



## Position Description

<b>POSITION TITLE:</b>	Full time Diploma or Above Qualified Educator Position
<b>CLASSIFICATION:</b>	Full-time Diploma or Above Early Childhood Educator
<b>TIME:</b>	Full-time (permanent ongoing position) A 9-day fortnight/fortnightly RDO
<b>NUMBER OF POSITIONS:</b>	1
<b>REPORTS TO:</b>	Director and the Committee of Management
<b>DATE OF PREPARATION:</b>	June 2024
<b>DATE OF COMMENCEMENT:</b>	As soon as possible

### ABOUT THE CENTRE

Merri Community Childcare Centre & Kindergarten Inc., known as Merri, is a parent-managed community-based childcare center and long daycare kindergarten offering 54 places. We cater to children aged from 6 months to 6 years, adhering to Department of Education (DET) guidelines with registered and funded three-year-old and four-year-old kindergarten programs.

Nestled in the inner northern suburbs of Melbourne, within the City of Darebin, Merri benefits from a supportive environment provided by the City of Darebin, which owns and maintains our premises. Operating 50 weeks per year, our hours are from 7:30 am to 6:00 pm, Monday to Friday, except for public holidays and educator professional development days.

Merri is committed to high quality care for young children in a caring, supportive, nurturing & educational environment. Merri CCK Inc is a child safe and equal opportunity employer that adheres to the Child Safe Standards and to the Reportable Conduct Scheme. Aboriginal and Torres Strait Islander candidates are encouraged to apply.

### Child Safe Commitment

All children who come to Merri CCK Inc have a right to feel and be safe. The welfare of the children in our care will always be our priority and we have a zero-tolerance approach to child abuse and harm. We aim to create a child-safe and child-friendly environment where children feel safe, cared for and valued. For a full version of Our Commitment to Child Safety Statement to complement our Centre Philosophy please visit our website.

### AIMS AND OBJECTIVES OF THE CENTRE

- To maintain the philosophy of Merri.
- To promote the EYLF (Early years Learning Framework).
- Work as a part of the Educating team.



- Promote a positive working relationship with colleagues, parents, children, the Director and the public.
- To establish a standard of excellence in Early Childhood, care and education.
- Enhance each child's right to play and acknowledge the value of play in early childhood development.
- Implement programs that are flexible, based on individual choices, children's voices and interests, considerate of different learning styles and which allow for the repetition and practice of skills.
- To actively participate and contribute to the implementation of the National Quality Standards within the Children's Centre.
- Create and maintain a happy, welcoming, safe and healthy setting for all children, families and staff.
- To ensure total confidentiality is always maintained.
- To be aware at all times of the routine of Merri and be able to respond to situations as required.
- To be fit and proper to perform all the physical responsibilities and duties as outlined in this job description.

## PHILOSOPHY STATEMENT

Merri sits on Wurundjeri land and provides a welcoming, inclusive community which values and respects childhood and encourages the development of identity. At Merri, we acknowledge the Aboriginal people as the first peoples of Australia, and work towards developing our children's, educators and families understanding of our shared history.

As a community-managed centre, we recognise the value of the family's involvement during their child's time with us. We acknowledge the family as the child's first teachers and use our understanding of the child's context to guide our practice.

We provide a higher educator to child ratio than is required to support high expectations and quality interactions with children, families and the community. As educators, we see children as capable and competent individuals.

We trust and respect the children and collaborate with them and their families to intentionally create a curriculum that reflects the child's interests, abilities and well-being. This trusting environment challenges them to extend their thinking and development of knowledge and skills. We believe that play is the medium by which children learn, explore and experience their environment.

We draw on our professional knowledge, current research, experiences, the Early Years Learning and Development Framework (EYLF), and the Victorian Early Years Learning and Development Framework (VEYLDF) to provide a high-quality education and care environment. Underpinning this is our fundamental value of respecting the rights and views of the child.

## KEY POINTS UNDERPINNING OUR PHILOSOPHY

- We promote inclusive practices to enrich and embrace the abilities and experiences of all children, families and community, and strive to provide additional support where required
- We acknowledge our role in being advocates for children in Merri and for all children
- We embrace the diversity of our community and encourage each child and their family to share their



culture, language, and ideas

- We strive to increase our individual and professional knowledge of Indigenous issues and endeavor to incorporate this into all aspects of our curriculum
- We ensure every child has access to nutritious and healthy food and drink, with an emphasis on fresh and whole foods
- We promote relationships of trust and respect, to enhance each child's sense of well-being, security and identity
- We encourage parental and community involvement in all aspects of Merri's operations
- We actively introduce ideas and principles of social justice to the children where appropriate
- We empower our children to assert their feelings and understanding regardless of age or ability
- We foster bonding and attachment by systematically implementing continuity of care practices
- We promote and cater for each child's health and physical wellbeing
- We assist and guide children to be active and autonomous individuals, to ensure they are confident and capable thinkers and communicators
- We encourage curiosity in children and staff as the motivator for dynamic learning
- We promote the use of natural resources, knowledge of the natural environment and sustainable practices
- We use incursions and excursions to enrich our programs
- We recognise and support our educators who are valued for their individual skills, knowledge, personalities and life experiences
- We constantly reflect upon our practice individually and collectively to improve our collaborative practices
- We expect that our staff will keep up to date with current practices and research through training opportunities offered and reflective practice
- We believe that our philosophy statement evolves as it is influenced by new children, families and Educators entering our community

#### **ACCOUNTABILITY AND EXTENT OF AUTHORITY**

- The employer is the Committee of Management.
- The Diploma Qualified Educator is accountable to the Room Leader, Director and the Committee of Management.
- The Diploma Qualified Educator would be responsible for Room Educators, Student/s and or Volunteer/s in their room.

#### **KEY RESPONSIBILITIES AND DUTIES FOR A QUALIFIED EDUCATOR**

##### **PLAN AND IMPLEMENT A QUALITY EDUCATIONAL PROGRAM (NQS Quality Area 1: Educational program and practice)**

- Lead the team/room educators to plan, implement, assess and review a high quality and diverse educational program based on appropriate curriculum frameworks and with reference to the NQS, considering the developmental needs, interests and abilities of all the children attending the service.
- Actively support every child to participate in the program and ensure that the program promotes children's agency, choices and influence.
- Deliver and guide team/room educators to deliver effective and valuable documentation of children's learning in accordance with the centre philosophy and the Learning Outcomes (EYLF and



VEYLDF).

- Model and support team/room educators to utilise a variety of teaching strategies including intentional teaching and reflective practice in daily work.
- Complete development reports and assessments of children in your direct care (where applicable).
- Utilise a variety of teaching strategies including intentional teaching and reflective practice in daily work.
- Assist in the documentation of children's learning in accordance with the service philosophy and the learning outcomes (EYLF and VEYLDF).
- Actively build on children's culture, strengths, interests and knowledge to take their learning and development forward.
- Initiate warm, trusting and reciprocal relationships with children, families and other educators.
- Create and maintain an environment for young children that is aesthetically pleasing, safe and welcoming.
- Create and maintain an environment for young children that is aesthetically pleasing, safe, nurturing and supportive.
- Assess and recognise children's behavioural cues and become more actively responsive to children's emotional needs.
- Ensure that children are welcomed and farewelled from Merri when appropriate and that children are ready for departure at the parents expected arrival time.
- Comfort and settle children, as required at rest times, giving them individual attention and comfort as required.
- Ensure that the current program is displayed on the notice board for families.
- Discuss any concerns regarding a child's well-being and personal safety with the Director.
- Establish warm nurturing and responsive relationships with children and to sensitively meet their needs.

**PROMOTE THE HEALTH AND SAFETY OF ALL STAFF AND CHILDREN (NQS Quality Area 2: Children's health and safety; Quality Area 3: Physical environment)**

- Ensure staff and children utilise effective health and hygiene practices, including meeting all regulations relating to food safety and preparation, medical management plans, risk management plans, policies and procedures.
- Ensure that all children have access to nutritious food and fresh drinking water.
- Promote health, wellbeing and physical exercise in the service.
- Ensure a safe and stimulating physical environment where all staff and children are protected from hazards or harm.

**BUILD POSITIVE RELATIONSHIPS WITH ALL STAKEHOLDERS (NQS Quality Area 4: Staffing arrangements; Quality Area 5: Relationships with children; Quality Area 6: Collaborative partnerships with families and communities)**

- Work cooperatively, ethically and respectfully with other educators, and support each other's professional development.
- Develop and maintain respectful, supportive, collaborative and responsive relationships with children and their families.
- Establish and maintain links with the service sponsor or governing body (as appropriate), local networks, resource agencies, local prep programs/schools (where applicable) and other relevant



organisations.

- Supervise workplace students and volunteers, as directed.
- Ensure an effective induction and orientation process for new families, children and educators, including workplace students and volunteers.
- Lead the learning and the development of Educators that directly report to you.
- Act as a role model always.
- Develop self and assist with the development of Educators that directly report to you.
- Conduct annual Staff Professional and Development Plan reviews of all direct reports including monthly check ins
- Maintain a positive and flexible approach to change.
- Participate in annual staff review/performance development review process.
- Effectively communicate with team members on matters concerning children & families.
- Comply with Merri's shift responsibilities.
- Always maintain confidentiality regarding matters within Merri.
- Keep abreast of current issues relating to children's services and liaise with relevant early childhood services and other professional services and organisations within the community.
- Attend and contribute to at least one working bee per year.
- Abide by the Australian Early Childhood Association Code of Ethics and Merri Philosophy, Code of Conduct, Policies and Procedures.
- Attend and actively contribute to the monthly Educator meetings, one working bee per year and Educational Leadership meetings.
- Develop and maintain respectful, supportive, collaborative and responsive relationships with children and their families.
- Assess and recognise the strengths of families and actively work towards strengthening their relationship with their children.
- Assist with an effective induction and orientation process for new families, children and staff, including workplace students and volunteers.
- Share information with the family relating to their child and the daily activities of Merri in a positive and respectful manner.
- Respect different cultures and child rearing practices and incorporate them into your program whenever possible.
- Actively seek parent involvement to encourage families to participate in Merri's decision- making and experiences.
- Attend and or organise parent meetings/interviews and information nights as required. Work with families, children and educators in a culturally competent manner.
- Work with families, children and educators in a culturally competent manner.

**LEAD AND CONTRIBUTE TO THE EFFECTIVE MANAGEMENT OF THE CENTRE TO: (NQS Quality Area 7: Leadership and service management)**

- Ensure all practices are in accordance with the NQS and reflect the philosophy, policies and procedures of the service.
- Attend professional development opportunities and network meetings as appropriate or as directed by director.



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- Lead and promote an understanding of the NQS, the NQF and the curriculum framework documents within the team/room.
- Contribute to the continuous improvement of the service through reflective practice and as directed by the director/Assistant Director and educational leader.
- Complete any collection of data, medical or other records required in a timely manner, and in accordance with the service's policies and procedures and the NQS.
- Assist the director/Assistant Director or assistant director/Assistant Director in matters relating to leadership, pedagogical leadership, management support, service administration, as directed.
- Be ready, willing and qualified to act in the position of certified supervisor in the temporary absence of the director and assistant director.
- Lead and contribute to a positive organisational culture and build a professional learning community.
- Lead quality and improvement and innovation.
- As a member of the leadership team assist, lead and support the management of the centre.
- Ensure compliance with the National Quality Standards, Education of Care Services National Act 2010 and the Education and Care Service National Regulations 2011.
- Ensure and stay up to date with ACECQA and State Regulatory (DEECD) changes and developments.
- Ensure and adhere to all licensing and legislation relating to the provision of Children's Services.
- Ensure all staff are familiar with and follow the policies and procedures of the Centre always.
- Ensure all practices are in accordance with the NQS and reflect the philosophy, policies and procedures of the Centre.
- Participate and contribute effectively within the team and workplace environment.
- Attend professional development opportunities as appropriate or as directed by the Director.
- Contribute to the continuous improvement of the Centre through reflective practice and as directed by the director/Assistant Director and educational leader.
- Participate in special projects such as Children's Week, fundraising functions, parent-family/teachers evenings, AGM's, working bees (at least one per year for 3 hours), sub-committees etc.
- Attend to daily laundry, cleaning duties and general set-up and pack up away of Merri equipment as required.
- Actively take part in the physical care needs of all children attending the centre.
- Lead and contribute to administrative systems that enable the effective management of a quality service.
- Ensure that the Director, Assistant Director and / or Team Leaders are informed about any issues and or matters (minor or major) as soon as practicable.
- Assist in the completion of any collection of data, medical or other records required in a timely manner, and in accordance with the Centre's policies and procedures and the NQS.
- Comply with OH&S principles and practices and reasonable care for your health and safety in the workplace as well as taking reasonable care for the health and safety of others who may be affected by what you do or don't do.
- Cooperate and comply with the OHS Act and OHS Regulations by ensuring the safe use of all equipment, following safe work policies and procedures and attending training.
- Report all workplace accidents and hazards as well as implement immediate action for identified hazards.
- Act as a role model always and don't intentionally or recklessly display any inappropriate action (s) or



behaviour or interfere with or misuse anything at the workplace to support health, safety and welfare.

- Ensure workplace harassment and discrimination does not occur.
- Solve day to day problems by using effective communication techniques.

### ESSENTIAL SKILLS AND COMPETENCIES

The following knowledge and skills are required to be utilised:

- At a minimum have an Approved Diploma or Higher Level of Education and Care Qualification that is in accordance with Regulation 137(2)(a)(ii) of the Education & Care Services National Regulations.
- Current First Aid Certificate Level 2, Anaphylaxis management and Epi-pen administration training & Asthma management training.
- Current Working with Children Check (WWCC) card or VIT.
- Food safety, handling and hygiene training (as applicable)
- A working knowledge of appropriate curriculum frameworks and an ability to develop and implement a high-quality educational program that reflects the diverse nature of the Centre, local and wider community, based on the curriculum frameworks
- A working knowledge and understanding of the developmental needs of children aged 0-5 years, including children with additional needs
- A working knowledge of the National Quality Standards, the Education and Care Services National Law Act 2010 and the Education and Care Services National Regulations 2011
- Demonstrated experience in the education and care of children aged (as applicable)
- Demonstrated experience and ability to establish warm nurturing and responsive relationships with children and to sensitively meet their needs
- Well-developed interpersonal and communication skills with both children and adults
- Demonstrated ability to work with families, children and educators in a culturally competent manner.
- The ability to work cooperatively and flexibly within a team environment.
- Knowledge of child protection procedures
- Well-developed organisational skills
- Possess a Supervisor Certificate (if applicable)

### ESSENTIAL SKILLS

The following knowledge and skills are required to be utilised:

- Demonstrated experience building partnerships with families.
- Computer skills (word processing, spreadsheet where applicable)
- Physical ability to perform all duties and responsibilities relating to the position
- Knowledge of the local community.
- Observe, Question, Plan, Implement and Reflect early childhood programs for individuals and groups of children, including the keeping of appropriate records.
- Proven ability to undertake critical thinking and reflection.
- Demonstrated literacy, numeracy, accuracy and attention to detail.
- Well-developed organisational skills and ability to coordinate responsibilities to enable smooth and efficient running of the program.



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- Ability to ensure confidentiality of information.
- Able to supervise, support and delegate to all direct reports such as other Educators, students and volunteers.

### MANAGEMENT SKILLS

The following management skills are required to be utilised:

- Ability to plan and efficiently organise time and prioritise tasks.
- Proven ability to lead the learning and development in others.

### INTERPERSONAL SKILLS

- The following interpersonal skills are required to be demonstrated:
- Well-developed interpersonal and communication skills with children, Educators and families.
- Excellent interpersonal skills and an ability to communicate effectively with the Director, Assistant Director, committee, parents, other staff and professionals.
- Ability to work in a cooperative, flexible and professional manner with children, parents, staff and committee.
- Well-developed leadership and self-motivation skills.
- Able to operate effectively in a team, contributing positively to team operations and working relationships.
- Good public relations skills to maintain a strong customer focus and positive relationships between council and service-users.
- Able to work cooperatively as a team member in the centre and across the council's children services.
- Demonstrated ability to be innovative within the programs.
- Demonstrated ability to be enthusiastic and self-motivated.
- Ability to demonstrate integrity, responsibility, respect and innovation in all aspects of the position.

### SELECTION CRITERIA

- A good understanding and working knowledge of the Early Years Learning Framework (EYLF).
- Ability to work effectively as part of a team and proven ability to lead the learning and development in others.
- Sound oral and written communication skills in English.
- Proven ability to undertake critical thinking and critical reflection.
- Demonstrated literacy, numeracy, accuracy and attention to detail.
- Well-developed organisational skills and the ability to develop self and others.
- Have good computer and IT skills using programs such as Word and StoryPark (preferred).
- Well-developed interpersonal and communication skills with children, families, Educators, Director, Assistant Director, committee and other professionals.
- Well-developed leadership and self-motivation skills.
- Ability to ensure confidentiality of information.
- Ability to ensure that you are fit and proper to perform all physical and non-physical duties as outlined in this position description.

### QUALIFICATIONS AND OTHER REQUIREMENTS:





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The following qualifications and experience are required for this position.

- At a minimum have an Approved Diploma or Higher Level of Education and Care Qualification that is in accordance with Regulation 137(2)(a)(ii) of the Education & Care Services National Regulations.
- Current First Aid Certificate Level 2, Anaphylaxis management and Epi-pen administration training & Asthma management training.
- Current Police check not more than 6 months old.
- Experience working with 6 months to 6-year-old in a long day care setting.
- Experience in working with children from a wide range of cultural backgrounds and additional needs.

### **SALARIES AND CONDITIONS OF EMPLOYMENT**

Salary and Conditions in accordance with the Professional Childcare Standard 2021 (PCS 2021)- Level 4.1-4.4 (Diploma). PCS2021 is a Workplace agreement for Victorian Early Childhood Education & Care United Voice ("the Union") & Community Child Care Vic ("the Employer representative"), Year level will depend on years of experience.

### **Applications**

Interested applicants are more than welcome to make an appointment time to visit the centre prior to applying.

All applicants must provide the following.

- A detailed cover letter addressing the key selection criteria as stated in this Position Description.
- A resume.
- Contact details of at least two current referees (most current employer and one other)
- Please note that only applications that attach a cover letter and resume will be short listed and contacted for an interview.

Please address, post, or drop off your application to.

- Attention: President
- Merri Community Childcare Centre & Kindergarten Inc.
- 313 St Georges Road
- Thornbury Vic 3071

Or

Alternatively, please email your application to [merri.community.cc@kindergarten.vic.gov.au](mailto:merri.community.cc@kindergarten.vic.gov.au)

- Please no agencies

**Applications Close 2 July 2024**



CHILDCARE CENTRE  
& KINDERGARTEN

### **Late Applications**

Applications received after the closing date will only be accepted in exceptional circumstances.

Late applications will only be considered up to the close of the short listing and in all cases the selection panel will assess each late application on its merits and the panel's decision will be final. Applicants are responsible for ensuring they meet the closing date.