

## Job Description – Educational Leader

### Quality Area 4: Staffing arrangements

**Standard 4.1:** Staffing arrangements enhance children's learning and development

**Standard 4.2:** Management, educators and staff are collaborative, respectful and ethical.

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<b>Position</b>	Educational Leader
<b>Qualification</b>	<b>Have a strong background in Early Childhood Education and Care</b> Current Working with Children's card Current Provide and emergency first aid response in an education and care setting HLTAID004 Current Provide cardiopulmonary resuscitation HLTAID001 Food safety level 1 (food handling) Proof of current child protection training Anaphylaxis and asthma training
<b>Award:</b>	Children Services Award Level 5 depending on training and experience on the floor
<b>Salary Range:</b>	As per Award determination based on years and qualification
<b>Hours of work:</b>	Shifts to be determined by management in consultation with successful applicant and they need to range across all four services.  You are employed on a permanent part time basis ranging from a minimum of 15 hours per week dependent on numbers of children.
<b>Rosters:</b>	Rosters will be sent out weekly via email and all rosters need to be confirmed by return email. Rosters can change up to 48 hours before dependant on children numbers.
<b>Appointment:</b>	To work alongside and support the all educators of the services to always adhere to the Education and Care Services National Regulations under the Education and Care Services National Law, Child Protection Regulations as well as the policies, goals and philosophy of the service. To uphold the National Quality Framework and National Quality Standards as per the services philosophy, goals, policies and procedures.
<b>Introduction:</b>	This Position Description and associated information should not be considered as comprehensive, complete and/or exhaustive in its description of responsibilities, criteria or outcomes. It is indicative only of the position. The incumbent can and will be asked to undertake duties within their competencies, skills, abilities and training that may not be necessarily mentioned in this document.  The position incumbent should be aware that their position within Centre is dynamic.

Continuing development, change and improvement of processes, practices, knowledge, skills and behaviours is highlighted and expected by KEKECO CHILDCARE PTY. LTD.

People and jobs evolve and develop and this Position Description is intended to facilitate this (as a living document) and the incumbent's involvement in this process is a critical element.

### **Reg 118 Educational leader**

*The approved provider of an education and care service must designate, in writing, a suitably qualified and experienced educator, co-ordinator or other individual as educational leader at the service to lead the development and implementation of educational programs in the service.*

**Note.**

*A compliance direction may be issued for failure to comply with this regulation.*

#### **Responsibility:**

The usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling; frequent climbing and balancing; frequent stooping, kneeling, crouching, and/or crawling; and significant fine finger dexterity. Generally the job requires 34% sitting, squatting and bending to child's level, 33% walking and running, and 33% standing.

The job is performed under some temperature extremes and some hazardous conditions. You need to be aware who the WHS officer is and all relevant documentation or communication needs to go directly through there.

Cleaning is required throughout the day, duties include vacuuming, sweeping, mopping, cleaning toilets both children's and staff toilets, gardening, blowing the yards, washing windows, walls, window sills etc. Some days can be a day of cleaning if numbers are low and you are rostered on.

#### **Framework in which the Position Functions:**

This position provides important and valued services that go towards achieving KEKECO CHILDCARE PTY. LTD's Philosophy, goals and objectives. KEKECO CHILDCARE PTY. LTD. Educators are a team of dedicated early childhood professionals, **entrusted with the health and wellbeing of each child within the highest quality "learning through play"** environment, whilst working in partnership with families and the community.

#### **Company Structure within KEKECO CHILDCARE PTY. LTD.**

Please refer to Company structure flow chart within your Centre/Service.

**Reporting Relationships:**

- Reports to: Centre Director/Supervisor and Approved Provider
- DIRECT REPORTS: Room Assistant/s, Students, and Volunteers- including parent helpers and Families.
- PEOPLE WHO THE EDUCATIONAL LEADER INDIRECTLY MANAGES: All educators/room assistants and students/Volunteers who are working in the room at any time any day of the week.

**Delegations:**

- Assists with the expenditure of room budget collaborating with Room Leaders on how to achieve value and how to resources better.
- Assist with the management of excursion risk assessments that have been handed to Educational Leader/Deputy Director for approval prior to any excursion/Incursions being booked or undertaken.
- Direct permanent room and relieving educators in their interactions and procedures throughout the day.
- Assist with identifying additional training needs for staff and sourcing these training courses to resolve any identified issues on site.

**Communications:**

**Internal**

- Centre/Service Educators.
- Management.
- WHS officer

**External**

- Parents / Families.
- Community Services as required.
- D.H.H.S. and Police if required
- State and Federal Government Departments. (ACECQA, DET)
- Commercial Organisations.
- Professionals as required.
- Network meetings

**Professional Development:**

KEKECO CHILDCARE PTY. LTD

- Training plans
  - Educators meetings
  - Team meetings
  - Individual performance meetings
  - Educators appraisals

## Duties

### In relation to the children:

- Ensure staff respect and provide support and inclusion for all children, regardless of gender, cultural background or socio-economic status.
- Act as a positive role model to staff and children, demonstrating appropriate behaviour and language.
- It is your personal responsibility to ensure the safety of other staff and the children in our services and that you are actively supervising children adequately as per ratio's age appropriate.
- Ensure that staff are engaged with children in experiences that you have ensured are set at all times.
- It is your personal responsibility to ensure you are documenting the staff recording of and encouragement of children's learning while the children are engaged in play.
- Observe nutritional health, welfare and safety needs of children and identify factors which may impede children's progress/development, this is to be documented on ChildCarers Task Manager.
- **Monitor** staff to ensure children's behaviour for the purpose of ensuring children's compliance to established room rules and maintaining a safe and positive learning environment.
- **Ensure staff stay alert** to individual children's medical needs at all times throughout the day especially during sleep time as there may be children that attend with sleep abnormalities.
- Be a passionate educator and strive to achieve 'Service' goals (as outlined in Policy Manual) and ensure our 'Service' philosophy is reflected in daily practice.
- Assist in the collection, recording and evaluation of staff performance records and their observations of children, as required by Department of Education and National Quality Framework.
- Communicate with the staff and children in an open, honest manner and ensure that the individuals perspective is regarded as unique and special.

### In relation to families

- Look for opportunities within the Service where a family may become involved e.g. Multi-cultural events, craft activities, fund raising and parent committees.
- Respect the confidentiality of all information about a child, any concerns should firstly be discussed with the Authorised Supervisor.
- You are a Mandatory Reporter and have the responsibility to report any concerns about abuse immediately to Centre Director/ Supervisor and to escalate this concern to Child First or the Police if necessary.
- Be familiar and courteous with all families; greet all families on a personal basis. This will ensure mutual trust and open communication.

### In relation to colleagues:

- To support and educate all team members to follow centre policies, procedures and following Education and Care Services National Regulations (2011) under the Education and Care Services National Law Act 2010 and National Quality Standards (NQS).

- Assist the implement the room's routine and the Service's procedures.
- Help Room Leaders to integrate special needs children into the normal pre-school program, including working harmoniously and efficiently with special needs workers and support personnel from external services where necessary, such as SCOPE, ECIS etc.....
- Assist all staff in meeting the needs, supervision, health and safety of all children.
- With the guidance of the Centre Director and colleagues, promote the highest standard of care for the children in accordance with the National Quality Standard in line with the National Quality Standard aiming for a rating of 'excellence'.
- Help assist and participate in the service's SWOT and goal setting programs every six months.
- Acknowledge and support the worth of the personal, professional, cultural and linguistic diversities that all staff brings to the service. Every staff member is unique and has something to offer- aim to tap into this wealth of knowledge and incorporate ideas in your own experiences.
- Familiarise yourself with the Grievance Policy (included in Policy Manual) and support all educators to use this policy to clear any concerns or grievances they may have.
- Oversee and guide staff in observing and planning for individual children and the total learning environment.
- Oversee and collaborate with staff to ensure that the program is continually improving.
- Oversee that each room is esthetically supporting family involvement and representing each child and their needs and interests.
- Develop the planning, implementation and evaluation of the program (in consultation with the colleagues and the Nominated Supervisor, if needed)
- Research new and innovative ideas that may be incorporated into all programs. Comply with all directions set by the Department of Education (DET), KEKECO CHILDCARE PTY. LTD
- Work collaboratively with Room Leaders and other Room Staff through their planning and structured learning experiences for both indoor and outdoor environments helping them source a variety of materials and equipment to facilitate children's development, learning and growth. Remembering to keep in mind the sustainable policy.
- Work collaboratively with Room Leaders and other Room Staff to provide a flexible program that allows for differences in children's abilities development levels and needs. Their program also needs to incorporate the EYLF – Being, Belonging and Becoming, Victorian Early years learning and development framework (VEYLDF) including all five outcomes.
- Work collaboratively with Room Leaders and other Room Staff to Provide a variety of experiences and activities to develop skills, such as fine motor, gross motor, cognitive, social, confidence and understanding.
- Work collaboratively with Room Leaders and other Room Staff to promotes language development through storytelling, role play, songs, rhymes and informal discussions held individually or within groups.
- Spends time within the room/service and observe all educators to evaluate their progress making sure that their the job description is followed and all points are documented on task and followed up with Centre Director.
- Work collaboratively with Room Leaders and other Room Staff to encourage each child to become secure and independent in an environment other than his/her home.
- Oversee and maintain the developmental records of each child in your room and ensure that Head Educators are also doing the same).
- Know and implement the Early Years Learning Framework in your program and records
- Oversee the implementation of the program in the in-door and out-door environment promoting commitment to continual improvement to the quality of care and experience each child and family receives.
- Organise any project materials, interest areas and general preparation for the room.

- Ensure that the program is regularly evaluated, monitored and rotated so as to provide for an interesting and challenging environment (consulting with colleagues to provide variety and input from various perspectives).
- Room Leaders are expected to “Arrange and carry out excursions and entertainment to compliment the Room programs that is discussed with Educational Leader/Centre Director. Mandatory excursions include: Monthly community involvement, end of year excursion, Emergency services, Library” it is your responsibility to Work collaboratively with Room Leaders to approve and source cost effective ways to implanted this into the service.
- Kindergarten Teachers are expected to “Arrange and carry out various incursions to complement the Kindergarten program such as: Bravehearts, Responsible pet education, Water saving techniques, Thingle Tootle, Life Ed van, crossing person, Oral health, Local Indigenous visits, plus one incursion per year needs to be booked in conjunction with the Educational Leader based on your program” it is your responsibility to Work collaboratively with Room Leaders to approve and source cost effective ways to implanted this into the service.
- Work collaboratively with Room Leaders to select the most appropriate play materials, equipment books, educational aids and all other articles to promote and maintain the high quality of care and education provided by the centre
- Encourage and document team discussions on new ideas, programming, selection of equipment, philosophies of teaching etc, in order that the Centre achieves the highest possible standard of operation. This is to be discussed and documentation to be shared with Centre Director.
- Supervise student teachers on placement within the services, volunteer and casual Educators and delegate appropriate duties. Liaise with the appropriate institutions such as regarding students’ attendance and progress.
- Kindergarten teachers are required to undertake regular meetings with parents/guardians to discuss child/s development. You are required to work closely with the Kindergarten Teacher in order to make sure they follow all procedures for the company.
- Work collaboratively with Kindergarten Teacher to implement the Victorian Early Years Learning Development Framework (VEYLDF) and complete the Transition to School assessments for all children enrolled in funded 4 Year Old Kindergarten who will transition to Primary School at the end of each year. These need to be completed before the transition process has started for each school, you need to make sure you personally have proof read and worked in conjunction with the Teacher at each service.
- Regular Team meetings will be conducted by all rooms across all services you will be expected to be minute taker in some of these to allow you have full understanding of what is happening and the needs of individual rooms. This is an opportunity for the teams to discuss future goals and individual developmental needs of the children that can’t be discussed within the room.
- All rooms are required to undertake regular Parent involvement activities, this will need to be approved by yourself keeping in mind budgets.
- You need to support and maintain that all programs across the centres ensure children develop positive attitudes and values by engaging in learning experiences.
- You need to make sure that all rooms and children are modelling sustainable practices.
- Review Educator’s ongoing learning and reflective practice which will need to document on task monthly as determined by Centre Director.
- Model and support team/room educators utilise a variety of teaching strategies including intentional teaching and reflective practice in daily work

**In relation to the Services:**

- Support and assist the Centre Director in the organisation and co-ordination of all areas of the Kindergarten room to ensure the smooth running of the centre in compliance with all directions set by KEKECO CHILDCARE PTY. LTD. the Department of Education (DET), Australia Children's Education & Care Quality Authority (ACECQA), Education and Care Services National Regulations (2011) and the Education and Care Services National Law Act 2010, Transition: A positive start to school resource kit and any other Statutory body.
- You need to have sound understanding of the National Quality Standards and National Framework and be able to teach this to educators.
- Working knowledge of the Early Years Learning Framework.
- Awareness of current issues in Early Childhood Education and Care.
- Demonstrated ability to work in partnerships with families.
- Demonstrated professional level of written and verbal communication skills.
- Extensive knowledge of Child Protection legislation and its implications for the care and protection of children within our services and the general community.
- Professional development can be outsourced and you will need to find a suitable course for the individual educators as determined by the Centre Director.
- All documentation of training will be required at monthly managers meetings to be held at various places to discuss individual progress of all educators employed at KEKECO CHILDCARE PTY LTD. (S.M.A.R.T Goals)
- A small budget is provided to assist you with sourcing program materials and professional development training this needs to be given in writing on task to Centre Director for approval.
- **Regularly comes to and participates** in various meetings and training events at all four services for the purpose of sharing information and/or improving ones skills and knowledge. These can be held at the any of the centres, out of hours and sometimes travel maybe required.
- Comply with the Quality Improvement Planning process to maintain high quality care and education at all times.
- When necessary share the workload of the Centre by undertaking any designated duties normally carried out by the Director.
- An Annual Art Show will be conducted, dates appointed by Centre Director at beginning of the year. This is an opportunity for you to work with the individual teams to source cost effective supplies to allow the teams display the various pieces of art work that have been completed throughout year. The Annual Art Show is a family event and our centre will be on display for the public. After the event a display book will be made and displayed for new and old families to view.
- Staff Training plans must be developed in conjunction with Centre Director each month and are delivered and constructive feedback given through written/verbal and on the floor learning.
- Extensive knowledge of Work Health and Safety (WHS) legislation and safety issues relating to children and staff.
- Provide ongoing support and assistance to the Centre Directors and Approved Provider Representative in all areas of administrative procedures, curriculum development, parent and community liaison, staff professional development and training, and any other areas as the need arises.

- Facilitate the successful implementation of the Quality Improvement Plan as per the 'service's' routine. Actual completion of this document sits with the Centre Director.
- Be responsible for maintaining a high standard of hygiene and cleanliness in the centre by applying infection control measures and undertaking cleaning duties as required. As per KEKECO CHILDCARE PTY. LTD policies, Centre procedures and room checklists.
- Ensure the Approved Provider Representative is informed of any problem arising, which would affect the staff, children or the smooth running of the service.
- Any other duties, within the scope of the position, as specified by the Approved Provider Representative.
- Oversee programming promoting commitment to continual improvement to the quality of care provided within each room.
- To follow housekeeping practices, which ensure that equipment is maintained at an optimal level, and the Centres are kept clean and tidy when you are in them and providing feedback if they are not.
- Assist in providing an environment that is safe, interesting and appealing.
- Always act within the guidelines set out in the Code of Ethics (Early Childhood Australia Inc.)
- Facilitate the successful implementation of the Quality Improvement Plan as per Centre/Service routine.

The paramount consideration of Education and Care Services is the best interests of the children.

- Children should receive services that meet their individual's needs (including the needs of children with a disability) and enhance their physical, emotional, cognitive, social and cultural development.
- Parents have both a right and a responsibility to be involved in the making of decisions by a children's service in so far as those decisions affecting their children.
- Carry out administrative duties or otherwise in relation to but not limited to: Newsletters, Information Sheets, Accreditation requirements and emails.

Understanding of a safe environment for children, and;

- Adequate knowledge of stages of physical, emotional, cognitive, social and cultural development of children, and;
- Adequate knowledge of health, hygiene and nutrition needs of children

**I HAVE READ AND UNDERSTAND THE CONTENTS OF THE JOB DESCRIPTION:**

\_\_\_\_\_ (Print Full Name)                      \_\_\_\_\_ (Signature)                      \_\_\_\_\_ (Date)

\_\_\_\_\_ (Authorised Supervisor)                      \_\_\_\_\_ (Signature)                      \_\_\_\_\_ (Date)