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| **Name:** |  |
| **Position Title:** | Casual Diploma Educator |
| **Date:** | May 2020 |
| **Reports To:** | NRCCC – Coordinator and Committee of Management |
| **Position Type:** | Casual |
| **Hours:** | Varies as needed |
| **Award:** | Professional Childcare Standard 2018 |

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| 1. **Organisational Goals**   (The Mission of the organisation) |
| At North Ringwood Community Children’s Centre we aim to provide children and families with a community-focused early learning environment that is warm, welcoming and homely, and one that embraces the natural environment around which the Centre is located.  Culture   * We are a team that is respectful, inclusive and know how to have fun together. * We value the relationships between each other, the children and families. * We believe in a collaborative approach with a strong emphasis on calm communication and a willingness to be flexible and supportive to one another. * We lead by example: with a consistent, ‘Positive Role Model’ approach. * We are always professional and passionate in every aspect of our work practice and are non-judgmental towards others. * We value the work we all do at NRCCC and are proud of ourselves, our Centre, our community and the work of our colleagues. |

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| 1. **Centre Philosophy**   DREAM. PLAY. LAUGH. CREATE. GROW.  We offer a high quality, intentional play-based program where children are respected as individuals and independent thinkers, are actively involved in their program to encourage meaningful learning and development and are provided an abundance of indoor and outdoor learning experiences from which dreams can grow and curiosity can be cultivated.  The Centre is staffed by highly qualified, passionate and committed educators who work in partnership with community members to support the best possible early learning opportunities for our children.  We are proud to acknowledge the Wurundjeri people as the traditional owners of our local lands and waters and the community in which we live and keenly advocate for the rights of our children both now and in the future. |

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| 1. **Position Purpose**   **Overall purpose of this key role is to provide leadership to the allocated room working as an individual and as part of a team providing quality care and education for the children within a happy, safe and stimulating environment, which incorporates opportunities for the children to develop to their fullest potential.**  In providing leadership of the room you are required to be a positive role model for other staff, provide guidance to the other Educators to support their professional growth, oversee the total organisation of the daily program and routines of your room and demonstrate and promote a team approach towards quality care and education.  Your position is to provide children a safe and fun outdoor environment and generates their curiosity, creativity providing opportunities for play and learning. To do this you will need to be planned, relational, fun and energetic. |

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| 1. **Position Requirements** | | |
| **Accountabilities or Key Result Areas (KRA)**  (The main activities to be undertaken) | **Major Objectives**  (The expected outcomes for each accountability) | **Measures** |
| **Relationships** | TEAM   * Communicate with families and team members in a professional and friendly manner. * Support team members and promote a positive team environment and promote behaviours in line with the NRCCC’s core values. * Work with team members to ensure the smooth operation of the centre in accordance to the centre’s policies and procedures. | * Positive internal and external relationships evident. * Positive feedback from families and staff. * Shows team spirit. |
|  | CHILDREN   * Provide leadership to the team in caring for children between the age of three months and six years. * Identify and respond to the needs of individual children and their families supporting home religious and cultural beliefs. * Establish and uphold a warm, caring and positive relationship with children recognising the uniqueness of each individual. * Monitor the health and well being of each child, acting appropriately when a problem is identified, and notifying the co-ordinator of the concern. * Ensure consistent behaviour guidance strategies are discussed with other room leaders and implemented to create consistency between educators. * Treat children as individuals treated with respect and valued as human beings.   *P* PARENTS   * Effectively communicate and liaise with parents about their child’s day on a daily basis. * Confer with parents on a regular basis regarding their child’s developmental skills and abilities. * Provide understanding and support to parents ensuring confidentiality is maintained at all times. * Provide relevant information to parents on the operation of the centre and encourage their participation. * Support and communicate with parents to ensure effectiveness in the total development of their child. * Consult with parents as and when it is required to do so. | * Encourage independence. * Offer choices and involvement in the planning process. * Respect personal space and ask before comforting them and assisting them. * Children feel valued, safe and respond positively to Education Leader and other staff. * Positive feedback from families to centre staff and management. * Strong rapport built between families and Education Leader where effective two-way communication is evident. * Families are well informed of their child’s progress and wellbeing. |
| **Behaviours** | * Display enthusiasm and be inspired by children’s natural curiosity of the world around them. * Effective communication – written (report writing and documentation) and verbal (with children, staff and families). * Constant communication with the team especially regarding issues with the children i.e. accident, medication, behaviour issues etc * Partner with families and wider community. * Actively support every child to participate in the programs. * Take responsibility for tasks by using checklists consistently. * Show initiative at all times, without being told or asked to do what is required. | * Positive feedback from other staff and families around level of communication and room activities. * Shows genuine interest and passion about their role. * Communication is appropriate with families. * Leader is consistent, appropriate and approachable. * Leader demonstrates support and effective leadership to all staff in the room. * All daily jobs are completed before leaving for the day without reminder. |
| **Documentation**  **Programming/**  **Planning** | * Contribute to programming, documentation and evidence of children’s learning and experiences. * Document program in support of Coordinators expectations: * Contribute to spontaneous and group learning observed on emerging program daily. * Contribute to children’s interest daily record sheet daily. * Reflect upon practices, children’s engagement and evaluate the program to inform curriculum decisions and improve outcomes for children for future learning. * Weekly focus shared task with Room Educator. * Program modified and extended daily using the children’s voice, abilities and interests. * Learning stories and observations provide an accurate and meaningful interpretation of each child’s learning and development. * Forward plan/extend children’s learning with intent by adding pre-planned experiences to both the indoor and outdoor programs. * Set up experiences that are age appropriate, stimulating, open ended and inviting that are based on our centre philosophy. * Contribute to maintaining accurate and up to date records of each child. * Engages with children using intentional teaching strategies to explicitly teach knowledge and skills to individuals or small groups of children. * Provide a caring, flexible and safe environment. * Actively encourage the children to be involved in their own learning and further explore their interests. * Enhance the individual development of each child. * Encourage play for enjoyment and promote creativity * In conjunction with other staff, be involved in the organisation and planning of excursions, incursions and centre visitors. | * Work with all Educators in the planning process by seeking ideas and suggestions. * Actively document learning experiences. * Actively involved in organising activities and experiences within the room. * Modifies experiences based on reflection of engagement and interests. * Program cycle clearly reflects the shared work of educators and the program cycle is evident. * Links of observations and extensions of learning are on the program. * Experiences are presented in a creative and aesthetically appealing way. * Experiences and room is reset and learning environment is keep tidy and inviting. * Shows usage of intentional teaching strategies through interaction and routines. |
| **Environment** | * Maintain a hygienic, safe and stimulating environment both indoors and outdoors through the daily program, setting of appropriate limits and follow up actions. * Execute clear emergency and safety procedures as detailed in the staff manual. * Assist with general duties in the centre e.g. cleaning tasks, washing etc. that form part of the day to day duties. * Warmly acknowledge the arrival and departure of children and their families to and from the centre. | * Positive feedback is given on the presentation and cleanliness of the centre. * Warm and welcoming environment is evident. |
| **Team Approach** | * Supervise and involve educators, relief staff, students and volunteers in the daily program. * Provide a role model and direction for those involved in the care and education of children. * Demonstrate and promote a team approach towards quality care and education. * Attend and participate in staff meetings, training and social events. * Have active participation in the centre's accreditation process. * In conjunction with the Co-ordinator provide assessment of student placements. * Support other team members. * Ask for assistance when required. | * Programs are clearly developed and communicated. * Proven collaborative leadership with other team members seeking ideas and feedback. * Members of the team know that they are valued and their contributions encouraged. |
| **Other** | * Complete all other duties that are reasonable and requested by the manager or other team members. | * Completed with a positive, team approach. |
| **Professional Role** | * Has a sound knowledge and will continue to build their knowledge of the EYLF, The Code of Conduct, National Quality Standards, Centre Philosophy and Child’s development. * Maintain a professional and caring approach and standards at all times. * Attend in-service programs etc. to further your own professional development. * Participate in the centre’s staff development and appraisal scheme as required. * In consultation with the Co-ordinator develop links with relevant support services and liaise with other community services. * Maintain and respect confidentiality of children, families and fellow staff members at all times. | * All tasks are carried out in compliance with industry standards. * Demonstrated desire for continual learning and personal development and the positive application of this learning into the leadership of the room. |

NOTE: The above duties are not intended to be an all-inclusive list. Our Organisation is team based. Therefore, additional duties may be assigned from time to time as emergencies and other situations dictate.

**POSITION SPECIFICATION**

1. **Special Duties and Functions**

**QUALITY**

* Ensures work is done to enhance NRCCC’s Quality standards, philosophy and customer service using procedures, policies and values as a guide - also looks for and helps implement improvements
* Implementation of the National Quality Standards and Regulations 2012, the Children’s Services Act 1996 and The Early Years Learning Framework.

**HEALTH AND SAFETY**

Ensures all work is carried out in accordance with NRCCC’s Health and Safety policy and suggests improvements as identified to Management to ensure safety of self and others.

**HUMAN RESOURCES**

Ensure compliance with Human Resource policies and procedures to ensure the business is a safe workplace mentally, emotionally and physically and encourage open communication and fairness with all employees and management.

**ENVIRONMENTAL DUTY**

To ensure that no activity that causes or is likely to cause environmental harm is carried out by you unless all reasonable and practical measures are taken to prevent or minimise the harm.

1. **RELATIONSHIPS AND AUTHORITIES**

* Reports to: as per current Corporate Structure.
* Leads and supports Co-Educator’s
* Liaises with all internal staff, volunteers, students, families and local community
* Is not able to authorise purchases.

1. **DELEGATION OF AUTHORITY**

In incumbent's absence the Manager as per current corporate structure will be responsible for delegation of duties.

1. **PERFORMANCE MEASURES**

Related to function and task statements.

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| 1. **Position Specification** | |
| SKILLS COMPETENCIES TECHNICAL JOB SPECIFIC | Musts   1. High level of communication skills (verbal and written) to ensure clear and adequate discussion with and between educators, families, colleagues and children 2. Working knowledge of the National Quality Standards and Regulations 2012, The Children’s Services Act 1996 and The Early Years Learning Framework. 3. Current and thorough knowledge of current research and theories in early childhood and an interest in collaborative professional learning 4. A passion for upholding professional conduct 5. Knowledge and understanding of the emotional needs of children 6. Ability to work with colleagues; leading and being part of reflective discussions about practice, implementing the learning framework, documenting team goals that demonstrate deep understanding of children’s development and learning 7. Having a comprehensive knowledge of and an ability to respond to, the various teaching and learning styles of educators and children 8. High level of self-awareness to ensure interactions are appropriate and positive in the given situation |
| WORK EXPERIENCE | Must   1. Experience as an Room Leader 2. 2 plus years’ experience in early childhood education 3. Experience in planning, setting up experiences and working within a team |
| EDUCATION | Must   1. Diploma in Community Services (Children’s Services) or Bachelor of Early Childhood 2. VIT registration or current Working With Children’s Check 3. Current First Aid qualifications 4. Current Anaphylaxis Management Training 5. Asthma Management |

**Certification by Incumbent**

I certify that I have read and understood this job description and agree to undertake the duties and responsibilities.

SEEN AND AGREED

EMPLOYEE CENTRE COORDINATOR

DATE