

POSITION DESCRIPTION

Position Title	Early Years Educator
Program	Early Years
Employment Status	Casual
Tenure	Casual
Classification	Victorian Early Childhood Teachers & Education Agreement (VECTEA) 52/52 Arrangement
Position reports to	Lead Teacher
Location	Across Kids First Child & Family Centres (Wurundjeri & Taungurung Country)

Kids First is a child, youth and family services provider and early years education specialist. We have proudly been at the heart of community care in Victoria since 1896.

Our proud history is matched with a progressive mindset as we continually deliver Australian-first and sector leading programs designed to strengthen family relationships, support healing and recovery from trauma and set children and young people up for brighter futures.

We nurture an inclusive and rewarding culture that attracts and retains talented people, bound to a common purpose. Built on our legacy of more than 125 years of community service, we actively support our people to make a significant difference to the lives of children, young people and families. Every. Single. Day

Kids First is a child safe organisation and is committed to maintaining a child safe environment for children and young people who access our services.

As an Equal Opportunity employer, we respect and value diversity and inclusion. We welcome everyone to apply, regardless of age, ethnicity, cultural background, gender, sexual orientation, religious affiliation, and physical ability. Reasonable adjustments will be made for people with disabilities where operationally viable.

Our Purpose

Every day we will work together to improve the life trajectories of children and young people, and maximise positive outcomes for them and their families.

Our Values

Our HEART values encapsulate the way we work together and partner with children and families to bring positive and sustainable outcomes.



Hope
We believe that change is possible and achievable



Empowerment
We build on people's strengths and support their ability to make positive changes in their lives



Accountability
We are open and transparent in everything we do



Respect
We value all people



Trust
We act in an ethical, inclusive, professional and open manner

Position Purpose

The primary purpose of the Early Years Educator position is to support the Early Childhood Teacher to provide an innovative, high quality early education and care program that supports children's learning and is developmentally appropriate for each individual child.

Organisational Relationships

Supervisor	Lead Teacher
Direct Reports	N/A
Internal Relationships	<ul style="list-style-type: none">• Chief Executive Officer• Executive Team• Direct Reports• All staff
External Relationships	<ul style="list-style-type: none">• Key Stakeholders including, government, corporate, community and fundraising/ philanthropic stakeholders• Professional networks

Key Responsibilities

Curriculum

- Assist and support the Early Childhood Teacher in implementing a program of education and care based on strengths, dispositions, skills and interests of the children which will evolve from observations, feedback from parents, the inclusion of the broader community and other written records.
- Actively support the Early Childhood Teacher in providing a cohesive and collaborative delivery of care and education, with all children in mind.
- Ensure the program is adherent to the agreed centre philosophy as well as the Code of Conduct.
- Organise the indoor and outdoor environment, including the safety and rotation of equipment.
- Support the Early Childhood Teacher in the flow of routines to ensure smooth transitions and overall supervision of all children in the room is maintained.
- Ensure the program is in line with the Early Years Learning Framework, up to date and available at all times.
- Provide an environment that:
 - Recognises values and respects the cultural and religious backgrounds of all families using the service and promotes appropriate experiences and care according to need.
 - Encourages the development self-esteem and promotion of self-expression, creativity, security, independence, self-confidence, happiness, and the opportunity to achieve.
 - Has a focus on building relationships with children and encourages and facilitates communication with parents in the delivery of education and care of their children.
- Ensure that transition times are smooth, calm, safe and purposeful.

Quality, Administration and Compliance

- Supervise the children's areas (numbers attending, ratios, adequate supervision of children, flow of the program and routines).
- Ensure children's medication is administered.
- Ensure required documentation is completed efficiently and meets the guidelines of Kids First and regulatory bodies.

- Support the Early Childhood Teacher in leading the development, implementation and evaluation of the Early Years Curriculum based on the Early Years Learning Framework and the National Quality Standards.
- Support the Early Childhood Teacher/ Early Years Program Leader in implementing the National Quality Standard and the Quality Improvement Plan.
- Ensure supervision of children at all times and maintain a minimum ratio of 1:11.
- Maintain a safe and hygienic environment at all times in line with the National Quality Framework and Kids First OH&S policies.
- Actively participate in room meetings, team meetings, supervision and seek appropriate training and professional development.
- Undertake other activities as required.

Key Performance Indicators (KPIs)

- Support the Early Childhood Teacher in implementing a program of education and care based on strengths, dispositions, skills and interests of the children which will evolve from observations, feedback from parents, the inclusion of the broader community and other written records.
- Support the Early Childhood Teacher in providing a cohesive and collaborative delivery of education and care and education, holding all children in mind.
- Support the Early Childhood Teacher in the flow of routines to ensure smooth transitions and overall supervision of all children in the room is maintained.
- Ensure the program is adherent to the agreed centre philosophy and the National Quality Framework.
- Ensure required documentation is completed efficiently and meets the guidelines of Kids First and National Quality Framework.
- Actively participate in supervision as instructed by the Early Years Program Leader.

Quality and Risk Management

OHS

- All Kids First employees have a personal responsibility to work safely and to abide by the legislation, rules and established safe work practices that govern safety in the workplace.

Capability Framework – key selection criteria

Formal Qualifications	Diploma qualification as recognised by ACECQA (or working towards completion of Diploma).
Skills & Experience	<ul style="list-style-type: none"> • Proven ability to work in a cohesive team environment. • Comprehensive understanding of child development (3-6 years old). • Experience in working in partnership with other services and agencies. • Demonstrate a personal value set that is aligned with Kids First organisational values. • Proven skill and experience in working in an early education and care setting. • Sound knowledge of legislation, policy and frameworks relation to early education and care services. • Demonstrated understanding and capability for working with diversity. • Demonstrated level of self-awareness and resilience relating to their own practice and relationships with others.

	<ul style="list-style-type: none"> • Demonstrated capability to network with others both inside and outside organisational boundaries. • Highly developed written, verbal, interpersonal and relationship building skills.
Other Selection Criteria	<ul style="list-style-type: none"> • Current First Aid, Asthma and Anaphylaxis Training. • Current Victorian Working with Children Card • Willingness to undertake a Police Check • A good understanding of or willingness to learn about Aboriginal culture, values and protocols and a demonstrated capacity to work in a culturally informed and respectful manner.

Inherent Physical and Psychological Demands

Activity	Frequency – Daily Regular Occasional
Standing	Daily
Walking	Daily
Sitting	Daily
Bending	Daily
Judgement and decision making	Daily
Lifting	Daily
Dealing with confrontation	Occasional
Time Management	Regular
Following instruction/taking directions	Daily