

### POSITION INFORMATION

<b>Position Title</b>	Co-Educator
<b>Department</b>	Kindergarten
<b>Award/Agreement</b>	Victorian Early Childhood Teachers and Educators Agreement 2020, or subsequent Agreements
<b>Classification</b>	CE Dip – 2.1 to CE Dip – 2.3
<b>Supervisor</b>	Nominated Supervisor
<b>Supervises</b>	N/A
<b>Next Review</b>	2023

### BACKGROUND

BPA Children's Services (BPA) is a not-for-profit organisation that manages kindergartens and long day care centres in the Western suburbs of Melbourne. We are one of the largest providers of early childhood education and care services in Victoria, delivering quality programs that meet the needs of each child and the wider community. We are a group of committed educators who embed equity, access, cultural relevance and safety within our programs, because every child deserves to be set up for success in life.

#### Our Vision:

BPA Children's Services is committed to the right of every child to have access to quality early childhood educational programs.

#### Our Values:

*Inclusiveness: We believe that all children, regardless of ability, religion, culture or race, should be able to access a high-quality early childhood education.*

*Quality: We strive to provide high quality early childhood education across all of our services.*

*Leadership: We aim to build a team of strong leaders to guide and support our educators.*

*Integrity: We aim for best practice, through authentic, respectful and honest interactions with children, families and educators.*

*Collaboration: We value all the partners that we engage with – families, government bodies, early childhood professionals, and we work with them to provide the best outcomes for children.*

#### Our Mission:

To manage and administer the delivery of high-quality education and care throughout all

our early childhood centres, ensuring the needs of the local community are met.

#### Our People:

BPA acknowledges the challenges of pursuing a career in early childhood education, which is why we invest heavily in developing, supporting and rewarding the efforts of our team. We proudly offer:

- Above Award and/or Agreement pay and conditions
- Leadership and mentoring opportunities
- Extensive professional development
- A diverse and inclusive culture
- An Employee Assistant Program (EAP)
- Dedicated Early Years Advisor support
- Shared administrative support
- Early years professionals' networking

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### COMMITMENT TO CHILD SAFETY

We are committed to child safety. We want children to be safe, happy and empowered and have zero tolerance of child abuse. We understand our legal and moral obligations to treat all concerns seriously and to report allegations and concerns about a child/ren's safety and wellbeing to authorities.

We are committed to the cultural safety of all children including Aboriginal children, children from culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children with a disability.

### POSITION OBJECTIVE STATEMENT

The purpose of this role is to provide education and care to children at the Centre. The Co-Educator supports the operations of their room in terms of the educational program, children's routines and compliance.

### MANDATORY REQUIREMENTS

- The right to work in Australia
- Valid Criminal Records Check
- Valid Working with Children Check

### QUALIFICATIONS

- Minimum Certificate III in Children's Services or equivalent qualification approved by the Australian Early Childhood Association
- Valid First Aid, CPR, Asthma and Anaphylaxis certificates that meet the minimum qualification requirements for educators working in children's education and care services. Visit <https://www.acecqua.gov.au/qualifications/nqf-approved> to check if your qualification is NQF approved.

### KEY SELECTION CRITERIA

#### Essential

- Previous experience working with young children.
- Ability to develop respectful and meaningful relationships with children and respond to their needs.
- Knowledge of both the National and Victorian Early Years Learning Frameworks.
- The ability to communicate effectively with BPA, parents, other staff and professionals.
- Demonstrated commitment to continuous improvement and development.
- Strong alignment with the values of BPA Children's Services and the philosophy of the Centre

#### Desirable

- Previous experience as a Co-Educator in a Child Care or Kindergarten centre.

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### RESPONSIBILITIES

Accountability	Indicative tasks, including but not limited to:
Educational Program and Practice (QA1)	<ul style="list-style-type: none"> <li>• Support the implementation and documentation of the curriculum, as directed.</li> <li>• Implement routines that are developmentally appropriate and in line with individual children's needs.</li> <li>• Participate in critical reflection.</li> <li>• Other duties as directed by BPA.</li> </ul>
Children's Health and Safety (QA2)	<ul style="list-style-type: none"> <li>• Promote and support each child's health.</li> <li>• Monitor and respond to each child's wellbeing and comfort, including sleep, rest and relaxation needs.</li> <li>• Implement effective illness and injury management and hygiene practices.</li> <li>• Promote appropriate healthy eating and physical activity for each child.</li> <li>• Supervise children at all times and take all reasonable precautions to protect them from harm and hazard.</li> <li>• Respond and assist to manage incidents and emergencies following BPA's Policies and Procedures.</li> <li>• Identify and respond to any child at risk of abuse or neglect.</li> <li>• Monitor children's medical needs and contribute to, and implement risk management plans and communication records as required.</li> <li>• Contribute to maintaining a safe work environment and follow safe work practices.</li> </ul>
Physical Environment (QA3)	<ul style="list-style-type: none"> <li>• Ensure the room, furniture and equipment are safe, clean and well maintained.</li> <li>• Organises and adapts indoor and outdoor spaces to support every child's participation and to engage every child in quality experiences in both built and natural environments.</li> <li>• Share housekeeping tasks of preparation, packing up, hygiene and safety related to the program, with other staff.</li> <li>• Identify and report maintenance concerns to the Room Leader in a timely manner.</li> </ul>
Staffing Arrangements (QA4)	<ul style="list-style-type: none"> <li>• Seek and receive leadership, coaching, instruction and support from the Room Leader to enhance children's learning and development.</li> <li>• Interact with others in a respectful and collaborative manner, including when challenging and learning from others.</li> <li>• Maintain professional standards at all times.</li> </ul>
Relationships with Children (QA5)	<ul style="list-style-type: none"> <li>• Respond to children's ideas through open-ended questions, interactions and feedback and enable children to make choices and decisions.</li> <li>• Develop and maintain respectful and equitable relationships with each child.</li> <li>• Ensure the dignity and rights of each child are maintained.</li> </ul>

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	<ul style="list-style-type: none"> <li>Engage in responsive and meaningful interactions with children.</li> <li>Build trusting relationships that support each child to feel secure, confident and included.</li> <li>Assist children to build and maintain sensitive and responsive relationships with each other and to collaborate, learn from and help each other.</li> <li>Support children to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.</li> <li>Identify and implement appropriate behaviour guidance strategies as directed by ECT/Room Leader.</li> </ul>
Collaborative Partnerships with Families and Communities (QA6)	<ul style="list-style-type: none"> <li>Develop and maintain respectful relationships with families and support families in their parenting role.</li> <li>Actively encourage and facilitate family involvement in implementing the educational program.</li> <li>Provide regular information about the program, the operation of the service and BPA to families.</li> <li>Communicate with families on their child's development and progress at the service.</li> <li>Assist the enrolment and orientation of new families at the service.</li> <li>Participate in facilitating collaborations with other organisations, services and community groups.</li> </ul>
Governance & Leadership	<ul style="list-style-type: none"> <li>Support the governance and compliance of the room and contribute to the overall compliance of the Centre.</li> <li>Contribute to the development, and uphold through daily practice, the Centre Philosophy.</li> <li>Assist and comply with risk assessments and Risk Management Plans.</li> <li>Participate in the self-assessment of the Centre against the NQS and contribute to quality improvement plans.</li> <li>Seek and accept guidance from the Educational Leader.</li> <li>Maintain confidentiality on all issues relating to staff, children and families and comply with BPA's Privacy and Confidentiality Policy.</li> </ul>
Child Safety	<ul style="list-style-type: none"> <li>Actively contribute to maintaining a child-safe culture and fulfil the legal responsibility and duty of care to protect children, keep children safe and maintain their rights</li> </ul>
Quality, Compliance & Continuous Improvement	<ul style="list-style-type: none"> <li>Operate at all times in line with BPA's Policies and Procedures, as well as legislative and funding requirements</li> <li>Respond to, manage and escalate urgent situations</li> <li>Be open to new ways of doing things, respond to challenges with innovative ideas and solutions and promote a continuous quality improvement culture</li> <li>Support and promote change initiatives</li> </ul>
Organisational Ambassadorship	<ul style="list-style-type: none"> <li>Act at all times as a representative of BPA, ensuring all behaviours are aligned with BPA's Vision, Mission and Values</li> </ul>

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	<ul style="list-style-type: none"> <li>• Advocate for the right of all children to access quality education programs</li> <li>• Develop and maintain collaborative, respectful and professional relationships with all stakeholders and anyone you interact with as part of your work</li> <li>• Address issues with appropriate patience and respect</li> </ul>
Personal Development & Performance	<ul style="list-style-type: none"> <li>• Participate and contribute to Performance Appraisals</li> <li>• Attend BPA training as directed and apply learnings to your work</li> <li>• Attend and contribute to staff meetings and functions</li> </ul>
Occupational Health & Safety	<ul style="list-style-type: none"> <li>• Exercise a duty of care to work safely, take reasonable steps to protect your own safety and contribute to maintaining a safe environment for any and all persons attending a BPA workplace (such as employees, children, families, students, volunteers, etc)</li> <li>• Comply with BPA's instructions, guidance and safe work procedures (such as manual handling, dangerous substances, emergency evacuations, personal protective equipment, etc.)</li> <li>• Identify, report, collaborate to resolve and prevent all hazards, risks, incidents and injuries in a timely manner</li> <li>• In the case of injury, comply with BPAs efforts to facilitate a return to work</li> </ul>

### JOB TASK ANALYSIS

The Job Task Analysis (JTA) set out in **Appendix A** should be read in conjunction with this position description. The JTA sets out the specific requirements of the role including:

- Environmental;
- Cognitive;
- Physical demands; and
- Psychosocial demands.

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APPENDIX A			
	<b>JOB TASK ANALYSIS</b>	Analysis Conducted: <b>26/07/2021</b> Task Rating <sup>1</sup> <b>MEDIUM</b>	
	<b>JOB TITLE:</b>	<b>Co-Educator</b>	<b>Job ID:</b>
	<b>SECTION:</b>	Kindergarten	ECC-K
ENVIRONMENTAL FACTORS:			
Environmental demand	Frequency <sup>2</sup>	Duration (sustained/intermittent)	Task description, comments
Biological Hazards - body fluids, bacteria, infectious diseases	Rare	Intermittent	Possible exposure to bodily fluids if treating wound to child, but protective clothing and systems to reduce exposure; CovidSafe plan in place with all preventative and quick response procedures; infectious diseases minimal.
Extreme Temperatures – temperatures are less than 15°C or more than 35°C	Occasional	Intermittent	Performs tasks indoors & outdoors; has air-conditioning inside. Precautions in place for adverse weather; temperatures below 15°C more frequent and suitable clothing worn and move inside if temperatures extreme (cold, hot, inclement)
<b>Lighting</b> – darkness / eye strain	Occasional	Intermittent	Lighting in offices / rooms suitable for functions performed; Hats must be worn outside / sunglasses can be worn outside; use of computer screens sometimes for prolonged periods (eg preparation, reports), but generally intermittent.
Slippery or Uneven Surfaces	Rare	Intermittent	In children’s bathrooms and outside; Spills mopped up regularly
Exposure to - Fumes	Rare	Intermittent	Not normally exposed to fumes
- Chemical	Rare	Intermittent	Chemical kept in chemical cupboard; limited dangerous goods / hazardous substances on site
- Gases	Rare	Intermittent	Gas emissions minimal and appliances checked and serviced regularly
- Dust	Rare	Intermittent	Outside, when windy

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# BPA CHILDREN'S SERVICES

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COGNITIVE DEMANDS			
Cognitive demand	Frequency <sup>2</sup>	Duration	Comments
Attention (sustained, selective, alternating, divided)	Constant	Sustained	Sustained, selective, alternating, and divided attention required when working with children, other staff, interacting with parents, meetings, administrative and planning tasks. Alternating and divided attention required for most of the time, particularly when in session with children, but also during preparation and report writing.
Memory (working, procedural, declarative, verbal, auditory, visual)	Constant	Sustained	Work tends to simultaneously require most of the memory demands, particularly with children, dealing with parents and staff and meetings. Working procedural memory and declarative required in preparation, completing reports, observations and other administrative tasks. Requires recollection and application of policies and procedures in all activities. Good knowledge and understanding of the role and its requirements are needed to adequately fulfil the position.
Planning/organizing	Frequent	Sustained	Preparation, set up, planning sessions, reporting and meetings require planning and organizing to varying degrees, often for sustained periods.
Safety/judgment	Constant	Sustained	Safety and judgment demands whilst performing all duties, particularly working with children, parents and with other staff; set up and pack up and considerations made in planning. Safety of children, staff, visitors, contractors and public need to be considered.
Multi-tasking	Constant	Sustained	Multi- tasking required for most parts of working days, but particularly when in session with children. Also required during preparation and report writing and administrative duties.
Cognitive flexibility (flexible thinking)	Frequent	Intermittent	Flexible thinking required planning and programme delivery, dealing appropriately with and meeting the needs of all children, interacting with staff and parents. Could range between frequent and constant.
Information processing	Frequent	Sustained	Processing of information occurs for long periods of the day. Could range between frequent and constant depending upon the day.
Problem solving	Constant	Sustained	Required constantly while in session, dealing and interacting with children. Also required in meetings, interactions with parents and staff, planning
Reading literacy	Frequent	Sustained	High degree of reading literacy required to adhere to BPA and legislative policies and procedures, to remain current in appropriate practices, and in professional development.

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Cognitive demand	Frequency <sup>2</sup>	Duration	Comments
Writing literacy	Frequent	Sustained	High degree of writing literacy required in planning, observations, report writing and in professional development.
Numerical skills	Frequent	Sustained	A reasonable level of numerical skills required in planning, programme development budgetary issues for the centre.
Computer skills	Frequent	Intermittent	Reasonable competency required to meet the demands of report writing, observations, planning, correspondence with all parties.
Verbal communication	Constant	Sustained	Verbal communication required constantly, including in session with children, interacting with parents, staff, BPA and other stakeholders.

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PHYSICAL DEMANDS			
Bodily Location	Action	Frequency <sup>2</sup>	Comments
<b>Upper Limbs</b>	Forward reach a) Unilateral (one hand)	<i>Occasional</i>	Some unilateral reaches to hand items to children; reaching some items in the store
	b) Bilateral	Occasional	Reaching items in the store; accessing items during set up & pack up or during a session; handing items to children.
	Push/Pull	Occasional	Some pushing / pulling to move items in yard or room during set up, pack up or during a session
	Grasping/handling	Frequent	Grasping and handling items in the store; grasping items during set up & pack up or during a session; activities with children.
	Hand functions	Frequent	Mainly power and hook type grips to handle items during, before and after sessions, handling store items; pinch grips for smaller items; fine motor skills with fingers and hands on the computer and activities with children.
<b>Lower Limbs</b>	Walking	Frequent	Considerable amount of walking during sessions, set-up and clean up. Alternate with standing
	Standing	Frequent	Alternate with walking reasonably equal measures during session mainly.
	Crouch/Kneel	Occasional	Alternating between crouching and kneeling to interact with children, working at tables, setting up / packing up.
	Climbing	Occasional	There is some climbing of equipment to interact with children.
<b>Torso / Spine</b>	<b>Spine</b> a) Forward Flexion: • Static • Dynamic	Occasional	Occasional static forward bending (up to 20°) involved but essentially can be avoided mostly by crouching / kneeling, depending upon technique, interacting with children; setting up and packing up
		Occasional	Some dynamic forward bending (up to 20°) involved but essentially can be avoided mostly by crouching / kneeling, depending upon technique, interacting with children; setting up / packing up.
	b) Extension	Rare	Accessing upper shelves in store
	c) Rotation	Rare	There may be some degree of rotation or twisting depending upon technique, but it can be avoided.
	<b>Neck</b> a) Forward Flexion: • Static • Dynamic	Occasional	Minimal static forward bending involved but essentially can be avoided mostly by crouching / kneeling, depending upon technique, interacting with children; setting up and packing up.
		Occasional	Minimal dynamic forward bending (up to 20°) involved but essentially can be avoided mostly by crouching / kneeling, depending upon technique, interacting with children; setting up / packing up.

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	b) Extension	Rare	Accessing upper shelves in store
	Push/Pull	Occasional	Some pushing / pulling to move items in yard or room during set up, pack up or during a session
	Lifting	Occasional	Minimal lifting involved in this task. Some lifting and moving of equipment during set up and pack up, but team lifting / trolleys used or cover heavier items outside and leave in position, rather than lift them. May be very occasional lifting of children, such as child with special needs and would be team lift / transfer only.
	Sitting	Occasional	Intermittent sitting while interacting with children during sessions; More prolonged sitting when working on the computer in planning times.

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## ACKNOWLEDGMENT

I have received a copy of the position description and have read and understand its contents. I agree to undertake these responsibilities as well as any others from time to time as directed by BPA Children's Services.

\_\_\_\_\_  
**Employee Name (please print)**

\_\_\_\_\_  
**Employee Signature**

\_\_\_\_\_  
**Date**

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