

Education Officer (Child and Family Learning Centre)

STATEMENT OF DUTIES		May 2017
Number	Generic	
Portfolio	Children and Young People	
Branch	Child and Family Learning Centres	
Section	Specified Child and Family Learning Centre	
Sub-Section/Unit/School	N/A	
Supervisor	Centre Leader, Child and Family Learning Centre	
Award/Agreement	Teaching Service (Tasmanian Public Sector) Award	
Classification	Band 1, Level 1-13	
Employment Conditions	Permanent or fixed-term, full or part-time, up to 73.5 hours per fortnight, up to 52 weeks per year including 4 weeks annual leave, non-school conditions.	
Location	As specified	
Check Type	N/A	
Check Frequency	N/A	

Primary Purpose

To develop, implement and manage appropriate educational opportunities and quality early learning environments, to achieve learning and developmental outcomes. To assess individual progress for children aged birth to five through observation, intervention, and modelling. To guide, lead and assist in the formulation of CFLC programs; aligning these with the Early Years Learning Framework. To liaise with, and collaborate where appropriate, with schools and the early years teaching teams to provide strong continuity of educational provision for successful transitions to school.

Level of Responsibility/Direction and Supervision

Responsible for the successful development and implementation of activities, processes, and strategies according to the departmental and CFLC frameworks. The occupant is responsible for completion of assigned duties and associated child and family activities undertaken at the Centre, and active contribution to overall improvement of centre quality. Receives broad direction, guidance, and supervision from the Centre Leader.

The Department has a range of delegations in operational areas including Finance, Human Resources and Facilities. The occupant is responsible for ascertaining the delegations that are assigned to these duties and is expected to exercise any applicable delegations prudently and in accordance with any specified limitations.

Primary Duties

1. Undertake a range of learning and assessment activities for children as directed, including:
 - Promoting the health and wellbeing of student and families
 - maintaining a respectful and inclusive learning environment for children and adults, application of suitable behaviour management strategies for children; and
 - appropriate use of relevant and age-appropriate learning resources.
2. Prepare and implement appropriate learning opportunities, including assessing outcomes of activities and where needed, adjust program design.
3. Participate as a member of the CFLC team and contribute to general centre activities, including the development, implementation, and evaluation of the Departmental strategic, operational and improvement plans.
4. Develop and implement flexible teaching and learning strategies and processes to embed the elements of the Early Years Framework, tailored to the needs of individual children.
5. Liaise and consult with a wide range of stakeholders and working groups, including staff, parents and children, schools, government and non-government organisations, departmental Learning Services, community associations, bodies, and representatives.
6. Provide relevant advice, information and referral pathways to parents or guardians to support child learning and development.
7. Participate in personal professional development and assist the Centre Leader to support the CFLC staff/services to build a strong understanding of educational practice in the early years.
8. The incumbent can expect to be allocated duties, not specifically mentioned in this document, that are within the capacity, qualifications and experience normally expected from persons occupying positions at this classification level.

Selection Criteria

Employment in the State Service is governed by the *State Service Act 2000* and employment decisions must be based on merit. A decision relating to appointment or promotion is based on merit if:

- an assessment is made of the relative suitability of the candidates for the duties; and
- the assessment is based on the relationship between the candidates' work-related qualities and the work-related qualities genuinely required for the performance of the duties; and
- the assessment focuses on the relative capacity of the candidates to achieve outcomes related to the duties; and
- the assessment is the primary consideration in making the decision.

Work-related qualities might include; skills and abilities; qualifications, training and competencies; standard of work performance; capacity to produce required outcomes; relevant personal qualities; and demonstrated potential for future development.

The following specific selection criteria must be addressed by candidates. The nominated position objective and duties contained in this statement of duties must also be used to assist in the interpretation of these selection criteria.

1. Evidence of well-developed and current knowledge of early childhood development, curriculum content and teaching methodologies.
2. Demonstrated interpersonal and communication skills with children, parents, and peers.
3. Demonstrated skills of flexibility, adaptability as well as a high degree of motivation and a commitment to collaborative working partnerships.
4. Commitment to the principles of equal opportunity in education for all children and families.
5. Understanding of, and ability to, effectively implement operational policies and procedures as part of an integrated team.
6. High level oral and written communication, and interpersonal skills.
7. Highly developed time management and organisational skills, and the ability to manage competing priorities.

Requirements

Registration/licences that are essential requirements of this role must remain current and valid at all times whilst employed in this role and the status of these may be checked at any time during employment. It is the employee's responsibility to ensure that registration/licences remain current and to advise the Employer if their circumstances change. This includes notifying the Employer of any new criminal convictions and/or if a registration/licence is revoked, cancelled or has its conditions altered.

Essential

- The *Registration to Work with Vulnerable People Act 2013* requires persons undertaking work in a regulated activity to be registered. A regulated activity is a child related service or activity defined in the *Registration to Work with Vulnerable People Regulations 2014*. This registration must remain current and valid at all times whilst employed in this role and the status of this may be checked at any time during employment.
 - Current Tasmanian Registration to Work with Vulnerable People (Registration Status – Employment)
- Qualifications as established by the Tasmanian Industrial Commission in the Teaching Service (Tasmanian Public Sector) Award, 2005.
- Under the Teaching Service (Tasmanian Public Sector) Award;
 - Classification and progression is based upon training, qualifications, and satisfactory performance.
- Progression to Band 1 Level 13 requires an employee to have been at Band 1 Level 12 for 12 months or more and have full teacher registration as certified by the Teachers Registration Board (Tasmania).

Desirable

- Four years or more training as defined in the Teaching Service (Tasmanian Public Sector) Award 2005.
- Current certificate of registration; or provisional registration granted by the Teachers Registration Board (Tasmania).
- Specific Early Childhood Education qualification.

Working within the Department for Education, Children and Young People

The Department is responsible for the following areas within Tasmania

- Tasmanian Government Schools
- Child Safety
- Youth Justice
- Out of Home Care
- Libraries Tasmania
- Child and Family Learning Centres.

This is a department built entirely for children and young people and their communities. Our ultimate goal is to work together to ensure that every child and young person in Tasmania is known, safe, well and learning. The child is at the centre of everything we do, and the way we do it.

We work collaboratively across disciplines to combine knowledge, experience and ways of working to benefit children and young people.

However, we are a new Department – established in October 2022 – and we are still working together to build our Strategy and our culture and values. This work will be continuing into 2023, and we want all staff to be involved in this.

Values, Behaviours and Workplace Diversity

Our values of **Connection, Courage, Growth, Respect, Responsibility** represent the foundation of our Department's culture and guide us in all that we do to ensure **Bright lives. Positive futures.** for every child and young person in Tasmania.

We bring our values to life through our everyday behaviours and actions. We want to attract, recruit and retain people who uphold these values and are committed to building a strong values-based culture.

Our Department is committed to building inclusive workplaces and a workforce that reflects the diversity of the community we serve. We do this through a culture that ensures everyone is respected, and has equal access to opportunities and resources. We recognise and respect individual differences as well as people's career path, life experiences and education, and we value how these differences can have a positive influence on problem solving, team dynamics and decision making within our organisation.

State Service Principles and Code of Conduct

Employment in the State Service is governed by the *State Service Act 2000*. All employees are responsible for ensuring that the standards of behaviour and conduct specified in the State Service Principles and Code of Conduct are adhered to. All employees are expected to act ethically and with integrity in the undertaking of their duties. Employees who breach the code of conduct may have sanctions imposed.

The State Service Principles and Code of Conduct are contained in the *State Service Act 2000* and can be found on the State Service Management Office website at

<http://www.dpac.tas.gov.au/divisions/ssmo> together with Employment Direction No. 2 *State Service Principles*. All employees must read these and ensure they understand their responsibilities.

All employees are expected to utilise information management systems in a responsible manner in line with the DECYP Condition of Use policy statement located at [Department for Education, Children And Young People: Information technology policies](#)

Work Health and Safety

The Department is committed to high standards of performance in respect of work health and safety. All employees are expected to promote and uphold the principles of fair and equitable access to employment/promotion, personal development and training and the elimination of workplace harassment and discrimination.

In accordance with the *Work Health and Safety Act 2012*, all employees whilst at work are expected to participate in maintaining safe working conditions and practices and take reasonable care for their own health and safety, ensuring their actions do not adversely affect the health and safety of others. All employees are expected to comply with any reasonable instruction given by the Agency to ensure compliance with the Act and collaborate with Agency work health and safety policies, procedures and guidelines.

We are committed to providing a safe workplace for all employees and have zero tolerance to all forms of violence. The Department is a smoke-free work environment, and smoking is prohibited in all State Government workplaces, including vehicles and vessels.

Information & Records Management and Confidentiality

All employees are responsible and accountable to:

- Create records according to the business needs and business processes of their business unit or school that adequately document the business activities in which they take part.
- Register documents in an approved Business Information Management System.
- Access information for legitimate work purposes only.

All employees must not:

- Destroy delete or alter records without proper authority; or
- Remove information, documents or records from the Department without permission.

Delegations

This position may exercise delegations in accordance with a range of Acts, Regulations, Awards, administrative authorities and functional arrangements mandated by Statutory office holders including the Secretary. The relevant manager can provide details to the occupant of delegations applicable to this position.

The Department has a zero tolerance in relation to fraud and in exercising any delegations attached to this role the occupant is responsible for the detection and prevention of fraud, misappropriation and other irregularities, and for ensuring that all officers and employees are aware of the Fraud and Corruption Control Policy and reporting procedures.

Fraud Management

The Department has a zero tolerance to fraud. Officers and employees must be aware of, and comply with, the Agency's Fraud and Corruption Control Policy and Procedure and it is the responsibility of all officers and employees to report any suspected fraudulent activity to their Director or line manager or to the Manager Internal Audit.

We are committed to minimising the occurrence of fraud through the development, implementation and regular review of fraud prevention, detection and response strategies, and are conscious of the need to protect employees who advise management of suspected fraudulent activity from reprisal or harassment, and to comply with its obligations under the Public Interest Disclosure Act 2002. Any matter determined to be of a fraudulent nature will be followed up and appropriate action will be taken. This may include having sanctions imposed under the State Service Act 2000.

Category/funding/restrictions: Permanent or Fixed Term. Cost code: Specified for the School/College or Business Unit.

HR Office use only:

APPROVED BY HRM DELEGATE: 973874 – Deputy Director Strategic Recruitment and Payroll Operations – DATE

Request:

Date Duties and Selection Criteria Last Reviewed: insert month/year and initial e.g. 05/17 PMG
