



## Early Childhood Educator – Certificate III Trainee

### POSITION PROFILE

Division	Shire Services	Status	
Unit	Children's Services	Salary Grade	
Reports to	Director, Early Education Centre	Date Reviewed	May 2021

### STRATEGIC INTENT

Grow and deliver a range of high quality Children's Services that meet the needs of the community ensuring equity of access, while maintaining financial sustainability as a business unit within Council

### POSITION PURPOSE

To provide support in the development and implementation of services for children aged birth to school age.

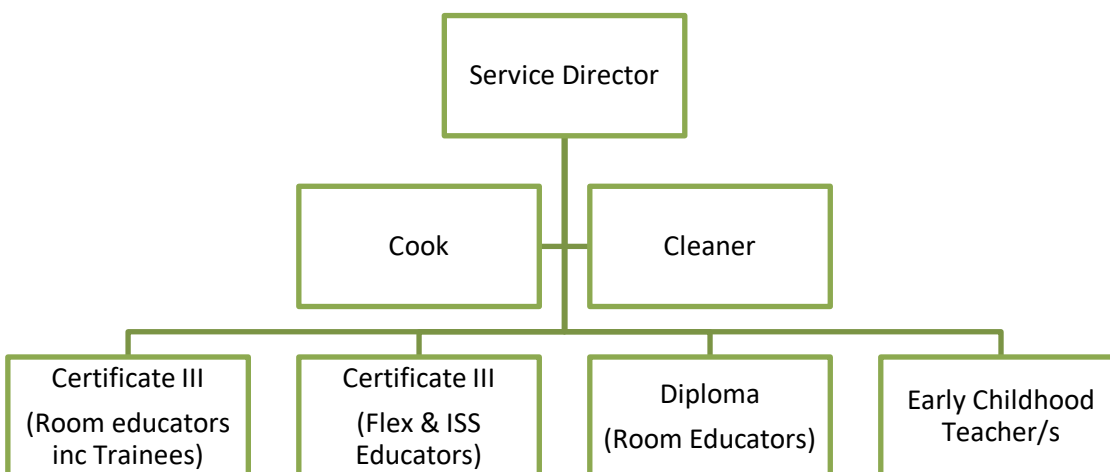
To provide education and care to children.

To fulfil regulatory requirements in relation to staff to child ratios.

This position lies within the establishment of staffing to provide backfill for the following purposes:

- Relief from face-to-face in order to undertake planning & programming activities
- Staff attendance at professional learning activities
- To enable the centre director to conduct regular coaching/ mentoring sessions with all staff
- To enable staff to engage in action research / project groups such as staff network forum, Leadership forum, Sustainability (SEED) group, Cultural connections forum, Supervisor think tanks, Curriculum research forum and others

### STRUCTURE



## POSITION OUTCOMES AND ACCOUNTABILITIES

OUTCOME TO BE DELIVERED	PERFORMANCE STANDARD
<b>Work in accordance with regulatory requirements</b>	
To work in accordance with the requirements of the <i>National Quality Framework (NQF)</i> .	<ul style="list-style-type: none"> <li>The requirements under the NQF including the <i>Education and Care Services National Law, Education and Care Services National Regulations, the National Quality Standard for Early Education and Care and the Early Years Learning Framework (EYLF)</i> are maintained at all times.</li> </ul>
To work in accordance with Early Childhood Australia (ECA) <i>Code of Ethics</i>	<ul style="list-style-type: none"> <li>Awareness of the <i>Code of Ethics</i> is evident and is followed in everyday practice.</li> </ul>
Service's philosophy implemented	<ul style="list-style-type: none"> <li>Philosophy of the centre is upheld while undertaking duties</li> </ul>
To work in accordance with the policies, guidelines and associated procedures of Sutherland Shire Council and the Childrens Services unit	<ul style="list-style-type: none"> <li>All policies, Determinations, Guidelines and associated procedures are followed in daily practice.</li> </ul>
<b>Children's Health and Safety</b>	
Children are safe and adequately supervised at all times	<ul style="list-style-type: none"> <li>Educator to child ratios are maintained at all times and non-compliance is reported</li> <li>Supervision guideline and plans are implemented and followed at all times.</li> </ul>
A safe environment through hazard / risk identification is maintained	<ul style="list-style-type: none"> <li>Checks completed as required</li> <li>Hazards or risks are identified and communicated.</li> <li>Plans to manage emergencies are followed</li> <li>Modifications are made to practices as required or directed.</li> </ul>
Organisations Child Protection Policy is implemented	<ul style="list-style-type: none"> <li>Children's safety and security are upheld and maintained at all times.</li> <li>Child protection qualifications are achieved.</li> <li>Child Protection Policy is followed at all times</li> <li>Role of mandatory reporter is undertaken at all times.</li> </ul>
High standard of hygiene is maintained	<ul style="list-style-type: none"> <li>Hygiene guidelines and procedures are followed for personal and environmental hygiene</li> <li>Children are supported to implement good health and hygiene practices</li> </ul>
Each child's health, wellbeing and comfort is supported	<ul style="list-style-type: none"> <li>All children's health requirements including medical conditions, sleep and rest, diet, allergies are met.</li> <li>Any changes to a child's needs are communicated to the other educators</li> </ul>
Accurate and detailed records of illness / injury / accident / trauma and medication forms are kept	<ul style="list-style-type: none"> <li>Records are completed within required timeframes</li> <li>Records are kept in secure location and confidentiality is maintained.</li> <li>Illness, injury, accidents, trauma or any other concerns related to a child's health or wellbeing are reported to the nominated supervisor or responsible person</li> <li>Medication and first aid is sought for according to the guidelines and procedures</li> </ul>

OUTCOME TO BE DELIVERED	PERFORMANCE STANDARD
Serious incidents are reported and guideline procedures implemented	<ul style="list-style-type: none"> <li>Follow all required actions in regards to a serious incident.</li> <li>Serious Incidents are reported immediately to the nominated supervisor or responsible person.</li> </ul>
<b>Physical Environment</b>	
Maintain a clean and safe environment	<ul style="list-style-type: none"> <li>Complete shift duties to ensure a clean and safe environment</li> <li>Undertake an equal share of cleaning and maintenance responsibilities</li> <li>Report any hazards or risks in and around the environment</li> <li>Support children to care for and keep the environment clean and safe</li> </ul>
Conduct workplace inspections and participate in risk assessments as per policy and guideline requirements	<ul style="list-style-type: none"> <li>Daily WHS checks are completed</li> <li>Checklists are completed throughout daily operational practices</li> <li>Any required risk assessments are followed</li> </ul>
Organise and engage in the various environments at the service	<ul style="list-style-type: none"> <li>Learning environments are organised, clean and maintained</li> <li>Children are guided and supported in the environments, with sustainable practices and respect for their environments.</li> <li>Faulty / damaged equipment is removed.</li> <li>Learning environments are adapted to support every child's participation</li> <li>Indoor and outdoor environments are engaged in throughout the program.</li> </ul>
Supplies and equipment levels for the room meet operational requirements	<ul style="list-style-type: none"> <li>Adequate materials and equipment are set up for the children to use</li> <li>Additional / replacement needs or requirements are communicated to the Responsible person</li> </ul>
<b>Educational Program and Practice</b>	
The services' statement of philosophy is implemented	<ul style="list-style-type: none"> <li>Philosophy is upheld and considered when engaging with children in the program</li> </ul>
Quality early learning program is implemented	<ul style="list-style-type: none"> <li>Educators are assisted to plan, implement and evaluate programs which reflect the emerging skills, interests and developmental requirements of children</li> <li>The programming cycle of observe, plan, do, review is supported</li> <li>Program provided reflects social and cultural diversity.</li> </ul>
Children's learning fostered through modelling and the implementation of a play based learning environment	<ul style="list-style-type: none"> <li>Interactions with children are consistent and positive.</li> <li>Environment is developmentally appropriate for all children.</li> </ul>
Intentional teaching strategies are implemented	<ul style="list-style-type: none"> <li>Assist in implementing intentional teaching strategies to scaffold and build children's skills and knowledge.</li> </ul>
Curriculum decision making and evaluation	<ul style="list-style-type: none"> <li>Suggestions for changes and improvements are given</li> </ul>
Critical reflection and evaluation of children's learning	<ul style="list-style-type: none"> <li>Contributions to evaluations is evident</li> </ul>

OUTCOME TO BE DELIVERED	PERFORMANCE STANDARD
Service embeds sustainable and environmentally responsible practices in all areas of the program	<ul style="list-style-type: none"> <li>Services sustainability practices are followed</li> </ul>
Behaviour guidance programs are implemented for children when necessary	<ul style="list-style-type: none"> <li>Behaviour guidance programs are followed</li> <li>A positive, collaborative approach in relation to behaviour guidance is evident</li> <li>Children are supported to understand their own and others emotions.</li> </ul>
<b>Staffing Arrangements</b>	
Collaborative approach to achieve centre's aims and goals	<ul style="list-style-type: none"> <li>Participate in implementing aims and goals from the Quality Improvement Plan</li> <li>Training Plan is followed</li> <li>Individual goals align to centres goals and directions</li> <li>Evidence of collaboration with other team members.</li> </ul>
Respect and support colleagues through positive team approach	<ul style="list-style-type: none"> <li>All communication is professional, ethical and based on respect and fairness.</li> <li>Support to team members is provided</li> </ul>
Staff rosters are followed	<ul style="list-style-type: none"> <li>Shifts times are followed</li> <li>Breaks are completed punctually</li> <li>Information is shared when issues arise</li> <li>Timesheets and staffing records are completed accurately and within required timeframes</li> </ul>
Participation in ongoing professional development and training programs	<ul style="list-style-type: none"> <li>Mandatory training undertaken</li> </ul>
Participation in performance appraisal and mentoring meetings	<ul style="list-style-type: none"> <li>Reflect on own performance and goals</li> <li>Participate positively in performance and mentor meetings and sharing ideas</li> </ul>
<b>Relationships with Children</b>	
Each child has a sense of belonging, being and becoming within the service.	<ul style="list-style-type: none"> <li>Interactions with children are warm and responsive at all times.</li> <li>Practices reflect best practice at all times</li> </ul>
Respectful, equitable and genuine relationships with all children are established and maintained.	<ul style="list-style-type: none"> <li>All children are treated equitably and fairly.</li> <li>Children are supported and encouraged in building relationships with each other and the educators</li> </ul>
Children are viewed and respected as competent, capable beings	<ul style="list-style-type: none"> <li>Children are engaged in shared decision making processes.</li> <li>Awareness of the rights of the child</li> <li>Childrens dignity is upheld at all times</li> </ul>
Each child is supported to manage their own behaviour and this is encouraged with behaviour guidance strategies.	<ul style="list-style-type: none"> <li>Self-regulation strategies are followed</li> <li>Concerns regarding behaviour are communicated with the Responsible Person</li> </ul>
Provide physical care	<ul style="list-style-type: none"> <li>Daily care routines of all children are implemented, maintained and followed consistently</li> <li>Children are assisted in toileting, sleep/rest, dressing and meal times</li> <li>Interactions with children during routine times are genuine and warm</li> </ul>

OUTCOME TO BE DELIVERED	PERFORMANCE STANDARD
Inclusion of children with additional needs	<ul style="list-style-type: none"> <li>Identified strategies are implemented</li> <li>Suggestions and observations are shared with other team members in regards to the strategies being implemented</li> </ul>
<b>Collaborative Partnerships with Families and Communities</b>	
Communicate with families	<ul style="list-style-type: none"> <li>Information about the centre's daily happenings is confidently shared</li> <li>Liaise with and support families through regular positive communication and feedback</li> <li>Respect of child rearing practices and beliefs of families is evident</li> </ul>
Share information on child's progress and well-being	<ul style="list-style-type: none"> <li>Daily, informal communication is undertaken with families regarding their child/rens progress and requirements</li> <li>Information shared is done so in a respectful manner.</li> </ul>
Conflict resolution and feedback	<ul style="list-style-type: none"> <li>Proactive steps are taken to seek support or re-direct feedback in managing challenging situations</li> </ul>
Positive orientation, enrolment and transition processes for families and children are implemented.	<ul style="list-style-type: none"> <li>Attendance and participation in orientation and/or enrolment events as requested</li> <li>Support given to families during transition /orientation/play visits</li> <li>Transition program followed for children.</li> </ul>
Liaise with other professionals within Children's Services.	<ul style="list-style-type: none"> <li>Maintain respectful and professional relationships at all times</li> </ul>
Local community connections are built	<ul style="list-style-type: none"> <li>Participation in centre events, excursions and learning experiences reflect the immediate and wider community</li> </ul>
<b>Leadership and Service Management</b>	
Administrative duties	<ul style="list-style-type: none"> <li>Administrative duties are completed as requested</li> <li>Administrative duties are completed in a timely manner.</li> </ul>
Governance responsibilities are upheld	<ul style="list-style-type: none"> <li>Any issues are communicated with the Responsible Person as they occur.</li> <li>Ensure the Responsible Person is informed of any problems arising which may affect the children, service approval or rating, regulatory and legal compliance or the smooth running of the centre.</li> </ul>
Continuous improvement actions	<ul style="list-style-type: none"> <li>Implement corrective actions arising from compliance checks, audits and/or serious incident investigations</li> <li>Implement continuous improvement strategies</li> </ul>
Quality Improvement Plan is implemented	<ul style="list-style-type: none"> <li>Participate in reflective discussions to contribute to a comprehensive Quality Improvement Plan</li> <li>Ensure the QIP is implemented in practice</li> </ul>
Advocate for children and their families.	<ul style="list-style-type: none"> <li>Confidentiality is upheld at all times</li> <li>The importance of early education is communicated to families and the local community when necessary</li> <li>Provide any information to the Responsible Person that may be needed to advocate for a child or family</li> </ul>



## SELECTION CRITERIA / SUCCESS PROFILE

Qualifications, Certificates or Licences	Essential	<ul style="list-style-type: none"> <li>A NSW Working with Children Check Clearance must be obtained prior to offer of employment in accordance with regulations. For more information on obtaining this clearance visit <a href="https://www.kidsguardian.nsw.gov.au/child-safe-organisations/working-with-children-check">https://www.kidsguardian.nsw.gov.au/child-safe-organisations/working-with-children-check</a></li> <li>Eligible to engage in a NSW Traineeship program (Government funded)</li> <li>Ability to enrol and progress through the Certificate III in Early Childhood Education and Care qualification.</li> </ul>
	Desirable	<ul style="list-style-type: none"> <li>Prior experience with children, preferably Birth to 5 age group</li> <li>Current First Aid</li> </ul>
Experience or skills	Essential	<ul style="list-style-type: none"> <li>Effective communication skills.</li> </ul>
	Desirable	<ul style="list-style-type: none"> <li>Knowledge of the National Quality Framework (NQF), National Quality Standard (NQS) and Early Years Learning Framework (Belonging, Being, Becoming)</li> <li>Basic computer skills.</li> <li>Proven self – study management skills</li> <li>Proven skills in regards to initiative and dependability.</li> </ul>

## CORE CAPABILITIES

Personal Attributes	<ul style="list-style-type: none"> <li>Manage self - show drive and motivation, an awareness of strengths and weaknesses, and a commitment to learning</li> <li>Display resilience and Adaptability – express own views, persevere through challenges, and be flexible and willing to change</li> <li>Act with Integrity – be honest, ethical and professional, and prepared to speak up for what is right</li> <li>Demonstrate Accountability – take responsibility for own actions, commit to safety, and act in line with legislation and policy</li> </ul>
Relationships	<ul style="list-style-type: none"> <li>Communicate and Engage – communicate clearly and respectfully, listen, and encourage input from others</li> <li>Community and Customer Focus – Commit to delivering customer and community focussed services in line with strategic objectives</li> <li>Work collaboratively – Be a respectful, inclusive and reliable team member, collaborate with others, and value diversity</li> </ul>
Results	<ul style="list-style-type: none"> <li>Plan and Prioritise – Plan and organise work in line with organisational goals, and adjust to changing priorities</li> <li>Deliver results – Achieve results through efficient use of resources and a commitment to quality outcomes</li> </ul>
Resources	<ul style="list-style-type: none"> <li>Assets and tools – use, allocate and maintain work tools appropriately and manage community assets responsibly</li> <li>Technology and Information – Use technology and information to maximise efficiency and effectiveness</li> </ul>

## OUR VALUES

Behaviours	<ul style="list-style-type: none"> <li>▪ <b>Collaborate</b> – We are a united team. We work together to deliver great outcomes for our community</li> <li>▪ <b>Achieve</b> - We have a can-do attitude and deliver on our commitments. We pursue excellence and believe in making a positive contribution to our community</li> <li>▪ <b>Respect</b> – We communicate openly, act with integrity and are inclusive</li> <li>▪ <b>Evolve</b> – We look for opportunities and embrace change, championing new ideas, and celebrating solutions.</li> </ul>
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## CORPORATE OBLIGATIONS

Employees	No direct reports. Unit structure attached.
Delegations	Authority to operate within the Delegations attached to the position.
Risk Management	Managing work practices to mitigate all identified risks, identifying and reporting additional risk and threats and assist in devising strategies to mitigate these risks.
Financial Management	Managing budgets and expenditure, undertaking relevant checks and applying rules, regulation, process and procedures in dealing with financial matters.
Workplace Health and Safety	Comply and co-operate with WHS policies, procedures, instructions and safe systems of work.
Code of Conduct	All employees are responsible for adhering to Council's Code of Conduct and the policies and procedures that support it.
Workplace Behaviour	All activities must comply with Council's Workplace Behaviour Guidelines.
Records Management	Comply with Council's Records and Information Management Policy including creation of appropriate records in Council's records management system and proper custodianship of records to ensure against loss, removal or destruction.
Continuous Improvement	Identify obsolete and inefficient practices and participating in changes where appropriate.
Customer Focus	Championing an exceptional customer experience, and evaluating customer satisfaction in order to continually improve service delivery.
Procurement	Activities are conducted in accordance with the Purchasing Policy and Procedures to provide transparency and cost effectiveness in procurement.

## SPECIFIC CONDITIONS OF EMPLOYMENT

Sutherland Shire Council's Child Protection Policy	<p><b><u>This is a child-related position under the Definition of Council's Child Protection Policy.</u></b></p> <p>As such, the following items apply:</p> <p>A current Working With Children Check Clearance must be provided prior to offer of employment (for over 18 year olds).</p> <p>Mandatory training in relation to child protection must be undertaken as part of the Traineeship qualification.</p> <p>Compulsory Training must be undertaken if Child Protection Legislation changes occur. This will be completed online via Aurion OR through mandatory training sessions</p>
Children's Services employment	You are employed by Sutherland Shire Council, not one particular Centre. Council reserves the right to transfer you between Centres as the operational need arises.