

Position Description

Astelier Children's Centres Educator (Cert III)

Position Title	Educator (Cert III) Astelier Children's Centres
Responsible to	Nominated Supervisor Astelier Children's Centres
Date	
Qualifications	<p>ACECQA approved Certificate III level qualification;</p> <ul style="list-style-type: none"> - Certificate III in Child Studies, or - Certificate III in Children's Services, or - Certificate III in Early Childhood Education and Care
Other Requirements	<ul style="list-style-type: none"> - Current First Aid Certificate, Anaphylaxis Management and Emergency Asthma Management Training - Current Working with Children Check (or equivalent) - Current Child Protection training (as per requirement of the service) - Knowledge of the Child Safe Standards and maintaining a child safe environment
Award/Agreement	



What is the role of the Educator (Cert III) at Astelier?

Certificate III Educators are essential members of our learning community. They bring heart, dedication, and a unique blend of practical knowledge, empathy, and creativity to their role in supporting the education and care of young children. These educators provide responsive, respectful, and attentive care to children enrolled at the service, ensuring their wellbeing, safety, and sense of belonging. They contribute meaningfully to the implementation of our curriculum, guided by the Early Years Learning Framework and consistent with our service philosophy, policies, and procedures. Their work aligns with the expectations of the National Quality Framework, and their presence plays a critical role in maintaining high-quality standards across the service.

Certificate III Educators collaborate closely with Room Leaders, the Educational Leader, other educators, and the Nominated Supervisor. They offer thoughtful insights, actively engage in planning and reflection, and support the learning environment through their relationships, reliability, and deep care for children's development.

Every Certificate III Educator brings their own unique strengths – whether it's a calming presence, creative flair, a natural ability to connect with children, or a strong sense of teamwork – and these individual qualities enrich the culture of the service. Their contributions are not only valued, but vital to building a warm, inclusive, and inspiring place for children to grow and thrive.

Our Culture at Astelier

At Astelier, we believe that supporting families begins with supporting each other. We are a purpose-driven, family-first community where kindness, professionalism, and collaboration are celebrated every day. Our centres are designed to be joyful, inclusive spaces for both families and staff, where small wins are acknowledged, and every voice is valued. We are committed to sustainability, lifelong learning, and building meaningful connections within our community. If you thrive in an environment where people care deeply about their work and each other, Astelier is the place for you.



Accountabilities and Key Performance Indicators (KPIs)

Education and Care of Children

- **Act in a manner that promotes the best interests of the child.**
- **Build secure, respectful and reciprocal relationships with children and families.**
- **In conjunction with Room Leader and other educators, implement a high-quality education and care curriculum for all enrolled children that is consistent with:**
 - The service philosophy, procedures and policies
 - Education and Care Services National Regulations
 - Education and Care Services National Law
 - The National Quality Standards
 - Early Years Learning Framework (V2.0).
- **Be responsive to children's strengths, interests and needs and contribute to the planning cycle and review within the room under the guidance of the room leader.**
- **Contribute to documenting children's learning and development under the guidance of the Room Leader.**
- **Engage in critical reflection and assessment of children's learning to guide future programming.**
- **Engage children in learning opportunities that are responsive to:**
 - meaningful moments;
 - intentional and spontaneous interactions;
 - children's agency and choice;
 - diversity
 - routine times;
 - information technology; and
 - environmental sustainability.
- **Support the planning and development of an inclusive environment by:**
 - Supporting every child's learning,
 - Role modelling positive, responsive interactions,
 - Respecting children's similarities, differences, cultures and diversities,
 - Maintaining each child's dignity and the rights of each child,
 - Responding to the emotional, social and wellbeing needs of each child,
 - Providing physical care, assisting children in toileting, dressing and meal times; and viewing all these opportunities as teachable moments.



- **Support children's individual wellbeing and comfort in sleep, rest and relaxation.**
- **Contribute to the development of a culturally safe environment for children and educators, which:**
 - Facilitates building reciprocal, nurturing relationships with families and community,
 - Is ready for operation at the beginning of each day,
 - Embeds culturally responsive perspectives,
 - Reflects children's curiosity, exploration and problem solving,
 - Acknowledges the importance of the indoor and outdoor environment as the 'third teacher',
 - Provokes practices and discussions to support environmental sustainability.
- **Ensure each child has a sense of Belonging, Being and Becoming within the service.**

Partnerships with Families

- Respect families as the child's first teachers.
- Demonstrate respect for diverse families' child rearing practices, beliefs and role as the child's first teacher.
- Build and maintain professional authentic, responsive relationships with families and community.
- Always ensure professional communication with families.
- Draw on the knowledge and experience of families to support their children's learning.
- With guidance from the nominated supervisor and room leader, engage positively in the orientation, enrolment and transition processes for families and children.

Partnerships with other Educators and Professionals

- Respect and support colleagues by developing positive and ethical channels of communication that are based on principles of mutual respect, equity and fairness.
- Contribute to building a culturally safe workplace for educators and other professionals.
- Acknowledge and support personal strengths, professional experience and team diversity.



- Engage in professional conversations with other educators to enhance knowledge and practice.
- Be proactive in supporting a healthy team environment.
- Support staff to implement the program.
- Ensure students on placement are positively welcomed, supported and assisted.
- Ensure the nominated supervisor is informed of any problem arising, which would affect the children, the service's approval or rating, the regulatory and legal compliance or the smooth running of the service.
- Be involved in the service's Quality Improvement Plan and assist to implement this as directed.
- Perform additional duties as required by the approved provider or nominated supervisor as are within your knowledge, skills and capabilities.
- These may include:
 - Assisting with open days for children attending in the following year,
 - Maintaining supplies and equipment levels for the room or service,
 - Performing incidental administrative duties including but not limited to: signing deliveries, organizing noticeboards, etc.

Professional Conduct & Learning

- Work within the National Quality Framework, the Early Childhood Australia Code of Ethics, the Service philosophy, The Child Safe Standards, policies and procedures.
- Consistently contribute as an effective team member.
- Actively participate in the performance appraisal process.
- Engage in reflective practice and ongoing professional learning.
- Develop an individual professional development plan.
- Attend and contribute to staff meetings and other whole of staff professional learning events.
- Undertake Food Safe training at intervals decided by the Nominated Supervisor.
- Undertake First Aid training (including training in Anaphylaxis Management and Emergency Asthma Management) at intervals decided by the Nominated Supervisor.
- Undertake an approved child protection training course at intervals decided by the Nominated Supervisor.



Organisational Representation

- Actively support the organisation's philosophy, policies and procedures and positively represent the organisation to external contacts at all opportunities.
- Demonstrate the service code of conduct/code of ethics in all interactions and relationships when representing the service.
- Maintain the Privacy Policy with regards to children, families and educators at all times.
- Engage in professional conversations with other professionals as is appropriate and with the knowledge of the room leader.

Workplace Health and Safety (WHS)

- Work in a manner that does not pose a risk to self or others.
- Always ensure a safe and healthy work environment.
- Act immediately on any safety issues that relate to the working environment of the service.
- Follow service policies regarding child protection, and
 - Inform the nominated supervisor of any allegations or conviction of a child protection nature against any other employees, of which you become aware,
 - Ensure compliance as a mandated reporter.
- Follow service guidelines in providing a safe environment for children and staff.
- Understand, implement and review emergency management procedures as required.
- Ensure the service's duty of care to children and their families is strictly maintained.
- Administer first aid and medication in compliance with procedures and policies and ensure to keep accurate and detailed records of injury/accident/trauma and medication forms.
- Respond positively and consistently to children's additional needs/requirements – including diet / allergies and developmental.
- Assume an equal share of cleaning duties.
- Maintain educator-to-child ratios and qualifications at all times.



Key Internal and External Stakeholders	
Stakeholder	Purpose of Communication
Children	<ul style="list-style-type: none"> • Form secure, responsive relationships with children which are comforting and nurturing. • Protect children and their rights.
Parents	<ul style="list-style-type: none"> • Develop and maintain respectful, authentic positive relationships with families. • Share information with families relating to their child and the daily activities of the Service. • Help create a culturally safe, supportive and informative environment for families.
Staff	<ul style="list-style-type: none"> • Work together with other staff to provide a safe, supportive, stimulating and educational environment for the children.

Selection Criteria

Qualifications

- Hold an ACECQA approved Certificate III level qualification or be 'actively working towards' an approved Certificate III level qualification. See www.acecqa.gov.au/qualifications/nqf-approved
- Working with Children Check/ Working with vulnerable people check or equivalent.
- National Police Clearance (no older than six months from commencement date) (State/territory relevant).
- A first aid qualification that is approved by ACECQA that includes applying first aid, emergency asthma management and anaphylaxis management.



- Experience in an approved education and care service.
- Knowledge and understanding of the National Quality Standards and the Early Years Learning Framework/ Framework for School Age Care.
- Demonstrated experience in curriculum, supporting curriculum development and documenting children's learning and development.

Capabilities

- Ability to build and maintain responsive relationships with children and families.
- Ability to relate effectively with children and their families.
- Ability to work effectively in a team environment.
- Communication and interpersonal skills.
- Commitment to ongoing professional learning.

Why Join Astelier?

- Be part of a purpose-driven organisation focused on supporting families and young children.
- Work in a warm, welcoming, and beautifully designed environment.
- Enjoy ongoing training and professional development opportunities.
- Join a team that values kindness, collaboration, and personal growth.
- Make meaningful connections with families and the community every day.
- Play a key role in promoting sustainability and positive social impact.

Ready to Apply?

If you are passionate about creating positive experiences for families and thrive in an environment where kindness, professionalism, and community are at the heart of everything we do — we would love to hear from you. Join Astelier Children's Centres and help us make every family's day a little smoother and a lot brighter.

We'd love to hear from you. Send your application to admin@astelier.au and take your next step with Astelier.

