

FAMILY DAY CARE EDUCATOR

POSITION DESCRIPTION

Position Title:	Family Day Care Educator
Program:	Zoe Support Australia Family Day Care
Reports To:	<p>Mildura Rural City Council Family Day Care Team Leader</p> <p>Mildura Rural City Council are the Approved Provider with the Department of Education and holds the Service approval to run Family Day Care under the Education and Care Services National Law.</p> <p>Mildura Rural City Council are responsible for:</p> <ul style="list-style-type: none"> ▪ Provision and monitoring of an agreement to conduct Family Day Care with each of the Educators; ▪ Provision of monitoring, support and supervision to each of the Educators at the Zoe Support Centres; ▪ Distributing and maintaining family enrolment details and requirements.
Qualifications	<ul style="list-style-type: none"> ▪ Diploma of Early Childhood Education and Care (or equivalent), or: ▪ Certificate III in Early Childhood Education and Care (or equivalent) ▪ Current <i>Provide an Emergency First Aid Response in an Education and Care Setting</i> certificate ▪ Current ACECQA approved Anaphylaxis and emergency asthma management training ▪ Valid Working with Children Check clearance ▪ Accredited Child Protection Training
Essential Experience	<ul style="list-style-type: none"> ▪ Demonstrated knowledge of the Early Years Learning Framework, My Time Our Place Framework, Education and Care Services National Law (2010), and the Education and Care Services National Regulations (2011), Family Assistance Law (Child Care Subsidy 2018).
Knowledge and compliance of the following Law Regulations and Acts	<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)/My Time Our Place (MTOP) ▪ ECA Code of Ethics ▪ Work Health and Safety Act 2009

	<ul style="list-style-type: none"> ▪ Commonwealth Privacy Act 1988 and the Australian Privacy Principles (APPs) (2014) ▪ Fair Work Act ▪ Family Assistance Law ▪ Child Safe Standards
Position Objectives	<ul style="list-style-type: none"> ▪ Build and maintain positive relationships with children, families, other FDC educators, staff and management to deliver best outcomes for families and children ▪ Provide an educational program under the direction of the Educational Leader and FDC Team Leader to provide a high-quality program for all children ▪ Assist with the smooth running of a FDC service in line with relevant regulations, policies and procedures under the direction of the FDC Team Leader.

ORGANISATION INFORMATION

Zoe Support Australia is a not-for profit, community-based organisation operating within the Mildura local government area, opening its first centre in 2013.

Zoe Support Australia's primary objectives are for young mothers to break cycles of welfare-dependence, strengthen mother-child relationships and increase family stability and functioning, while improving mental health and physical wellbeing, decreasing incidents of family violence and use of substance. This increases opportunities for engagement in education and employment.

Zoe Support has established four centres in the Mildura region. These innovative services are based on individual integrated intervention including:

- intensive casework by a team of qualified case managers
- Family Day Care In-Venue Care provided by qualified early years educators onsite while parents attend school or programs
- study hubs at each venue
- life skills programs, such as positive parenting, birthing classes and ante natal consultations provided by Sunraysia Community Health, Maternal and Child Health onsite visits to encourage breastfeeding and early years development
- Learn Local pre-accredited training programs including Creative Connections, Bridging Numeracy and Literacy, Financial Literacy, Contemporary Cakes and Small Business, Introduction to Retail & Hospitality, LEAP into Vehicle Maintenance & Repairs and the 'Earth to Table' cooking.
- tutoring support provided by qualified teachers
- advocacy and referrals with valued partners in health, education, welfare and employment
- transport assistance with three butterfly buses transporting mothers and babies to and from education, medical, and other appointments.
- peer mentoring
- Supported playgroups

We encourage and welcome applications from Aboriginal and Torres Strait Islander People.

Zoe Support Australia is committed to ensuring diversity and inclusivity are embedded throughout our organisation. We believe our people are our greatest asset and by supporting and incorporating their diverse talents, knowledge, perspectives and experiences, we can strengthen our relationships with the communities we work with.

KEY ROLES AND RESPONSIBILITIES

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 the FDC service facilitates a play-based learning environment and develops learning programs responsive to children's ideas, strengths and abilities that inspire independent learners
- work with the FDC Team Leader to implement the successful planning, implementation and evaluation of a program for the service that is reflective of an approved learning framework; the Early Years Learning Framework (EYLF) or My Time Our Place (MTOP)
- ensure the early childhood program meets the goals of the approved learning framework (EYLF or MTOP) 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
- ensure the collection, recording and evaluation of children's records and observations, as required under the National Quality Standard and regulatory authority
- implement inclusive practice and lead an environment which honours diversity
- be proactive in ensuring currency in best early childhood practice
- contribute to the ongoing development of the Quality Improvement Plan for the FDC service and FDC Coordination Unit
- 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

- ensure the assessment and planning cycle to design programs that enhance and extend each child's learning and development. This includes observation, analysing learning, documentation, planning, implementation and reflection.
- support children's learning through investigation and projects; and
- with support from the FDC Team Leader and Educational Leader critically reflect on all aspects of the educational program.

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.

Zoe Support Australia is committed to promoting the safety and wellbeing of children and young people whom the organisation services. Under the Children, Youth and Families Act (2005), Zoe Support Australia provides supports to vulnerable children, young people and their families.

Zoe Support Australia recognises its duty of care to those who are most vulnerable in our organisation: children and young people. As a number of clients in our service are younger than twenty-four months, greater risk of harm is acknowledged.

Exercising your duty of care means:

- Acting on concerns quickly and in the child's best interest
- Protecting the safety, health and wellbeing of the children in your care
- Seeking appropriate advice or consulting when unsure
- Reporting concerns to the relevant authorities
- Supporting a child at an interview
- Providing ongoing support to a child and their family
- Sharing information, upon request, to assist DFFH Child Protection or Police to protect and or promote the wellbeing of a child

Zoe Support Australia's ethos is reflected through policies and procedures that protect the health, safety and welfare of all clients, especially children, who are referred to or are clients of the organisation. In line with this ethos, the successful applicant will be required to complete Mandatory Reporting training every 12 months, hold a current working with children employee check and renew their criminal history check every two years.

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 Child Safe Standards
- maintain and demonstrate an extensive knowledge of Child Protection legislation and its implications for the care and protection of children
- recognise and report misconduct, illegal or inappropriate behaviour to the FDC Team Leader or Providers Person in Management Control

- inform the FDC Team Leader or Providers Person in Management Control of all allegations or convictions of a child protection nature against an employee, of which you become aware
- ensure compliance as a mandated reporter in accordance with the service Child Safety and Wellbeing Policies and procedures
- ensure children are protected from harm and hazard and are not subjected to corporate punishment or unreasonable discipline at any time in line with policies and procedures
- ensure children do not leave the FDC Service premises except in accordance with the National Regulations – when collected by a parent or authorised nominee or in an emergency evacuation situation; risk assessed excursions or regular outings as per regulations
- maintain and demonstrate knowledge of Occupational Health and Safety (OHS) legislation and safety issues relating to children, visitors and FDC Team Leader
- ensure correct manual handling techniques and procedures are followed and assist by identifying manual handling hazards and risks within the FDC service
- respond positively and consistently to children's additional needs including adjustments and requirements; diet and allergies; developmental needs etc.
- ensure a high standard of hygiene in compliance with procedures and policies
- ensure adequate health and hygiene practices regarding safe food handling procedures are implemented at the service and ensure the preparation and storage of food adhere to relevant food safety standards
- ensure the administration of first aid or medication in compliance with relevant policies and procedures
- ensure policies and procedures are adhered to ensure that the children are safe and adequately supervised at all times
- follow policies and procedures to maintain correct educator to child ratios at all times when education and care is provided
- follow procedures to ensure visitors to the FDC service are supervised at all times when education and care is provided
- ensure accurate and detailed records of incident, injury, trauma or illness of individual children are recorded and families are notified as soon as possible or within 24 hours of any incident, injury, trauma or illness
- ensure reporting of serious incidents to the FDC Team Leader or Providers Person in Management Control of the service within 24 hours in line 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.

Zoe Support Australia is committed to ensuring the health and safety of its employees and any other individuals present in our workplaces.

In achieving and maintaining workplace health and safety, Zoe Support Australia will apply best practice in OHS in accordance with statutory obligations at all time.

All Zoe Support Australia employees, contractors and volunteers are required to:

- Take reasonable care for their own health and safety and for that of others in the workplace by working in accordance with legislative requirements and the company's OHS policies and procedures
- Take reasonable care for their actions or omissions and do not adversely affect the health and safety of themselves or others
- Cooperate with any reasonable directions, policies and procedures relating to health and safety in the workplace
- Report all injuries, illness or 'near misses' to their Supervisor or Manager
- Participate in relevant health and safety training based on roles and responsibilities
- As required, participate in the development and implementation of specific OHS hazard and risk management strategies

In addition to the above, positions with supervision or management responsibility are required to ensure a safe and health work environment for all employees, clients, contractors and visitors. This can be achieved by ensuring all people are aware of and have access to OHS policies, procedures, training and reporting systems.

Physical Environment Key Tasks:

- create a safe, supportive, stimulating and educational environment for all children
- resource the FDC service with appropriate equipment and provide an inclusive, culturally and developmentally appropriate environment for children
- ensure any repairs and maintenance required is carried out in a timely manner
- report any situation that may constitute a hazard to the health and safety to children, families, staff or visitors to the FDC Team Leader or Providers Person in Management Control of the service
- ensure the FDC environment and residence complies with the licensing requirements of the National Regulations, the Building Code of Australia (BCA) and Australian Safety Standards for all equipment and resources
- ensure effective processes are followed to meet OHS requirements
- contribute to ensuring the FDC service strives towards environmental sustainability in all areas, through sustainability action plans
- promote a commitment to continual improvement to the quality of care and experience each child and family receives.
- ensure correct manual handling techniques and procedures are followed and identify manual handling hazards and risks within the FDC service.

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:

- have a working knowledge of the National Quality Framework and meet these guidelines in work practices
- understand obligations to comply with legislation, rules, policies and procedures relating to the operation of the FDC service and FDC Coordination Unit
- demonstrate a thorough knowledge of the Code of Ethics (Early Childhood Australia Inc.) and always act within these guidelines
- 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 our Child safe policies at all times and take all reasonable steps to protect children from abuse and harm
- ensure compliance with a zero tolerance of racism within the Service
- contribute positively and effectively to the team environment to ensure smooth operation of the FDC Coordination Unit
- promote a healthy team environment and develop positive channels of communication
- participate in ongoing professional development and training programs when made
- ensure the keeping of records and documentation relating to Early Childhood qualifications, and First Aid, Asthma, and Anaphylaxis emergency management qualifications
- implement the service *Complaints Policy* and procedures relation to complaints or incidents
- ensure any grievances raised by the educator assistant or families are reported to the FDC Coordinator
- participate in regular compliance visits which are conducted by FDC Team Leader or FDC Field Officers in the FDC environment and via phone calls
- keep up to date with current trends and issues in Early Childhood Education and Care and support research-based practices within the service; and
- attend staff meetings and family meetings as required.

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:

- view and respect children as competent and capable
- promote positive, comforting and nurturing relationships with children
- ensure a supportive educational environment for all children and families is provided
- 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
- act as a positive role model, demonstrating appropriate behaviour and language
- communicate with children in an open, honest manner and ensure that the child's perspective is regarded as unique and special
- ensure children are respected and their rights are being met (United Nations Convention of the Rights of the Child- CRC).

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:

- promote clear communication between the management team, FDC Team Leaders, FDC educators, staff and families
- build effective networks and maintain community links with early childhood practitioners within the local areas and other relevant community organisations and government agencies
- be courteous and helpful to the families in the FDC service

- look for opportunities within the FDC service and FDC Coordination Unit where a family may become involved e.g., multi-cultural events, craft activities, fund-raising
- be an advocate for high quality support services for children in our community
- manage information which assists families to access resources within the local and wider community
- manage events and experiences with children which promote awareness of our community and reflect child centred learning
- ensure students on placement are positively welcomed and supported; and
- positively promote evaluation strategies (e.g., satisfaction survey) to determine parents communication views to use for future planning; and
- 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:

- 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 and Family Assistance Law
- maintain compliance with the regulations as prescribed by the regulatory authority along with all legal and statutory requirements
- submit regular reports and documents to the FDC Team Leader regarding the operation of the FDC service
- ensure that the FDC Team Leader is informed of current issues within the FDC service
- report directly to the FDC Team Leader of any problem arising, which would affect the children, service approval or rating, regulatory and legal compliance or the smooth running of the FDC service or FDC Coordination Unit
- ensure procedures relating to administrative functions of the FDC service, including development of routines and procedures are followed
- closely monitor utilisation rates and ensure vacancies are addressed
- ensure that public liability insurance is maintained with a minimum cover of \$10,000,000
- maintain confidentiality of sensitive information in relation to families, children, other FDC educators, educator assistants, the FDC service and FDC Coordination Unit in line with the *Privacy Policy* and procedures
- comply with the *Privacy Policy* and procedures; and

- any other duties within the scope of the role of a Family Day Care educator, under the direction of the FDC Team Leader and Providers Person in Management Control of the service. This job description may be reviewed in the future

<p>I have received, reviewed and understand the responsibilities as a FAMILY DAY CARE EDUCATOR. 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.</p>			
Employee Name		Date	
Employee Signature			
Supervisor Name		Date	
Supervisor Signature			