



**Mount
Carmel
College**

**Courage.
Compassion.
Justice.**

Early Learning Centre & Outside School Hour

WTC3 EARLY CHILDHOOD EDUCATOR

Working Towards Cert III in Early Childhood Education and Care

Our Educators provide a high standard of care for our students, our centre is a home away from home for our students. Each student is cared for with compassion and justice, we encourage all our students to be courageous learners. A Trainee Educator involves studying a Certificate 3 in Early Childhood Education and Care and practicing knowledge taught and learned throughout the study. They are guided by staff to meet best practices and high quality standards within the service.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service.
7.1.3	Roles and Responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.

Mount Carmel College	
POSITION	Early Childhood Educator – WTC3
SUPERVISOR	Centre Manager/Early Years Coordinator
DIRECT REPORTS	No direct reports
QUALIFICATIONS:	<ul style="list-style-type: none"> Enrolled in and completing a recognised RTO to complete study in Certificate 3 of Early Childhood Education and Care (or equivalent), or:

	<ul style="list-style-type: none"> • Enrolled in and completing in a recognised RTO to complete study in Diploma of Early Childhood Education and Care (or equivalent) • Valid Working with Children Check clearance
ESSENTIAL EXPERIENCE	<ul style="list-style-type: none"> • a commitment to learn elements of the Early Years Learning Framework, Education and Care Services National Law (2010), and the Education and Care Services National Regulations (2011), Family Assistance Law (Child Care Subsidy 2018).
COMMITTED TO GAINING KNOWLEDGE AND COMPLIANCE OF THE FOLLOWING LAW-REGULATIONS-ACTS	<ul style="list-style-type: none"> • Service Policies and Procedures • Education and Care Services National Law (2010) • Education and Care Services National Regulation (2011) • National Quality Standard (NQS) • Early Years Learning Framework (EYLF)/My Time Our Place (MTOPI) • ECA Code of Ethics • Work Health and Safety Act 2009 • Commonwealth Privacy Act 1988 and the Australian Privacy Principles (APPs) (2014) • Fair Work Act • Family Assistance Law (2018) • Child and Youth Safe Standards TAS • Other relevant state and federal legislation and regulations as required
POSITION OBJECTIVES	<ul style="list-style-type: none"> • Build and maintain positive relationships with children, families, educators, staff and management to deliver best outcomes for families and children • Contribute to the educational program under the direction of the Centre Manager to provide a high-quality program for all children • Assist with the smooth running of the room in line with relevant regulations, policies and procedures under the direction of the Centre manager • Complete enrolled study components within a timely manner.

ROLE DIMENSIONS- KEY PERFORMANCE AREA

QA1 Educational Program & Practice Key Tasks:

- develop skills and knowledge to contribute to the Educational Program and practices within the service
- contribute to ensuring Mount Carmel College facilitates a play-based learning environment and develops learning programs responsive to children's ideas, strengths and abilities that inspire independent learners
- work with the OSHC Lead Educator, Centre Manager, Early Childhood Teacher, Educators to implement the successful planning, implementation and evaluation of a program for the service that

is reflective of an approved learning framework; the Early Years Learning Framework (EYLF) or My Time Our Place (MTOPI)

- assist to ensure the early childhood program meets the goals of the approved learning framework (EYLF or MTOPI) to help children develop:
 - o a strong sense of their identity
 - o connections with their world
 - o strong sense of wellbeing
 - o confidence and involvement in their learning; and
 - o effective communication skills
- contribute to the collection, recording and evaluation of children's records and observations, as required by Department of Education and Communities and the National Quality Standard.
- develop skills to and continue to implement inclusive practice and contribute to an environment which honours diversity
- be proactive in ensuring currency in best early childhood practice
- develop an understanding of and contribute to the Quality Improvement Plan for the service
- assist with the documentation of children's developmental needs, interests, experiences and participation in the educational program in a variety of ways
- assist with the assessment of children's developmental progress against the learning outcomes, establishing further learning goals
- assist with the assessment and planning cycle to design programs that enhance and extend each child's learning and development. This includes observation, analysing learning, documentation, planning, implementation and reflection.
- support children's learning through investigation and projects; and
- with support from the Lead Educator and Educational Leader critically reflect on all aspects of the educational program.

QA2 Children's Health and Safety Key Tasks:

- promote child wellbeing and prevent harm to children and young people by adopting and adhering to the National Principles of the Child and Youth Safe Standards TAS
- develop and demonstrate knowledge of Child Protection legislation and its implications for the care and protection of children
- ensure compliance as a mandated reporter in accordance with the service *Child Protection Policy* and procedures

- inform the Centre Manager/Early Years Coordinator/ Nominated Supervisor of all allegations or convictions of a child protection nature against an employee, of which you become aware
- ensure policies and procedures are adhered to ensure that the children are safe and adequately supervised at all times
- follow policies and procedures to maintain correct educator to child ratios at all times
- ensure children are protected from harm and hazard and are not subjected to corporal punishment or unreasonable discipline at any time in line with policies and procedures
- ensure children do not leave the Service premises except in accordance with the National Regulations – when collected by a parent or authorised nominee or in an emergency evacuation situation, risk assessed excursions or regular outings
- follow procedures to ensure visitors to the service are supervised at all times
- develop skills and knowledge to ensure children’s health, safety and wellbeing is provided for at all times
- respond positively and consistently to children’s additional needs including adjustments and requirements; diet and allergies; developmental needs etc.
- ensure a high standard of hygiene in compliance with procedures and policies
- ensure the administration of first aid or medication in compliance with procedures and policies (with supervision)
- develop an understanding of and begin to demonstrate knowledge of Workplace Health and Safety (WHS) legislation and safety issues relating to children, educators, staff and visitors
- ensure correct manual handling techniques and procedures are followed and assist by identifying manual handling hazards and risks within the service
- ensure adequate health and hygiene practices regarding safe food handling procedures
- ensure preparation and storage of food adhere to relevant food safety standards
- ensure accurate and detailed records of incident, injury, trauma or illness of individual children are recorded and families are notified as soon as possible or within 24 hours of any incident, injury, trauma or illness
- assist the OSHC Lead Educator/ Educator to ensure reporting of serious incidents to the Centre Manager/Early Years Coordinator Nominated Supervisor-within 24 hours in line with Education and Care Services National Regulations.

QA3 Physical Environment Key Tasks:

- develop skills and knowledge to ensure the Physical Environment is safe and suitable to encourage children's engagement and positive experiences
- create a safe, supportive, stimulating and educational environment for all children
- assist other educators in maintaining the aesthetics of the environment and ensure all resources and equipment are respected and maintained at the service
- report any repairs and maintenance required to the Lead Educator or Director/ Nominated Supervisor
- report any situation that may constitute a hazard to health and safety to children, families, educators, staff or visitors to the Lead Educator/ Centre Manager/Early Years Coordinator Nominated Supervisor
- ensure correct manual handling techniques and procedures are followed and assist by identifying manual handling hazards and risks within the service
- assist to ensure the physical environment complies with National Regulations and Australian Safety Standards
- ensure effective processes are followed to meet WHS requirements
- contribute to ensuring the service strives towards environmental sustainability in all areas, through sustainability action plans; and
- assist the Early Childhood Teacher/Educators with the indoor and outdoor environment promoting commitment to continual improvement to the quality of care and experience each child and family receives.

QA4 Staffing Arrangements Key Tasks:

- develop skills and knowledge to contribute positively and effectively to the team environment; within the room and within the service to ensure smooth operation of the early childcare service
- develop an understanding of and begin to develop working knowledge of the National Quality Framework and meet these guidelines in work practices
- understand obligations to comply with legislation, rules, policies and procedures relating to the operation of the service
- always act within the guidelines set out in the Code of Ethics (Early Childhood Australia Inc.)
- contribute to the development of a *Statement of Commitment to Child Safety and Wellbeing* to demonstrate a strong culture of child safety within the Service

- adhere to the services Child safe policies including *Child Safe Environment Policy, Child Protection Policy*.
- ensure compliance with a zero tolerance of racism within the Service
- support educators and leadership in promoting a healthy team environment and develop positive channels of communication
- participate in ongoing professional development and training programs in conjunction with the Educational Leader
- implement the service Complaints and Grievance *Policy* and procedures in relation to complaints or incidents
- ensure any grievances raised by educators or families are reported to the Lead Educator, Centre Manager, Early Years Coordinator or Nominated Supervisor
- develop an understanding of and begin to keep up to date with current trends and issues in Early Childhood and support research-based practices within the service; and
- attend meetings and family meetings as required.

QA5 Relationships with Children Key Tasks:

- develop skills and knowledge to build relationships with all children that contribute to children's sense of becoming, belonging and being
- view and respect children as competent and capable
- promote positive, comforting and nurturing relationships with children,
- promote the cultural safety, participation and empowerment of culturally and/or linguistically diverse backgrounds, including Aboriginal and Torres Strait islander children to express their culture and enjoy their cultural rights
- promote the safety, participation and empowerment of children with a disability
- ensure supportive educational environment for all children and families is provided
- act as a positive role model, demonstrating appropriate behaviour and language
- communicate with children in an open, honest manner and ensure that the child's perspective is regarded as unique and special
- ensure children are respected and their rights are being met (United Nations Convention on the Rights of the Child -CRC)

QA6 Collaborative Partnerships with Families and Communities Key Tasks:

- develop skills and knowledge to build positive partnerships with families to support a professional relationship
- be courteous and helpful to the families in the service
- look for opportunities within each service where a family may become involved e.g., Multi-cultural events, craft activities, fund-raising and parent committees
- be an advocate for high quality support services for children in our community
- ensure students on placement are positively welcomed and supported; and
- encourage families to participate in service decision-making and experiences.

QA7 Leadership and Service Management Key Tasks:

- develop skills and knowledge to support ongoing compliance of policies and procedures within the service
- comply with, maintain and review all service policies and procedures in accordance with the Education and Care Services National Law and National Regulations
- develop current understanding of the National Quality Framework and approved learning framework/s
- maintain compliance with the regulations as prescribed by the regulatory authority along with all legal and statutory requirements
- strive to achieve 'Service' goals (as outlined in the Quality Improvement Plan) and ensure the service's statement of philosophy is reflected in daily practice
- ensure that the Centre Manager/Early Years Coordinator is informed of current issues within the room
- report directly to the Centre Manager/Early Years Coordinator of any problem arising, which would affect the children, service approval or rating, regulatory and legal compliance or the smooth running of the service
- ensure procedures relating to administrative functions of the room, including development of routines and procedures are followed
- maintain confidentiality of sensitive information in relation to educators, staff, families, children and the service in line with the *Privacy and Confidentiality Policy* and procedures
- comply with the *Privacy and Confidentiality Policy* and procedures; and
- any other duties within the scope of the role of *Early Childhood Educator - Trainee*, under the direction of the OSHC Lead Educator and Centre Manager/Early Years Coordinator/ Nominated Supervisor. This job description may be reviewed in the future.

I have received, reviewed and understand the responsibilities as the EARLY CHILDHOOD EDUCATOR - TRAINEE.

I also acknowledge that I am responsible for the satisfactory execution of these responsibilities and will adhere to all requirements as set out in the Job Description.

Employee Name		Date	
Employee Signature			

Supervisor Name		Date	
Supervisor Signature			