

POSITION DESCRIPTION

POSITION: ELC Coeducator
Reports to: Head of Junior School/ELC Director

Key Purpose

Mentone Girls' Grammar Early Learning Centre provides three and four-year-old kindergarten education programs and prepares each girl for their pathway into the Junior School. The ELC Team understand that all stages of education are important, in particular the early transition years and therefore have a crucial role in creating and fostering a positive and optimal learning environment for each girl and their families.

The ELC Coeducator is expected to exhibit the highest standards of professional practice. He/she should have:

- A genuine interest in the welfare, development and education of every child
- An understanding of how girls learn and interact.
- A belief in the potential of every child to become a well-adjusted, contributing and compassionate member of the community.
- A strong commitment to their own professional and personal development.
- The ability to create an attractive and positive learning environment that actively engages children in the learning process.
- The ability to create a warm, caring and safe environment to support students and teachers in ways that improve the overall quality of care, community and learning.

Responsibilities and Duties

The responsibilities of a Mentone Girls' Grammar Coeducator include, but are not limited to:

General responsibilities

- Work under the direction of the teacher in accordance with the requirements the Education and Care Services National Law and Regulations 2011.
- Undertake all responsibilities associated with being the Certified Supervisor in day-to-day charge when required, in accordance with National Law.
- Be aware of, and assist with, implementing the service's policies and procedures.
- Be aware of, and assist with, implementing both the National and Victorian Early Years Learning Frameworks.
- Have a good understanding of the National Quality Standards (NQS), the service Self-Assessment and Quality Improvement Planning (QIP) process.
- Assist with the preparation, general cleanliness and safety of the service.

Students & Educational Program

- Assist with the development and implementation of the daily classroom programs through the regular provision of ideas and/or resources, in consultation with the classroom teacher, as part of the ongoing programming cycle.
- Assist with the creation of an aesthetically beautiful classroom environment which fosters inquiry, creativity, thinking and independence and encourages the use of all five senses.



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- Support students to participate in all the aspects of the classroom program in a manner that is positive and sensitive to their needs.
- Utilise a variety of teaching strategies that reflect the philosophy for the Centre; including intentional teaching, guided by student's developmental needs, interests and abilities, and reflective practice in daily work.
- Assist and support the classroom teacher with the maintenance of individual records for each student, including the collection of observations and development of effective and valuable documentation of student's learning, including regular learning stories for inclusion in their portfolios, in accordance with the ELC philosophy and Early Years Learning Framework outcomes.
- Work as a team to set up and pack away outdoor spaces daily to promote physical health and wellbeing in a safe and stimulating environment.
- Support students to engage with specialist staff.

Parents

- Develop and maintain respectful, supportive, collaborative and responsive relationships with children and their families.
- Share any concerns or information immediately with the classroom teacher or ELC Director regarding issues involving students, families and staff, ensuring that total confidentiality is maintained at all times.
- Encourage and assist parents to consult with the teacher on issues of children's development and program.

Colleagues & Health and Safety of the Centre

- Work co-operatively, ethically, and respectfully with other educators and supporting each other's professional development.
- Assist with planning and implementing the transition program developed by classroom teachers for students moving from the three- year- old to four-year-old group or from the four-year-old group to Prep.
- Participate in the Centre's annual staff appraisals and staff reflection activities.
- Participate and contribute to the Centre's QIP.
- Assist with the development of operational policies and procedures as set down by the National Quality Standards, the Education and Care Services National Law Act 2010, the Education and Care Services National Regulations 2011 and Early Years Learning Framework and ensure daily practices are in accordance with these requirements.
- Assess student's health and provide first aid as required, following medical or risk management plans or administer medication as requested, in line with the Centre procedures and policies.
- Assist the classroom teacher and ELC Director in all duties relating to the maintenance and appearance of the centre, being mindful of safety, hygiene and cleanliness.
- Ensure resources and school equipment are correctly stored and maintained and work areas remain organised and tidy.

Other Duties

- Attend Parent Information sessions and assisting with the setup for these when appropriate.
- Oversee the maintenance and inventory of ELC resources, collections, materials and equipment.
- Assist with the supervision of workplace student placements, volunteers, and other visitors to daily programs.

- Attend Junior School staff meetings, as required.
- Attendance at staff meetings and briefings, and School tours, Open Days, and other School events.
- Work flexibly and as a team in the pursuit of the School's Mission.
- Promote the benefits of a Mentone Girls' Grammar School education and, where appropriate, be involved in the securing of enrolments.
- As specified by the Head of Junior School and/or ELC Director.
- As specified by the Principal.

Professional responsibilities

- Keep abreast of current, and emerging, Early Childhood Learning initiatives.
- Develop strong relationships with colleagues, external stakeholders and the School community.
- Promote a positive image of the School to the wider community in both personal interactions and through written communications.
- Complete training courses as required by legislation or School policy, for example anaphylaxis and first aid training.
- Undertake professional development and further education relevant to the role.
- Be available for discussions with current and prospective students and parents.

Qualifications and Relevant Experience

Essential

- Diploma in Children's Services or higher
- Demonstrated experience as an Educator - Assistant within a Children's Service
- Current accreditation in:
 - CPR Emergency
 - Asthma Management
 - Management of Anaphylaxis
- Current Working With Children Check (*Employee*)
- Strong working knowledge and understanding of the developmental needs of children three to five years of age, including children with additional needs, with demonstrated experience in this age group
- Demonstrated experience and ability to establish warm nurturing and responsive relationships with children and to sensitively meet their needs
- Display a flexible, energetic, and caring approach to the management of children
- A sound understanding and knowledge of early childhood development and education
- A thorough understanding of the regulations and requirements set out by the Department of Education and Training
- Experience with responding to the differing learning needs, interests, and talents of all children
- Strong interpersonal skills to enable effective communication at all levels
- Excellent organisational and planning skills

Characteristics, Qualities and Skills

- A contemporary working knowledge of the social and development needs of girls and a passion for girls' education
- Sensitive to individual girl's differences and needs, and be willing to assist ELC Educator (Teacher) to adjust the program and curriculum to meet those individual needs



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- Empathetic and resilient work style, coupled with high emotional intelligence
- Relational person with an ability to build and maintain meaningful relationships and influence a broad range of stakeholders
- A sound understanding of the National Quality Standards, current Education and Care Services National Regulations under the Education and Care Services National Law, regulations as well as the policies, goals, and philosophy of the service
- Ability to lead, manage and form a rapport with children and build collaborative working relationships
- Must be motivated to learn and grow in an educational environment and be willing to continually increase knowledge in the field of Early Childhood Education
- Must be able to relate with and speak to parents in a respectful and courteous manner
- Must be willing to work in a team environment, and be willing to share ideas and be open to other's ideas, be flexible and willing to compromise
- Organised and flexible, demonstrated ability to prioritise workload, manage multiple tasks and be proactive
- Comfortable with the use of interactive technologies, web, and electronic media.
- Team oriented with good management capabilities
- Ability to adapt and operate effectively in a demanding and an evolving environment and look for ways to improve current work practices and processes

Child Safe

Mentone Girls' Grammar School is committed to and promotes the safety, wellbeing, inclusion, and participation of all children, including Aboriginal children, children with a disability and children from culturally and/or linguistically diverse backgrounds. This pledge is embedded in our policies and procedures which ensure a commitment to zero tolerance of child abuse.

To create and maintain a Child Safe school, Mentone Girls' Grammar applies Child Safe Standards which include but are not limited to:

- Strategies that embed a School culture of child safety, including through effective leadership arrangements
- A child safe policy which states a commitment to child safety
- A code of conduct that establishes clear expectations for appropriate behaviour with children
- Screening, supervision, training, and other human resources practices that reduce the risk of child abuse by new and existing personnel
- Processes for responding to and reporting suspected child abuse
- Strategies to identify and reduce or remove risks of child abuse
- Strategies to promote the participation and empowerment of children.

You will be required to adhere to all school policies and procedures which outlines our commitment to providing a Child Safe environment. This includes a rigorous background check to verify your identity, suitability and qualifications related to your role at the School.

Risk Management and Work, Health and Safety

General Responsibilities

- Proactively identify and manage any risks
- Ensure compliance with all relevant Acts, Regulations and Codes of Practice
- Carrying out duties in a manner which does not adversely affect own health and safety or that of others
- Cooperate with measures introduced in the interests of workplace health and safety
- Ensure compliance with school standards and policies
- Participate in the School's Health and Safety activities and undertake any training provided in relation to WH&S
- Correctly using any information, training, personal protective equipment and safety devices provided
- Work harmoniously with other employees with due regard to their rights, and School requirements
- Immediately report all matters which may affect workplace health and safety to your Direct Manager.

All employees are responsible for their own safety, behaviour and adherence to safe work practices is a condition of employment. Employees are required to observe all safety regulations and procedures.

Employment Conditions

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| Nominal Hours of Work | Monday to Wednesday 10:30am – 3:30pm Friday 9:05am – 3:35pm. |
| Award Classification | Preschool/Childcare Services (level applicable with qualifications) <i>Conditions of employment as per Educational Services (School) General Staff Award 2020.</i> |
| FTE | FTE 0.55 ongoing, term time only. Each term student-free days (when student instruction does not occur) are allocated by the School for planning and administration, curriculum development, and student assessment and reporting. |
| Physical Capabilities | Able to work for extended periods in a seated position, view a computer screen for extend periods without visual distress, standing, walking, talking, listening, steps/stairs, carrying. Regular to frequent requirement, and as needed, to lift children (up to 20kg), including bending, stooping, stretching, squatting, pushing and pulling, and sitting and walking. Noise level can be moderate to loud. |

Cognitive Demands

- High level responsibility and decision-making to develop and deliver a program that caters for all children's developmental needs and maximises learning and engagement
- High level interaction with families and colleagues to ensure consultation in planning the program, and interaction with children and colleagues while delivering and evaluating the program
- Medium level responsibility to ensure all areas are adequately and safely set-up for the children
- Medium level decision-making to choose appropriate activities and areas to set-up in preparation for delivering the daily program
- High level attention and concentration to ensure children's safety and appropriate engagement at all times
- High level of interaction with children and other Coeducators and supervisors to ensure the program is operating as planned
- High level responsibility to ensure that all reporting is completed, and that documentation and information is current
- Medium level interaction with others to share observations of the children, and communicate with colleagues if documentation or information requires updating or reviewing.

Date Prepared:

March 2026