

Position Description

Position Title:	Early Childhood Educator (Diploma)
Location:	Muloobinba Aboriginal Corporation- Hunter Region
Reports to:	Nominated Supervisor Centre Manager
Responsible to:	CEO Board of Directors
Hours of Work:	Full time /Casual
Award	Children’s Services Award 2010
Probationary period	3 months from commencement date
Performance Review	3 months after the commencement date and annually thereafter
Other Requirements	Diploma Childrens Services Qualification First Aid certificate, Anaphylaxis and Asthma Management Clear Working with Children Check

Scope of the Early Childhood Educator (Diploma)

Nikinpa Aboriginal Children’s services Early Childhood Educator (Diploma) will be an active member of a team that provides culturally appropriate early childhood education and care services. The Early Childhood Educator will be responsible to ensure the development of strong relationships with children at the centre as well as strong cultural practices that support the Aboriginal identity of children and families using the service. The Diploma Early Childhood Educator will assist in the development and implementation of the services Quality Improvement Plan, and the policies and procedures of the organisation.

While this position involves many tasks, quality interactions with the children and families is the most important. You will be required to supervise children’s play, responding to their areas of interest, and making sure that your interaction with them is positive. You will also be required to set up the experiences in the room and the outside environment and to make sure that the room is tidied and all materials are put away at the end of the day. Underpinning this role is the duty of care for children and adherence to the Code of Conduct. You will be expected to have an understanding of the National Quality reform agenda which encompasses the Early Years Learning Framework and the National Standards.

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Key Accountabilities

General Responsibilities

- To work in accordance with the requirements of the *Children (Education and Care Services National Law Application) Bill 2010, Education and Care Services National Regulations* and the *National Quality Standard for Early Education and Care*;
- Working in accordance with the *Code of Ethics of Early Childhood Australia, Nikinpa's philosophy and Muloobinba's Employee Code of Conduct*;
- Implementing the services' philosophy in undertaking all duties;
- Working in accordance with the policies and procedures of the organisation;
- Working with families, children, staff and community in a culturally appropriate way which enhances each individuals sense of self and cultural identity
- Provide ongoing support and assistance to other staff in all areas of service operation.

Responsibilities as per the National Quality Standard

1. Educational program and practice

- Ensure Nikinpa's philosophy is adhered to as it guides the pedagogy and teaching decisions.
- Contribute to the development of programs which reflect the *Early Years Learning Framework (EYLF)*, encouraging children to question and explore the world in which they live;
- Ensure curriculum decision making contributes to each child's learning and assists children to enhance their connection with community, wellbeing, confidence as learners, effectiveness as communicators, and Identity as Aboriginal people.
- Advocate for all young children and support and maintain children's rights and dignity
- Help children develop the outcomes of the EYLF:
 - A strong sense of their identity;
 - Connections with their world;
 - Strong sense of wellbeing;
 - Confidence and involvement in their learning; and
 - Effective communication skills.
- Assist with the implementation of a play based learning environment responsive to children's interest, strengths, abilities, and cultural background;
- Contribute to the planning, implementation, evaluation and reflection of programs which reflect the skills and interests of children, ensuring that the experiences provided are continually evolving and improving;.
- Implement intentional teaching strategies to scaffold and guide children's interest, learning and cultural identity;

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- Assist with the implementation of daily routines and use routine times as opportunities for learning;
- Promote an awareness and an appreciation of Aboriginality and Aboriginal Culture
- Assist in ensuring there is a comprehensive transition to school program, (in conjunction with Biraban School), for children attending mainstream schooling the following year.
- Under direction of senior staff contribute to the planning of children’s learning and maintain ongoing records of the child’s development and assessments against learning outcomes
- Contribute to critical reflection and evaluation of children’s to support future planning;
- Use informational technology to support and extend children’s learning; and
- Be aware of funding available and structure of support available to assist children with additional needs.

2. Children’s health and safety

- Ensure each child’s health needs are supported;
- Ensure that children are safe and adequately supervised at all times ensuring the staff to child ratio and qualification requirements are maintained;
- Take responsibility to ensure any potential supervision risk is reported to your supervisor or the Nominated Supervisor;
- Ensure that the environment is safe, supportive, stimulating, educational and culturally appropriate for children;
- Respond positively and consistently to children’s additional needs/requirements – diet/allergies, developmental etc;
- Ensure a high standard of hygiene is maintained in compliance with procedures and policies;
- Administer first aid and medication in compliance with procedures and policies;
- Keep accurate and detailed records of injury/accident/trauma and medication administered to children;
- Become familiar with all Nikinpa policies regarding health and safety at the service;
- Support children’s individual wellbeing and comfort in sleep, rest and relaxation; and
- Assist in ensuring the service’s child protection policy is implemented and children’s rights are protected and advocated for:
- Inform the Nominated Supervisor of any allegations or convictions of a child protection nature against any other employees, of which you become aware; and
- Ensure compliance as a mandated reporter which requires reporting to Community Services, where there is reasonable grounds to suspect that a child is at risk of significant harm.

3. Physical environment

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- Ensure the service is ready for operation at the beginning of each day when rostered on the early shift;
- Contribute to the development of an environment for children which fosters curiosity, exploration and problem solving;
- Maintain respect for the learning environments, both indoors and outdoors as Nikinpa view these environments as the third teacher
- Maintain a clean and safe work environment;
- Conduct daily and monthly workplace inspections and risk assessments and as per schedule provided. Eg – opening / closing checklist, toys and equipment cleaning checklist, safe building checks etc;
- Assist the service to ensure environmental sustainability practices are embedded in the program;
- Support children to become environmentally responsible and show respect for the environment; and
- Assume an equal share of cleaning duties both outdoors and within the room in which you work.

4. Staffing arrangements

- Maintain educator-to-child ratios and qualification requirements at all times;
- Abide by Muloobinba’s employee code of conduct, Nikinpa’s philosophy, and Early Childhood Australia’s code of ethics in all interactions and relationships at the service;
- Fulfil requirements and documentation as the responsible person on duty as required;
- Be proactive in supporting a healthy team environment by establishing and maintaining positive professional relationships with colleagues that are fair, respectful, equitable and supportive.
- Lead, guide and support staff to implement the program, providing direction for other staff within the group for which you have responsibility;
- Maintain professional and ethical standards at all times when dealing with families, educators and children;
- Act as a mentor and role model for other educators;
- Participate in ongoing professional development and training programs to ensure you remain up to date with current best practice; and
- Attend staff meetings as required and contribute to these meetings through shared observations of children and sharing new ideas.

5. Relationships with children

- Ensure each child has a sense of belong, being and becoming within the service;
- Ensure respectful, nurturing, equitable genuine relationships with children are maintained at all times;
- View and respect children as competent and capable and engage in meaningful interactions through shared decision making with them;

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- Guide each child to manage their own behaviour with positive behaviour guidance strategies and support children to understand the decision making process;
- Communicate positively and openly with children and collaborate with them about their interests and knowledge.
- Respect children’s similarities, differences, cultures and diversities, remembering that in line with the Nikinpa philosophy we aim to promote strength and pride in our children’s Aboriginality;
- Each child’s dignity and the rights of each child is maintained at all times, (in line with the UN Convention of the Rights of the Child);
- Provide physical care, assisting children in toileting, dressing and meal times; and all of these opportunities are viewed as teachable moments;
- Assist in maintaining up to date records of the children within your group.

6. Collaborative partnerships with families and communities

- Assist in creating a safe, supportive culturally appropriate and informative environment for families;
- Develop and maintain positive and respectful relationships with families ensuring their privacy and confidentiality are maintained at all times;
- Support all families and respect their child rearing practices and beliefs, (as long as they do not pose a risk of harm to the child/ren). This contributes to joint partnerships with families;
- With guidance from the Nominated Supervisor, or teacher, engage positively in the orientation, enrolment and transition processes for families and children participating in Nikinpa;
- Share information with families relating to their child and the daily activities of the service;
- Act as a resource person for families and make in conjunction with the Nominated Supervisor, referrals to outside support services/agencies as necessary;
- Maintain the confidentiality policy in regards to children, families and educators at all times. Breaches of this will not be tolerated;
- Encourage families to take an active interest in their children’s learning and participate in the canter community
- Be an advocate for high quality services for children in our community;
- Ensure problem solving occurs in an ethical, respectful, and culturally sensitive manner.
- Ensure students on placement are positively welcomed, supported and assisted and be a student supervisor when required.

7. Leadership and service management

- Become familiar with all the services policies and procedures;
- Assist with administrative duties as requested;
- Ensure the Nominated Supervisor is informed of any problem arising, which would affect the children, service approval or rating, regulatory and legal compliance or the smooth running of the service;

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- Be involved in the development and implementation of the service's *Quality Improvement Plan*;
 - Positively promote and market the centre to families and the community;
 - Keep up to date with current developments in the early childhood education and care sector and engage in professional development opportunities.
 - Reflect on your own work performance and in conjunction with NS or CSM develop and evaluate professional goals on a regular basis
8. **Any other duties specified**

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References

Children (Education and Care Services National Law Application) Bill 2010 -
www.legislation.nsw.gov.au/sessionalview/sessional/act/2010-104.pdf

Education and Care Services National Regulations -
www.legislation.nsw.gov.au/sessionalview/sessional/subordleg/2011-653.pdf

National Quality Standard for Early Education and Care - (Schedule 1 of the
 Regulations)

Code of Ethics Early Childhood Australia -
www.earlychildhoodaustralia.org.au/code_of_ethics/early_childhood_australias_code_of_ethics.html

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