

Freshwater Christian Kindy Diploma Job Description

Reporting to: The Licensees/Nominated Supervisor/Director

Requirements:

- Valid Working With Children Check (once 18 years old or older)
- Valid First aid, asthma, anaphylaxis, CPR certificate
- Valid Child Protection Certificate
- Diploma in School Age Education and Care.

Key Responsibilities:

- To be responsible to help with the daily functioning of the everyday running of the room. This includes but is not limited to supervision and safety of children, program, safety of environment and daily routine is being followed.
- To ensure an inclusive environment is developed for all children in the room regardless of race, beliefs, abilities and values and that it will foster children's safety, security, positive relationships, be warm and caring but also be challenging for all children.
- As a key educator in the room you must build relationships with the families ensure the trust and security relationships are made. You will act as a positive role model, be an active team member.
- Your primary role is to lead the development and delivery of the learning program as per the Early Years Learning Framework and service philosophy.
- Comply with the National Quality Framework, all relevant legislation both state and federal and the National Quality Standards. Regulations include, but are not limited to:
 - Education and Care Services National Regulations;
 - Workplace Health and Safety Regulations;
 - Fire and Evacuation Legislation;
 - Family Assistance Law and delivery of Child Care Subsidy;
- Welcome each child and their family to the service each day and ensure communication is meaningful.
- Be professional, kind, and respectful in all that you do and say.
- Communicate positively and respectfully with children, families, management, and other educators.
- Establishing relationships and developing positive interactions with children, families and educators.
- Commitment to on-going learning and development as a professional under the Code of Ethics.
- Giving each child individual attention and comfort as required.
- Basic duties including food preparation, cleaning, and gardening.
- Develop and implement developmental programs in accordance with the Early Years Learning Framework and National Quality Standards. All observations, programs and information developed at the service, for the service and in relation to the service (including during personal time) always remains the property of the service.
- Programs and child observations must always remain at the service.
- Do your part to ensure that all educators, children, and families have a sense of belonging at the service and that their experiences are positive.
- Ensure that all information provided to you via parent and staff conversations and phone calls are passed on to the appropriate persons in a confidential and respectful manner.

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Educational programs; In respect to the program - ensuring educational programs are:

- Based on and delivered in accordance with an approved learning framework (NQF & EYLF).
- Based on the developmental needs, that are planned for the long and short term and spontaneous need of the children using observations and knowledge in relation to interests, skills, abilities, background and culture.
- Ensuring the interests and experiences of each child are being met and designed to take into account the individual differences of each child.
- Treat each of the children equally with respect and dignity, taking into consideration any cultural, Socio-economic and other diversity.
- The experiences set up are appropriate for the age group or have undertaken a risk management checklist.
- Responsible for the developmental programs and communication of these with families.
- Critically reflect on practises and set goals for quality improvement.
- Demonstrate the Principles and Practices of the Early Years Learning Framework, specifically:
 - Principles
 - 1. Secure, respectful and reciprocal relationships
 - 2. Partnerships
 - 3. High Expectation and equity
 - 4. Respect for diversity
 - 5. Ongoing learning and reflective practice
 - Practices
 - 1. Holistic approaches
 - 2. Responsiveness to children
 - 3. Learning through Play
 - 4. Intentional teaching
 - 5. Learning environments
 - 6. Cultural competence
 - 7. Continuity of learning and transitions
 - 8. Assessment for learning
- Demonstrate the Principles and Practices through commitment to the following:
 - **High Expectations** - Recognise and respond to children achieving educational success and hold high expectations for their achievement in learning. Work in partnership with children, families, communities and external agencies to continually strive to ensure all children have opportunities to achieve learning outcomes.
 - **Respect for diversity** - Demonstrate the ability to understand, communicate and effectively interact with people across all cultures. Valuing an ongoing commitment to developing cultural competence with children and positive attitudes towards cultural difference whilst celebrating the benefits of diversity. Acknowledge and value the Australian Aboriginal and Torres Strait Islander culture and traditions.

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- **Play Based learning environments** - demonstrate, role model and embed a program and environment that intentionally teaches children and families about sustainable practices and caring for their world. These include but are not limited to practices such as recycling, composting, water and energy efficiency, minimizing waste, eco-friendly products, discussing and researching environmental issues, maintaining natural gardens and plants and the care of centre animals. Engage children in play based opportunities through worthwhile and challenging experiences and interactions that promote high level thinking skills.
 - **Inclusion** - Consider all children's social, cultural and linguistic diversity including learning styles, additional needs, abilities, family circumstances and gender in curriculum decision making processes. Ensure all children have equitable access to resources, and participation in the program with opportunities to demonstrate their learning and to value differences.
 - **Community** - Promote a sense of community within the centre and build connections between the centre and local community. Provide opportunities for children to learn about and contribute to their local community.
 - **Continuity of learning** - Build on children's previous experiences to assist children to feel secure, confident and included in transitions between home and the centre, a new room and school. Ensure children experience continuity in how to be and how to learn. In partnership with families and other educators assist children to understand the traditions, routines and practices of the setting to which they are moving and to ensure children feel comfortable with the process of change.
 - **Assessment for Learning** - Gather and analyze rich and meaningful information and evidence about what children know, can do and understand as an ongoing cycle that includes planning, documenting and evaluating children's learning. Determine the extent to which all children are progressing towards realizing learning outcomes. Identify children who may need additional support to achieve particular learning outcomes or seek specialist help and support for families. Work in partnership to develop and implement appropriate assessment processes.
- Ensuring smooth operation of the room including conducting group times, routines, transitions, toileting, sleep, rest and meal times.
 - Include children's current knowledge, ideas, culture, abilities and interests are the foundation of the program.
 - Support children's agency and assist them to make choices and decisions as appropriate.
 - Respond to children's play ideas and play and use intentional teaching to extend their learning.
 - Communicate children's play ideas and interest with other educators and include in programs and extensions.
 - Be proactive in researching ways to extend children's learning.
 - Develop collaboratively, and implement action plans for children that have diverse or specific needs, including medical, behavioural or developmental.
 - Use a range of techniques to observe, document and learn about children, including summative assessment.

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Health and Safety

- Ensure children are supervised at all times including during routine times such as toileting, sleeping/resting, mealtimes and both indoor and outdoor play.
- Be actively involved in regular head counts and confirming children in attendance with visual checks of faces and recording on rolls and other documentation throughout the day.
- You must be actively involved in children's learning and play. Supervision at a distance without interaction is not effective or accepted.
- Ensure all relevant checklists and forms are completed honestly and promptly by yourself and other educators in your room and communicate with the Nominated Supervisor.
- Ensure all children are protected from harm and hazard, set up learning environments safely, including relevant fall zones and surfacing for climbing equipment.
- Ensure that incident, medication and other relevant forms are completed honestly and promptly.
- You are a mandatory reporter and must notify of any child protection issues, you should in the first instance discuss with your Nominated Supervisor and ensure that you follow through until you are happy with the outcome and steps taken including, but not limited to reporting to the relevant authorities.
- You must comply with workplace health and safety requirements including taking all reasonable steps for your own health and safety while at work and take reasonable care that your acts or omissions do not adversely affect the health and safety of other persons.
- It is imperative that you understand that manual handling is an integral part of this role. You will be expected to be fit to work with children and perform manual tasks, including, but not limited to:
 - a. lifting children and other equipment using recognised safe lifting techniques;
 - b. Bending, twisting and getting down to child's level;
 - c. Sweeping, mopping, vacuuming and other cleaning tasks;
 - d. Gardening;
 - e. Extended periods of standing and sitting;
 - f. Respond to the needs of each child throughout the day and in emergency situations.
- You are required to ensure that environments are maintained in a clean and hygienic way and that trip/slip hazards are attended to immediately and reported as necessary.
- Have due regard for the health and safety of children, families, educators, visitors and yourself.
- Take due and adequate care of equipment and materials and follow the guide for the care, storage and maintenance of equipment.
- Participate in evacuation and lockdown drills seriously and communicate any identified improvements.
- Respond to, and administer first aid or medication as prescribed and record and notify management and parents when an incident occurs.
- Meet each child's individual need for rest, sleep, toileting and meals, even when these are outside of routine times.
- Promote and role model healthy eating with children.
- Ensure children are provided with access to clean, hygienic drinking water throughout the day.
- Always follow safe sleeping practices.
- Conduct risk assessments, in collaboration with others, communicate these to those involved and follow control measures identified in these documents.

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Physical Environments and Sustainability

- Set up environments so that they are safe, interesting and appealing to children.
- Maintain equipment, buildings, and all surfaces in a clean and hygienic manner at all times.
- Report damaged equipment, building or facilities immediately to the nominated supervisor and record on the maintenance request form on College Staff links.
- Foster an interest in caring for the environment with children and support them in, exploring, watering, weeding and planting.
- Maintain gardens, plants and other living element at the service.
- Ensure environments are inviting, uncluttered and show a high level of pride at all times.
- Support and encourage children to contribute to the service's sustainable practices including, but not limited to water and energy conservation, recycling programs, use of reused, reclaimed items and limiting unnecessary wastage.
- Ensure environments are inclusive and suitable for the ages and stages of children in care.
- Promote physical activity and participate in games and activities which develop gross motor development and fitness in young children.

Staff Relationships and Staffing Requirements

- Always follow the Freshwater standards, including *"As a member of the Freshwater Community, we are called to be the light of the world. We are called to seek excellence in all that we do. We are called to work with all our heart, as if working for the Lord. Matthew 5:14-16 Colossians 3:23"*
- Always ensure that you are present for your shift and are directly working with children as required.
- Be on time for your shift and returning from breaks. Play your part in providing continuity for children and families at our service and follow the Leave Policy for absences from the service.
- Be aware of the ratios and qualification requirements needed at all times.
- Monitor child and educator numbers and communicate with other lead educators and/or Nominated Supervisor in relation to staffing requirements.
- Communicate positively and respectfully with all other team members and recognise their input and strengths.
- Work collaboratively with other staff members to affirm, challenge, support and learn from each other to further develop their skills and to improve practice and relationships.
- Follow the Early Childhood Australia Code of Ethics 2016 and be committed to your own professional ethics and support those around you to do so as well. Report any unprofessional behaviour that does not align with these ethics.
- Supervise and provide positive guidance to other staff including trainees, students and volunteers

Interactions with Children

- Ensure that the dignity and rights of every child is always respected.
- Encourage and build self-esteem in each child and in no way shame or embarrass any child at anytime.
- Ensure interactions with each child are warm and responsive and build trusting relationships.

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Interactions with Children Continued

- You must always ensure that positive behavior guidance is used. Educators are not to use isolation, “time-out” or any other methods which are humiliating or disrespectful. Harsh communication or any form of physical contact when responding to behaviour will not be tolerated. Take time to understand the emotions behind children’s behaviours and support them self-regulation.
- Support children to regulate each other’s behaviour in a respectful manner.
- Ensure the dignity and rights of every child is always maintained. Report any instances where you believe this is not occurring.

Relationships with Families and Community

- Maintain relationships with families in the service, remembering at all times, that they are our clients.
- Welcome families and support them in transitioning to care or into your room.
- Ensure sensitive information to be shared with families is done so professionally and sensitively and only after consultation with the Nominated Supervisor or responsible person.
- Give recognition and empathy to the attitudes and feelings of the parents who leave their children.
- Share information about each child’s day upon collection and be sensitive at all times.
- Support children to learn more about their community.
- Participate in special events held at the service.

Compliance

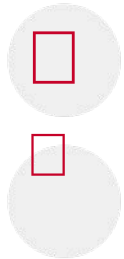
- Be aware of and follow service policies and procedures and fully complete any service forms to meet regulatory requirements.
- Contribute to the service Quality Improvement Plan, Philosophy and Policy reviews.
- Maintain records on each child and the program as per regulations and quality standards. These include, but are not limited to, developmental records, records on health-related issues, allergies and cultural or religious beliefs. **Please note all intellectual property remains the property of the centre.**
- Handle any complaints in accordance with the service Grievance Resolution Policy and Procedures.
- Your personal appearance is expected to be maintained to a high level at all times.
- You are required to remain professional at all times including discussions about the centre outside of employment hours. Breaches of confidentiality including via social media will lead to performance management and possible termination of employment.
- Actively promote and maintain a positive image of the Centre.
- **Any educator that is studying for the Position that they are working in must complete 1 module every 6-8 weeks, to be meeting the “actively working towards” definition. You must communicate any barriers or temporary changes to this with your Nominated Supervisor. By mutual agreement a modification may be made in unforeseen circumstances.**

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Other Ongoing Requirements

- Present yourself professionally at all times when representing the service and ensure that your actions do not reflect poorly upon the service at any time.
- Commitment to continuous improvement and professional development relevant to role.
- Effective communication and interpersonal skills with both adults and children.
- Perform all tasks honestly and transparently. Ensure that all communications whether written or verbal is accurate, honest and transparent.
- Ensure you are aware of the National Quality Standards and how they interact with this role.
- Attendance at out of hours training or meetings as requested.
- Accept direction and constructive suggestions for ongoing continual improvement.
- Your personal appearance is expected to be maintained to a high level at all times. You must wear the College uniform that protects you from possible harm as advised by your manager including, but not limited to; Sun safe clothing (shirts with sleeves and collars), wide brimmed or Legionnaire style/College provided hat, enclosed shoes.
- You are not permitted to have in your possession or to use personal devices capable of taking digital images or video recordings when working with children (except in an emergency). Only service-supplied devices may be used for taking and storing images and videos. Exceptions for health or family reasons must be approved in writing using the appropriate form.
- Ensure all images and videos are appropriate and taken for meaningful purposes directly related to the provision of education and care.
- Comply with the requirements as per the National Model Code for the taking of images, access to and storage of images as per the Safe Use of Digital Technologies and Online Environments Policy and Procedure.
- Where you are issued with a service-supplied device capable of taking images and videos, ensure that any such images are transferred to a service-supplied device and permanently deleted prior to leaving the service or using for personal use.
- Monitor and report any unauthorised use of personal devices by staff, students, volunteers and other adults at the service.
- You have a right to disconnect from work outside of your rostered hours, unless doing so is unreasonable. In considering this, there are times where contact is necessary and reasonable to ensure the health, safety and wellbeing of children and/or meet legislative requirements. While we will take all attempts to minimise any interruptions outside of work hours, we request that you avail yourself to contact outside of hours for reasonable and essential purposes. These may include the following:
 - Contact regarding a change in rostered shift or to attend when not initially rostered for the purposes of meeting legislative ratio and qualification requirements, this may be due to unexpected leave or changes in booked attendance.
 - Seeking important information relating to a child's health, safety, wellbeing or collection, this may include information related to medication or incidents where it is not readily available at the service. This may include where reporting is required to an external authority.

TAKING IMAGES OR VIDEOS OF CHILDREN WHILE PROVIDING EARLY CHILDHOOD EDUCATION AND CARE



Purpose

The National Model Code for Taking Images or Videos of Children while Providing Early Childhood Education and Care (National Model Code) addresses child safe practices for the use of electronic devices while providing early childhood education and care (ECEC). Providers of centre-based ECEC under the National Quality Framework (NQF) are strongly encouraged to adopt the National Model Code as a further support to promote a child safe culture. The National Model Code is a voluntary, interim measure while future legislative reform is being considered by governments.

Scope

This National Model Code has been developed for approved providers and their services, including educators, other staff, and volunteers, while children are being educated and cared for at centre-based early childhood services. While the National Model Code targets centre-based services whose primary purpose is to educate and care for children 0-5 years old under the NQF (long day care and pre-school / kindergarten services), providers of other types of children's education and care services may wish to consider adopting similar practices within their own contexts.

National Model Code

Part 1

Only service-issued electronic devices should be used when taking images or videos of children while providing education and care. The appropriate use of service-issued electronic devices for taking, sending and storing images or videos of children should be clearly outlined in policies and procedures.

Part 2

Personal electronic devices that can take images or videos (such as tablets, phones, digital cameras, and smart watches) and personal storage and file transfer media (such as SD cards, USB drives, hard drives and cloud storage) should not be in the possession of any person while providing education and care and working directly with children. Any exceptions to this should be for limited, essential purposes that are authorised in writing (or through another means if written authorisation is not reasonably practicable) by the approved provider of the service, and where that access does not impede the active supervision of children.

Part 3

Essential purposes for which use and / or possession of a personal electronic device may be authorised for purposes other than taking images or recording videos of children include:

- communication in an emergency situation involving a lost child, injury to child or staff member, or other serious incident, or in the case of a lockdown or evacuation of the service premises
- personal health requirements, e.g. heart or blood sugar level monitoring
- disability, e.g. where a personal electronic device is an essential means of communication for an educator or other staff member
- family necessity, e.g. a worker with an ill or dying family member
- technology failure, e.g. when a temporary outage of service-issued electronic devices has occurred
- local emergency event occurring, to receive emergency notifications through government warning systems, for example, bushfire evacuation text notification.

Part 4

Approved providers and their services should have strict controls in place for the appropriate storage and retention of images and videos of children.

Guidelines

Guidelines have been developed to support approved providers and their services apply the National Model Code in their context(s) and uphold child safe practices when using electronic devices to take images or videos of children.

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I, (name) _____ acknowledge that I have read and understood the position duties described in this Role Accountability and agree to carry out my duties to meet these outcomes to the best of my ability. To the best of my knowledge there is no known reason why I would be unable to fulfil these responsibilities. I also understand that at times I may be required to undertake additional duties relevant to the position that are not listed in this statement and that fall within my competency and skill set. I have received a copy of this Role Accountability.

Name: _____

Signed: _____ Date: _____

Nominated Supervisor Name: _____

Nominated Supervisor Signed: _____

Date: _____