

## Position Description

### Astelier Children's Centres Educator (Diploma)

<b>Position Title</b>	Educator (Diploma) Astelier Children's Centres
<b>Responsible to</b>	Nominated Supervisor Astelier Children's Centres
<b>Date</b>	
<b>Qualifications</b>	Approved Diploma level qualification (example: Diploma of Early Childhood Education and Care, Diploma of Education Support)
<b>Other Requirements</b>	<ul style="list-style-type: none"> <li>- Current First Aid Certificate, Anaphylaxis Management and Emergency Asthma Management.</li> <li>- Clear Working with Children Check (or equivalent).</li> </ul>
<b>Award/Agreement</b>	

### What is the role of the Educator (Diploma) at Astelier?

Nurturing Potential, Inspiring Growth

Diploma-trained Educators at our service are compassionate professionals who bring energy, curiosity, and care to everything they do. They play a vital role in creating nurturing, inclusive, and engaging environments where every child feels seen, heard, and valued – and where learning is filled with wonder, exploration, and joy.

Working in alignment with our service philosophy, policies, and the National Quality Framework, Educators provide high-quality education and care that reflects each child's developmental needs, interests, and identity. They thoughtfully implement



and support curriculum experiences that are play-based, intentional, and meaningful, fostering children's learning across all developmental domains.

Educators actively collaborate with their fellow educators, Room Leaders, the Nominated Supervisor, families, and external professionals to ensure a holistic approach to each child's learning and wellbeing. They contribute to the planning, documentation, and reflection processes, and are committed to ongoing professional growth and reflective practice.

As advocates for children and champions of early learning, Diploma-trained Educators bring warmth, creativity, and a strong sense of purpose to their role. Through their presence and dedication, they help lay the foundation for a lifetime of confident, capable learning.

## 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 diversity, strengths, interests and needs and implement a planning cycle for individual children and the whole group of children within the room. This will need to:**
    - embed culturally responsive practices;
    - make learning visible;
    - be responsive to advice and guidance from the Educational Leader;
    - be documented and maintained on a cyclical basis and in a professional manner to a high-quality standard;
    - be linked to the Approved Learning Framework outcomes and relevant early learning and development theories.
  - **Engage in critical reflection, assessment and evaluation of children's learning and use this as a primary source of future planning.**
  - **Engage children in learning opportunities that are responsive to:**
    - meaningful moments;
    - respect diversity;
    - intentional and spontaneous interactions;
    - children's agency and choice;
    - routine times;
    - information technology; and
    - environmental sustainability.
  - **Support and actively plan for an inclusive environment by:**
    - supporting every child's learning;
    - role modelling positive interactions and behaviour guidance strategies;
    - 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;
    - having an awareness of funding and structure of support available to assist children with additional needs;

- collaborating with the recording of additional needs children's development and planning as directed by the Nominated Supervisor and the Team Leader.
- **Support children's individual wellbeing and comfort in sleep, rest and relaxation.**
- **Contribute to the development of an environment for children which:**
  - is ready for operation at the beginning of each day;
  - reflects children's curiosity, exploration and problem solving;
  - acknowledges the importance of the indoor and outdoor environment as the 'third teacher';
  - reflects beauty as a valuable component in supporting the wellbeing of children and all who work at the service;
  - is culturally safe;
  - actively and authentically includes and embeds Aboriginal and Torres Strait Islander ways of being and knowing into the daily curriculum;
  - provokes practices and discussions to support environmental sustainability.
- **Ensure each child has a sense of Belonging, Being and Becoming within the service.**
- **Assist in maintaining up to date records of the children within your group.**
- **Ensure professional documentation is undertaken for all children and is reflective of requirements within the National Quality Framework.**

## Partnerships with Families

- Recognise the diversity of families.
- Demonstrate respect for the families' role as the child's first teacher.
- Create a culturally safe environment for all families regardless of background, ethnicity, languages spoken, religion, family makeup or gender.
- Build and maintain respectful, authentic, reciprocal relationships with all families at the service.
- Ensure professional communication with families at all times.
- Draw on the knowledge and experience of families to support their children's learning.
- Build collaborative relationships with all staff in the service based on respect, trust and honesty.



- Engage in professional conversations with other educators to enhance knowledge and practice.
- Engage in professional conversations with other professionals as is appropriate.
- Acknowledge and support personal strengths, professional experience and team diversity.

## Professional Conduct & Learning

- Work within the National Quality Framework, the Early Childhood Australia Code of Ethics, the Service philosophy, policies and procedures.
- Participate in an induction to the service.
- Consistently contribute as an effective team member.
- Understand and implement the service philosophy and contribute to its ongoing development.
- 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 Child Protection/Child Aware training at intervals decided by the Nominated Supervisor.
- Undertake First Aid training (including training in Anaphylaxis and Asthma) at intervals decided by the Nominated Supervisor.
- Ensure students on placement are positively welcomed, supported and assisted and be a student supervisor when required.
- Ensure the Nominated Supervisor is informed of any problem arising, which would affect the children, the Preschool's approval or rating, the regulatory and legal compliance or the smooth running of the service.
- Read, understand and implement the service policies and procedures.
- Be involved in the services 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, including



duties at a lower classification; provided that this does not promote de-skilling. These may include:

- Maintaining supplies and equipment levels for the room or service,
- Performing incidental administrative duties including but not limited to: signing deliveries, organizing room displays, etc.

## Organisational Representation

- Actively support the organisation's philosophy, policies and procedures and positively represent the organisation to external contacts at all opportunities.

## Workplace Health and Safety (WHS)

- Work in a manner that does not pose a risk to self or others.
- Ensure a safe and healthy work environment at all times.
- Act immediately on any safety issues that relate to the working environment of the service.
- Follow Service policies regarding child protection.
- Follow Service guidelines in providing a safe environment for children and staff.
- Understand, implement and review emergency management procedures as required.
- Maintain educator-to-child ratios and qualifications at all times.
- Ensure the Service's duty of care to children and their families is strictly maintained.

Key Internal and External Stakeholders	
Stakeholder	Purpose of Communication
Children	<ul style="list-style-type: none"> <li>Form relationships with children which are comforting, secure, responsive and nurturing.</li> <li>Protect children and their rights.</li> </ul>
Parents	<ul style="list-style-type: none"> <li>Develop and maintain positive, collaborative relationships with families.</li> <li>Share information with families relating to their child and the daily activities of the Service.</li> <li>Help create a culturally safe, supportive and informative environment for families.</li> </ul>
Staff	<ul style="list-style-type: none"> <li>Work together with other staff to provide a safe, supportive, stimulating and educational environment for the children.</li> </ul>
Community and other professionals	<ul style="list-style-type: none"> <li>Collaborate with schools, teachers, other professionals, and the community to support children's learning, development and wellbeing.</li> </ul>

## Selection Criteria

### Qualifications

- Hold an ACECQA approved Diploma level qualification or be 'actively working towards' an approved Diploma level qualification. See [www.acecqa.gov.au/qualifications/nqf-approved](http://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 first aid, emergency asthma management and anaphylaxis management.



- Child protection qualification approved by the relevant State Regulatory body (State/territory relevant).

### Experience

- Experience in an approved education and care service.
- Knowledge and understanding of the National Quality Standards and the Early Years Learning Framework (V2.0).
- Demonstrated experience in curriculum, supporting curriculum development and documenting children's learning and development.

### Capabilities

- 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.
- A willingness to be appointed as a Responsible Person.

## 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](mailto:admin@astelier.au) and take your next step with Astelier.

