 Wattle Range COUNCIL	<b>POSITION DESCRIPTION</b>			Version:	2
	Early Years Educator - Bachelor			Date Adopted:	May 2022
				Next Review Due:	May 2026
<b>POSITION TYPE</b>	Part -Time	<b>SALARY CLASSIFICATION</b>	South Australian Municipal Salaried Officers Award	<b>LOCATION</b>	Gladys Smith Early Learning Centre

### POSITION OVERVIEW

The Early Years Educator will demonstrate the skills and knowledge gained from completing a Bachelor degree in Early Childhood Education and Care. They will provide high quality care and education to children aged 6 weeks to 6 years while meeting requirements under Education and Care Services National Law and regulations and expectations of National Quality Standards. The Early Years Educator will also perform other relevant duties within the scope of this role as instructed by Centre Director and/or the ELT.

### KEY ACCOUNTABILITIES

#### Work Health and Safety

<b>Accountability 1</b>	<b>MAJOR ACTIONS</b>
	1. Comply with the requirements of a safe working environment by following the Council Safety Program and applying safe working principles
	<b>HOW SUCCESS WILL BE MEASURED</b>
	<ul style="list-style-type: none"> <li>• Participation and being proactive in safety related programs</li> <li>• Completion of the required safety related training</li> <li>• Reporting of all incidents and accidents</li> </ul>

#### Leadership and Management

<b>Accountability 2</b>	<b>MAJOR ACTIONS</b>
	1. Participate in all processes for ongoing quality improvement
	2. Attendance at after hour's meetings, trainings and service functions
	3. Promote a positive and constructive organisational culture that values professional learning and teamwork
	4. Adhere to and implement the Centre's philosophy for care and education, and Council policies and procedures
	5. Liaise with Educational Leader to promote and support goals and expectations for teaching and learning
	6. Report to the delegated 'Responsible Person' in the absence of the Director
	7. Mentor students, new staff and staff of lesser qualifications/ experience
	<b>HOW SUCCESS WILL BE MEASURED</b>
	<ul style="list-style-type: none"> <li>• Any issues/grievances or potential issues/grievances are reported to the Centre's Directors promptly</li> <li>• Performs all tasks and duties in an organised, efficient, effective and professional manner, using initiative and ability to work as a team member or independently and manage time</li> <li>• Demonstrates a pro-active approach to ongoing quality improvement and professional learning through reflection, team work and participation</li> <li>• Performs in such manner that demonstrates knowledge and understanding of Centre philosophy, policies and procedures</li> <li>• Reflects and evaluates own performance and practices and sources inspiration, advice and support from colleagues, Directors and other sources. Participates in individual performance planning and development</li> <li>• Understands and acts responsibly in adherence to child protection legislation</li> </ul>


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### Educational Program and Practice

<b>Accountability 3</b>	<b>MAJOR ACTIONS</b>
	1. Implement the “Early Years Learning Framework” to enhance each child’s learning and development while operating in a reflective, focused and active manner in delivering a stimulating and engaging program for all children
	2. Promote and make decisions that contribute to holistic learning outcomes for individual and groups of children
	3. Support all children in an inclusive manner to participate in the program, building on their ideas, knowledge, abilities, culture and interests
	<b>HOW SUCCESS WILL BE MEASURED</b>
	• Applies developing knowledge of “Belonging, Being & Becoming” outcomes and principles
	• Implement planning and program experiences through observation, support, reflection, resourcing and liaising with the Director, Educators, children and families.
	• Contributes to the documentation of children’s learning as required and continues to develop skills in professional writing
	• Documents children’s learning in a variety of formats that displays and ongoing cycle of learning, reflection, planning and professional writing
	• Works according to Centre policies for programming and practices
	• Uses initiative, creativity and sense of fun in implementing programs while maintaining a professional, nurturing and supportive work ethic
	• Seeks and supports strategies to aid the inclusion of all children in the program, including children with additional needs, Aboriginal children, children from culturally and linguistically diverse backgrounds
	• Interacts with all children and develops knowledge and understanding of their interests, ideas, knowledge, abilities, dispositions and culture
	• Demonstrates knowledge and understanding of child development and theoretical perspectives in observing and analysing children’s learning behaviours.
• Analyses and reports on children’s learning and behaviours for planning, programming and liaising with other support services	
• Designs creating and holistic programs that reflect and build upon children’s knowledge, ideas and understanding of local culture and environment	

### Children’s Health and Safety and Wellbeing

<b>Accountability 4</b>	<b>MAJOR ACTIONS</b>
	1. Promote the health, safety and wellbeing of all children
	2. Promote healthy eating and physical activity within the daily program for each child
	3. Take appropriate measures to ensure each child is protected
	<b>HOW SUCCESS WILL BE MEASURED</b>
	• Performs tasks to support each child’s need’s for health, comfort and hygiene by creating opportunities for learning, sleep, rest, relaxation and practicing skills for personal hygiene
	• Acts to control the spread of infectious diseases and to manage injuries and illnesses in accordance with Centre policies, procedures and guidelines
	• Encourages healthy eating and provides food and drinks that are appropriately prepared and follows Centre’s policies and procedures for children’s health
	• Ensures children’s requirements for intolerances, allergies and cultural needs are met
	• Provides planned and spontaneous physical activity for children, appropriate to their age, on a daily basis
• Ensures children are always adequately supervised	

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	• Demonstrates duty of care to all children and takes every reasonable precaution to protect children from harm or hazard likely to cause injury
	• Contributes to and participates in development and practice of procedures for incidences and emergencies
	• Demonstrates role and responsibility to respond to children at risk of abuse and neglect
	• Plans for and promotes the benefits of regular outdoor play

### Physical Environment


<b>Accountability 5</b>	<b>MAJOR ACTIONS</b>
	1. Lead and contribute to an inclusive environment that promotes competence, exploration and learning through play
	2. Take an active role in caring for the environment and contribute to sustainable practices
	3. Contribute to the maintenance and safety of the indoor and outdoor physical environments
	<b>HOW SUCCESS WILL BE MEASURED</b>
	• Actively contributes to the design and creation of inspiring, challenging and creative learning environments for all children that are appropriate to their age and utilises natural and manmade resources
	• Reports any broken, dangerous or unsuitable equipment, resources, spaces, facilities or furniture promptly
	• Contributes to the maintenance and cleanliness of premises, furniture and equipment
	• Ensures resources, materials and equipment are sufficient in number, organised in ways that are accessible and appropriate to the effective implementation of the program
	• Promotes and role-models sustainability in all aspects of practice and encourages children to become environmentally responsible and respectful
• Adheres to Centre's policy for sustainability	

### Staffing Arrangements

<b>Accountability 6</b>	<b>MAJOR ACTIONS</b>
	1. Work co-operatively with other staff to develop warm, respectful relationships with children and families
	2. Work as part of a team to enhance children's learning and development and ensure their safety and wellbeing
	3. Work Collaboratively to affirm, challenge, support and learn from colleagues, to further develop skills and improve practice and relationships
	<b>HOW SUCCESS WILL BE MEASURED</b>
	• Interactions convey mutual respect, equity and recognition of each other's strengths and skills
	• Uses professional standards to guide practice, interactions and relationships
	• Operates with a strong sense of team work and camaraderie to create safe and predictable environments, promote Centre's values and beliefs and develop pedagogy for teaching and learning
• Contributes and participates ideas, knowledge and understandings at staff meetings, room meetings and as required	
• Contributes to self- maintenance of qualifications, skills, knowledge and understandings	

### Relationships with Children

<b>Accountability 7</b>	<b>MAJOR ACTIONS</b>
	1. Develops respectful and equitable relationships with all children to support them in building and maintaining sensitive and responsive relationships with other children and adults
	2. Develops trusting and responsive partnerships with all children to plan and develop opportunities and experiences to scaffold learning

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<b>Accountability 8</b>	<b>HOW SUCCESS WILL BE MEASURED</b>
	<ul style="list-style-type: none"> <li>Supports children to work with, learn from and help others through collaborative learning opportunities</li> <li>Develops strategies to support children in managing their own behaviour and resolving conflict. Seeks advice from colleagues and the Director to develop appropriate strategies</li> <li>Adheres to Centre policy for guiding children's behaviour</li> <li>Interacts with children in a warm, responsive and caring manner displaying empathy and respect for their ideas, interests and emotions</li> <li>Engages in a meaningful, open and responsive way that enhances dispositions for learning and supports the acquisition of skills for life and learning</li> <li>Develops respectful and supporting strategies for integrating new children into the room and transitioning children to the next room/ kindergarten/ school</li> <li>Performs tasks in such a manner that respects the dignity and rights of every child at all times</li> </ul>

<b>Collaborative Partnerships with Families and Communities</b>	
<b>Accountability 8</b>	<b>MAJOR ACTIONS</b>
	1. Develop and maintain respectful and supportive relationships with families
	2. Support and respect families in their parenting role and their values and beliefs about childrearing
	3. Liaise with Director to collaborate with other organisations and services to enhance children's learning and wellbeing
	<b>HOW SUCCESS WILL BE MEASURED</b>
	<ul style="list-style-type: none"> <li>Advocates for the Centre to families and the wider community</li> <li>Encourages family participation in centre activities and decision-making processes</li> <li>Promotes current information about the Centre</li> <li>Promotes children's learning and wellbeing to families and encourages involvement in their child's learning opportunities</li> <li>Demonstrates and sources knowledge of information available to families about community services and resources to support parenting and family wellbeing</li> <li>Supports team leaders in continuity of learning and transitions for each child helps to share relevant information to families</li> <li>Contributes to inclusion and support assistance for children</li> <li>Advocates for the Centre to families and the wider community</li> <li>Participates and contributes to Centre's building of relationships and engagement with the local community</li> </ul>

<b>DECISION MAKING AUTHORITY</b>	
<b>DECISIONS EXPECTED</b>	<b>RECOMMENDATIONS EXPECTED</b>
<ul style="list-style-type: none"> <li>Makes informed decisions relating to the interests of safety, wellbeing and protection of children and staff</li> <li>Makes decisions to comply with policies and regulations of the Centre</li> <li>Makes decisions to design, plan and implement programs of the centre</li> <li>Makes decisions to support programs of the Centre</li> </ul>	<ul style="list-style-type: none"> <li>Recommends ideas, resources and maintenance required for dynamic and safe learning environments for children</li> <li>Recommends further training, resources and mentoring for ongoing quality improvement</li> <li>Makes recommendations to further enhance the development and learning opportunities for children</li> <li>Makes recommendations to further enhance the development and learning opportunities for children</li> </ul>

<b>BUDGET &amp; RESOURCES</b>			
Direct Reports to this Position	Nil	Indirect Reports to this Position	
Financial Delegation	\$ Nil	Expenditure Budget	\$ Nil

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<b>EMPLOYEE RESPONSIBILITIES</b>		
	<b>Responsibility</b>	<b>Actions</b>
<b>Organisational Values</b>	Work within Council's values in all elements of daily work	<ul style="list-style-type: none"> <li>• Apply Councils values in all day to day activities, functions and communications</li> <li>• Be accountable, trustworthy and act with integrity</li> <li>• Work as a team player and treat others with respect</li> <li>• Maintain confidentiality with relevant information</li> </ul>
<b>Workplace Health and Safety/Risk Management</b>	Take responsibility for the safety and wellbeing of yourself and your workmates, ensuring any hazards/risks are reported and any incidents/injuries are reported. There is a requirement that the Early Years Educator - Bachelor is fit to undertake all duties as stated in this position description.	<ul style="list-style-type: none"> <li>• Hazards and or risks are identified in line with procedures.</li> <li>• Incidents/injuries reported in line with procedures.</li> <li>• Understand and comply with all WHS policies applicable to your role, including any procedures, safe work instructions etc and comply with reasonable instruction provided by supervisors or management.</li> <li>• Compliance with all safety policies and ensuring all reasonable instructions are followed.</li> <li>• Ensure, that any tools, equipment or protective clothing is well maintained and used correctly and in line with safety procedures.</li> </ul>
<b>Risk Management</b>	Demonstrating a commitment to risk management principles and practices and maintain a safe environment through observing Council's Risk Management Policy and Procedures. The employee must take all reasonable steps to reduce risks identified in risk audits and other relevant processes and ensure the security of Council's assets under employee's control.	<ul style="list-style-type: none"> <li>• Participation in Risk Management Programs</li> <li>• Compliance to Risk Management Policy and Procedure</li> <li>• Reporting all risk or liability issues to Team Leader/ Manager</li> <li>• Implementation of risk reduction measures</li> </ul>
<b>Records Management</b>	Ensuring compliance with Council's Records Management policies and procedures and the requirements of the State Records Act 1998 and other legislative requirements for records management and record keeping.	<ul style="list-style-type: none"> <li>• Maintain an awareness of records management procedures.</li> <li>• Create records to support the conduct of business activities.</li> <li>• Register records into paper and/or electronic recordkeeping systems.</li> <li>• Develop and maintain knowledge of where records are kept in Council.</li> <li>• Ensure Council records are not destroyed without authority from the Records Department.</li> <li>• Maintain confidentiality with all relevant Council related documents and information</li> </ul>
<b>Code of Conduct / Corporate Standards</b>	Ensure professional conduct is in accordance with Council's Code of Conduct for Employees as legislated and Corporate Standards.	<ul style="list-style-type: none"> <li>• Maintain awareness and adhere to Councils Corporate Standards, Code of Conduct and relevant procedures.</li> </ul>
<b>Professional Development</b>	Undertake professional development or training opportunities as approved or directed by management.	<ul style="list-style-type: none"> <li>• Participate and proactively assess professional development and training opportunities.</li> </ul>

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<b>Performance Review and Planning</b>	Undertake performance review and planning sessions with your direct manager or supervisor.	<ul style="list-style-type: none"> <li>Positively participate in performance review and planning</li> </ul>
<b>Other Requirements</b>	Working with Children Check and Police Check	
<b>Special Conditions</b>	Nil	

<b>QUALIFICATIONS AND EXPERIENCE</b>	
<b>SELECTION CRITERIA</b>	<b>Essential - Mandatory to ensure the job is done effectively and efficiently</b>
	<ul style="list-style-type: none"> <li>Bachelor of Early Childhood Education (or equivalent)</li> <li>National Police Clearance</li> <li>Child safe environments/mandated notification certificate</li> <li>Asthma and anaphylaxis training</li> <li>Current First Aid Certificate</li> <li>Demonstrated experience and understanding in confidentiality and professionalism</li> <li>Demonstrated ability to interact with children and families in a positive, sensitive and respectful manner</li> <li>Ability to use initiative, work independently and manage time</li> <li>Understanding of the Early Years Framework, National Regulations and National Quality Standards</li> <li>Demonstrated effective and professional interpersonal, verbal and written communication skills</li> <li>Demonstrated knowledge and understanding of the principles and outcomes of the Belonging, Being and Becoming curriculum framework</li> <li>Ability to manage the daily operations of a room including routines, staff, children and families</li> <li>Proficient in articulation of pedagogy, practice and programming</li> </ul>
	<b>Desirable - Not essential but generally considered to be required to do the job proficiently</b>
	<ul style="list-style-type: none"> <li>Valid SA drivers licence</li> <li>General working knowledge of IT systems</li> </ul>

INCUMBANT SIGNATURE		DATE	
PRINT NAME		DATE	
SUPERVISOR SIGNATURE		DATE	
DIRECTORS SIGNATURE		DATE	
CEO SIGNATURE		DATE	