



## ROOM LEADER: DIPLOMA QUALIFIED EARLY CHILDHOOD EDUCATOR

### AIM

To ensure the provision of a high quality Pre-School program to facilitate each child's development to their maximum potential.

To operate the room in a professional manner at all times which meets the requirements of the National Quality Framework, the Education and Care Services National Law Act 2010, the Education and Care Services National Regulations 2011, and the approved learning frameworks; Belonging, Being and Becoming The Early Years Learning Framework for Australia (EYLF), Victorian Early Years Learning and Development Framework (VEYLDF) and the policy and procedures of the Centre.

### ACCOUNTABILITY

The Qualified Early Childhood Educator (Room Leader) is directly accountable to the Pre-School Director.

The Room Leader is accountable for the efficient and effective co-ordination of the Pre-School group on a day to day basis within the confines of budget and consistent with The King David School Pre-School Policy. The Room Leader has the authority to take such action as is necessary to ensure the health and safety of the children is maintained within the School and on approved activities outside of the School. The Room Leader may make recommendations to the Pre-School Director on matters relevant to the operation of the Preschool.

### SELECTION CRITERIA

#### Essential skills and attributes

- Minimum requirement for training qualification: Bachelor of Early Childhood Education. Current Working with Children Check (WWCC) card
- First aid training as prescribed in the Education and Care Services National Law Act 2010.
- Anaphylaxis Management training as prescribed Education and Care Services National Law Act 2010
- A working knowledge of appropriate curriculum frameworks and an ability to develop and implement a high quality educational program that reflects the nature of the centre, local and wider community, based on the curriculum frameworks
- A working knowledge and understanding of the developmental needs of children aged 0-5 years , including children with additional needs
- A working knowledge of the National Quality Standards, the Education and Care Services National Law Act 2010 and the Education and Care Services National Regulations 2011
- Demonstrated experience in the education and care of children aged 0 - 5
- Demonstrated experience and ability to establish warm nurturing and responsive relationships with children and to sensitively meet their needs
- Well-developed interpersonal and communication skills with both children and adults
- Demonstrated ability to work with families, children and educators in a culturally competent manner
- The ability to work cooperatively and flexibly within a team environment
- Knowledge of child protection procedures
- Well-developed organisational skills

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## **Desirable**

- Possess a Supervisor Certificate
- Demonstrated experience building partnerships with families
- Computer skills (word processing, spreadsheet where applicable)
- Knowledge of the local community.
- Ability to implement the Jewish Life Educational Program

## **KEY RESPONSIBILITIES & DUTIES**

*All key responsibilities are based on the National Law and Regulations, the Principles, Practices and Outcomes detailed in the EYLF, VEYLDF and FSAC, and the NQF Quality Areas, Standards and Elements. All educators are expected to have a working knowledge of these documents, which should underpin their pedagogy and, together with the Pre-School philosophy, directly reflect their relationships with children, families and co-educators.*

### **1. PLAN AND IMPLEMENT A QUALITY EDUCATIONAL PROGRAM**

(NQS Quality Area 1: Educational Program and Practice)

- 1.1 Lead the Room Educators to plan, implement, assess and review a high quality and diverse educational program based on appropriate curriculum frameworks and with reference to the NQS, considering the developmental needs, interests and abilities of all the children attending the Pre-School.
- 1.2 Actively support every child to participate in the program and ensure that the program promotes children's agency, choices and influence.
- 1.3 Deliver and guide Room Educators to deliver effective and valuable documentation of children's learning in accordance with the centre philosophy and the Learning Outcomes (EYLF, VEYLDF and FSAC).
- 1.4 Model and support Room Educators to utilise a variety of teaching strategies including intentional teaching and reflective practice in daily work.

### **2. PROMOTE THE HEALTH AND SAFETY OF ALL STAFF AND CHILDREN**

(NQS Quality Area 2: Children's Health and Safety; Quality Area 3: Physical Environment)

- 2.1 Ensure staff and children utilise effective health and hygiene practices, including meeting all regulations relating to food safety and preparation, medical management plans, risk management plans, policies and procedures.
- 2.2 Ensure that all children have access to nutritious food and fresh drinking water.
- 2.3 Promote health, wellbeing and physical exercise in the service.
- 2.4 Ensure a safe and stimulating physical environment where all staff and children are protected from hazards or harm.

### **3. BUILD POSITIVE RELATIONSHIPS WITH ALL STAKEHOLDERS**

(NQS Quality Area 4: Staffing Arrangements; Quality Area 5: Relationships with children; Quality Area 6: Collaborative Partnerships with Families and Communities)

- 3.1 Work cooperatively, ethically and respectfully with other educators, and support each other's professional development.
- 3.2 Develop and maintain respectful, supportive, collaborative and responsive relationships with children and their families.
- 3.3 Establish and maintain links with the local networks, resource agencies and other relevant organisations.
- 3.4 Supervise workplace students and volunteers, as directed.
- 3.5 Ensure an effective induction and orientation process for new families, children and educators, including workplace students and volunteers.

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**4. CONTRIBUTE TO THE EFFECTIVE MANAGEMENT OF THE SERVICE**

(NQS Quality Area 7: Leadership and Service Management)

- 4.1 Ensure all practices are in accordance with the NQS and reflect the philosophy, policies and procedures of the service.
- 4.2 Attend professional development opportunities and network meetings as appropriate or as directed by director/coordinator.
- 4.3 Lead and promote an understanding of the NQS, the NQF and the curriculum framework documents within the room.
- 4.4 Contribute to the continuous improvement of the service through reflective practice and as directed by the director/coordinator and educational leader.
- 4.5 Complete any collection of data, medical or other records required in a timely manner, and in accordance with the service’s policies and procedures and the NQS.
- 4.6 Assist the Director in matters relating to leadership, pedagogical leadership, management support, service administration, as directed.
- 4.7 Be ready, willing and qualified to act in the position of certified supervisor in the temporary absence of the Pre-School Director.

**KEY PERFORMANCE INDICATORS**

<b>KPI 1</b>	<p><b>Children</b></p> <ul style="list-style-type: none"> <li>• A quality program, appropriate to the individual developmental needs and interests of the children, is developed and delivered in consultation with families, the Director and Pre-School Educators. This program reflects the needs of the community and is culturally appropriate and respectful.</li> <li>• Children are safe and supervised at all times.</li> <li>• Educators are responsive to the children’s additional needs/requirements i.e. Cultural, physical, emotional, medical or dietary.</li> <li>• The principles of The Early Years Learning Framework (EYLF) are followed and supported by Educators.</li> </ul>
<b>KPI 2</b>	<p><b>Families and the Community</b></p> <ul style="list-style-type: none"> <li>• Positive relationships are developed and maintained with all families.</li> <li>• Family involvement in the Pre-School is sought to assist in developing and implementing the program and various activities.</li> </ul>
<b>KPI 3</b>	<p><b>Employees</b></p> <ul style="list-style-type: none"> <li>• Positive relationships are developed and maintained with colleagues that are professional, supportive and respectful.</li> </ul>
<b>KPI 4</b>	<p><b>Administration</b></p> <ul style="list-style-type: none"> <li>• Assists in the implementation of the services goals and objectives.</li> <li>• All Government Regulations and guidelines, school policies and procedures are adhered to.</li> <li>• Supports the Director/Assistant Director where necessary with the management and running of the Pre-School.</li> <li>• Attends and contributes to meetings and in-service programs</li> </ul>
<b>KPI 5</b>	<p><b>Work Health and Safety</b></p> <ul style="list-style-type: none"> <li>• All policies and guidelines relating to the maintenance and cleanliness of the service, and for the personal health and safety of the children and staff are adhered to.</li> </ul>

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