

Preschool Educator

About Peppercorn Services

Peppercorn's vision is for a connected, healthy and inclusive Hawkesbury by reducing social isolation and maximising participation. Our services are underpinned by community, opportunity, responsive service, learning and leadership.

Since 2001 Peppercorn has provided services to a wide demographic of people across the Hawkesbury and surrounding areas. Our suite of services includes mobile preschools, family support, transport, community aged care and community development programs.

Position Purpose

The role of the Preschool Educator is to support the implementation of the approved learning framework, and support the children's wellbeing, learning and development in accordance with the Forgotten Valley Mobile Preschool Philosophy and Peppercorn's Mission toward 'a connected, healthy and inclusive Hawkesbury'.

The Preschool Educator is a key role within our Children and Family Services team that strives to support and create opportunities for families and communities to grow and learn.

Recommended Classification

Award: Children Services Award 2010

Organisational Relationships

Reports to Preschool Education Leader

Direct Reports Nil

Delegation Support Worker

Programs

Forgotten Valley Mobile Resource Unit: South Maroota

Forgotten Valley Mobile Resource Unit: Wisemans Ferry

Key Responsibilities or Accountabilities

KRA	Specific Tasks, Responsibilities and Outcomes
Mission, Values and Behaviours	<ul style="list-style-type: none"> • Actively promote the Mission, Vision, Values and Strategy of Peppercorn Services • Actively follow Peppercorn’s Code of Conduct • Lead using a positive strengths-based leadership approach and one that promotes a positive workforce culture • Take appropriate action to ensure a workplace free from corruption, maladministration and serious and substantial waste. • Comply with Peppercorn Policies & Procedures • Other duties as required
Education and Care of Children	<ul style="list-style-type: none"> • Act in a manner that promotes the best interests of the child. • In conjunction with Education Leader and other Educators, implement a high-quality education and care curriculum for all enrolled children that is consistent with: <ul style="list-style-type: none"> ○ The service philosophy, procedures and policies ○ Education and Care services National Law ○ Education and Care Services National Regulations ○ The National Quality Standards ○ Early years Learning Framework/Framework for School Age Care. • Respond to children’s strengths, interests and needs and contribute to a planning cycle and review within the room under the guidance of the Education Leader • Contribute to documenting of children’s learning and development under the guidance of the Education Leader • Engage in critical reflection of children’s learning to guide the future programming. • Engage children in learning opportunities that are responsive to: <ul style="list-style-type: none"> ○ meaningful moments; ○ intentional and spontaneous interactions; ○ children’s agency and choice; ○ routine times; ○ information technology; and, ○ environmental sustainability • Support the planning and development of an inclusive environment by: <ul style="list-style-type: none"> ○ supporting every child’s learning; ○ role modelling positive interactions ○ respecting children’s dignity and the rights of each child ○ providing physical care, assisting children in toileting, dressing and mealtimes; and viewing all these opportunities as teachable moments. • 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;
 - provokes practices and discussions to support environmental sustainability.
- Ensure each child has a sense of Being, Belonging and Becoming within the service

Partnerships with Families

- Demonstrate respect for the families’ child rearing practices, beliefs and role as the child’s first teacher
- Build and maintain professional, inclusive and positive relationships with families of the service
- Ensure professional communication with families
- Draw on the knowledge and experience of families to support their children’s learning
- With guidance from the Nominated Supervisor and Education Leader, engage positively in the orientation, enrolment and transition processes for families and children.

Partnerships with other Educators and Professionals

- Respect and support colleagues by developing positive and ethical channels of communication that are based on principles of mutual respect, equity and fairness
- Acknowledge and support personal strengths, professional experience and team diversity
- Engage in professional conversations with other educators to enhance knowledge and practice
- Be proactive in supporting a healthy team environment
- Support staff to implement the program
- Ensure students on placement are positively welcomed, supported and assisted
- Ensure the Nominated Supervisor is informed of any problem arising which would affect the children, the Preschools approval or rating, the regulatory and legal compliance or the smooth running of the service.
- Be involved in the Preschool’s Self-Assessment and 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:
 - assisting with open days for children attending in the following year;

- maintaining supplies and equipment levels for the room or service;
- performing incidental administrative duties including but not limited to: signing deliveries, organising noticeboards, etc.

Professional Conduct and Development

- Work within the National Quality Framework, the Early Childhood Australia Code of Ethics, the service philosophy, policies and procedures
- Consistently contribute as an effective team member
- Actively participate in performance appraisal process
- Engage in reflective practice and ongoing professional learning
- Attend and contribute to staff meetings and other whole of staff professional learning events
- Undertake First Aid training (including training in Anaphylaxis Management and Emergency Asthma Management) at intervals decided by the Nominated Supervisor
- Undertake an approved child protection training course at intervals decided by the Nominated Supervisor
- Attend regular supervision and annual performance reviews with direct line supervisor
- Actively engage with professional development activities as approved or instructed by direct line supervisor

Organisational Representation and Stakeholder Engagement

- Assume the role of Person Responsible for Preschools when the Education Leader is not onsite
- Ensure Peppercorn is promoted as a professional and caring provider of services
- Build and support relationships with key stakeholders
- Actively support the Preschool's Philosophy, policies and procedures and positively represent the organisation to external contacts at all opportunities
- Demonstrate the service code of conduct/code of ethics in all interactions and relationships when representing the service
- Maintain the Privacy Policy with regards to children, families and educators at all times
- Engage in professional conversations with other professionals as is appropriate and with the approval of the Education Leader
- Ensure complaints and feedback are reported to the Nominated Supervisor in accordance with policies and procedures

Risk Management and Work Health and Safety

- 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 regarding child protection, and inform the Nominated Supervisor of any allegations or conviction of a child protection nature against any other employee of which you become aware
- Ensure compliance as a mandated reporter
- Follow policies and procedures in providing a safe environment for children and staff
- Understand, implement and review emergency management procedures as required
- Ensure the Service's duty of care to children and their families is strictly maintained
- Administer first aid and medication in compliance with procedures and policies and ensure to keep accurate and detailed records of injury/accident/trauma and medication forms
- Respond positively and consistently to children's additional needs and education and care requirement - including diet/allergies and developmental support
- Assume an equal share of cleaning duties
- Maintain educator-to-child ratios and qualifications at all times
- Ensure a risk management approach is taken in day to day work operations
- Take reasonable care to ensure personal safety and health and that of others, and to exercise a duty of care to clients, the public and to other employees
- Ensure incidents and hazards are identified, reported, controlled and reviewed in accordance with Peppercorns Risk Management framework
- Consult with colleagues on Work Health and Safety issues.
- Do not place others at risk by any act or failure to act
- Do not willfully or recklessly interfere with safety equipment

Key Selection Criteria

Essential

- Approved Certificate III or significant progress towards completion (See www.aceqa.gov.au/qualifications/nqfapproved for approved qualifications)
- Experience in an approved education and care service
- Knowledge and understanding of the National quality Standards and the Early Years Learning Framework/ Framework for School Age Care
- Demonstrated experience in curriculum, supporting curriculum development and documenting children's learning and development
- Ability to work effectively in a team environment
- Ability to relate effectively with children and their families
- Effective communication and inter-personal skills
- Commitment to ongoing professional learning
- Working with Children Check

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- National Police Clearance (no older than six months from commencement date) (State relevant)
 - A first aid qualification that is approved by ACEQA that includes applying first aid, emergency asthma management and anaphylaxis management

Desirable

- Experience working in a mobile preschool environment