

Position description

Greater together 

Position title:	Early Childhood Educator, Certificate III Qualified
Institute/School/Centre/ Directorate/VCO:	Commercial Services and Technology Parks
Campus:	Mt Helen Campus
Classification:	Within the HEW Level 3 range
Time fraction:	Part-time
Employment mode:	Continuing appointment
Further information from:	Sally Matthews, Coordinator, Children's Centre Telephone: (03) 5327 8184 Email: s.matthews@federation.edu.au
Recruitment number:	JR101425

Position summary

The Certificate III Qualified Early Childhood Educator plays a vital role in supporting the delivery of high-quality early childhood education programs for children aged 0–5 years at Federation Children's Centres. Working under the guidance of a Diploma qualified Educator, Room Leader or Early Childhood Teacher, this role contributes to creating a safe, inclusive and engaging learning environment. The educator collaborates as part of a dedicated team to foster each child's growth, development and wellbeing, in accordance with the Education and Care Services National Regulations, the National Quality Framework, and the Early Years Learning Framework.

Portfolio

Federation Children's Centres, located at the Mt Helen, SMB, and Gippsland campuses, provide early childhood education and care for children aged six weeks to five years, including both three and four-year-old kindergarten programs. The Centres support the families of Federation University staff, students, and the wider local community. Each Centre offers between 75 and 80 places and operates on weekdays from 8:00 AM to 6:00 PM (with the Gippsland campus opening at 7:00 AM).

In addition to delivering high-quality care and education, the Centres offer research and demonstration opportunities for the Institute of Education, Arts and Community, as well as Federation TAFE Early Childhood Education students.

The Transformation, Assets and Commercial directorate provide unique and diverse value add services to students, local and business communities.

Organizationally located within the Chief Operating Office. Commercial Services encompasses children's centres, residential accommodation, hospitality, retail and conferencing, sport and recreation facilities, print service and several other commercial and complementary services. The directorate delivers a wide range of services across all campuses of Federation University Australia. The focus of these services is to support customer experiences as they interact with the University.

Background

At Federation University, we are driven to make a real difference to the lives of every student, and to the communities we serve.

We are one of Australia's oldest universities, known today for our modern approach to teaching and learning. For 150 years, we have been reaching out to new communities, steadily building a generation of independent thinkers united in the knowledge that they are greater together.

Across our University and TAFE campuses in Ballarat, Berwick, Gippsland, and the Wimmera, we deliver world-class education and facilities. With the largest network of campuses across Victoria, we are uniquely positioned to provide pathways from vocational education and skills training at Federation TAFE through to higher education.

To be successful at Federation University you must be willing to enthusiastically embrace the University's ambition as expressed in Federation University's 2040 Strategic Plan and share the University's values of:

INCLUSION, we champion access and equity for all, creating a welcoming, supportive environment for our diverse learners and staff.

INNOVATION, we innovate to transform, embracing new ideas in teaching, research and operations to continually improve and stay ahead.

EXCELLENCE, we strive for excellence in all that we do, holding ourselves to high standards of quality, integrity and impact.

EMPOWERMENT, we support and trust our people, empowering learners, staff and partners to contribute, lead and succeed.

COLLABORATION, we are stronger together; teamwork and strong partnerships are at the heart of how we operate.

Key responsibilities

1. Assist in planning and implementing educational programs informed by the Early Years Learning Framework (EYLF) and the Victorian Early Years Learning and Development Framework (VEYLDF).
2. Engage with children and communicate actively to support their learning, development, and play.
3. Maintain a clean, safe, and welcoming learning environment.
4. Build and maintain strong, positive relationships with children, families, and team members.
5. Support children's individual care routines, including meals, sleep, hygiene, and toileting needs.
6. Ensure the safety, wellbeing, and inclusion of all children by actively promoting and upholding the Child Safe Standards; identifying and reporting risks of harm; and contributing to a culture of child safety in line with legislative and organisational requirements.
7. Support a safe and healthy work environment by complying with all Occupational Health and Safety (OHS) policies and procedures, identifying and reporting hazards, and promoting practices that ensure the wellbeing of children, staff, and visitors.
8. Maintain accurate and timely documentation, including daily records, forms, and contributions to observations and assessments.
9. Actively participate as a member of the team by attending staff meetings, contributing to professional discussions, undertaking shared team responsibilities, and completing required professional learning and training, while promoting a positive team culture and supporting colleagues in their roles.
10. Adhere to the Federation Children's Centres and Federation University philosophy, policies and procedures, staff code of conduct, and child protection and mandatory reporting obligations; contribute to their ongoing review and development.
11. Ensure active, adequate, safe, respectful, and efficient supervision of children at all times.
12. Maintain confidentiality regarding all information and records related to children, families, and colleagues, while upholding the rights of the child and ensuring all interactions are grounded in respect, dignity, and professionalism.
13. Undertake additional duties related to the general operation of the room or centre, as required or requested, in

alignment with the role, skills, and interests.

14. Consent to participate as a team member in a university-based Early Childhood Education Centre, which may include opportunities for research, demonstration, and student learning, while committing to abide by the Early Childhood Australia Code of Ethics.
15. Understand and implement the principles of the EYLF, VEYLDF, and the National Quality Standard, and remain up to date with current research and developments in the early childhood education field.
16. Reflect and embed the University's strategic plan, and operational purpose, priorities, and goals.
17. Embed effective risk management practices to ensure continuous service delivery. Participate in training and exercises to remain prepared for potential disruptions.
18. Undertaking the responsibilities of the position adhering to:
 - the Staff Code of Conduct, Child Safe Code of Conduct, and Conflict of Interest Policy and Procedure;
 - Equal Opportunity and anti-discrimination legislation and requirements;
 - the requirements for the inclusion of people with disabilities in work and study;
 - Occupational Health and Safety (OHS) legislation and requirements; and
 - Public Records Office of Victoria (PROV) legislation.

Level of supervision and responsibility

The Early Childhood Educator Certificate III Qualified works under the general supervision of a Diploma Qualified Educator/ Room Leader or Early Childhood Teacher and supports the daily operations of the Centre as directed. While expected to independently manage routine tasks and problem-solving, the role requires consultation of their supervisor or Federation Children's Centres Centre Coordinator for more complex matters, particularly those relating to individual care needs, health, and wellbeing of children.

The educator is expected to have a sound understanding of, and ability to apply, the Education and Care Services National Regulations, Occupational Health and Safety requirements, the Victorian Early Years Learning and Development Framework (VEYLDF), the Early Years Learning Framework (EYLF), and the relevant policies and procedures of Federation Children's Centres and Federation University.

Position and organisational relationships

The Early Childhood Educator, Certificate III Qualified is under the routine supervision of the Early Childhood Educator, Room Leader or Early Childhood Teacher, Educational Leader and the Federation Children's Centre Coordinator in providing Early Childhood Education and Care services to the University and local community.

Key selection criteria

Applicants must demonstrate they are able to undertake the inherent responsibilities of the position as contained in the position description and are able to meet the following key selection criteria:

Training and qualifications

1. Completion of:
 - Certificate III in Early Childhood Education and Care in accordance with the National Education and Care Services Regulation qualification requirements. Including relevant work-related experience and education/training (or actively working towards).
 - Provide First Aid in an education and care setting certificate (includes CPR, Anaphylaxis and Asthma).
 - National Child Safety Training and Protection Children- Mandatory Reporting and other obligations (Early Childhood)- Department of Education- Victoria
 - Do Food Safety Certificate- Department of Health- Victoria
2. Hold a valid Working with Children Check (WWCC) or hold a current registration with the Victorian Institute of Teaching (VIT)

Experience, knowledge and attributes

3. A sound understanding of the Education and Care Services National Regulations, the National Quality Standard, the Victorian Early Years Learning and Development Framework (VEYLDF) and the National Early Year Learning Framework (EYLF).
4. Demonstrated ability in providing quality care and learning environments for children.
5. Demonstrated knowledge and understanding of child development and the ability to convey acceptance of and sensitivity to family and children's values and needs.
6. Demonstrated working knowledge and application of the Child Safe Standards, child safety and child protection.
7. Knowledge of health and safety requirements specific to Early Childhood Education.
8. Well-developed organisational, computer and effective communication skills, including conflict resolution skills.
9. Ability to work as part of a team.
10. Willingness and consent to work as an Early Childhood Educator in a research and demonstration Early Childhood Education Centre.
11. Demonstrated working knowledge and application of the Child Safety Standards.
12. Demonstrated knowledge and application of appropriate behaviours when engaging with children, including children with a disability and from culturally and/or linguistically diverse backgrounds.

The University reserves the right to invite applications and to make no appointment.

It is not the intention of the position description to limit the scope or accountabilities of the position but to highlight the most important aspects of the position. The aspects mentioned above may be altered in accordance with the changing requirements of the role.