



## **POSITION DESCRIPTION**

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<b>POSITION:</b>	<b>Early Years Educator – Room Assistant</b>
<b>DEPARTMENT:</b>	Corporate Services
<b>REPORTS TO:</b>	Director TAFE Kids
<b>CLASSIFICATION:</b>	Children's Services Employee Level 3

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### **PRIMARY OBJECTIVES**

- Assist with the implementation of a quality child care program, taking into account the individual needs of each child.
- Assist the Director and the staff of the Centre in a professional manner which meets the requirements of the Department of Education and Early Childhood Development, Education and Care Services Regulations (2010), Education and Care Services National Law Act (2010), Early Years Learning Framework and in accordance with the policies and procedures of the Centre.

### **TAFE Kids Inc. Childcare Centre**

The centre is a Long Day Care Centre for children aged between 6 weeks and 6 years of age. The Centre operates Monday to Friday (7.30am to 6.00pm) and is open 51 weeks of the year. Ninety One (91) child care places are currently offered to TAFE students, staff and the general community on a full-time and part-time basis.

<b>Manager:</b>	<i>Director TAFE Kids</i>
<b>Key Relationships:</b>	<i>Group Leader</i> <i>Childcare Centre staff</i>
<b>Subordinates:</b>	<i>Nil</i>

### **POSITION SUMMARY**

- The position reports to the Room Leader of the room to which the Early Years Educator Room Assistant is rostered.
- The primary responsibility of the Early Years Educator Room Assistant is the provision of high quality care for the children attending the Centre.
- The incumbent will assist with the implementation of a broad developmental program for children in the group, taking into consideration the needs of each individual child. The program will include a variety of structured activities, dealing with physical, cognitive, language, and social emotional skills.
- It is expected that all staff of the Centre will work together as a team and that the Centre will provide a safe, stimulating and welcoming environment for both children and parents.

### **KEY RESPONSIBILITIES**

All key responsibilities are based on the National Law and Regulations, the Principles, Practices and Outcomes detailed in the Early Years Learning Framework (EYLF), Victorian Early Years Learning and Development Framework (VEYLDF) and My Time, Our Place – Framework for School Age Care in Australia (FSAC), and the National Quality Framework (NQF). All educators are expected to have a working

knowledge of these documents, which should underpin their pedagogy and together with the TAFE Kids Centre Philosophy, directly reflect their relationships with children, families and co-educators.

Under the direction of the Director TAFE Kids and in accordance with the Institute's policies and procedures the Early Years Educator Room Assistant is required to:

- 1. Plan and implement a quality educational program** (NQS Quality Area 1: Educational program and practice)
  - 1.1 Assist in the planning, implementation, assessment and review of 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.
  - 1.2 Actively support every child to participate in the program and assist in ensuring that the program promotes children's agency, choices and influence.
  - 1.3 Assist in the documentation of children's learning in accordance with the service philosophy and the learning outcomes (EYLF, VEYLDF and FSAC).
  - 1.4 Utilise a variety of teaching strategies including intentional teaching and reflective practice in daily work.
- 2. Promote the health and safety of all staff and children** (NQS Quality Area 2: Children's health and safety; Quality Area 3: Physical environment)
  - 2.1 Ensure staff and children utilise effective health and hygiene practices, including meeting all regulations relating to food safety and preparation, medical management plans, and risk management plans, policies and procedures.
  - 2.2 Ensure that all children have access to nutritious food and fresh drinking water.
  - 2.3 Assist in the promotion of health, wellbeing and physical exercise in the service.
  - 2.4 Ensure a safe and stimulating physical environment where all staff and children are protected from hazards or harm.
- 3. 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)
  - 3.1 Work cooperatively, ethically and respectfully with other educators, and support each other's professional development.
  - 3.2 Develop and maintain respectful, supportive, collaborative and responsive relationships with children and their families.
  - 3.3 Assist with the supervision of workplace students and volunteers.
  - 3.4 Assist with an effective induction and orientation process for new families, children and staff, including workplace students and volunteers.
- 4. Contribute to the effective management of the service** (NQS Quality Area 7: Leadership and service management)
  - 4.1 Ensure all practices are in accordance with the NQS and reflect the philosophy, policies and procedures of the service.
  - 4.2 Attend professional development opportunities as appropriate or as directed by the director/coordinator.
  - 4.3 Contribute to the continuous improvement of the service through reflective practice and as directed by the director/coordinator and educational leader.
  - 4.4 Assist in the completion of 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.

## DUTIES AND TASKS

### 1. Children's Programs and Daily Routine Activities

- Set up indoor and outdoor equipment
- Prepare materials needed for the daily program, e.g. paint, paste, finger paint, paper and assist in the production of resources and displays.

- Ensure that the program continues to function in other areas while the Room Leader / and or other staff focus on small groups of children for special learning experiences.
- Assist in providing a clean, inviting and stimulating environment both inside and outside the room.

## **2. Children and Family Interaction**

- Gain the trust and respect of the children and their families
- Greet the children and their families on arrival and help them to store their belongings.
- Show genuine interest in each child and their families to help them integrate to the Centre.
- Be approachable and practice effective communication skills
- Maintain open communications with parents and guardians
- Respond to parents and guardians concerns and queries regarding their children in a timely manner, and direct them to the Director as appropriate.
- Model appropriate behaviours for the Children and towards other staff.
- Support families to access professional services as required.

## **3. Children's Development programs**

- Assist the Room Leader and or other staff to develop and education program each week based on individual observations of the children
- Work with individual children according to their needs
- Engage in reflective practices to improve outcomes for children
- Enrich the program by contributing ideas, talents, resources and can be a valuable addition to the learning outcomes for the children
- Accept directions and instruction from the Room Leader, Director or other staff and support the Centre's philosophy, programming and strategies.

## **4. Team Participation**

- Use initiative and display flexibility and adaptability towards jobs and tasks
- Work with colleagues in the spirit of cooperation and maintain and continuously improve the standards of the Centre
- Support colleagues with the sharing of knowledge and ideas.
- Supervise students as required.
- Be willing to attend training sessions and staff meetings.
- Maintain professionalism and rapport with the Director and other staff
- Report issues or cause for concern to the Director and follow the Employee Support Structure.

## **5. Health and Hygiene**

- Assist in maintaining a safe, clean and friendly environment for the children to learn and play in.
- Ensure the maintenance of the Group Daily Checklist
- Directly assist the children to maintain their daily health and hygiene, for e.g. nappy changing, toileting, hand washing.

## **6. Supervision**

- Supervise the children at all times and in accordance with the Centres policies and procedures.
- Assist children in learning to manage their behaviour
- Assist children in situations in which they may find difficulty in coping and show understanding and acceptance of their feelings.

## **7. Cooking and Meals preparation**

- Carry out meal preparation for the children in the Centre as required.

## **8. Continuing Professional Development & Compliance**

- Develop continual learning practices to increase professional knowledge and currency in early learning childhood issues and practices
- Maintain an understanding of the Education and Care Services national Law Act 2010, the National Quality Standards – including self-assessments and Quality Improvement Planning process and the eEarly Years Learning Framework (EYLF) and the My Time Our Place Framework for School Age Care in Australia.
- Maintain an awareness of and demonstrate and understanding of the Centre's philosophy, policies and procedures, and code of conduct.

- Ensure the confidentiality of all stakeholders at all times.
- Support the Centre assessment and compliance
- 9. Work Health and Safety**
  - Take reasonable care of self and other staff
  - Take reasonable care of children in your care
  - Take immediate action to remove or reduce any identified risks to the children
  - Adhere to the Centres health and safety procedures at all times
  - Report any incidents or hazards to the Director
  - Participate in training to inform knowledge about work health and safety
- 10. Other Tasks**
  - Washing clothes and dishes, and cleaning various surfaces
  - Setting up nap time bedding and putting children to bed
  - Removal of Rubbish
  - Implementing First Aid
  - Daily reflections and recording of activities

**KEY SELECTION CRITERIA:**

1. Certificate III in Children's Services is essential
2. Supervisors Certificate (or agreement to gain one)
3. First Aid, Asthma and Anaphylaxis certificates are essential
4. National Police Certificate
5. Victorian Working With Children Check
6. Current Child Protection training (desirable)
7. Knowledge of the Early Years Learning Framework for Australia and the My Time, Our Place Framework for School Age Children in Australia and National Quality Framework and National Regulations and how it supports the development of the program.
8. Incorporating the Early Years Learning Framework (outcomes, principles and practices) into your practices and curriculum and the ability to plan and evaluate programs effectively
9. An understanding of children's developmental requirements
10. Ability to form and maintain professional relationships with families, children and other educators
11. A demonstrated ability to work as part of a multi-disciplinary team
12. Well-developed interpersonal and communication skills

<b>Approved</b>	<b>Acknowledged</b>
<div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 10px;"></div> <div style="margin-bottom: 10px;">Director - TAFE Kids Inc.</div> <div>DATE: ____ / ____ / ____</div>	<div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 10px;"></div> <div style="margin-bottom: 10px;">INCUMBENT</div> <div>DATE: ____ / ____ / ____</div>