

POLICY: 8.3 Role and Responsibilities Policy

Procedure: 8.7 Role of the Educator and Educator Assistant

This procedure aims to ensure all stakeholders understand the role and responsibilities of Educators and Educator Assistants.

8.7.1 Linking to Policy

This procedural guidance should be read in conjunction with the service **8.3 Role and Responsibilities Policy** and will assist the Approved Provider, Management, Staff (Nominated Supervisors, Coordinators, and Administrative Staff members) Educators, Educator Assistants and parents to implement the policy. This procedure covers:

[8.7.2 Experience, Knowledge and Skills](#)

[8.7.3 Guiding Principles](#)

[8.7.4 Values](#)

[8.7.5 Practices](#)

8.7.2 Experience, Knowledge and Skills

Experience, Knowledge and Skills:

- Educators (and Educator Assistants) will work with the Early Years Learning Framework and work in partnership with families. They are guided by the framework incorporating the five learning outcomes into their curriculum. The outcomes are:
 - o Children have a strong sense of identity
 - o Children are connected with and contribute to their world
 - o Children have a strong sense of wellbeing
 - o Children are confident and involved learners
 - o Children are effective communicators
- Educators support and scaffold learning in relation to the outcomes and are influenced by:
 - o Each child's current capabilities, disposition and learning preferences
 - o Educators' practices and the early childhood environment
 - o Engagement with each child's family and community
 - o The integration of learning across the outcomes
 - o Educators strive to provide an early childhood curriculum that is balanced and considers all interactions as an opportunity for learning including the experiences they

offer, daily routines, and events planned and unplanned that occur in the environment to foster children's learning and development.

- The ability to communicate with children and adults, which includes basic language literacy and numeracy skills
- The ability to respond appropriately in an emergency.
- Adequate organisational skills, including the ability to plan and document children's learning.
- Ability to develop small business practices.

8.7.3 Guiding Principles

The Early Years Learning Framework has five guiding principles which must be implemented and practiced by Educator's as they work with children, parents, and the service:

1. Secure respectful and reciprocal relationships
2. Partnerships
3. High expectations
4. Equality and respect for diversity
5. Ongoing learning and reflective practices

8.7.4 Values

The Service expects Educator's (and Educator Assistants) to engage and demonstrate the following values:

- Positive attitude to family day care
- Commitment to the need for confidentiality.
- Commitment to in-service training/workshops.
- Recognition of the need to communicate effectively and regularly with the Service.
- Flexible and receptive to new ideas.
- Recognition of own physical and emotional needs and limitations.

8.7.5 Practices

Educator's (and Educator Assistants) will implement the following practice in all aspects of their curriculum, business, and relationships with children and others by:

- Being responsible for the supervision of children at all times.
- Providing an environment that is conducive to the health, safety, development, and quality care of children. Their environment meets the individual needs of children, including children of different cultures and religions, and children with additional needs.

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- Providing a range of activities and experiences which are designed to promote the physical, social, emotional, and intellectual development of each child, and are based on the interests of each child in consultation with the child's parents.
- Observing, planning and evaluating activities and experiences.
- Using positive behaviour guidance techniques with children.
- Ensuring that any food and drink supplied to a child is nutritious and has regard to the child's health, allergies, cultural and religious requirements, and preferences.
- Providing information to parents about the child's participation in the program and their developmental progress.
- Providing access to the child by the parent.
- Maintaining accurate records as required.
- Informing the Service of any changes to the family day care environment
- Giving two weeks written notice if intending to cease operating as an Educator
- Ensuring all visits or anyone who does not reside at the Educator 's residence signs the Visitors Record.

Review

	Date	Details
Revision 00	07/2015	Original Policy Issued
Revision 01	12/2016	Reviewed
Revision 02	08/2017	Reviewed
Revision 03	10/2020	Reviewed and separated from Policy

Related Documents

Policies

8.3 Role and Responsibilities Policy

Reference

Refer to 8.3 Role and Responsibilities Policy