

# Position Description

<b>Title:</b>	Diploma Qualified Educator
<b>Business unit:</b>	Safe Haven Initiative - Early Learning
<b>Location:</b>	22 Church Street, Richmond
<b>Employment type:</b>	As per employment agreement
<b>Reports to:</b>	Centre Director

## About Uniting

Uniting Vic.Tas is the community services organisation of the Uniting Church. We've been supporting people and families for over 100 years. We work alongside people of all ages in local communities in Victoria and Tasmania. Our services reach to Albury-Wodonga in the north, Mallacoota in East Gippsland, the Wimmera region in the west, and across Tasmania.

We empower children, young people and families to learn and thrive. We're there for people experiencing homelessness, drug and alcohol addiction or mental illness. We support people with disability to live the life they choose. We assist older people to maintain their independence and enjoy life. We provide opportunities to access training and meaningful employment. We're proud to welcome and support asylum seekers to our community. We work to empower people with the information, skills and tools they need to live a healthy, happy life.

As an organisation, we work in solidarity with Aboriginal and Torres Strait Islander people as Australia's First Peoples and as the traditional owners and custodians of this land.

We celebrate diversity and value the lived experience of people of every ethnicity, faith, age, disability, culture, language, gender identity, sex and sexual orientation. We welcome lesbian, gay, bisexual, transgender, gender diverse and non-binary, intersex, and queer (LGBTIQ+) people at our services. We pledge to provide inclusive and non-discriminatory services.

**Our purpose:** To inspire people, enliven communities and confront injustice

**Our values:** We are imaginative, respectful, compassionate and bold

### 1. About the program

Cooke Court Uniting was selected by the Department of Education (VIC) as the site for an intensive early childhood education and care research project, as part of their Safe Haven budget initiative. The research project is being undertaken in partnership with Parkville Institute, a not-for-profit organisation established to operationalise and evaluate the program. The Australian government and philanthropy are also funding the project. The results from previous trials have found that children who participated in an intensive early education and care program had significant improvement in their cognitive (IQ and language) and non-cognitive skills (resilience and social-emotional). The University of Melbourne research team undertook a rigorous evaluation and some members have established Parkville Institute to continue the work (Research report 4 can be found [here](#)).

The objective of the intensive early childhood education and care 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 program is that these children will enjoy the same life trajectories as their peers. This research will seek to determine whether children, recruited with the same eligibility criteria as those in previous trials, can achieve the same remarkable learning and development outcomes. This will be one of four research sites established in Australia.

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### 2. Position purpose

As an educator, you are expected to be an informed, contributing member of a multi-disciplinary staff team providing high quality early childhood education and care to children. This includes:

- Developing respectful, responsive relationships with children participating in the program.
- Working in partnership with families or carers to support children's learning, development and wellbeing.
- Collaborating with community agencies and other professionals who are working with families and children.
- Complying with the Uniting Early Learning policies and procedures.
- A commitment to reflective practice and ongoing continuous improvement in collaboration with the staff team.

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### 3. Scope

**Budget:** nil

**People:** nil

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### 4. Relationships

#### Internal

- Centre Director
- Pedagogical Leader
- Early childhood teachers and educators
- Infant Mental Health consultant
- Family Support practitioner
- Uniting Early Learning Management team

#### External

- Children
- Families and carers
- Parkville Institute
- Other early childhood professionals
- Other community service organisations as required

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### 5. Key responsibility areas

#### Education and care:

- Work in accordance with the requirements of the *Education and Care Services National Law Act 2010*, Education and Care Services National Regulations 2011, and the National Quality Standard for Early Education and Care.
- Support the implementation of contemporary, research-based practices at the service and use a range of intentional pedagogical strategies in development and delivery of the intensive early childhood education and care program.
- Embed the service philosophy in curriculum, pedagogy and practices.
- Develop programs which reflect the values, principles, practices and outcomes of the Early Years Learning Framework (EYLF) and the Victorian Early Years Learning Framework (VEYLDF).
- Ensure the program contributes to and supports children's learning, development and wellbeing.
- Develop and implement daily routines that respect children's agency and use these as learning opportunities.

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- Implement an intentional, play-based learning approach that is responsive to children's interests, strengths, and abilities.
- Collaborate in the planning and implementing of programs which reflect understanding of children's cultural backgrounds, traditions and family aspirations.
- Document, evaluate and assess children's learning in a variety of ways that makes their learning visible and tracks progression of their learning over time in line with the learning outcomes (EYLF and VEYLDF).
- Collaborate with the staff team in planning and implementing safe and positive transitions into and from the centre and across the day.
- Collaborate with the senior leadership team and ECTs in the development review and implementation of the Quality Improvement Plan.

### Children's health, safety and wellbeing:

- Support a centre culture that takes shared responsibility for children's health, nutrition, wellbeing and safety.
- Be aware of any concerns regarding the health, safety or wellbeing of a child and work collaboratively with the senior leadership team and room staff in addressing these concerns.
- Provide a safe and stimulating physical environment where all children are protected from harm or hazards and are supervised at all times.
- Ensure that children's health, wellbeing and physical needs are met in culturally respectful ways.
- Maintain accurate records of any child accidents, injuries, illness or medications administered to a child.
- Ensure indoor and outdoor environments are safe, developmentally appropriate and provide spaces and resources that support every child's learning and development.
- Demonstrate and support the room team in providing effective health and hygiene practices that meet all legislative, policy, procedural requirements, and support children to do the same.
- Ensure that all children have access to nutritious food and fresh drinking water in line with the model's nutrition policy.
- Encourage and support families to maintain their children's immunisation schedule.
- Adhere to the service's Child Protection Policy:
  - Inform the Nominated Supervisor of any allegations or convictions of a child protection nature, of which you become aware, against any other employees.
  - Act as a mandated reporter which requires reporting to the appropriate authority where there are reasonable grounds to suspect that a child is at risk of significant harm.

### Physical environment:

- Support the development of environments for children which foster curiosity, exploration, and problem solving and which respects their agency.
- Help maintain supplies and equipment levels for the room in accordance with the service's policies.
- Collaborate with the staff team and with children, in maintaining the aesthetics of the environment.
- Support the provision of a clean and safe work environment.
- Support scheduled workplace inspections and risk assessments (e.g. opening or closing checklist, resources and equipment cleaning checklist, safe building checks).
- Ensure environmental sustainability practices are embedded in all program areas.
- Support children to become environmentally responsible.

### Team membership:

- Maintain educator-to-child ratios and qualifications requirements.
- Support the development of an ethical, productive and positive team environment.

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- Demonstrate Early Childhood Australia’s Code of Ethics in all interactions and relationships with children, families, staff and other professionals.
- Participate in ongoing professional development and training programs.
- Attend team meetings, contributing through observations of children and the sharing of ideas to support the continuous quality improvement of the service.
- Support ethical and effective channels of communication with the staff team based on mutual respect, equity, and fairness.
- All Early childhood educators are required to agree to act as a responsible person as per the *Education and Care Services National Regulations*. Responsible persons are placed in charge of the day-to-day operational management of the service if the approved provider or nominated supervisor is not present and you are nominated as the responsible person.

#### Relationships with children:

- Ensure each child feels a strong sense of belonging in the centre and in their room.
- Nurture responsive, respectful relationships with the children through the primary educator approach.  
Maintain respectful, ethical, nurturing, trusting and genuine relationships with every child
- Respect children as competent, capable learners and engage them in meaningful interactions through shared decision making.
- Guide children’s behaviour in ways that are congruent with trauma informed and attachment focused practices.
- Respect and acknowledge children’s differences and diversities.
- Maintain the rights and dignity of each child.
- Respond to the emotional, social and well-being needs of each child.
- Maintain up-to-date records of children as a primary educator.

#### Collaborative partnerships with families and communities:

- Develop positive and respectful relationships with families.
- Support families and respect their child rearing practices and beliefs, contributing to an effective partnership in the education and care of their children.
- Participate in 12 weekly goal-setting meetings with families and ensure there is ongoing communication and consultation with families regarding their child’s learning, development and wellbeing.  
Collaborate with staff team in engaging in the orientation, enrolment and transition processes.
- Share information with families relating to their child’s learning, development and wellbeing and the daily activities of the service.
- Create a welcoming, safe, supportive, and informative environment for families.
- Act as a resource person for families as required.
- Adhere to the service’s Privacy and Confidentiality Policy on children, families, and educators
- Encourage families to contribute to the program.
- With guidance from the Nominated Supervisor, assist families to access inclusion support and assistance when required.

#### Leadership and service management:

- Assist with administrative duties as requested.
- Ensure the Nominated Supervisor is informed of any problem which would impact the children, service approval or rating, regulatory and legal compliance, or the smooth running of the service.
- Participate in the service’s Quality Improvement Plan and assist in reviewing, developing and implementing the goals of the Plan.
- Undertake regular supervision and performance review with line manager, providing feedback to promote collaborative working relationships.

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- Actively participate in staff meetings, reflective supervision, professional development opportunities and network meetings as appropriate or as directed by the senior leadership team.
- Maintain current knowledge of early childhood education and care and engage in appropriate professional development opportunities.

### Personal accountability:

- Compliance with Uniting's values, code of conduct, policies and procedures and relevant government legislation and standards where relevant.
- Collaborate with Parkville Institute and the implementation of the research project
- Demonstrate professional integrity through leadership, showing initiative and being accountable
- Cooperate with strategies to actively ensure the safety, protection and well-being of children who come into association with us.
- Ensure appropriate use of resources.
- Work collaboratively with Uniting (Victoria Tasmania) employees and external stakeholders in accordance with Uniting's values and professional standards of behaviour.
- Actively participate in initiatives to maintain, build upon and promote a positive and collaborative workplace.
- Identify opportunities to integrate and work collaboratively across teams.
- Take reasonable care for your own health and safety, and health and safety of others (to the extent required).
- Promote a positive safety culture by contributing to health and safety consultation and communication.
- Promptly respond to and report health and safety hazards, incidents and near misses to line management
- Attend mandatory training sessions (i.e. equal employment opportunity, health, and safety) and mandatory training specific to position.
- Declare anything that you become aware of through the course of your engagement which may impede your suitability to work with children and/or young people.
- Declare any potential or actual conflict of interest that you become aware of through the course of your engagement:
  - based on a relationship with a current member of Uniting's workforce; or
  - based on my ongoing work with another organisation.

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## 6. Person specification

### Qualifications

- Diploma in Early Childhood Education and Care (or equivalent as approved by Australian Children's Education and Care Quality Authority).
- Current First Aid, CPR, Anaphylaxis and Asthma Certificates\*.

### Experience

- A comprehensive understanding and knowledge of early childhood development.
- Ability to work collaboratively in the provision of high-quality education and care program for children, in partnership with, families, carers and children.
- An ability to plan, reflect, work and manage time effectively with minimal supervision.
- Comprehensive knowledge and understanding of the National Law and Regulations and the early Learning Frameworks.

### Core selection criteria

- **Values alignment:** ability to demonstrate and authentically promote Uniting's values that respect the uniqueness and value of every individual; establish and maintain ethical

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relationships that enable people to be influential in their own support arrangements and ensure they are treated with dignity and respect; build on strengths and abilities of all; demonstrate transparency and accountability

- **Child safety:** demonstrated ability to provide safe environments for children and young people and protect them from abuse and neglect.
- **Communication:** strong and clear communication skills with the ability to build positive professional relationships with families, educators and other professionals; excellent interpersonal skills; high level written and verbal communication skills
- **Teamwork:** ability to cooperate and work constructively with others in pursuit of team goals; collaborates and shares information; shows consideration, concern and respect for others' feelings and ideas; accommodates and works well with the different working styles of others; encourages resolution of conflict within the group; willingness to be active and help others; contribute to the continuous improvement of a positive, collaborative and ethical work environment
- **Quality assurance:** ability to support the development and implementation of a high-quality program for children; committed to continuing individual learning and development and improvement multi-disciplinary professional practice; ability to operate in an inclusive and supportive learning environment
- **Research:** understand the importance of research in early education and the implications for evidence informed practice; be committed to supporting the research component of the partnership with the Parkville Institute, DET and Uniting (Victoria/Tasmania).

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### 7. We are a child safe organisation

Uniting is a child safe organisation and is committed in everyday practice to ensure the safety and wellbeing of all children, at all times. As a child safe organisation, employment with Uniting is subject to a satisfactory national (and international where relevant) police check and relevant Working With Children Check (and NDIS Worker Screening Check where relevant) to your State prior to commencement of any paid or unpaid work and/or participation in any service or undertaking.

**This position description is subject to review and may change in accordance with Uniting's operational, service and consumer requirements.**

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### 8. Acknowledgement

**I have read, understood, and accepted the above Position Description**

#### Employee

Name:

Signature:

Date: