

Position Description	
Lead Educator/Room Leader This position description is a living document and may be updated at any time to reflect best practice standards and compliance requirements. In the event of an update/amendment, you will be notified and provided with an updated version.	

The role of Lead Educator reports to the Nominated Supervisor, Responsible Person and/or the Approved Provider. This position is primarily responsible for the development and implementation of educational program and practice. The role is also responsible for ensuring that age appropriate learning programs, environments and documentation are developed and implemented at the highest level of quality. Further areas of responsibility are largely defined by the seven quality areas of the National Quality Standards and their supporting elements. The seven quality areas of the NQS are listed below and are further detailed within this document.

1. Educational Program and Practice
2. Health and Safety
3. Physical Environment
4. Staffing
5. Relationships with Children
6. Partnerships with Families and Communities
7. Governance & Leadership

As Lead Educator you will initiate, develop, drive and role model best practice throughout the service, and strive for excellence in every area.

Your Performance will be assessed on the following key criteria:

- The development and delivery of Educational Program and Practice
- Evidence that learning programs are suitable and support the development of every child.
- Setup of indoor and outdoor environments that support the age group
- Compliance and Governance (internal and external)
- Reporting Requirements (internal and external)
- Quality Improvement Initiatives (as per the NQS)
- Assessment and Rating (against the NQS)

Compliance will be assessed against:

- Education and Care Services National Regulations
- Education and Care Services National Law Act 2010
- National Quality Standards
- Victorian Early Years Learning and Development Framework
- Early Years Learning Framework
- Service Policy and Procedure
- Occupational Health and Safety Act 2004
- Occupational Health and Safety Regulations 2017
- Food Act 1984
- Australia and New Zealand Food Authority Standards
- Child Safety Standards

Key Responsibilities:

Educational Program and Practice:

- Develop, implement and oversee relevant and appropriate programs/curriculum, including:
 - Room programs are current, available and accessible at all times
 - Programs are underpinned by the approved Learning Frameworks and service philosophy.
 - Learning stories, observations, portfolios and other relevant documentation is in line with service expectations, is sufficient for every child, and is available and accessible at all times.
- Ensure every child's documentation is reflective of the learning frameworks and best practice.
- Ensure every child is provided with a Storypark account and families are linked
- Implement intentional teaching initiatives and scheduled calendar events:
 - Including Incursions, Excursions, Special/Cultural Events, Parent-Educator Evenings, Information Evenings, Open Days, Community Events, etc.
- Promote and advertise upcoming events to families (and community if required) and co-ordinate relevant timings, supplies, support, etc.
- Ensure events/celebrations are promoted with families and community post-event (both internally and externally) via means such as Storypark, Facebook, Learnings Stories, Portfolios, Wall Displays, Photos, etc.
- Invite and include families to participate and contribute to all centre events and celebrations.
- Ensure the educational program is reflected in the indoors and outdoors
- Ensure all Educators in your room are contributing to the Educational Program, informing Nominated Supervisor if not occurring

Healthy and Safety:

- Ensure all areas of the room/group are maintained as clean, hygienic and compliant with the relevant legislation, policies and procedures
- Ensure the room/group is maintained and operated in a safe and secure manner
- Ensure daily routines support health, hygiene and safe practices
- Implement the service's supervision practices and ensure they are embedded within the service
- Ensure every reasonable precaution is taken to protect children from harm and injury.
- Manage the documentation, communication, awareness and adherence to Medical Conditions, Special Considerations, Dietary Requirements and additional needs, in accordance with the recognised guidelines.
- Ensure the documentation and communication of accidents, illness and injury are in accordance with legislation and the services policies and procedures
- Conduct relevant risk minimisation assessments as required/requested
- Ensure the services OH&S practices including daily/monthly checklists are implemented and documented
- Ensure Worksafe practices are implemented.
- Participate in regular emergency evacuation drills. Document the outcome and report to the Nominated Supervisor

Facilities/Physical Environment:

- Ensure the room/group is always maintained as safe, clean, and welcoming
- Displays such as photos, upcoming events, etc. are current, regularly updated and promoted to families.
- Indoor and outdoor environments are maintained, inviting and suitable for their purpose
- Drive and promote sustainability practices with the children and families

Children/Relationships:

- Build trusting and respective relationships with all children and ensure their individual needs are documented, promoted and acted upon.
- Ensure there are sufficient supplies/resources to meet the needs of all children (including groceries, nappies, etc.)
- Advocate for and promote children's rights within the service and across the community.
- Use appropriate language and support others to do the same, ensuring you are constantly promoting a sense of agency with children and listen to the children's voice.

Staffing/Students/Volunteers:

- Assist with induction of new employees, students, volunteers, etc, as requested by the Nominated Supervisor
- Ensure students/volunteers are supervised effectively, ensure you role model appropriate interactions, including sun smart practices.

- Participate in out-of-hour meetings as required
- Participate in training/professional development as required, including mandatory training such as (but not limited to):
 - Annual First Aid refresher
 - Annual Child Protection training
 - Red Nose (SIDS) training, Sun smart, Food Handling
- Promote and role model professional and ethical standards, practice, interactions and relationships
- Conduct and document annual performance reviews of your regular team of assistants.
- Support and promote professional development, training and studying for staff

Parents/Families/Communities

- Assist with enquiries, tours, orientation and enrolments as requested by the Nominated Supervisor
- Assist with adhoc meetings as required
- Liaise with all relevant support network and referral agencies, ensuring every support option available is sourced and implemented.
- Facilitate an inclusive and welcoming environment for every child/family and promote awareness of inclusive practices.
- Actively seek, Identify and build strong community relationships and embed community minded practices into the service.
- Inform Nominated Supervisor/Room Leader in relation to any parent requests or concerns, if unsure if they are appropriate in line with Centre policies

Admin/Leadership

- When requested by Nominated Supervisor and/or Approved Provider undertake the role of a Responsible Person within the Centre.
- Ensure all requirements of the Education and Care Services National Regulations and Act are complied with at all times and Nominated Supervisor is informed of any updates/changes/etc.
- Keep abreast of legislative and/or service policy or procedure updates and ensure Nominated Supervisor is updated in a timely and effective manner.
- Utilise the services subscriptions/memberships to drive best practice within the service including (but not limited to):
 - Healthy Together Victoria Achievement Program
 - Sunsmart
 - SIDS
 - Asthma Victoria
 - Anaphylaxis Australia
 - Storypark
- Support administrative processes that are in place to support effective and efficient operations
- Ensure confidentiality is maintained at all times and records are stored in accordance with the legislative requirements
- Adhere to budgets as set by the Nominated Supervisor and/or Approved Provider
- Ensure mandatory documentation is completed accurately, reported and filed in accordance with regulation
- Ensure Policies and Procedures are adhered to.
- Contribute in the review of the services Policies and Procedures
- Develop, drive, roll model and implement best practice standards in relation to the National Quality Standards (NQS)
- QIP – Contribute to the continuous improvement of the service
- Implement, monitor and document programs to drive best practice quality outcomes within the service
- Participate in staff events including:
 - Industry Events, Training/Development, Meetings, Information Evenings, Open Days
 - Promote and co-ordinate all events on the calendar to relevant parties.
- Assist with providing feedback of your regular assistants in time for annual performance reviews.
- Prepare and submit reporting requirements to (or for) the Approved Provider, as required.
- Ensure the Nominated Supervisor and/or Approved Provider is kept informed, updated and aware of any and all situations that may compromise the reputation or the service
- Ensure the Nominated Supervisor and/or Approved Provider is kept informed, updated and aware of any and all situations that may be considered a breach of the law, regulations, policies and procedures.
- Ensure the Nominated Supervisor and/or Approved Provider is made aware of (potentially) reportable situations as soon as possible to ensure reporting deadlines are complied with.

REVISED NATIONAL QUALITY STANDARD from 1 Feb 2018

Concept		Descriptor
QA1		Educational program and practice
1.1	Program	The educational program enhances each child's learning and development.
1.1.1	Approved learning framework	Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
1.1.2	Child-centred	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
1.1.3	Program learning opportunities	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
1.2	Practice	Educators facilitate and extend each child's learning and development.
1.2.1	Intentional teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
1.2.2	Responsive teaching and scaffolding	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
1.2.3	Child directed learning	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
1.3	Assessment and planning	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.
1.3.1	Assessment and planning cycle	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.
1.3.2	Critical reflection	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.
1.3.3	Information for families	Families are informed about the program and their child's progress.
QA2		Children's health and safety
2.1	Health	Each child's health and physical activity is supported and promoted.
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.1.3	Healthy lifestyle	Healthy eating and physical activity are promoted and appropriate for each child.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
2.2.3	Child protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.
QA3		Physical environment
3.1	Design	The design of the facilities is appropriate for the operation of a service.
3.1.1	Fit for purpose	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
3.1.2	Upkeep	Premises, furniture and equipment are safe, clean and well maintained.

3.2	Use	The service environment is inclusive, promotes competence and supports exploration and play-based learning.
3.2.1	Inclusive environment	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.
3.2.2	Resources support play-based learning	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.
3.2.3	Environmentally responsible	The service cares for the environment and supports children to become environmentally responsible.
QA4		Staffing arrangements
4.1	Staffing arrangements	Staffing arrangements enhance children's learning and development.
4.1.1	Organisation of educators	The organisation of educators across the service supports children's learning and development.
4.1.2	Continuity of staff	Every effort is made for children to experience continuity of educators at the service.
4.2	Professionalism	Management, educators and staff are collaborative, respectful and ethical.
4.2.1	Professional collaboration	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
4.2.2	Professional standards	Professional standards guide practice, interactions and relationships.
QA5		Relationships with children
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships.
5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.
5.2.2	Self-regulation	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
QA6		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.
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions.
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.1	Transitions	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.
6.2.2	Access and participation	Effective partnerships support children's access, inclusion and participation in the program.
6.2.3	Community engagement	The service builds relationships and engages with its community.

QA7		Governance and Leadership
7.1	Governance	Governance supports the operation of a quality service.
7.1.1	Service philosophy and purpose	A statement of philosophy guides all aspects of the service's operations.
7.1.2	Management systems	Systems are in place to manage risk and enable the effective management and 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.
7.2	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community.
7.2.1	Continuous improvement	There is an effective self-assessment and quality improvement process in place.
7.2.2	Educational leadership	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
7.2.3	Development of professionals	Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.

I have read the position description in full and declare that I am qualified, informed and capable of fulfilling the role in its entirety.

I undertake to fulfil the requirements of the position detailed in this document.

I understand that management reserves the right to amend this position description at any time.

Name:

Signed:

Date: