



# SOUTHERN HIGHLANDS CHRISTIAN SCHOOL

## Preschool Diploma Educator

**OVERVIEW:** Our Diploma Educators are responsible for providing high-quality education and care for children enrolled at Southern Highlands Christian Preschool, consistent with our Christian beliefs, philosophy, policies, procedures and curriculum, and according to the requirements of the National Quality Framework. Educators work in collaboration with other educators, room leaders, the nominated supervisor and other professionals and communities. They commit to establishing and maintaining positive and respectful relationships with children, families, and colleagues through collaboration and interactions, characterised by a desire to demonstrate genuine Christ-shaped love.

### EDUCATORS AT SOUTHERN HIGHLANDS CHRISTIAN SCHOOL:

- Have a personal faith and commitment to the Lord Jesus Christ
- Attend Church on a regular basis and model Christian beliefs, behaviour and practices
- Accept the College's Statement of Faith

**SHCS MISSION:** To offer a Biblically-shaped, Christ-centred, parent-governed education, Preschool - Year 12

**PREAMBLE:** Southern Highlands Christian School and Preschool was established to provide Christian education for children, based on the principles of the Word of God.

Within the distinctively Christian model of education at Southern Highlands Christian Preschool educators must shape their educational practice in a way that is consistent with and based on the foundational documents of SHCS, particularly the Educational Creed.

Staff at Southern Highlands Christian School and Preschool are lifelong learners who enthusiastically implement the school's educational framework. They work to create an atmosphere of mutual trust between staff, students and parents as we seek to equip students with a faithful, Christ-centred, transformed worldview that informs all of life.

## JOB DESCRIPTION

SOUTHERN HIGHLANDS CHRISTIAN PRESCHOOL	
POSITION	Educator
SUPERVISOR	Lead Educator and Director/ Nominated Supervisor
DIRECT REPORTS	No direct reports
AWARD/AGREEMENT	NSW General Staff Multi-Enterprise Agreement 2020-2023 or replacement industrial instrument.
QUALIFICATIONS	<ul style="list-style-type: none"> <li>• Diploma of Early Childhood Education and Care (or equivalent <i>Current Provide an Emergency First Aid Response in an Education and Care Setting</i> certificate)</li> <li>• Current ACECQA approved Anaphylaxis and emergency asthma management training</li> <li>• Valid Working with Children Check clearance</li> <li>• Accredited Child Protection Training</li> </ul>
ESSENTIAL EXPERIENCE	<ul style="list-style-type: none"> <li>• Demonstrated knowledge of the Early Years Learning Framework, Education and Care Services National Law (2010), and the Education and Care Services National Regulations (2011), Family Assistance Law (Child Care Subsidy 2018).</li> <li>• Be willing to accept the role of Responsible Person under the Education and Care Services National Law Application Bill 2010 and Education and Care Services National Regulations, as required</li> </ul>
KNOWLEDGE AND COMPLIANCE OF THE FOLLOWING LAW-REGULATIONS-ACTS	<ul style="list-style-type: none"> <li>• Service Policies and Procedures</li> <li>• Education and Care Services National Law (2010)</li> <li>• Education and Care Services National Regulation (2011)</li> <li>• National Quality Standard (NQS)</li> <li>• Early Years Learning Framework (EYLF)</li> <li>• ECA Code of Ethics</li> <li>• Work Health and Safety Act 2009</li> <li>• Commonwealth Privacy Act 1988 and the Australian Privacy Principles (APPs) (2014)</li> <li>• Fair Work Act</li> <li>• National Principles of Child Safe Organisations or relevant Child Safe Standards</li> <li>• Other relevant state and federal legislation and regulations as required</li> </ul>
POSITION OBJECTIVES	<ul style="list-style-type: none"> <li>• Build and maintain positive relationships with children, families, educators, staff and management to deliver best outcomes for families and children</li> <li>• Contribute to the educational program under the direction of the Lead Educator to provide a high-quality program for all children</li> </ul>

	<ul style="list-style-type: none"> <li>Assist with the smooth running of the room in line with relevant regulations, policies and procedures under the direction of the Lead Educator.</li> </ul>
<b>CAPABILITIES</b>	<p>Ability to:</p> <ul style="list-style-type: none"> <li>Build and maintain strong, positive relationships with children and families</li> <li>Work effectively in a team environment</li> <li>Exercise sound judgment and carry out instructions with minimum supervision</li> <li>Actively contribute to the education program in the room and the SHCP team</li> <li>Implement developed leadership skills</li> <li>Contribute to a professional and positive work culture</li> <li>Reflect and improve on professional practice</li> <li>Demonstrate commitment to ongoing professional learning</li> <li>Attend staff meetings and SHCP professional development days</li> <li>Accept appointment as Responsible Person</li> </ul>

<b>QUALITY AREA 7: GOVERNANCE AND LEADERSHIP</b>		
7.1	Governance	Governance supports the operation of a quality service.
7.1.3	Roles and Responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.

## **ACCOUNTABILITIES AND KEY PERFORMANCE INDICATORS**

### **EDUCATION AND CARE OF CHILDREN**

- Act in a manner that promotes the best interests of the child.
- Build secure, respectful and reciprocal relationships with children and families.

In conjunction with Room Leader and other educators, implement high-quality education and care for all enrolled children that is consistent with:

- The service philosophy, procedures and policies
- Education and Care Services National Regulations
- Education and Care Services National Law
- The National Quality Standards
- Early Years Learning Framework (V2.0)

Be responsive to children’s diversity, strengths, interests and needs and implement a planning cycle for individual children and the whole group of children within the room. This will need to:

- be documented and maintained on a cyclical basis and in a professional manner to a high-quality standard
- demonstrate engagement in critical reflection, assessment and evaluation of children's learning and use of this as a primary source of future planning
- be linked to the EYLF Framework principles, practices and outcomes
- make learning visible
- be responsive to advice and guidance from the Educational Leader

Engage children in learning opportunities that are responsive to:

- intentional and spontaneous interactions
- children's agency and choice
- respecting diversity
- routine times
- information technology
- environmental sustainability

Support and actively plan for an inclusive environment by:

- supporting every child's learning
- role modelling positive interactions and behaviour guidance strategies
- respecting children's similarities, differences, cultures and diversities
- maintaining each child's dignity and the rights of each child
- responding to the emotional, social and wellbeing needs of each child
- providing physical care, assisting children in toileting, dressing and meal times; and viewing all these opportunities as teachable moments
- having an awareness of funding and structure of support available to assist children with additional needs
- implementing and recording strategies from allied professionals to support children with additional needs to access the program, as directed by the Nominated Supervisor

Support children's individual wellbeing and comfort in sleep, rest and relaxation.

Contribute to the development of an environment for children which:

- is ready for operation at the beginning of each day
- reflects children's curiosity, exploration and problem solving
- acknowledges the importance of the indoor and outdoor environment as the 'third teacher'
- reflects beauty as a valuable component in supporting the wellbeing of children and all who work at the service
- is safe and prioritises practices which are in children's best interests
- actively and authentically includes and embeds Aboriginal and Torres Strait Islander ways of being and knowing into the daily curriculum
- promotes environmental sustainability

Ensure each child has a sense of *Belonging, Being and Becoming* within the service.

Assist in maintaining up to date records of the children within your group.

Ensure professional documentation is undertaken for all children and is reflective of requirements within the National Quality Framework.

Provide adequate supervision for the children at all times, and work towards supporting colleagues in achieving the same.

### **PARTNERSHIPS WITH FAMILIES**

- Respect the diversity of families within the service
- Demonstrate respect for the families' role as the child's first teacher
- Create a welcoming, safe environment for all families
- Build and maintain respectful, authentic, reciprocal relationships with all families at the service
- Ensure professional communication with families at all times
- Draw on the knowledge and experience of families to support their children's learning

### **RELATIONSHIPS WITH COLLEAGUES**

- Build collaborative relationships with educators, based on respect, trust and honesty
- Engage in professional conversations with educators to enhance knowledge and practice
- Engage in professional conversations with other professionals as is appropriate
- Acknowledge and support personal strengths and professional experience

### **PROFESSIONAL CONDUCT & LEARNING**

- Work within the National Quality Framework, the Early Childhood Australia Code of Ethics, the Service philosophy, policies and procedures
- Participate in an induction to the service
- Consistently contribute as an effective team member
- Understand and implement the service philosophy and contribute to its ongoing development
- Actively participate in performance appraisal process
- Engage in reflective practice and ongoing professional learning
- Develop an individual professional development plan
- Attend and contribute to staff meetings and other whole of staff professional learning events
- Undertake Food Safe training at intervals decided by the Nominated Supervisor, if required
- Undertake Child Protection and First Aid training (including Anaphylaxis and Asthma training) at intervals decided by the Nominated Supervisor.
- Ensure students on placement are positively welcomed, supported and assisted and be a student supervisor when required.
- Ensure the Nominated Supervisor is informed of any problem arising, which would affect the children, the Preschool's approval or rating, the regulatory and legal compliance or the smooth running of the service.
- Read, understand and implement the service policies and procedures.
- Be involved in the services' Quality Improvement Plan and assist to implement this as directed.

Perform additional duties as required by the Approved Provider or Nominated Supervisor as are within your knowledge, skills and capabilities, including duties at a lower classification; provided that this does not promote de skilling. These may include:

- Maintaining supplies and equipment levels for the room or service,

- Performing incidental administrative duties including but not limited to: signing deliveries, organizing noticeboards, etc.

**ORGANISATIONAL REPRESENTATION**

Actively support SHCS/SHCP philosophy, policies and procedures and positively represent the Preschool to external contacts at all opportunities.

**WORKPLACE HEALTH AND SAFETY (WHS)**

- Work in a manner that does not pose a risk to self or others.
- Ensure a safe and healthy work environment at all times.
- Act immediately on any safety issues that relate to the working environment of the service.
- Follow service policies/procedures regarding child protection.
- Follow service guidelines in providing a safe environment for children and staff.
- Understand, implement and review emergency management procedures as required.
- Maintain educator-to-child ratios and qualifications at all times.
- Ensure the Service’s duty of care to children and their families is strictly maintained.

<b>Key Internal and External Stakeholders</b>	
<b>CHILDREN</b>	<ul style="list-style-type: none"> <li>• Form relationships with children which are comforting, secure, responsive and nurturing.</li> <li>• Protect children and their rights.</li> </ul>
<b>PARENTS</b>	<ul style="list-style-type: none"> <li>• Develop and maintain positive, collaborative relationships with families.</li> <li>• Share information with families relating to their child and the daily activities of the Service.</li> <li>• Help create a culturally safe, supportive and informative environment for families.</li> </ul>
<b>STAFF</b>	<ul style="list-style-type: none"> <li>• Work together with other staff to provide a safe, supportive, stimulating and educational environment for the children.</li> </ul>
<b>COMMUNITY AND OTHER PROFESSIONALS</b>	<ul style="list-style-type: none"> <li>• Collaborate with schools, teachers, other professionals, and the community to support children’s learning, development and wellbeing.</li> </ul>