

CASUAL HIGHER LEARNING NEEDS EDUCATOR

– 2024



As a Higher learning needs educator at our Service that has been in operation since 1976 you are expected to be an active team member of our team which provides high quality early childhood education and care to children in the groups you are teaching. In 2024 we are very excited to move into a new Centre and will trust that all our staff help us settle into our amazing new purpose built four room not for profit community preschool. This building has two ends essentially, one end including two rooms and playground is the Prior to school children's groups, and the second end if the Young 4's and 3-year-old groups and playground, the two playgrounds differ slightly.

The higher learning needs educator/s role at is implemented due to successful Inclusion Support funding for a child. The Higher learning needs educator would support that child in their preschool group and support other educators who a delivering a preschool curriculum plan. Higher learning needs positions are not ongoing unfortunately as funding does not cover this.

This includes:

Developing strong relationships with children at the service.

Developing strong relationships that support and partner with families.

Providing active leadership to other educators and students in the development, implementation and evaluation of a child-focused educational curriculum ensuring the curriculum is consistent with the Centres philosophy and policies, and according to the requirements of the National Quality Framework.

Implementing the policies, philosophy, and associated procedures of the organisation always. and working with other staff towards continuous improvement in all areas of the Service's operations.

NATIONAL QUALITY STANDARD (NQS)

Moama & District Preschool Centre Inc	
POSITION TITLE	Higher learning need ASSISTANT Educator
SUPERVISOR	Director/ Nominated Supervisor
DIRECT REPORTS	Director and ECT group/s teacher you are assigned too.
QUALIFICATIONS:	<ul style="list-style-type: none"> Recognized approved qualification on list by ACECQA). Minimum Cert 3 in Childrens studies or Diploma in Children's Services Current First aid qualification Current ACECQA approved Anaphylaxis and emergency asthma management training. Valid Working with Children Check clearance NSW. Child Safe Series E learning NSW (Not a prerequisite)
AWARD/AGREEMENT	<ul style="list-style-type: none"> Children's Services Award (NAPSA)
ESSENTIAL EXPERIENCE	<input type="checkbox"/> Demonstrated knowledge of the Early Years Learning Framework Education and Care Services National Law (2010), Education and Care Services National Regulations (2011),

<p>HOURS OF WORK</p>	<p>13 hours per week Casual Tues/Friday 8.30am-3.30pm (1/2 hr unpaid lunch break) Start Fri 2nd February 2024 -Friday 20th February 2024</p> <p>NOTE: as a casual there is no pay during non-term times of term 1,2 & 3.</p>
<p>ABOUT THE GROUPS</p>	<p>A group of 20 children in the who will attend for 600 hours, with an experienced ECT</p> <p>This role is supporting the inclusion of a child with higher learning needs in he/she preschool attendance in 2024.</p>
<p>UP TO DATE KNOWLEDGE AND COMPLIANCE OF THE FOLLOWING LAW-REGULATIONS-ACTS</p>	<ul style="list-style-type: none"> • Service Policies and Procedures • Education and Care Services National Law (2010) • Education and Care Services National Regulation (2011) • National Quality Standard (NQS) • Early Years Learning Framework (EYLF v2) • ECA Code of Ethics • Work Health and Safety Act 2009 • Commonwealth Privacy Act 1988 and the Australian Privacy Principles (APPs) (2014) • Fair Work Act • Family Assistance Law (2018) • Child Protection legislation NSW • Child Safe Standards • Other relevant state and federal legislation and regulations as required
<p>POSITION OBJECTIVES</p>	<ul style="list-style-type: none"> <input type="checkbox"/> To work in accordance with the requirements of the Children (Education and Care Services National Law Application) Bill 2010; Education and Care Services National Regulations and the National Quality Standards for Education and Care. <input type="checkbox"/> In collaboration with the ECT and other educators within the group contribute to the with the development, implementation, and reflection of the educational program to provide a high-quality program for all children and families. <input type="checkbox"/> Build and maintain positive relationships with children, families, educators, staff, and management to deliver best outcomes for families and children. <input type="checkbox"/> Working in accordance with the Code of Ethics <input type="checkbox"/> Work according to the Child Safe Standards <input type="checkbox"/> Implementing the services philosophy and undertaking all other duties.

	<ul style="list-style-type: none"> <input type="checkbox"/> Work in accordance with the policies and associated procedures of the organization; and <input type="checkbox"/> Provide ongoing support and assistance to other staff in all areas of service operation. <input type="checkbox"/> To work in a team environment in the delivery of a high-quality play based preschool program. <input type="checkbox"/> To be a part of our amazing journey as our Preschool that has historically been in one location for 47 years, moves to a new location!
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ROLE DIMENSIONS- KEY PERFORMANCE AREA

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE		
1.1	Program	The educational program enhances each child’s learning and development.
1.2	Practice	Educators facilitate and extend each child’s learning and development.
1.3	Assessment and planning	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.

Educational Program & Practice Key Tasks:

- ensure to implement the service statement of philosophy and that is guide the pedagogy.
- ensure our Centre facilitates a play-based learning environment in the indoor and outdoor environment and develops learning programs responsive to children’s ideas, strengths and abilities that inspire independent learners, in line with our Centres Policy regarding Educational Program and Practice
- ensure curriculum decision making contributes to the child’s learning and assist children to enhance their connection with community, wellbeing, confidence as learners and effectiveness as communicators.
- Under direction from the ECT (lead educator), contribute to the planning of the children (x) learning and the documentation of this make their learning visible; with the child you are assigned to be supporting with the whole preschool curriculum.
- Contribute to the child you are working with Individual Learning Plan (this is a part of the funding requirement for Higher learning needs)
- work with the ECT and educational leader and other educators to implement the successful planning, implementation, and reflection of a program for the service that is reflective of an approved learning framework; the Early Years Learning Framework (EYLF v2)

- ensure the early childhood curriculum meets the goals of the approved learning to help children develop:
 - a strong sense of their identity
 - connections with their world
 - strong sense of wellbeing
 - confidence and involvement in their learning; and
 - effective communication skills
- assist in the collection of the funded child's observations and learning goals and reflecting, setting these.
- assist with the implementation of a play-based learning environment responsible for children's interest, strength, and abilities and considering this is inclusive of the funded child's needs and abilities.
- implement inclusive practice and lead an environment which honours diversity.
- be proactive in ensuring currency in best early childhood practice.
- in collaboration with the Director/ Nominated Supervisor and Educational Leader contribute to the development, implementation, and update of the Quality Improvement Plan for the service,
- develop with the ECT and assistant educator/s an educational program based on knowledge of each individual child. Contribute to planning from your observations.
- ensure the documentation of children's developmental needs, interests, experiences, and participation in the educational program in a variety of ways.
- ensure the assessment of children's developmental progress against the learning outcomes establishing further learning goals.
- work with staff to achieve optimal learning and developmental outcomes.
- Insist with the implementation of daily routines and use routine times as opportunities for learning.
- provide mentorship to educators and staff within your team to support children's learning through investigation and projects.
- use the Centres Educational Program and Practice policy and as a guide.
- Be aware of requirements of funding requirements that may apply to children with Higher learning needs and maintain the requirements of this funding such as an Individual learning plan.
- Engage in critical reflection and evaluation of children's learning and this is used as primary source for future planning.
- Contribute to a communication book for the funded child's family.

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1	Health	Each child's health and physical activity is supported and promoted.
2.2	Safety	Each child is protected.

Children's Health and Safety Key Tasks:

- promote child wellbeing and prevent harm to children and young people by adopting and adhering to the National Principles of Child Safe Organisations or relevant Child Safe Standards NSW
- ensure all children's health needs are supported.
- ensure all children are safe and adequately always supervised.
- take responsibility to ensure a potential supervision risk is reported to other educators and the Director.
- ensure a high standard of hygiene is always maintained.
- Respond positively and consistently to children's additional needs/requirements – diet/allergies/developmental.
- ensure the environment is safe, supporting, stimulating and educational for all children.
- administer first aid and medication in compliance with procedures and policies.
- be familiar with all Centre's policies regarding health and safety at the service.
- support children's individual wellbeing and comfort in sleep, rest, and relaxation.
- maintain and demonstrate an extensive knowledge of Child Protection legislation and its implications for the care and protection of children.
- ensure compliance as a mandated reporter in accordance with the service Child Protection policy and procedures.
- assist the Director/ Nominated Supervisor to comply with child protection in the workplace – Inform the Director/ Nominated Supervisor of all allegations or convictions of a child protection nature against an employee, of which you become aware.

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- recognise and report misconduct, illegal or inappropriate behaviour to the Director/Nominated Supervisor
- ensure children are protected from harm and hazard and are not subjected to corporal punishment or unreasonable discipline at any time in line with policies and procedures.
- ensure policies and procedures are adhered to ensure the children are safe and adequately always supervised.
- ensure children do not leave the Service premises except in accordance with the National Regulations- collected by a parent or authorised nominee or in emergency evacuation situations; risk assessed excursions.
- follow policies and procedures to ensure visitors to the service are always supervised.
- maintain and demonstrate an extensive knowledge of Workplace Health and Safety (WHS) legislation and safety issues relating to children and educators.
- ensure correct manual handling techniques and procedures are followed and assist by identifying manual handling hazards and risks within the service.
- ensure all educators and staff within your team are aware and respond positively and consistently to children's additional needs including adjustments and requirements; diet and allergies; developmental needs etc.
- lead, guide and mentor educators and staff within your team to a high standard of hygiene in compliance with procedures and policies
- ensure adequate health and hygiene practice regarding safe food handling procedures are implemented and ensure the preparation and storage of food adhere to relevant food safety standards.
- supervise and support educators and staff within your team to ensure the administration of first aid or medication in compliance with procedures and policies.
- ensure accurate and detailed records of injury/illness/accident/trauma of individual children are recorded and families are notified as soon as possible or within 24 hours of any injury/illness/accident/trauma via OWNA software.
- ensure reporting of any serious incidents to the Director/Nominated Supervisor to ensure the regulatory authority is notified within 24 hours in accordance with Education and Care Services National Regulations

QUALITY AREA 3: PHYSICAL ENVIRONMENT		
3.1	Design	The design of the facilities is appropriate for the operation of a service.
3.2	Use	The service environment is inclusive, promotes competence and supports exploration and play-based learning.

Physical Environment Key Tasks:

- Work within your team to create a safe, supportive, stimulating, and educational environment for all children.
- collaborate with the Early Childhood Teacher to resource the services with appropriate equipment and ensure the team maintain the aesthetics of the environment.
- report any repairs, WHS safety concerns and maintenance required to the Director/ Nominated Supervisor, remove any if are deemed a hazard.
- ensure the physical environment complies with the licensing requirements of the National Regulations and Australian Safety Standards for all equipment and resources.
- ensure effective processes are followed to meet WHS requirements.
- contribute to ensuring the service strives towards environmental sustainability in all areas through sustainability action plans; and
- assist the Educational Leader and Director/ Nominated Supervisor with the indoor and outdoor environment promoting commitment to continual improvement to the quality of care and experience each child and family receives.
- ensure the service is ready for operation at the beginning of each day for the groups you are allocated to at the beginning of the day, when you are rostered to do so.
- Contribute to the development of an environment for children which fosters curiosity, exploration and problem solving.
- Maintain respect for the learning environments, both indoors and outdoors and this is viewed as the 'third teacher'. Indoor and outdoor time have equal value.
- Assist to maintain the aesthetics of the environment along with the children.
- Maintain a clean and safe work environment, including storerooms, staff room and office spaces.
- Assist the service to ensure environmental sustainability practices is embedded in all areas of the program.
- Support children to become environmentally responsible and show respect for the environment; and

QUALITY AREA 4: STAFFING ARRANGEMENTS		
4.1	Staffing Arrangements	Staffing arrangements enhance children's learning and development.
4.2	Professionalism	Management, educators and staff are collaborative, respectful and ethical.

Staffing Arrangements Key Tasks:

- assist and contribute to the induction process of new educators and staff within your team/s in collaboration with the Director/ Nominated Supervisor in line with the Probation and Orientation Induction policy and procedures.
- Demonstrate the service code of conduct in all interactions and relationships at the service.
- Work with educators within your team to implement the curriculum plan and philosophy.
- demonstrate a thorough knowledge of the Code of Ethics (Early Childhood Australia Inc.) and always act within these guidelines. Always maintain professional and ethical standards when dealing with families, educators, and the children.
- contribute to the development of a *Statement of Commitment to Child Safety and Wellbeing* to demonstrate a strong culture of child safety within the Service.
- adhere to the services Child safe policies including *Child Safe Environment Policy, Child Protection Policy*, always and take all reasonable steps to protect children from abuse and harm.
- Respect and support colleagues by developing political ethical channels of communication that are based on principles of mutual respect, equity, inclusiveness, and fairness.
- ensure compliance regarding policies and procedures relating to the operation of the service.
- contribute positively and effectively to the team environment to ensure smooth operation of the service.
- promote a healthy team environment and develop positive channels of communication to foster a cohesive team environment where educators and staff within your team feel supported and valued.
- participate in ongoing professional development and training programs.
- participate in reflective practice review annually.
- provide feedback to educators/ staff within your team regarding their conduct and work practices whilst creating a supportive workplace environment.
- implement the service *Dealing with Grievances Policy* and procedures and follow the *Dealing with Grievances Policy* in relation to complaints or incidents.
- ensure any grievances raised by educators, staff or families are reported to the Director/ Nominated Supervisor

- attend staff meetings.
- be at the workplace ready to start at your start time.

QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1	Relationships between educators and Children	Respectful and equitable relationships are maintained with each child.
5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships.

Relationships with Children Key Tasks:

- ensure each child has a sense of belonging, being and becoming within the service.
- maintain respectful, equitable and genuine relationships with all children!
- view and respect children as competent and capable and engage in meaningful interactions through shared decision making with them.
- promote positive, comforting, and nurturing relationships with children.
- promote the cultural safety, participation, and empowerment of culturally and/or linguistically diverse backgrounds, including Aboriginal and Torres Strait islander children to express their culture and enjoy their cultural rights.
- promote the safety, participation, and empowerment of children with a disability.
- ensure that as an educator you work with others to provide a supportive educational environment for all children and families.
- ensure children are respected and their dignity and rights are being met (United Nations Convention on the Rights of the Child -CRC)
- act as a positive role model, demonstrating appropriate behaviour and language; and
- communicate with children in an open, honest manner and ensure that the child's perspective is regarded as unique and special.
- provide physical care, assisting children in toileting, dressing, and mealtimes and view all these opportunities as teaching moments.

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.

Collaborative Partnerships with Families and Communities Key Tasks:

- Develop and maintain positive and respectful relationships with families.
- all families are supported: child rearing practices and beliefs are respected which contributes to join partnerships being consistently implemented.
- Work within the teams to support new children and their orientation into the Centre and their group.
- share information with families regarding their children and session activities (always check with lead ECT).
- act as a resource person for families
- maintain the confidentiality policy on children, families, and educators always.
- be an advocate for high quality services for children in our community.
- with guidance from the ECT, support families to access inclusion support and assistance.
- actively incorporate and celebrate the Centres Reconciliation Action Plan
- help create a safe, supportive, and informative environment for families.
- be courteous and helpful to the families in the service, and ensure all educators/ staff are implementing these practices,
- collaborate with educators and staff to look for opportunities within each service where a family may become involved e.g., cultural events, craft activities, fund-raising, and parent committees.
- manage information which assists families to access resources within the local and wider community.
- be an advocate for high quality support services for children in our community,
- ensure any students on placement are positively welcomed, supported, and effectively supervised,
- promote, support and guide educators/ staff to encourage families to participate in service decision-making and experiences.

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service.
7.2	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community.

Leadership and Service Management Key Tasks:

- strive to achieve 'Service' goals/policies and ensure the Service's statement of philosophy is reflected in daily practice.
- comply with, maintain, and review all service policies and procedures in accordance with the Education and Care Services National Law and National Regulations
- maintain a sound and current understanding of the National Quality Framework (NQF) and approved learning framework/s
- maintain compliance with the regulations as prescribed by the regulatory authority along with all legal and statutory requirements.
- ensure that the Director/ Nominated Supervisor is informed of current issues within the service.
- ensure you are familiar with and, follow the Centres "Dealing with Grievances for Staff".
- report directly to the Director/ Nominated Supervisor of any problem arising, which would affect the children, service approval or rating, regulatory and legal compliance, or the smooth running of the service.
- Positively promote and market the centre to families and community
- Keep up to date with current developments and research best practice in the early childhood and education sector and engage in professional development opportunities.
- engage in own reflective practice review.
- maintain confidentiality of sensitive information in relation to educators, staff, families, children, and the service in line with the *Privacy and Confidentiality Policy* and procedures; and
- comply with the *Privacy and Confidentiality Policy* and procedures and assist to ensure the policy is followed at a service level; and

I have received, reviewed, and understand the responsibilities as the HIGHER LEARNING NEEDS EDUCATOR FOR Tues/Fri 13 hours per week, Casual in 2024.

I also acknowledge that I am responsible for the satisfactory execution of these responsibilities and will adhere to all requirements as set out in the Job Description.

Employee Name		Date	
Employee Signature			

Supervisor Name		Date	
Supervisor Signature			

Moama Preschool