



## SCHEDULE B – POSITION DESCRIPTION

### ASSISTANT (CERT III QUALIFIED)

<b>Position Title:</b>	Early Childhood Educator - Room Assistant
<b>Responsible to:</b>	Team Leader/Director
<b>Qualification:</b>	AQF Certificate III in Children's Services or an equivalent qualification or, alternatively, this employee will possess, in the opinion of the employer, sufficient knowledge or experience to perform the duties at this level.
<b>Other requirements:</b>	<ul style="list-style-type: none"><li>• Child Protection Qualification</li><li>• Current First Aid, Anaphylaxis and Asthma Management Training</li><li>• Clear Working with Children Check</li></ul>
<b>Award / Agreement:</b>	<i>Victorian Early Childhood Teachers and Educators Agreement 2020</i>

Position descriptions for our service are developed in line with the National Quality Standards. They list the expectations for individuals according to specific qualifications and roles. Further, each individual's competency will be measured with the following considerations

- The level of qualification the individual has obtained
- The time of service an individual has had within the sector
- Previous roles an individual has held within this sector
- Additional training undertaken by an individual either formally or informally

### POSITION SUMMARY

As an educator, you are expected to be an active member of the Emerge team which provides high quality early childhood education and care to children.

This includes:

- Developing strong relationships with children at the service;
  - Developing strong relationships that support and partner with families;
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- Implementing and always uphold the policies and associated procedures and practices of the organisation; and
- Working with other staff towards continuous improvement in all areas of the service's operations and service.

## **GENERAL RESPONSIBILITIES**

- Involved in supporting the Emerge team which provides high quality early childhood education and care;
  - Working in accordance with the requirements of the Education and Care Services National Law and applicable regulations and the National Quality Standard for Early Education and Care;
  - Working in accordance with the Code of Ethics;
  - Working in accordance with the services Code of Conduct;
  - Implementing and upholding the services' philosophy while undertaking all duties;
  - Support the implementation of contemporary, research-based practices at the service;
  - Apply a variety of practices where directed to do so;
  - Maintain and uphold Workplace Health and Safety;
  - Maintain and uphold privacy and confidentiality;
  - Providing ongoing support and assistance to other staff in all areas of service operation;
  - Development of a sound knowledge and understanding of the Early Years Learning Framework and the National Quality Standards;
  - Ensure you have a sound understanding of the expectations outlined in this document to enable work performance to be executed according to our service standards; and
  - Undertake other duties requested by the Director.
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## RESPONSIBILITIES UNDER THE NATIONAL QUALITY STANDARD

### QUALITY AREA 1 Educational program and practice

#### Standard 1.1 Program

The educational program enhances each child's learning and development.

Element	Task	How demonstrated by staff
1.1.1 Approved learning framework	Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.	<ul style="list-style-type: none"> <li>• As requested, contribute to the development of programs which reflect the Early Years Learning Framework (EYLF) and teaching decisions to assist children in scaffolding in goals towards achieving elements of the outcomes, principles and practices;</li> <li>• Ensure curriculum decision making contributes to each child's learning and assist children to enhance their connection with the community, wellbeing, confidence as learners and effectiveness as communicators; and</li> <li>• Recording quality observations as requested on children for the purposes of program planning to support each child's learning.</li> </ul>
1.1.2 Child-Centred	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.	<ul style="list-style-type: none"> <li>• Contribute to delivery of a program which is relevant to individual children's current knowledge and provide scaffolding for learning;</li> <li>• Be aware of each child's cultural backgrounds and integrate into the program;</li> <li>• Development of skills in adjusting teaching delivery, practices and teaching to each child's strengths and abilities so success can be achieved from each child; and</li> <li>• Developing a sound understanding of different approaches that assist children with additional needs.</li> </ul>
1.1.3 Program learning opportunities	All aspects of the program, including routines, are organised in ways that maximise	<ul style="list-style-type: none"> <li>• Assist with the implementation of daily routines and use routine times as opportunities for learning;</li> <li>• With assistance, increase skills in adapting methods of teaching to cater for each individual child's needs; and</li> </ul>

	opportunities for each child's learning.	<ul style="list-style-type: none"> <li>• With support, communicate clear objectives for all learning experiences.</li> </ul>
<b>1.2 Practice</b> <b>Educators facilitate and extend each child's learning and development.</b>		
1.2.1 Intentional teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.	<ul style="list-style-type: none"> <li>• Ensure the service statement of philosophy guides pedagogy;</li> <li>• Develop knowledge surrounding intentional teaching strategies and use to scaffold and guide children's interest and learning;</li> <li>• Develop understanding to identify and select different intentional teaching methods to meet children's varying needs; and</li> <li>• Be adaptable in teaching of children.</li> </ul>
1.2.2 Responsive teaching and scaffolding	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback	<ul style="list-style-type: none"> <li>• Assist with the implementation of a play-based learning environment responsive to children's interest, strengths and abilities; and</li> <li>• Use informational technology to support and extend children's learning.</li> </ul>
1.2.3 Child directed learning	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.	<ul style="list-style-type: none"> <li>• Contribute to the inclusion of children with additional needs, including children with disabilities, children with complex health support needs, Aboriginal children and children from culturally and linguistically diverse backgrounds;</li> <li>• Plan and deliver programs which allow for child choice to be followed and valued; and</li> <li>• Provide children with the ability to make decisions in their own learning through having flexibility in practices.</li> </ul>
<b>Standard 1.3 Assessment and planning</b> <b>Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.</b>		

<p>1.3.1 Assessment and planning cycle</p>	<p>Each child’s learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.</p>	<ul style="list-style-type: none"> <li>• Contribute to the planning, implementation, evaluation and reflection of programs which recognise the emerging skills and interests of children;</li> <li>• Under guidance of diploma qualified staff, teachers or team leaders, contribute to the planning of children’s learning and the documentation of this to make their learning visible; and</li> <li>• Under direction of diploma qualified staff, teachers or team leaders, maintain ongoing records of the child’s development and records of children’s assessments against learning outcomes.</li> </ul>
<p>1.3.2 Critical reflection</p>	<p>Critical reflection on children’s learning and development, both as individuals and in groups, drives program planning and implementation.</p>	<ul style="list-style-type: none"> <li>• With support, engage in critical reflection and evaluation of children’s learning and use this information as a primary source of future planning.</li> </ul>
<p>1.3.3 Information for families</p>	<p>Families are informed about the program and their child’s progress.</p>	<ul style="list-style-type: none"> <li>• Under direction of the Team Leader, provide verbal and written information to families relating to their child and in line with the services policies and procedures.</li> </ul>

## QUALITY AREA 2 Children’s Health and Safety

### Standard 2.1 Health Each child’s health is promoted.

<p>2.1.1 Wellbeing and comfort</p>	<p>Each child’s wellbeing and comfort is provided for, including appropriate opportunities to meet each child’s need for sleep, rest and relaxation.</p>	<ul style="list-style-type: none"> <li>• Support children’s individual wellbeing and comfort in sleep, rest and relaxation; and</li> <li>• Be committed to the need for each child to be given individual attention and comfort.</li> </ul>
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<p>2.1.2 Health practices and procedures</p>	<p>Effective illness and injury management and hygiene practices are promoted and implemented.</p>	<ul style="list-style-type: none"> <li>• Under supervision, administer first aid and medication in compliance with procedures and policies;</li> <li>• Under supervision, keep accurate and detailed records of injury/accident/trauma and medication forms;</li> <li>• Ensure a high standard of hygiene is maintained in compliance with procedures and policies;</li> <li>• Become familiar with all policies regarding health and safety at the service; and</li> <li>• Ensure each child’s health needs are supported.</li> </ul>
<p>2.1.3 Healthy lifestyle</p>	<p>Healthy eating and physical activity are promoted and appropriate for each child.</p>	<ul style="list-style-type: none"> <li>• Respond positively and consistently to children’s additional needs/requirements - diet/allergies, developmental etc; and</li> <li>• With guidance plan, prepare and deliver opportunities that facilitate physical activity learning experiences through play.</li> </ul>
<p><b>Standard 2.2 Safety</b> Each child is protected</p>		
<p>2.2.1 Supervision</p>	<p>At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard</p>	<ul style="list-style-type: none"> <li>• Follow requirements to ensure safe and adequate supervision is provided at all times;</li> <li>• Take responsibility to ensure that any potential supervision risks are reported to other educators or the Director; and</li> <li>• Ensure that the environment is safe, supportive, stimulating and educational for children.</li> </ul>
<p>2.2.2 Incident and emergency management</p>	<p>Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented</p>	<ul style="list-style-type: none"> <li>• Have a sound understanding of service policies and procedures in relation to incidents and emergencies;</li> <li>• Ensure adherence to incident and emergency policies of the service; and</li> <li>• Report all workplace accidents and hazards to your supervisor and assist in the implementation of immediate action for identified hazards if able to do so.</li> </ul>

<p>2.2.3 Child protection</p>	<p>Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.</p>	<ul style="list-style-type: none"> <li>• Take responsibility for the protection and rights of children attending the service;</li> <li>• Assist to ensure the service’s child protection policy is implemented;</li> <li>• Inform the Director of any allegations or convictions of a child protection nature against any other employees, of which you become aware; and</li> <li>• Ensure compliance as a mandated reporter which requires reporting to Community Services, where there are reasonable grounds to suspect that a child is at risk of significant harm.</li> </ul>
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**QUALITY AREA 3  
Physical environment**

**Standard 3.1 Design**  
The design of the facilities is appropriate for the operation of a service.

<p>3.1.1 Fit for purpose</p>	<p>Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.</p>	<ul style="list-style-type: none"> <li>• Assist to maintain the aesthetics of the environment along with the children;</li> <li>• Report all identified hazards and risks to the Director or Team Leader;</li> <li>• Assist in immediately eliminating or minimising dangerous or potentially hazardous areas/items from children; and</li> <li>• Conduct daily and monthly workplace inspections and risk assessments and as per schedule provided. e.g. - opening/closing checklist, toys and equipment cleaning checklist, safe building checks etc.</li> </ul>
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3.1.2 Upkeep	Premises, furniture and equipment are safe, clean and well maintained.	<ul style="list-style-type: none"> <li>• Assume an equal share of cleaning duties; and</li> <li>• Maintain a clean and safe work environment.</li> </ul>
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**Standard 3.2 Use**  
The service environment is inclusive, promotes competence and supports exploration and play-based learning.

3.2.1 Inclusive environment	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.	<ul style="list-style-type: none"> <li>• Contribute to the development of an environment for children which fosters curiosity, exploration and problem solving; and</li> <li>• Maintain respect for the learning environments, both indoors and outdoors and understand and implement the concept of the environment as the 'third teacher'.</li> </ul>
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3.2.2 Resources support play-based learning	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.	<ul style="list-style-type: none"> <li>• Maintain supplies and equipment levels for the room or service in accordance with the service's policies;</li> <li>• Provide a variety of learning materials and resources for use in educational experiences; and</li> <li>• Assist children in the use of learning materials and equipment.</li> </ul>
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3.2.3 Environmentally responsible	The service cares for the environment and supports children to become environmentally responsible.	<ul style="list-style-type: none"> <li>• Assist the service to ensure environmentally sustainable practices are embedded in all areas of the program; and</li> <li>• Support children to become environmentally responsible and show respect for the environment.</li> </ul>
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**QUALITY AREA 4**  
**Staffing Arrangements**

**Standard 4.1**  
Staffing arrangements enhance children's learning and development.



4.1.1 Organisation of educators	The organisation of educators across the service supports children's learning and development.	<ul style="list-style-type: none"> <li>• Maintain educator-to-child ratios and qualifications at all times.</li> </ul>
4.1.2 Continuity of staff	Every effort is made for children to experience continuity of educators at the service.	<ul style="list-style-type: none"> <li>• Work with other team members in the inclusion, support and care of all children to ensure continuity of care across the setting.</li> </ul>

**Standard 4.2 Professionalism**  
Management, educators and staff are collaborative, respectful and ethical.

4.2.1 Professional collaboration	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.	<ul style="list-style-type: none"> <li>• Attend staff meetings as required and contribute to these meetings through shared observations of children and sharing new ideas;</li> <li>• Respect and support colleagues by developing positive and ethical channels of communication that are based on principles of mutual respect, equity and fairness;</li> <li>• Implement the program as directed;</li> <li>• Be proactive in supporting a healthy team environment;</li> <li>• Participate and contribute to services discussions as required; and</li> <li>• Participate in ongoing professional development and training programs.</li> </ul>
4.2.2 Professional standards	Professional standards guide practice, interactions and relationships.	<ul style="list-style-type: none"> <li>• Maintain professional and ethical standards at all times when dealing with families, educators and the children; and</li> <li>• Demonstrate the service code of conduct/code of ethics in all interactions and relationships at the service.</li> </ul>

**QUALITY AREA 5**  
**Relationships with children**

**Standard 5.1 Relationships between educators and children**  
Respectful and equitable relationships are maintained with each child.

<p>5.1.1 Positive educator to child interactions</p>	<p>Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.</p>	<ul style="list-style-type: none"> <li>• Ensure each child has a sense of belonging, being and becoming within the service;</li> <li>• Ensure respectful, equitable and genuine relationships with all children are maintained at all times;</li> <li>• View and respect children as competent, capable and engage in meaningful interactions through shared decision making with them;</li> <li>• Provide physical care, assisting children in toileting, dressing and mealtimes; and ensure all of these opportunities are viewed as teachable moments;</li> <li>• Form positive, comforting and nurturing relationships with children;</li> <li>• Assist in maintaining up to date records of the children within your group; and</li> <li>• Manage children’s behaviour through developing a range of techniques to support children’s learning.</li> </ul>
<p>5.1.2 Dignity and rights of the child</p>	<p>The dignity and rights of every child are maintained.</p>	<ul style="list-style-type: none"> <li>• Respect children’s similarities, differences, cultures and diversities;</li> <li>• Each child’s dignity and the rights of each child is always maintained;</li> <li>• Develop sound knowledge of differing methods for behavioural management and adjust to each individual children’s needs; and</li> <li>• Support the inclusion principles for every child catering for individualised needs.</li> </ul>
<p><b>Standard 5.2 Relationships between children</b> Each child is supported to build and maintain sensitive and responsive relationships.</p>		
<p>5.2.1 Collaborative learning</p>	<p>Children are supported to collaborate, learn from and help each other.</p>	<ul style="list-style-type: none"> <li>• Support and guide an environment of co-learning;</li> <li>• With guidance gauge which children can assist their peers to build on skill and ability levels; and</li> <li>• Develop children’s capabilities within a variety of social situations.</li> </ul>

5.2.2 Self-regulation	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.	<ul style="list-style-type: none"> <li>• Each child is supported to manage their own behaviour, and this is encouraged with positive behaviour guidance strategies; and</li> <li>• Respond to the emotional, social and wellbeing needs of each child.</li> </ul>
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**QUALITY AREA 6**

**Collaborative partnerships with families and communities**

**Standard 6.1 Supportive relationships with families**

Respectful relationships with families are developed and maintained and families are supported in their parenting role.

6.1.1 Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions.	<ul style="list-style-type: none"> <li>• Develop and maintain positive and respectful relationships with families;</li> <li>• With guidance from the Director, Teacher or diploma trained educators, engage positively in the orientation, enrolment and transition processes for families and children;</li> <li>• Share information with families relating to their child and the daily activities of the service; and</li> <li>• Liaise with families encouraging contribution to the quality and success of the service.</li> </ul>
6.1.2 Parent views are respected	The expertise, culture, values and beliefs of families are respected, and families share in decision-making about their child’s learning and wellbeing.	<ul style="list-style-type: none"> <li>• All families are supported; child rearing practices and beliefs are respected which contributes to joint partnerships being consistently implemented;</li> <li>• Maintain the confidentiality policy in regard to children, families and educators at all times; and</li> <li>• Encourage families to contribute to the community of the centre.</li> </ul>
6.1.3 Families are supported	Current information is available to families about the service and relevant community services and resources to	<ul style="list-style-type: none"> <li>• Create a safe, supportive and informative environment for families; and</li> <li>• Act as a resource person for families.</li> </ul>

	support parenting and family wellbeing.	
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**Standard 6.2 Collaborative partnerships**  
Collaborative partnerships enhance children’s inclusion, learning and wellbeing.

6.2.1 Transitions	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.	<ul style="list-style-type: none"> <li>• All families are communicated with regularly to maintain up to date information about their child;</li> <li>• Support families and children throughout transition processes;</li> <li>• Provide a supportive environment and build relationships with families of children who are starting at the service; and</li> <li>• As directed, contribute in transitions to school to ensure children have positive starts in formalised schooling.</li> </ul>
6.2.2 Access and participation	Effective partnerships support children’s access, inclusion and participation in the program.	<ul style="list-style-type: none"> <li>• With guidance from the Director, families are supported to access inclusion support and assistance.</li> </ul>
6.2.3 Community engagement	The service builds relationships and engages with its community.	<ul style="list-style-type: none"> <li>• Be an advocate for high quality services for children in our community;</li> <li>• Ensure students on placement are positively welcomed, supported and assisted; and</li> <li>• Support the service during community event through upholding professionalism and building connections.</li> </ul>

**QUALITY AREA 7**  
**Governance and Leaderships**

**Standard 7.1 Governance**  
Governance supports the operation of a quality service.

7.1.1 Service philosophy and purpose	A statement of philosophy guides all aspects of the service's operations.	<ul style="list-style-type: none"> <li>• Ensure the implementation of the service statement of philosophy.</li> </ul>
7.1.2 Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.	<ul style="list-style-type: none"> <li>• Become familiar with all the services policies and procedures ensure they are upheld throughout the service;</li> <li>• Ensure the Director is informed of any problem arising, which would affect the children, service approval or rating, regulatory and legal compliance or the smooth running of the service; and</li> <li>• Maintain updated and accurate records.</li> </ul>
7.1.3 Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service.	<ul style="list-style-type: none"> <li>• Assist with administrative duties as requested;</li> <li>• Advocate for children and their families; and</li> <li>• Positively promote and market the centre to families and the community.</li> </ul>
<p><b>Standard 7.2 Leadership</b> Effective leadership builds and promotes a positive organisational culture and professional learning community.</p>		
7.2.1 Continuous improvement	There is an effective self-assessment and quality improvement process in place.	<ul style="list-style-type: none"> <li>• Be involved in the service's Quality Improvement Plan and assist to implement this as directed;</li> <li>• Support a culture of continuous learning in the workplace (including own workplace learning); and</li> <li>• Developing reflective practices to access and modify practices where required.</li> </ul>
7.2.2 Educational leadership	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.	<ul style="list-style-type: none"> <li>• Take recommendations from the Educational Leader and work in collaboration to implementation an effective and efficient program; and</li> <li>• Contribute to discussion and implementation of current childcare practices where relevant to the setting.</li> </ul>



<p>7.2.3 Development of professionals</p>	<p>Educators, co-ordinators and staff members' performance is regularly evaluated, and individual plans are in place to support learning and development.</p>	<ul style="list-style-type: none"> <li>• Actively contribute to own performance processes.</li> </ul>
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## GLOSSARY

**Theoretical knowledge** - have the knowledge of something within theory means and not necessarily been put into practice. Often leads to a deeper understand of a concept through seeing it in context of a greater whole and understanding the why behind it.

**Practical knowledge** - being able to put knowledge one has into practice and perform within everyday tasks. Helps you acquire the specific techniques that become the tools of your trade.

**Sound knowledge** - refers to having "thorough" or "good" knowledge about that topic, you're a person who is knowledgeable about that topic

**Sound understanding** - implies a thorough grasp of something and the ability to infer (deduce or conclude (something) from evidence and reasoning rather than from explicit statements).

**Mentor** - advise, support and train another.

