

POSITION DESCRIPTION

POSITION	POSITION NUMBER
Early Childhood Educator	
CLASSIFICATION	LOCATION
Band 4	Rowan View Children's Centre
DEPARTMENT	DIVISION
Family and Children's Services	Community Wellbeing

About the Program

Rowan View Children's Centre was selected by the Department of Education and Training (VIC) as one of two sites in Victoria for delivering the Safe Haven program based on the Early Years Education Program Model (the Safe Haven program) as part of their safe haven budget initiative. Rowan View Children's Centre will deliver this model alongside 3- and 4-year-old Kindergarten.

The Safe Haven program is designed around a set of core integrated elements that work in synergy to redress the negative impacts of toxic stress on children's learning and development. Early results from the randomised control trial indicates the program's effectiveness in improving children cognitive and language development.

The program is designed to accommodate between 36 and 48 children aged from birth to age three. The key features, include high staff/child ratios, highly qualified and experienced educators (Bachelor and Diploma qualified) and an infant mental health consultant and a family support worker as members of the multi-disciplinary staff team. The Safe Haven program uses a rigorous relationship-based curriculum informed by trauma and attachment theories and early learning theories.

The objective of the Early Years Education Program model (the program) is that children living with significant adversity will experience a stable and enriching early learning and care program and enter school as confident and successful learners who are developmentally equal to their peers. The long-term objective of the Safe Haven program is that these children will enjoy the same life trajectories as their peers.

POSITION OBJECTIVES

Under the direction of the senior leadership team including Centre Coordinator, Pedagogical Leader, Infant Mental Health Consultant, Family Support Worker and Early Childhood Teachers, to support a room-based team of early childhood professionals as part of a multidisciplinary centre staff, working within the National Quality Framework including National Law and National

POSITION DESCRIPTION

Regulations, National Quality Standard and The Victorian Early Years Learning and Development Framework (VEYLDF) to:

- Deliver the Safe Haven Early Years Program and/or the funded 3- and 4-year-old kindergarten program within the Rowan View Children's Centre.
- Provide quality education and care in a safe, secure, stimulating and healthy environment.
- Ensure the developmental needs, interests and experiences of each child in care are being met.
- To treat each child with respect and dignity and acknowledge the individual values of their families.

KEY RESPONSIBILITY AREAS

Provision of responsive early childhood education and care:

Educators must demonstrate a genuine interest in meeting the needs of children and their families through the provision of quality education and care which reflects an awareness of the wellbeing of each child. This includes the development, implementation and active participation in an educational program which is:

- Based on and delivered in a manner that accords with the Victorian Early Years Learning and Development Framework (VEYLDF)
- Delivered in a manner that accords with the Safe Haven program for children enrolled in the Safe Haven program, including the implementation and maintenance of the primary educator model where each teacher or educator is the primary educator for three to six children
- Based on the individual developmental needs, abilities, ideas, interests, and experiences of each child
- Guided by the service philosophy and the City of Ballarat Children's Services Practice Guide for Educators
- Inclusive of summative assessments, intentional teaching, observations, implementation of flexible routines and an understanding and respect for all cultures within the community.
- Critically reflected upon with educators within the education and care environment.
- Consistent with trauma informed and attachment focused practices

POSITION DESCRIPTION

Professional Relationships

- Undertake fortnightly supervision and regular performance management processes linked to key performance indicators and the Early Years Learning and Development Framework and the VEYLDF (Victorian Early Year Learning and Development Framework).
- To contribute to a positive sense of teamwork through effective communication with all team members and the coordinator including sharing expertise in collaborative and respectful ways and committing to the Children's Services Practice Guide expectations.

Relationships with Families

- To build respectful, non-judgemental relationships with families and support the 12 weekly goal setting meetings with families in recognition of their role as children's first and most important educators
- Develop reciprocal relationships with families, sharing and collaborating about information relating to their child's learning, development and wellbeing
- Encourage families to contribute to building a sense of community in the service
- Create a welcoming, safe, supportive, and informative environment for families.
- To maintain confidentiality of information concerning families

Safety and Compliance

- To ensure the provision of optimum health and safety conditions by maintaining an attractive, safe and hygienic indoor and outdoor environment.
- To follow all City of Ballarat Children's Services policies and procedures.

Professional Development

- To attend and actively participate in professional development and team meetings to ensure ongoing skills development and to keep up with best practice, with a focus on trauma informed practice.
- Continue to improve upon professional knowledge and a willingness to share such knowledge with other educators.

POSITION DESCRIPTION

Act in day-to-day charge

- Willingness to act as the person in day-to-day charge of the service in the absence of the coordinator.

REPORTS TO:	DIRECT REPORTS:
Centre Coordinator	<ul style="list-style-type: none"> • Relieving staff • Volunteers and students
ORGANISATIONAL RELATIONSHIPS	
Internal: <ul style="list-style-type: none"> • Centre Staff • Council Employees • Staff of other Centres 	External: <ul style="list-style-type: none"> • Client Families • Referring organisations • Students / Volunteers

ACCOUNTABILITY AND EXTENT OF AUTHORITY

- Responsible for the provision of a safe, caring environment.
- Under the direction of the Pedagogical Leader, Early Childhood Teacher and Centre Coordinator, contribute for the effective planning, implementation and evaluation of child focused programs within the service.
- Responsible for informing the Coordinator of any serious incidents, issues, difficulties and opportunities that may arise in relation to the service.
- Maintain records of appropriate educational programs based on written observations and evaluations of children's development, interests and needs.
- Undertake duties in accordance with all legislative requirements and Council policies.
- Create a welcoming environment for families using the service.
- Participate in consultations with case management meetings and practice discussions with relevant external professionals in collaboration with the Coordinator and families.
- Maintain positive and effective communication with parents, colleagues, management, visitors, other agencies and government departments.
- May also supervise resources including other employees, students and/or regular clients.

JUDGEMENT AND DECISION MAKING

- Ability to act responsibly, promptly when emergency care is needed, or to protect children from hazards.

POSITION DESCRIPTION

- Demonstrated use of initiative to achieve specific objectives efficiently.
- Proven ability to deal with sensitive and complex issues in a confidential manner.
- The objectives of the work are well defined, but the particular method, process or equipment to be used must be selected from a range of available alternatives.
- Guidance and advice are always available within the time available to make a choice.

SPECIALIST SKILLS AND KNOWLEDGE

- Solid understanding of the National Quality Standard
- Knowledge of the Children's Services Centre Regulations.
- Knowledge of Victorian & National Early Years Development Frameworks
- Ability to effectively work with children and families who have experienced trauma and vulnerability.
- Willingness to use technology to support effective communication and delivery of programs to educators and families.

MANAGEMENT SKILLS

- Contribute to the development and implementation of an appropriate program for children.
- Effectively utilise resources - personnel, equipment and materials.
- Manage time effectively
- Ability to support the professional development requirements of team members and encourage opportunities for these to be achieved.

INTERPERSONAL SKILLS

- To be enthusiastic and self-motivated in the role early childhood educator
- To be able to effectively convey a feeling of security, care and flexibility towards children and families
- To contribute to a positive sense of teamwork through effective communication with families, other team members and the Coordinator.
- Ability to gain co-operation and assistance from clients, members of the public and other employees in the administration of well-defined activities and in the supervision of employees where applicable.

POSITION DESCRIPTION

- Require skills in written communication to enable the preparation of routine correspondence and reports if required.
- Demonstrated ability to maintain confidentiality at all times.
- An understanding of and respect for diverse social and cultural values and attitudes in relation to parenting and caring for children.

QUALIFICATIONS AND EXPERIENCE

- A minimum diploma level qualification as outlined in the Children's Services Regulations 2012.
- Minimum four years' experience as an educator preferred, preferably in a formal childcare setting
- Satisfactory Police and Working with Children Check (or willing to obtain)
- Current first-aid and anaphylaxis qualification (or willing to obtain)
- Current drivers' licence

SELECTION CRITERIA

1. A minimum diploma level qualification as outlined in the Children's Services Regulations 2012.
2. Demonstrated experience in delivering a high-quality learning environment that is inclusive and meets the needs of all children.
3. Experience working collaboratively with families, carers, and children in the delivery of high-quality education and care (experience working with children living with significant social disadvantage, family stress and risk factors ideal)
4. Demonstrated understanding of the National Quality Framework, including National Law and Regulations, National Quality Standards and Victorian Early Years Learning and Development Framework.
5. Highly developed interpersonal skills with demonstrated ability to engage and work with a diverse range of stakeholders including parents, colleagues and local community members
6. Knowledge and understanding of health and safety issues relevant to work activities and work area.