**EDUCATIONAL LEADER**

NATIONAL QUALITY STANDARD (NQS)

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| QUALITY AREA 7: GOVERNANCE AND LEADERSHIP | | |
| 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. |

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| POSITION: | Educational Leader |
| QUALIFICATIONS: | Degree in Early Childhood from a recognised University, or;  Diploma of Early Childhood Education and Care (or previous equivalent) [3 years’ experience]  Current Senior First Aid certificate  Acceptance from Working with Children Check  Approved anaphylaxis and emergency asthma management training |

DUTIES

IN RELATION TO THE CHILDREN

* Respect and provide support and inclusion for all children, regardless of gender, cultural background or socio-economic status.
* Act as a positive role model, demonstrating appropriate behaviour and language.
* Provide adequate supervision for the children, and work towards supporting colleagues in achieving the same. No staff member should be performing another task whilst supervising the children
* Be a passionate educator and strive to achieve ‘Service’ goals and ensure our ‘Service’ philosophy is reflected in daily practice.
* Assist in the collection, recording and evaluation of children’s records and observations, as required by Department of Education and Communities and the National Quality Standard.
* Communicate with the children in an open, honest manner and ensure that the child’s perspective is regarded as unique and special.
* Be familiar with the Early Years Learning Framework and utilise to inspire independent learners.
* You are a mandatory reporter and have the responsibility to report any concerns about abuse immediately - <https://reporter.childstory.nsw.gov.au/s/mrg> (NSW).

IN RELATION TO FAMILIES

* Be courteous and helpful to the families in the Service.
* Look for opportunities within the Service where a family may become involved e.g. Multi-cultural events, craft activities, fund-raising and parent committees.
* Respect the confidentiality of all information about a child; any concerns should firstly be discussed with the Nominated Supervisor.
* Be familiar with all families; greet all families on a personal basis. This will ensure mutual trust and open communication.
* Assist colleagues in completing the Reflection Journal and Developmental Records & Documentation such as Observations, Learning Stories etc. and assist Educators as necessary, ensuring that this valuable communication tool is being fully utilised as a means of reporting to families.
* Be aware of each child and their needs. In relation to a child’s medication requirements, ensure that you have reported to relevant colleagues for verification and ensure that it can only be administered by a staff member with a current senior first-aid certificate and must be witnessed by another staff member. All relevant record keeping must be maintained.
* To attend parent meetings as requested by the Nominated Supervisor or parents.
* To share information with the family relating to their child and the daily activities of the ‘Service’.
* To act as a resource person for families.
* To encourage families to participate in Service decision-making and experiences.
* To attend regular staff meetings.

IN RELATION TO COLLEAGUES

* Oversee the room’s routine and the Service’s procedures.
* Assist all staff in meeting the needs, supervision, health and safety of all children.
* With the guidance of the Nominated Supervisor and colleagues, promote the highest standard of care for the children in accordance with the National Quality Standard.
* Work as a team, sharing room responsibilities.
* Be considerate of fellow workers when having breaks by ensuring they are of the appropriate length.
* Participate in the service’s annual staff appraisals and staff reflection activities
* Participate in the Service’s annual professional development activities.
* Acknowledge and support the worth of the personal, professional, cultural and linguistic diversities that all staff members bring to the Service. Every staff member is unique and has something to offer- aim to tap into this wealth of knowledge and incorporate ideas in your own experiences.
* Be familiar with the Grievance Policy (included in Policy Manual) and aim to discuss any concerns or incidents to the Nominated Supervisor for further support.
* Oversee and guide staff in observing and planning for individual children and the total learning environment.
* Oversee and collaborate with staff to ensure that the program is continually improving.
* Oversee that each room is aesthetically supporting family involvement and representing each child and their needs and interests.

IN RELATION TO THE PROGRAM

* Develop the planning, implementation and evaluation of the program (in consultation with the colleagues, and the Nominated Supervisor if needed).
* Provide guidance as required to ensure a play-based curriculum is being provided throughout the Service.
* Oversee and maintain the developmental records of each child in and ensure that all educators are also doing the same.
* Know and implement the Early Years Learning Framework in your program and records, including Outcomes, Practices, and Principles.
* Oversee the implementation of the program in the indoor and outdoor environment promoting commitment to continual improvement to the quality of care and experience each child and family receives.
* Organise any resource materials, interest areas and general preparation for the room.
* Ensure that the program is regularly evaluated, monitored and rotated so as to provide for an interesting and challenging environment (consulting with colleagues to provide variety and input from various perspectives).
* Participate in at least 4 in-services a year to support your professional development.

IN RELATION TO THE SERVICE

* Maintain a sound and current understanding of the National Quality Standard.
* Maintain a working knowledge of the Early Years Learning Framework.
* Maintain awareness of current issues in children’s services.
* Demonstrate an ability to work in partnerships with families.
* Demonstrate a professional level of written and verbal communication skills.
* Maintain and demonstrate an extensive knowledge of Child Protection legislation and its implications for the care and protection of children.
* Maintain and demonstrate an extensive knowledge of Workplace Health and Safety legislation and safety issues relating to children and staff.
* Follow housekeeping practices, which ensure that equipment is maintained at an optimal level.
* Provide ongoing support and assistance as required to the Nominated Supervisor in areas of administration, program development, parent and community networking, staff professional development and training, and other areas as requested.
* Assist the Nominated Supervisor in maintaining the Quality Improvement Planning routine.
* Inform the Nominated Supervisor of any issue arising that may compromise the children’s health, safety, or wellbeing, or the efficient operation of the Service.
* Any other duties, within the scope of the position, as specified by the Nominated Supervisor.
* Oversee programming promoting commitment to continual improvement to the quality of care provided within each room.
* Follow housekeeping practices, which ensure that equipment is maintained at an optimal level.
* Assist in the completion of the daily, weekly and monthly duties (cleaning, maintenance etc.) to ensure a safe, clean and hygienic environment that is welcoming to all.
* Assist in providing an environment that is safe, interesting and appealing.
* Always act within the guidelines set out in the Code of Ethics (Early Childhood Australia Inc.).

In relation to the Essential Requirements for Employment under the Education and Care Services National Regulations:

* Maintain the ability to satisfy the criteria for appointment as a Educational Leader.
* Maintain an understanding of all principles related to child protection.

The paramount consideration of children’s services is the best interests of the children.

* Children should receive Services that meet their individual’s needs (including the needs of children with a disability) and enhance their physical, emotional, cognitive, social and cultural development.
* Parents have both a right and a responsibility to be involved in the making of decisions by a children’s service in so far as those decisions affecting their children.

Understanding of a safe environment for children, and;

* Current knowledge of stages of physical, emotional, cognitive, social and cultural development of children, and;
* Current knowledge of health, hygiene and nutrition needs of children

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| I have received, reviewed and understand the responsibilities as the EDUCATIONAL LEADER 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 |  | | |

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| SUPERVISOR NAME |  | DATE |  |
| SUPERVISOR SIGNATURE |  | | |

RELEVANT STANDARDS AND ELEMENTS

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| 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. |

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| 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. |

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| 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. |

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| 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. |

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| 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. |

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| 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. |

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| 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. |