

Preschool Field Officer

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Position Identification

Position Title:	Preschool Field Officer (PSFO)	Position Number:	Various
Classification:	PSFO	Reports To:	Coordinator Early Years Services
Directorate:	Communities	Direct Reports:	Nil
Department:	Community Strengthening	Budget Responsibility:	Nil
Position Level:	Individual Contributor	Date Approved:	August 2026

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Our Values



...for the people of
Yarra Ranges



Yarra Ranges Council acknowledges the Wurundjeri and other Kulin Nation peoples as the Traditional Owners and Custodians of these lands and waterways.

We pay our respects to all Elders, past, present, and emerging, who have been, and always will be, integral to the story of our region.

We proudly share custodianship to care for Country together.



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Position Purpose

Council's Children and Families team offer a range of services to children and families in the community. Through partnerships with other service providers, it helps to develop policy, support and plan for better coordinated services and promote the wellbeing of all families and children.

Situated within Children and Families Team, the PSFO program provides a lead role in offering practical advice and support to early childhood educators in Victorian government funded kindergarten services including information, resources, program strategies, educator's coaching, modelling strategies, and identification of a child's additional needs and referral pathways.

Through building educator capacity, the PSFO assists access, learning, development, and participation of children with additional needs within funded kindergartens.

Key Result Area	Key Activities	What Success Looks Like
External Consultant	Assist funded Early Childhood Education and Care (ECEC) services to respond to the needs of children through the provision of high quality, inclusive environments as aligned with the Victorian Early Years Learning & Development Framework (VEYLDF) and National Quality Framework (NQF). Provide professional guidance, support and coaching to educators to build their capacity and confidence, and to gain knowledge and skills in planning, implementation, and review of developmentally appropriate inclusive programs to meet the needs of children requiring additional support. In particular, children with a disability, Aboriginal and Torres Strait Islander background, culturally and linguistically diverse (CALD) and families and children at risk. Support and build educator's confidence and capacity to respond to a parent's concerns regarding their child's development. Provide clear, current, and consistent information to services and families with children with additional needs to access a variety of programs within the early years and to transition to their foundation year at school. Identify referral pathways and facilitation of linkages to the range of generic and secondary services as appropriate. Advocate when necessary.	Educators consistently demonstrate inclusive practices aligned with the VEYLDF and NQF, with children of all abilities actively participating in programs and routines. ECEC services show increased capability to plan, implement and review inclusive programs that meet the needs of children requiring additional support. Educators report increased confidence, knowledge and skills in supporting children with disability, Aboriginal and Torres Strait Islander backgrounds, CALD backgrounds, and children and families experiencing vulnerability. Recommended strategies and coaching outcomes are embedded into everyday practice and reflected in program documentation. Educators confidently identify, discuss and respond to developmental concerns with families using evidence-based observations. Families report feeling informed, supported and empowered when concerns about their child's development are raised. Children and families are connected to appropriate early years, specialist and community support programs in a timely manner.
Group Facilitator/ Trainer	Develop support strategies and provision of training for educators to enable them to better support children with additional needs in their programs, utilising the principles of inclusive practice. Attend relevant meetings and forums. Mentor, participate in and/or convene case management meetings with educators where necessary to ensure a family-centred approach to service delivery. Actively support the annual survey of services as required by Council and the Department of Education (DE) for referrals to the PSFO program to evaluate the effectiveness of the service. Problem solving, and communication skills are required for dealing with a broad range of community organisations and service providers.	Educators demonstrate increased knowledge, confidence and capability in implementing inclusive practices and strategies to support children with additional needs. Productive participation in meetings and forums strengthens collaboration, information sharing and coordinated support across services and agencies. Service feedback, survey results and evaluation data demonstrate high levels of satisfaction and evidence that PSFO support has positively impacted educator practice and inclusion outcomes. Effective communication, problem-solving and meeting facilitation skills lead to timely resolution of issues,

	Knowledge of formal meeting procedures and the ability to facilitate a meeting.	successful referrals, and strong partnerships with families, educators and service providers.
Information Coordinator	Work both independently and as a productive team member of a multi-disciplinary team, effectively taking initiative, to plan, organise, implement, and manage time to set priorities. Inform the Coordinator Early Years Services of concerns regarding kindergarten services, children, parents, and agencies in relation to the implementation of the PSFO program and those relating to any matters outside established procedures for the PSFO. Provide information to families in a language and format that is easily understood by them, including using interpreters and providing translations of written material. Maintain accurate, effective, and up-to-date client and service records and data as required by Department of Education (DE) while respecting confidentiality and privacy. Prepare and submit relevant reports and service data for Council, State Government, kindergartens, and specialist support staff including Kindergarten Information Management System (KIMS) data, second year of funded kindergarten reports and KPI's. Complete reports for kindergarten educators to share with parents and other professionals as requested.	Effectively manages a diverse workload, meets key deadlines, demonstrates initiative and contributes positively to multidisciplinary team goals and service outcomes. Concerns regarding services, children, families or agencies are identified early, escalated appropriately, and managed in accordance with PSFO program requirements and organisational procedures. Client records, data entry and documentation are accurate, current, confidential and compliant with Department of Education and Council requirements. Reports, KIMS data, funding information, KPI reporting and educator summaries are completed accurately, submitted on time
Researcher	Continually promote, evaluate, and improve the operation of the PSFO Service through need analysis and by identifying gaps in service delivery. Develop strategies to maintain and extend specialist knowledge skills and awareness of the latest sector research. Support events and forums which promote inclusive practice and service integration. In conjunction with the Coordinator Early Years Services, continually promote, evaluate and improve the operation of the PSFO program through need analysis and by identifying gaps in service deliver Develop strategies to encourage participation by Aboriginal and Torres Strait Island, Culturally and Linguistically Diverse and disadvantaged families. Participate as an active member of the Children and Family Services Team, working collaboratively with colleagues from Maternal & Child Health, Supported Playgroup, Best Start, Kindergarten Outreach and family support services, committing to a team consultative approach to implementing change as required.	The PSFO service is continuously improved through identification of emerging needs, service gaps, stakeholder feedback, and implementation of service improvements that enhance outcomes for children, families and ECEC services. Maintains current knowledge of best practice, research, policy and sector developments, with evidence of this knowledge being shared and applied to support inclusive practice. Events, forums and collaborative initiatives promote increased awareness of inclusion and strengthen service integration, Increased engagement and participation of Aboriginal and Torres Strait Island, CALD and disadvantaged children and families is demonstrated through inclusive practices, targeted support and improved access to early years services.

	Represent and promote a positive image of Council to the community through a commitment to professional standards and high-level customer service practices.	Strong collaboration across the Children and Families Team and positive relationships with stakeholders contribute to coordinated service delivery, high customer satisfaction, and a positive representation of Council within the community.
Resilient Contributor	Demonstrate flexibility and responsiveness to meet the changing needs of the organisation and community Undertake additional tasks and duties as required within the skills and capabilities of a position at this level Contribute to Corporate and Strategic planning processes including the development of business and work plans and Key Life Stages Plan in consultation with Coordinator Children and Families to ensure the objectives and priorities of the role are met. Display high levels of judgement in communicating with senior management and external agencies.	Planning and business initiatives are informed, coordinated and aligned with organisational objectives. Advice and communications are accurate, professional and support effective decision making Productive relationships are maintained with internal and external stakeholders. Emerging priorities and additional responsibilities are managed effectively with minimal disruption to service delivery

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Organisational Expectations

Skill	Key Actions — Observable Behaviours
Delivering your Work <i>Takes ownership for completing work well and on time, follows through on commitments and focuses on what matters most.</i>	• Focuses on organisational priorities – Understands what needs to be done and focuses on work that delivers value. • Takes ownership of delivery – Follows through on commitments and meets timeframes and takes responsibility for excellent outcomes. • Manages risks and seeks support – Identifies issues early, takes initiative to resolve them and asks for help when needed to keep work progressing. • Uses resources responsibly – Uses time and Council resources carefully and completes work to expected standard. • Uses the right tools for the job – Selects and uses appropriate systems, tools and technology to complete work effectively and without risk to Council.
Delivering with Customer Focused Service <i>Responds in a timely way and follows through with care, fairness and respect in day-to-day interactions with the People of Yarra Ranges.</i>	• Listens to understand needs – Takes time to understand what people need and how they are experiencing the interaction or service. • Responds clearly and respectfully – Provides accurate, timely and easy-to-understand information or support, and interacts in a way that is inclusive, fair and appropriate to people's needs. • Takes responsibility for customer outcomes – Ensures enquiries and requests are resolved or progressed and escalates issues when required.
Contributing to Team Excellence	• Understands their role and contribution – Knows what is expected and how their work supports team goals and priorities. • Delivers reliably – Completes work on time and with care, so others aren't left waiting or picking up the pieces.

<i>Contributes to a team that works well together by being reliable, supporting others and taking an active role in shared work.</i>	• Takes part in team discussions – Shares ideas, listens to others and contributes to team decisions and problem-solving. • Works in a respectful and positive way – Helps create a team where people feel supported and able to do their best work.
Contributing to Improvement <i>Helps improve how work is done by noticing issues, being open to change and actively trying better ways of working.</i>	• Spots ways to improve– Notices when work, services or processes could be better and suggests practical ideas. • Is open to change – Takes time to understand what is changing and why and adapts their approach when needed. • Tests, learns and adjusts – Tries different approaches, learns from feedback and experience, and adjusts what they do based on what works in practice. • Supports Improvement – Shares ideas and supports changes that improve how work is done.
Acting with Trust and Integrity <i>Acts with honesty, respect and reliability, and contributes to a safe and respectful workplace.</i>	• Acts honestly and keeps commitments – Is reliable, follows through on commitments and behaves consistently with Council values. • Treats people fairly and with respect - works with others in a professional and respectful way. • Listens and responds well – Takes time to understand others' views and responds in a helpful and respectful way • Takes responsibility for their impact – Pays attention to how their behaviour affects others and adjusts when needed. • Speaks up when something isn't right – raises concerns or seeks support when issues, risks or mistakes occur.
Working With Others <i>Works constructively with others and shares information to support progress and achieve shared outcomes.</i>	• Works cooperatively with others – Supports colleagues and contributes positively to shared work and team goals. • Shares information to keep work moving – Keeps others informed so work can move forward smoothly. • Seeks input and expertise – Asks others for ideas or advice when it helps improve outcomes. • Respects different perspectives – Listens to others and considers different viewpoints when working through tasks or problems. • Follows through on shared commitments – Delivers their part so collective work can succeed.
Sharing Information Clearly <i>Shares information clearly and listens to others so work can progress and people understand what's needed.</i>	• Shares information clearly and respectfully – communicates relevant information in a timely, understandable and professional way. • Listens and checks understanding – Pays attention to others' perspectives, asks questions to clarify, and confirms messages are understood. • Keeps others informed – Shares updates or changes that may affect work or expectations.
Respecting Diversity, Equity and Inclusion <i>Works respectfully with people from different backgrounds and contributes to a safe, inclusive and fair workplace.</i>	• Treats others with respect and fairness – uses respectful language and behaviour and works with people from all backgrounds with dignity and professionalism. • Seeks out, values and incorporates different perspectives – Actively seeks out and listens to others' views and ideas, including those that challenge their own. • Reflects on own assumptions – considers how personal views and actions may affect others and is open to learning and adjusting behaviour where needed. • Supports a safe, inclusive and fair workplace – Contributes to an environment where people feel welcome, respected and able to be themselves regardless of their background or identity. • Speaks up or seeks support when needed – Raises concerns or seeks help when behaviour is unfair, unsafe or exclusionary.

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Position Specific Specialisations

- Approved early childhood teaching qualification.
- Additional qualifications in early Childhood Intervention / Special Education will be highly regarded
- Knowledge and understanding of the principles and objectives of the Preschool Field Officer program as per Department Education (DE) Guidelines.
- Proven skills in, and a sound knowledge of, Early Childhood Development theories and strength based, family centred approaches.
- Demonstrate knowledge and understanding of educational program development and implementation including principles of inclusion of children with additional needs.
- Demonstrated experience in planning and delivering high quality inclusive kindergarten programs.
- Demonstrated knowledge, experience, and sensitivity experience in working with young children with additional needs and to the specific needs of working inclusively with children and families from diverse groups (i.e. CALD backgrounds, socially disadvantaged groups, children with a disability and Aboriginal and Torres Straits Islander children).
- Ability to liaise and work effectively and collaboratively with relevant organisations, ECEC teachers, educators, families, specialists, and other agencies to effectively convey, share and translate knowledge and skills.
- Sound knowledge of the Education and Care Services National Act and Education and Care Services National Regulations, Early Years Learning Frameworks, National Quality Standards, Child Safe Standards and Child Information Sharing Schemes and their application in early childhood services.

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Conditions of Employment & Specific Position Requirements

Conditions of employment are in accordance with the Early Education Employees Agreement (EEEA2020) and the Yarra Ranges Council Corporate Code of Conduct.

Yarra Ranges Council promotes the safety, wellbeing and inclusion of all children, including Indigenous children, children with a disability and children from culturally and/or linguistically diverse backgrounds. Council is committed to ensuring the protection of children against abuse, in line with the Victorian Child Safe Standards.

Applicants will require the following:

- Medical Check – please refer to the Physical Requirements Section for details
- Police Check - renewal required every 5 years
- VIT registration
- Australian license in line with Council's Fleet Policy and Vic Road Regulations

Employees may be required to undertake roles related to Business Continuity and Emergency Management in preparation for and during times of crisis

Please refer to www.yarraranges.vic.gov.au for further information on our Corporate Values, Diversity and Inclusion, Emergency Management and Occupational Health and Safety.

Commented [LM1]: This will change to EEEA 2026 when the this is approved after going to vote.

Positions with physical requirements may be required to undergo a pre-employment medical check.

This process assesses only the applicant's capacity to perform the routine tasks relevant to the functions of the position without injury to themselves or others. All information obtained will be handled with the utmost respect for confidentiality.

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