Position Description

Title: Educator - Diploma

Award and Classification Level: Children's Services Award

Faculty/Office: Campus Life

Hays Evaluation Level: N/A

Department/Team: Early Learning

Approved by CEO: 24 June 2020

Position Purpose: Facilitate young children's learning by contributing to the planning, implementation and evaluation of a high-quality early learning program within an education and childcare centre.

ORGANISATIONAL CONTEXT

The Office of the Vice President, People and Services has executive responsibility for the University’s people strategies, information technology, business intelligence and reporting, and campus services.

The portfolio includes U@MQ a subsidiary company of Macquarie University known as Campus Life. Campus Life is a seven-days’ a week operation, providing a suite of services and programs to students, staff, visitors and local community designed to “bring life to our campus” and provide a balance between academic and non-academic amenities.

Campus Life operates in the following key areas:
- Early learning and school holiday programs
- Sports & recreation
- Hospitality
- Retail

Early Learning operates within the Programs & Partnerships business unit. Program and Partnerships is accountable for program development, strategically aligned partnerships, and the advancement of the Campus Life brand.

The Early Learning centres provide University staff, students and the wider community with high quality educational programs for children up to six years of age.

This position is designated as a Mandatory Reporter under the Children and Young Persons (Care and Protection) Act 1998.
## KEY ACCOUNTABILITIES

- With guidance from the Program & Practice Support Teacher and the Early Childhood Teacher, actively contribute to the planning, implementation, and evaluation of a high-quality educational program that is inclusive of all children
- Contribute to the assessment and recording of the developmental progress of designated children
- Maintain up to date knowledge of the Early Years Learning Framework and actively assist the centre team to Meet (at a minimum) the National Quality Standards
- Act as Responsible Person if required, assuming all related responsibilities as per the Education and Care Services National Regulations
- Act as Room Leader if required, assuming all related responsibilities including mentoring and coaching of staff and giving performance feedback
- Set up and pack away the physical environment, creating inviting spaces that are developmentally appropriate, engage children, and foster learning
- Interact appropriately with children, considering their individual needs and developmental levels
- Effectively supervise children and maintain a clean and safe environment for children, families and team members
- Contribute to a culture of reflective practice, questioning and continuous improvement
- Build and maintain strong, positive and ethical relationships with children, families, and staff, and contribute to a professional and positive work culture
- Engage with the professional learning community in the Centre and the wider early childhood network, and participate in action research projects individually or as part of a team
- Participate in centre engagement activities, including those with the local community
- Work with the Early Childhood Teacher to undertake all actions necessary and appropriate to this classification to maintain compliance with the National Quality Framework, the Child Care Subsidy System, and Child Protection laws
- Work with the Early Childhood Teacher and Centre Manager to develop and implement diversity, equity, and inclusion initiatives
- Comply with all Campus Life policies and procedures and applicable Privacy, EEO, and WHS regulations, policies and practices
- Perform any other duties as required and appropriate for this classification

## POSITION CONTEXT

<table>
<thead>
<tr>
<th>Reports to:</th>
<th>Early Childhood Teacher (Room Leader)</th>
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</table>
| Positions Reporting to: | • Direct – 0  
 • Indirect – 0 |
| Key Direct Clients: | • Children, parents and families  
 • Centre Manager  
 • Program & Practice Support Teacher |
| Other Key Relationships: | • Other Centre staff  
 • Staff working at other Campus Life Early Learning Centres  
 • Other Campus Life and University staff  
 • Regulatory bodies – NSW Department of Education |
| Budget Accountability: | N/A |
| Role-specific Conditions: | • Working with Children Check  
 • Approved First Aid qualification  
 • Approved Asthma and Anaphylaxis qualification  
 • Identify and Respond to Children and Young People at Risk qualification  
 • Shift work – variation to start and finishing times including attending out of hours meetings as required |
| Scope and autonomy: | Decides when and how to perform variable tasks of greater complexity within the scope of established processes and priorities. |
| Problem solving | Applies knowledge of standard processes, procedures, systems and/or techniques to identify and implement solutions to problems. |
**CAPABILITY FRAMEWORK**

Capability Frameworks describe the behaviours, skills, attributes and experience required to successfully perform a position or group of similar positions.

<table>
<thead>
<tr>
<th>COMPETENCIES</th>
<th>ATTRIBUTES</th>
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<tbody>
<tr>
<td><strong>Clusters of behaviours required for successful performance.</strong></td>
<td><strong>Personal qualities related to successful performance.</strong></td>
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<tr>
<td><strong>Planning and Execution:</strong> Managing time and resources to complete tasks and achieve objectives.</td>
<td><strong>Perseverance:</strong> Persevering despite obstacles to ensure tasks are completed.</td>
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<tr>
<td><strong>Quality Focus:</strong> Ensuring accuracy and quality when completing tasks.</td>
<td><strong>Flexibility:</strong> Responding effectively to unexpected or changing circumstances.</td>
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<tr>
<td><strong>Analysis and Judgement:</strong> Evaluating information and data to solve problems and make sound decisions.</td>
<td><strong>Integrity:</strong> Maintaining confidentiality, discretion and professionalism.</td>
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<tr>
<td><strong>Change Focus:</strong> Adapting to new situations and dealing with change.</td>
<td><strong>Reliability:</strong> Meeting commitments and responsibilities.</td>
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<td><strong>Communication:</strong> Effectively grasping and conveying ideas and concepts to others.</td>
<td><strong>Accountability:</strong> Assuming responsibility for making decisions and delivering agreed outcomes.</td>
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<tr>
<td><strong>Service Focus:</strong> Making the needs of children and families a priority.</td>
<td><strong>Relationship Management:</strong> Establishing effective working relationships with others.</td>
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<td><strong>Culturally Aware:</strong> Values diversity as a strength and contributes to an inclusive working environment.</td>
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**REQUIRED KNOWLEDGE**

Qualifications, technical and/or professional skills and information needed from day one for successful performance.

- ACECQA approved Diploma in early childhood education
- Understanding of Child Protection Laws and the responsibilities associated with being a Mandatory Reporter
- Knowledge of the National Quality Framework, including the Law, Regulations and National Quality Standards and Early Years Learning Framework
- Understanding of the role and responsibilities of being a Responsible Person
- Approved First Aid qualification
- Approved Asthma and Anaphylaxis qualifications
- Identify and Respond to Children and Young People at Risk qualification
- Medium level computer literacy

**ACQUIRED KNOWLEDGE**

Organisational and/or professional skills and information to be developed within the first 3 to 6 months in the role for successful performance.

- Knowledge of the Centre’s policies, systems, processes and procedures.
- Knowledge of Campus Life’s functions and structure.
- Knowledge of Campus Life’s policies, systems, processes and procedures.
- Knowledge of University policies, systems, processes and procedures
- Knowledge of what other areas of Campus Life and the University do and how they interact with the Centres

**KEY EXPERIENCES**

Practical experiences and exposure to specific environments or activities related to successful performance.

- Experience contributing to the development, implementation and evaluation of a high-quality educational program in an early learning environment
- Experience working with children from diverse backgrounds and ages up to five
- Demonstrated ability in the supervision of children and maintaining a clean and safe environment for children
- Sound understanding of child development and appropriate strategies for interacting with children
- Ability to build and maintain respectful and ethical relationships with colleagues, children and families
- Experience working in a team environment
- Well-developed interpersonal skills
- Sound written and verbal communication skills
- A commitment to continuous professional development