

# EARLY LEARNING EDUCATOR

## OVERVIEW

Early Learning Educators (Educators) are responsible for providing education and care for children enrolled at IGS Early Learning Centre (the Centre), consistent with the values of IGS, the Centre philosophy, child-focused curriculum and according to the requirements of the National Quality Framework.

Educators contribute to and support the provision of quality learning programs to meet the individual and group needs of children. Educators contribute to collaboratively develop, implement and evaluate child-focused education and care curriculum, ensuring the curriculum is consistent with the Early Years Learning Framework, IGS Language and Music programs.

Educators who are employed as part of the IGS Early Learning Languages program are also responsible for implementing the immersive and intentional bilingual language program in collaboration with Early Childhood Teachers and all ELC staff.

Educators support and ensure compliance at all times with Centre policies and procedures and Education and Care Services National Regulations and Law. Educators actively engage in and assist with all areas of daily operational requirements.

Educators develop positive partnerships and relationships which support families, the IGS School and wider community.

## 1. KEY RELATIONSHIPS

Early Learning Educators ultimately report to the Principal through the Head of School Early Learning.

Educators form relationships with children that are comforting and nurturing, protect children and their rights and act in ways that promote a supportive environment. Educators develop and maintain positive relationships with families.

Early Learning Educators work in collaboration with key IGS staff including the Deputy Head of School Early Learning, Educational Leader, Early Childhood Teachers, all Early Learning staff, the Director of Music, Head of Languages, the School Nurse and School Counselors.



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## 2. RESPONSIBILITIES

### *Educational Program and Practice*

- 2.1 In conjunction with Early Childhood Teachers (ECT), contribute to the development and implementation of a high quality education and care curriculum for children consistent with IGS Early Learning philosophy, ELC policies and procedures, the NQS, Education and Care Services National Regulations and Law, the Early Years Learning Framework (EYLF) and IGS Language and Music programs.
- 2.2 Respond to children's strengths, interests and needs and implement a planning cycle for individual children and the whole group of children within the room in collaboration with the ECT. This will need to:
- make learning visible
  - be responsive to mentoring, advice and guidance from the ECT and Educational Leader
  - be documented and maintained on a cyclical basis and in a professional manner to a high quality standard
  - be linked to the EYLF outcomes, IGS music and language curriculum, Reggio Emilia Approach, Indigenous perspectives and other relevant early learning and developmental theories.
- 2.3 Engage in critical reflection and evaluation of children's learning and use this as a primary source of future planning.
- 2.4 Engage children in learning opportunities that are responsive to:
- meaningful moments
  - intentional and spontaneous interactions
  - children's agency and choice
  - routine times
  - information technology, and
  - environmental sustainability.
- 2.5 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, culture 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
  - Collaborating with the ECT and other educators in the planning for the meaningful inclusion and participation of children with additional needs as directed by the Head of School Early Learning.
- 2.6 Ensure professional documentation is undertaken for all children and is reflective of requirements within the National Quality Framework.
- Children's Health & Safety*
- 2.7 Support children's individual wellbeing and comfort in sleep, rest and relaxation.
- 2.8 Work in ways to promote each child experiencing a sense of Being, Belonging and Becoming within the Centre.
- 2.9 Provide proactive supervision of children in their care.
- 2.10 Implement School and Centre policies and procedures, including acting as a mandatory reporter for the purposes of child protection.



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- 2.11 Ensure that all records for children in the class group are maintained and up to date as per IGS policies and the NQS.

## *Physical Environment*

- 2.12 Maintain a clear, hygienic, and safe classroom and outdoor space for children.
- 2.13 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 Centre
  - provokes practices and discussions to support environmental sustainability

## *Partnerships with Families*

- 2.14 Demonstrate respect for the families’ role as the child’s first teacher.
- 2.15 Build and maintain professional, inclusive and positive relationships with families of the Centre at all times.
- 2.16 Ensure professional communication with families at all times.
- 2.17 Draw on the knowledge and experience of families to support their children’s learning.
- 2.18 Engage in shared decision making with families.

## *Partnerships with other Educators and Professionals*

- 2.19 Build collaborative relationships with all staff in the Centre and IGS based on respect, trust and honesty.

- 2.20 Engage in professional conversations with other educators and ECTs to enhance knowledge and practice.

- 2.21 Engage in professional conversations with other professionals as is appropriate and with the knowledge of the Head of School.

- 2.22 Acknowledge and support personal strengths, professional experience and team diversity.

## *Professional Conduct and Learning*

- 2.23 Work within the NQF, the ECA Code of Ethics, the Centre philosophy, policies and procedures.
- 2.24 Engage in the Centre’s professional development program to demonstrate active and ongoing commitment to professional learning and reflective practice.
- 2.25 Undertake Child Protection training at regular intervals as decided by the Approved Provider.
- 2.26 Undertake First Aid training (including training in Anaphylaxis and Asthma) at intervals decided by the Nominated Supervisor.
- 2.27 Consistently contribute as an effective team member.
- 2.28 Maintain awareness of contemporary education and care practice to inform quality service delivery.
- 2.29 Actively participate in individual professional development practices and procedures.
- 2.30 Attend and contribute to staff meetings and other whole staff professional learning events.
- 2.31 Ensure students on placement and volunteers are positively welcomed, supported and assisted and be a student supervisor when required.



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- 2.32 Ensure the Head of School is informed of any problem arising, which would affect the children, the Centre's approval or rating, the regulatory and legal compliance or the smooth operation of the Centre.
- 2.33 Be involved in the Centre's Quality Improvement Plan and actively support the implementation of the plan as directed.
- 2.34 Perform additional duties as required by the Approved Provider (the Board) or Nominated Supervisor (Head of School) within your knowledge, skills and capabilities, including duties performed by other educators and staff members. These may include maintaining supplies and equipment levels for the classroom or Centre, performing incidental administrative duties including but not limited to signing deliveries, organising notices.
- 2.35 Positively represent IGS to external contacts at all opportunities.
- 2.36 Actively participate in and contribute to School projects and activities.

## *Workplace Health & Safety (WHS)*

- 2.37 Work in a manner that does not pose a risk to yourself or others.
- 2.38 Ensure a safe and healthy work environment at all times.
- 2.39 Act immediately on any safety issues that relate to the working environment of the School or Centre.
- 2.40 Follow Centre and School policies related to child protection.
- 2.41 Follow Centre guidelines in providing a safe environment for children and staff.
- 2.42 Understand, implement and review emergency management procedures as required.
- 2.43 Maintain educator-to-child ratios and qualifications at all times.
- 2.44 Ensure the Centre's duty of care to children and their families is strictly maintained.
- 2.45 Respond positively and consistently to children's additional needs and requirements including diet, allergies and developmental.

## 3. SELECTION CRITERIA

### *Qualifications*

- 3.1 an ACECQA approved Diploma or Certificate III.
- 3.2 a valid NSW Working With Children Check.
- 3.3 a first aid qualification that is approved by ACECQA and includes CPR, first aid, emergency asthma and anaphylaxis management.
- 3.4 Identify and Respond to Children and Young People at Risk of Harm CHCRPT001 certification to be appointed as the Responsible Person as required (or willingness to obtain).

### *Essential Criteria*

- 3.5 Demonstrated understanding of the EYLF and the NQS.
- 3.6 Demonstrated knowledge of curriculum development and documenting children's learning.
- 3.7 Ability to relate effectively to children and their families.
- 3.8 Ability to work effectively in a team environment.
- 3.9 Strong communication and interpersonal skills.
- 3.10 Commitment to ongoing professional learning.



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- 3.11 Where the role relates to implementing the IGS Language Program, fluency in the required language and strong understanding of the relevant culture.

## 4. PERSONAL ATTRIBUTES

To succeed in this portfolio you will:

- 4.1 Have a proven capacity to build positive relationships with colleagues to promote effective teamwork and collaborative work practice.
- 4.2 Demonstrate flexibility, adapt to changing circumstances and periods of change, promoting innovation and initiative.
- 4.3 Have highly developed spoken and written communication skills, and model exemplary professional conduct and practice.
- 4.4 Have a strong commitment to building and developing an inclusive culture of care for children.
- 4.5 Ability to relate effectively with children's families.
- 4.6 A willingness to be appointed as a Responsible Person as required.
- 4.7 Have the ability to work independently.
- 4.8 Have excellent time management.
- 4.9 Have the capacity to embrace and embody the best of the School's culture, values and code of conduct.

