

Educator Position Description

Overview

The Educator supports the delivery of quality education program and practice and assists all children to participate in the program. You will use and implement the Goodstart Practice Guide to support the Senior Educator/Teacher and Education Leader. You will have an understanding of Early Years Learning Framework (EYLF), child development and learning, and the importance of reflective practice.

You will establish positive relationships with children and families to ensure the room's program is responsive and inclusive.

In your role of Educator you will commit to maintaining professional work standards at all times.

Key deliverables:

- Maintain a safe environment for children, families and team members.
- Comply with National Quality Standards (NQS) and Goodstart Policies, Procedures and Requirements.
- Use and implement the Goodstart Practice Guide to support the Senior Educator/Teacher in the delivery of high quality education program and practice in the room.
- Build and maintain strong, positive relationships with children and families.
- Actively contribute to the education program in the room and the Centre team.
- Support a culture of reflective practice and ongoing continuous improvement.
- Contribute to a professional and positive work culture.

Reporting Lines

Department:	Operations
Reports to:	Centre Director, Senior Educator / Teacher (where allocated)
Direct reports:	Nil
Internal relationships:	Centre Team, Early Learning Consultants, Area Manager, Teacher, Professional Learning Consultants, Social Inclusion Coordinator, Centre Support Office
External relationships:	Children and families, Employee Assistance Program

The Goodstart Team

As one of the largest social enterprises in Australia, the Goodstart team cares for 73, 000 children from 61,000 families across 644 Centres in all states and territories of Australia. Our people are our foundation; together we are working to ensure children have the learning, development and wellbeing outcomes they need, for school and life.

Accountabilities

1. Safety: Ensure a safe environment and culture.

- Maintain a healthy and safe environment and comply with Goodstart’s safety policies, procedures and relevant legislation to recognise and address risks and non-compliance in the Centre.
- Escalate issues to the Senior Educator/Teacher and/or Centre Director (when necessary) and collaborate to develop and implement timely actions to resolve and prevent the re-occurrence of incidents.
- Understand relevant Child Protection Law matters applicable to the jurisdiction and report and escalate relevant matters to the Senior Educator/Teacher and/or Centre Director.

2. Quality: Raise the quality of early learning.

- Understand the National Quality Framework (NQF) and support the Senior Educator/Teacher to meet the requirements of the National Quality Standards (NQS) within the room.
- Comply with Goodstart’s Policies, Procedures and Requirements.
- Contribute to the Centre’s continuous improvement through the Quality Improvement Plan (QIP).
- Use and implement the Goodstart Practice Guide to support the delivery of high quality inclusive education program and practice in the room, contribute to planning, programming and documentation of children’s learning.
- Demonstrate a commitment to reflective practice and reflect the Centre’s ‘Statement of Philosophy’ and ‘Centre Vision’ in everyday practice.

3. Business: Support business and finance discipline.

- Support room attendance targets, effective room management and use resources responsibly.
- Be aware of Goodstart as an organisation and the requirements of Centres.
- Support the Senior Educator/Teacher to deliver high quality education program and practice.

4. People: Support attraction, retention and engagement of great people.

- Identify and respond to performance issues appropriately and proactively develop own professional capabilities and behaviour.
- Help recognise and celebrate individual and Centre achievements.
- Communicate clearly with the Senior Educator / Teacher and Centre team, proactively contribute to team meetings and maintain a positive team environment.

5. Partnerships: Create and maintain productive and purposeful relationships.

- Build and maintain positive and reciprocal relationships with families and children.
- Work collaboratively with internal and external partners, as required.
- Develop an awareness of community and external partnerships and support the Senior Educator/Teacher in delivering best outcomes for families and children.

6. Inclusion: Support access, active participation and inclusion of all children and families.

- Support the Centre’s commitment to Goodstart’s Inclusion Goal.
- Support the Senior Educator/Teacher and Centre Director to ensure families and children, especially those experiencing vulnerability, can meaningfully participate within the program.
- Support the Senior Educator/Teacher to recognise and respond to need and ensure timely support and follow up is provided in collaboration with families.

7. Change: Support change to realise Goodstart’s Vision.

- Support and adopt change initiatives at room level and across the Centre as required.
- Develop an awareness of early learning education program and practice.
- Support Goodstart’s commitment to continuous improvement.

Behavioural Expectations

Professional Work Standards

- Demonstrate the highest levels of honesty and integrity.
- Reflect the expected standards of behaviour as described in the organisation's principles and Code of Conduct.
- Comply with the Early Childhood Code of Ethics.
- Observes professional boundaries and standards.
- Seeks assistance with ethical dilemmas.

Accountability

- Take responsibility for personal work outcomes.
- Be solutions orientated.

Interpersonal Skills

- Effectively communicates with individuals and groups.
- Establish meaningful relationships.
- Demonstrate active listening and ask appropriate questions

Creativity & Innovation

- Look for ways to improve current work practice and processes.
- Generate new ideas and be open to change and alternatives.
- Adapt to new or different ways of working
- Help others to adapt to change

Resilience

- Respond positively to changing circumstances.
- Recover from setbacks and be able to overcome obstacles and impediments
- Persist and focus on achieving organisational goals through periods of extreme pressure
- Maintain momentum and sustain effort despite criticism or setbacks
- Display a positive outlook in difficult situations.

Experience

- Experience in an early years education settings (desirable)
- Interest in early years education (essential)

Qualifications

- Certificate III level early childhood qualification (as approved by ACECQA)
- Current First Aid Qualification in accordance with ACECQA guidelines

Checks

- Relevant Working with Children Check (Blue Card – QLD)

Delegations

- Nil