

Position Description

Early Childhood Educator - Diploma Qualified



Position Details

Position Title	Early Childhood Educator - Diploma Qualified
Position Number	Multiple positions
Classification	Band 4
Division	Community Strengthening
Branch	Family, Youth and Children's Services
Unit	Children's Services
Reports To	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, young people and their families experience integrated and seamless services through the life stages from birth to 25 years.

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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:	Precinct Team Leader
Reporting to this Position:	Co-educators, students
Internal Relationships:	Precinct Leadership Team Team of educators at the service Educators across the Children's Services Unit Administration staff & 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 lead the development and implementation of a quality education and care curriculum for the children attending the centre in accordance with all legislative requirements and City of Yarra Policies and Procedures. The curriculum should reflect the context and diversity of the community in which the children live.

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 Councils activities.

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Curriculum

- Lead the implementation of care and educational programs of high quality taking into account the ages and stages of individual children
- Lead the implementation of key outcomes from the Victorian Early Years Learning and Development Framework (VEYLDF) and the Australian Early Years Learning Framework (EYLF)
- Lead the development of the curriculum for the group of children as a whole and for individual children as required
- Be responsible for ensuring regular evaluation of the curriculum by reference to the VEYLDF, EYLF and the National Quality Framework (NQF)
- Lead, plan and implement a play-based curriculum that recognises children's strengths and interests and capacity to become capable and competent learners
- Build warm and respectful relationships with all children, gaining comprehensive knowledge of them as individuals and aiding the provision of documents that reflect their Diploma Qualified Early Childhood Educator April 2022 learning and engagement with the curriculum, individual children, and ensure comprehensive individual developmental records.

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
- Maintain a safe environment for children including maintaining active supervision, sharing responsibility for checking equipment, ensuring the physical environment is clean and well organised, with learning experiences offered in an aesthetically pleasing manner
- Report to Centre Coordinator or (in the coordinator's absence) to the Responsible Person in Charge; any concerns regarding adherence to above procedures, regulations and legislation
- Report to Centre Coordinator or (in the coordinator's absence), to the Responsible Person in Charge; any incidents/accidents, illness and record as per Centre procedure.

Liaison with parents, staff and Precinct Leadership team

Parents

- Be available to liaise with parents on their child/ren's day at the centre and to discuss aspects of their child's development
- Acknowledge and be sensitive to, in the context of the centre's user groups, varying parenting practices
- Inform Centre Coordinator of any concerns regarding the development, behaviour or well-being of any child attending the centre.

Educator Team Staff

- Mentor staff to demonstrate initiative to support the day-to-day functioning of the centre
- Supervise and assess students, as required
- Participate in the building of a positive culture within the team
- Participate in and support the collaboration of educators within the team.

Precinct Team Leader

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- 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

- Maintain curriculum documentation, group and individual children's learning records, accident/illness records, attendance records and document and report any concerns in relation to a child's health and well-being.
- Ensure all required records and authorisations are completed for excursions.
- Undertake duties as necessary to aid the day-to-day functioning of the centre.

Accountability and Extent of Authority

- Specific guidelines but scope to exercise some discretion.
- Freedom to plan work at least a week in advance.
- May supervise resources including staff.
- Effect of actions taken is usually limited to a local group, function, job or client.

Judgement and Decision Making

- Work objectives well defined.
- For supervisors, often requires quantification of resources.
- Guidance and advice is always available within time to make a choice.

Management Skills

- Skills in managing time, planning and organising own work.
- Basic knowledge of Human Resource (HR) practices.
- Able to provide supervision and on-the-job training.

Interpersonal Skills

- Ability to gain cooperation and assistance from clients, other employees and members of the public in the administration of well-defined activities.
- Skills in preparation of routine correspondence and reports.

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.

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Specialist Skills and Knowledge

- Considerable skill or adaptation.
- Proficiency in standard procedures, practices, Acts/Regulations, understanding of precedents.
- Understanding of organisational context - including relevant policies, regulations and precedents, unit goals and perhaps wider organisation goals.
- Proven ability to develop and implement innovative quality curriculum relevant to the needs of children attending the centre.
- Thorough knowledge of child development theories and an ability to demonstrate this within the program.
- Knowledge 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).
- 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

- Beyond secondary education; typically post trade certificate or post-secondary qualification below degree/diploma level, or knowledge and skills through on-the job-training.
- An approved Diploma qualification as per the approved qualifications list published on www.acecqa.gov.au
- 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 published on www.acecqa.gov.au.
- Current and valid Working with Children Check.

Key Selection Criteria

1. Demonstrated strong ability to plan, implement and evaluate high-quality play-based curriculum that adheres to the National Quality Framework (NQF) and the Victorian Early Learning Framework and is attentive and responsive to children's individual needs as well as the ability to create welcoming learning environments that promote agency and a sense of belonging.
2. Demonstrated ability to recognise the needs of children with diverse and/or additional needs and ability to develop appropriate support plans for them. You will create plans with input from Allied health providers, Pre-School Field Officers, family support professionals, and the child's family; using a family-centered approach that is culturally sensitive and inclusive.
3. Proven high interpersonal and communication skills, including the ability to create and support positive relationships with children, families, co-educators, and the Children's Services team, as well as cultural competence and respect for various parenting practices, and the ability to exercise discretion in problem solving involving families, children, and colleagues.
4. Demonstrated strong ability to impart specialist Early Childhood Education knowledge to co-educators; mentor and empower teams to achieve higher outcomes and productivity; and work effectively and flexibly as part of a team with minimal supervision.
5. Proven ability to work effectively with vulnerable children and families to achieve positive outcomes. you will have experience in demonstrating a high level of awareness and ability to tailor your practice and service delivery to meet their needs.

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6. 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.