

BACKGROUND

BPA Children's Services (BPA) is a not-for-profit organisation that works in partnership with parent advisory groups and committees, to manage kindergartens and child care centres. BPA aims to provide a stable professional employment situation for staff.

BPA is committed to the right of every child to have access to quality early childhood educational programs. BPA believes that the principles of equity, access and cultural relevance must be developed and implemented for the benefit of the children and their families, participating in these programs.

BPA is committed to rights of all children to feel safe, and be safe at all times, including:

- promoting the cultural safety of Aboriginal children
- promoting the cultural safety of children from culturally and linguistically diverse backgrounds
- promoting the safety of children with a disability

POSITION OBJECTIVE

The objectives of the position are as follows:

- Provide educational leadership while working as a member of a collaborative service team.
- Lead and guide the development and implementation of a high quality educational program, based on an approved curriculum framework that promotes each child's learning across five learning outcomes. This will be undertaken in consultation with children, BPA Children's Services (employer), the Parent Committee or Group and the families of children attending a service managed by BPA.
- Operate in an ethical, professional manner at all times and work with others in the leadership team to ensure that the service meets the requirements of the *Education and Care Services National Law Act 2010*; *Education and Care Services National Regulations 2011*, the Department of Education and Early Childhood Development (DEECD) *Victorian kindergarten policy, procedures and funding criteria*; and functions in line with approved policies, procedures and the Quality Improvement Plan of a service managed by BPA.
- Motivate other educators at the service to achieve the best learning outcomes for children.

ORGANISATIONAL RELATIONSHIP

The Educational Leader is accountable to, reports to and takes direction from BPA.

RESPONSIBILITIES AND DUTIES

General responsibilities

- Be responsible to BPA Children's Services (employer) for the establishment of clear goals and expectations for teaching and learning across the educational program of a service managed by BPA.
- Be responsible for accessing current information about curriculum and contemporary pedagogy and provide this to all educators as appropriate.
- Lead all educators in critical reflection of their practice and the ongoing self assessment of strengths, identified issues and goals across the service.

POSITION DESCRIPTION – EDUCATIONAL LEADER

- Operate within the requirements of the service's policies and procedures, as well as funding and regulatory requirements.
- Be actively involved in the development and implementation of the Quality Improvement Plan of the service and the ongoing self-assessment for continuous improvement.
- Create an inspirational vision for children's learning which guides pedagogical decisions and a shared approach about how to achieve the best learning outcomes for children.
- Respect the confidentiality of information relating to parents and children, and comply with the service's privacy policy.
- Comply with the professional development requirements of the relevant industrial award or agreement or as required by BPA.
- Keep abreast of current issues relating to the provision of children's services and liaise with relevant early childhood services and other professional services and organisations within the community.
- Other duties as directed by BPA (employer) from time-to-time.

Specific responsibilities

Children

- In collaboration with other educators, children and families, lead the development of an educational program that is appropriate to the individual strengths, abilities, needs and interests of each child. The program will be based on an approved curriculum framework, reflect the service's philosophy and policies, the needs of the community, and be inclusive of all children, their families and the community.
- Work alongside educators to reflect on the goals and outcomes of the program with children and other relevant stakeholders.
- Share knowledge of individual learning styles with other educators and families as appropriate.

Families

- Support all educators to actively encourage collaborative partnerships with families as part of the educational program and practice of the service.
- Provide regular information about the educational program, as well as the learning and development of individual children to families on a regular basis across a variety of means of communication.

Staff

- Be responsible for collaborating with other educators to identify meaningful and measurable goals that align the educational program with approved curriculum frameworks and the philosophy of the service.
- Effectively unite a team of educators to work towards a consistent approach to curriculum.
- Lead thinking and discussion relating to inclusion of all children within the program, including Aboriginal and Torres Strait Islander communities, as well as culturally and linguistically diverse families.

POSITION DESCRIPTION – EDUCATIONAL LEADER

- Explore, design and provide feedback on strategies and tools to assist educators to gather and analyse information about children's learning.
- Promote reflection on methods of documenting the educational program which ensures a consistent approach and supports the ongoing cycle of review including planning, documenting and evaluation.
- Regularly review the pedagogy that reflects the context of the service and evaluate the effectiveness of the learning opportunities this provides for each child within the program.
- Guide and question teaching practices at the service and challenge the relationship between practice and theory.
- Recognise and respect the contribution of colleagues and proactively support the growth of the team of educators within the service.
- Provide leadership while working as a member of a cooperative team and be willing to coach and mentor other educators involved in the educational program to contribute to positive learning outcomes for each child.
- Regularly contribute to staff meetings to facilitate effective communication, professional development and critical reflection of educational program and practice across the service.
- Assist with the orientation of new staff and provide information on the established goals in relation to the educational program and practice at the service.

BPA (employer)

- Work in a co-operative manner with BPA (employer), ensuring open communication on all issues pertaining to the educational program and practice.
- Provide feedback to BPA as required in relation to the teaching strategies utilised by educators across the program.
- Actively participate in the ongoing self assessment process as it relates to the Quality Improvement Plan of the service and the National Quality Standards and support all educators to be involved in this process.

MANAGEMENT SUPPORT/ANCILLARY FUNCTIONS

Undertake ancillary functions that relate to the educational program and practice across the service as delegated by BPA.

Accountability and extent of authority

- The Educational Leader is directly accountable to the BPA (employer).
- The Educational Leader is responsible for making recommendations to BPA on matters relevant to the educational program and its impact on the operation of the service.

ESSENTIAL SKILLS AND COMPETENCIES

Specialist skills and knowledge

- Have a sound knowledge and understanding of contemporary early childhood learning and development theories and learning styles.
- Have a strong understanding of contemporary curriculum approaches, specifically a thorough knowledge of the approved curriculum frameworks.

POSITION DESCRIPTION – EDUCATIONAL LEADER

- Ability to research and disseminate information to others in a manner that is easily understood.
- Have a sound knowledge of legislation governing the operation of children's services, as well as a solid understanding of the quality areas under the National Quality Standard.
- Have a thorough understanding of the ECA Code of Ethics and be able to support other staff understanding of this Code.
- Ability to coach and mentor as required, other educators in the development of a robust educational program.
- Ability to facilitate professional discussions and lead and support critical reflection in all aspects of program delivery across the service in consultation with relevant stakeholders.
- The ability to plan, work and manage time effectively with minimal supervision.

Interpersonal skills

- Excellent interpersonal skills and an ability to communicate effectively with BPA (employer), parents, other staff and professionals.
- Ability to work in a cooperative, flexible and professional manner with other educators, children, families and BPA (employer).
- Ability to challenge and support other educators to improve their approach to teaching children.
- Well developed leadership and self-motivation skills.
- Ability to identify and utilise people's strengths and build relationships.
- Ability to ensure confidentiality of information.

Essential requirements

- Hold a suitable qualification under the *Education and Care Services National Law Act 2010*, *Education and Care Services National Regulations 2011*, and have experience working in education and care services.
- Must have a supervisor certificate, and be able to fill the position of Nominated Supervisor if required under the *Education and Care Services National Regulations 2011*.
- Hold a current WWC assessment, which demonstrates suitability for employment in a children's service.
- A current approved first aid qualification, approved anaphylaxis management training and approved emergency asthma management training, in accordance with the *Education and Care Services National Regulations 2011* and service policies.