educators across the Children's Services Unit Administration staff and Management team across the Children's Services unit
External Relationships:	Children and families attending the Service Relevant Children's service organisations in relation to service delivery and Early Childhood Professionals

Position Overview

To actively participate in, and contribute to, high quality educational programs for young children and their families. To work as part of a team in accordance with legislative requirements and Yarra City Council values, policies and procedures.

Key Responsibilities

All Yarra employees:

Demonstrate leadership in reducing Yarra's emissions and building a climate resilient future by embedding climate considerations into all of Council's activities.

Curriculum

- Assist in the development and implementation of high-quality educational programs.
- Assist in the implementation the Victorian Early Years Learning and Development Framework (VEYLDF) and the Australian Early Years Learning Framework (EYLF).
- Contribute to the development and implementation of programs for groups of children and for individual children.

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- Contribute to the regular evaluation of programs within the VEYLDF, and the National Quality Frameworks (NQF).
- Support the engagement and learning of all children through intentional teaching and sustained conversations based on children's interests

Safe Environment for Children and Staff

- Ensure all procedures required by the Education and Care Services National Law Act (2010) and The Education and Care Services National Regulations (2011), the National Quality Framework (NQF); and the Children's Services Act 1996 and Regulations 2009 (as applicable to the service type), the City of Yarra Staff Policies, the City of Yarra Children's Services Policies and Procedures, and the Occupational, Health and Safety Policies, are adhered to.
- Actively maintain a safe environment for children, including constant active supervision, checking equipment, ensuring the physical environment is clean and well organised with learning experiences offered in an attractive way.
- Report any concerns regarding legal requirements, policies, procedures and work practices to the person nominated as in day-to-day charge of the centre.
- Report any risk to children's wellbeing including accidents and illness to co-educators immediately and record as per service procedure.
- Inform Centre Coordinator or Responsible Person in Charge if parent needs to be called to collect child to seek medical advice.

Liaison with Families and Staff

Families

- Share with parents on an ongoing basis their child's positive participation in the centre.
- Acknowledge and be sensitive to varying parenting and cultural practices.
- Refer families with concerns to Diploma educators or Centre Leadership.
- Actively communicate information from families about their child's needs and interests with other educators.

Educator Team Staff

- Support all educators to ensure the effective day to day functioning of the centre.
- Participate in the building of a positive culture within the team.
- Report to your co-educator any issues on the day-to-day operation of the Centre.
- Report any unresolved concerns to centre coordinator.
- Participate in the ongoing review of the Quality Improvement Plan and support the implementation.

Precinct Team Leader

- Report to the Precinct Team Leader, any issues pertinent to the day-to-day operation of the centre, including issues relating to staff, parents and children.
- Participate in and support the development and implementation of centre policies and procedures, including the Quality Improvement Plan.
- Participate and support the development and implementation of initiatives arising from the Council Plan

Administration

- Assist in the maintenance of curriculum documentation, group and individual children's learning records.
- Undertake completion of accident/illness records, attendance records, medication records and document and report any concerns in relation to a child's health and well-being, as per centre processes.

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- Undertake a variety of duties to support the day-to-day functioning of the centre, i.e. cleaning of resources and learning spaces.

Accountability and Extent of Authority

- Specific guidelines and works under general supervision.
- Freedom to plan work at least several days in advance.
- Effect of actions taken is usually limited to a local group or function.

Judgement and Decision Making

- Procedures well understood and clearly documented.
- Selection from a limited range, recurring work situations.
- Guidance and advice is always available.

Management Skills

- Basic skills in managing time, planning and organising own work.
- Guidance, advice and training of other staff in routine matters.

Interpersonal Skills

- Oral and written communication with clients, employees and members of the public, and in resolving minor problems.

Risk and Safety Requirements

- Minimise risk to self and others and support safe work practices through adherence to legislative requirements and Council policies and procedures.
- Report any matters which may impact on the safety of Council employees, community members, or Council assets and equipment.
- Yarra City Council is committed to prioritising and promoting child safety. We adhere to the Victorian Child Safe Standards as legislated in the Child, Wellbeing and Safety Act 2005 and have robust policies and procedures to meet this commitment.

Specialist Skills and Knowledge

- Limited degree of skill.
- May require understanding of organisational context - including relevant policies and procedures.
- Ability to assist in the development and implementation of innovative curriculum relevant to the needs of children attending the centre.
- An understanding of child development and an ability to relate this to the curriculum decisions that are made each day.
- An understanding of other relevant community and early childhood services available for the support and care of children and their families.
- Knowledge and understanding of the Education and Care Services National Law Act 2010, The Education and Care Services National Regulations (2011), the National Quality Framework (NQF); and the Children's Services Act 1996 and Regulations 2009 (as applicable to the service type).

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- Demonstrated moderate computer skills with experience in the use of Microsoft Desktop software including Outlook (or another email system), Word, and other Microsoft programs.

Qualifications and Experience

- 4 years secondary plus short industry training course, or some on-the-job training, or traineeship.
- An approved Certificate III qualification as per the ACECQA approved qualifications list
- Current Approved First Aid and CPR Certificate; Certificate in the Management of Asthma; and Certificate in the Management of Anaphylaxis as per the ACECQA approved qualifications list
- Current and valid Working with Children Check
- Adequate written communication skills.

Key Selection Criteria

1. Demonstrated skills in supporting the development, implementation, and continual reflection of a high-quality play-based curriculum reflective of the National Quality Framework (NQF) and the Victorian Early Learning Framework and responsiveness to the individual strengths, abilities and interests of children.
2. Highly established interpersonal and communication skills with the demonstrated ability to form positive relationships with children, families and the Children's Services team.
3. Demonstrated ability to provide support for the culturally and linguistically diverse community of families and educators.
4. Demonstrated ability to apply knowledge of the Education and Care Services National Law Act 2010 and Education and Care Services National Regulations (2011) and where needed the Children's Services Act 1996 and Regulations 2009 to comply with service policy, procedures and practice.
5. Ability to work effectively and flexibly as part of a team of educators with limited supervision.
6. Demonstrated ability to apply literacy skills to ensure compliance in completing written records as required for compliance and documenting the curriculum and children's learning.