Role Description
Early Childhood Director

Role Description Fields	Details
Cluster	Education
Department/Agency	TAFE NSW
Division/Branch/Unit	Student Experience Group
Position Description no	10132-01
Classification/Grade/Band	Early Childhood Director
Senior executive work level standards	Not Applicable
ANZSCO Code	134111
PCAT Code	1339192
Date of Approval	February 2021
Agency Website	www.tafensw.edu.au

Agency overview

TAFE NSW's purpose is to skill the workforce of the future. It is Australia's leading provider of vocational education and training with over 500,000 annual enrolments and a proud history for setting the benchmark for quality service. As the NSW public provider, it supports the NSW Government's priority to grow skills for the economy and jobs of tomorrow. Critically, TAFE NSW plays a vital role in providing vocational education in rural and regional NSW, and job training pathways for the most vulnerable in the community.

TAFE NSW offers the best of campus-based delivery as well as flexible, online and work-based learning. The TAFE NSW values of Customer First, Collaboration, Integrity and Excellence guide our team in strengthening communities, delivering world-class training for our students and producing job ready graduates for employers. The operating environment for TAFE NSW is dynamic as we leverage our scale, expertise, passion and reputation to meet the rapidly changing VET landscape.

TAFE NSW is committed to its students and customers and the role it plays in changing lives and opening up opportunities through learning.

Primary purpose of the role

This position is responsible for managing the overall operation of the campus based Early Learning Centre / Children's Centre for children aged from birth to school age. The position establishes the philosophy, policies and procedures for the Centre that meets the requirements of the Early Learning Framework. The position also promotes the Centre as an integral part of the campus environment, building internal supportive networks and ensuring access by a wide range of students, community and staff.

Key accountabilities

All key accountabilities are based on the National Law and Regulations, the Principles, Practices and outcomes detailed in the Early Years Learning Framework and the National Quality Framework.

1. Manage the overall operation and administration of the campus based Children's Centre to provide a high quality service to meet the needs of children, families, students' educators and TAFE NSW management within state and national legislative and regulatory requirements.
2. Develop an inclusive educational program based on the latest research involving observation, planning and implementing learning experiences to promote children's development, evaluating and keeping appropriate records including the effective use of technology to meet learning delivery and operational needs.
3. Create, implement and regularly review the Quality Improvement Plan (QIP), including reflecting on outcomes of self-assessment process.
4. Manage and supervise staff and child to staff ratios, organising duties for all staff, overseeing the delivery of the educational program, providing leadership, professional support, staff appraisal and fostering professional development.
5. Perform other duties, as required by TAFE NSW management related to the education and care of children.
6. Promote the Centre as an integral part of the campus environment by providing information and publicity to gain support and assistance from campus personnel and to ensure access by a wide range of students, community and staff.
7. Liaise and consult with parents concerning their needs and those of their children, encouraging parents to contribute to the educational program and participate in Centre activities.
8. Maintain up to date policies and procedures to meet operational and regulatory requirements and manage the Centre budget, calculating and receipting fees, purchasing equipment and consumables.
9. Establish a safe and healthy environment, developing appropriate practices and procedures for the care and welfare of children and educators, and ensuring the security and maintenance of equipment and premises.
10. Supervise students on work placements, providing professional advice and support and ensuring all relevant documentation is completed and recorded.
11. Establish effective records management processes and ensure children's records such as enrolments, emergency contacts, medical and developmental progress, are kept up to date.
12. Facilitate and/or attend Centre related meetings including parent and committee management meetings as required to inform and support Centre operations and services delivery.
13. Provide first aid treatment, administering medication, when requested by parents, and ensuring all relevant documentation is completed and recorded.

Key challenges

- Managing relationships with parents and guardians to ensure children are catered for according to their needs.
- Meeting the responsibilities of leading and managing both organisational and pedagogical goals within the legal and educational frameworks of the system.
- Managing staff and providing organisational leadership to ensure the continuity and development of staff.
- Balancing and managing the requirements of the Early Learning Framework and the legislative environment of TAFE NSW as a public sector organisation.
- Understanding and managing the nuances of operating a Children's Centre within a VET provider environment.

Key relationships

Internal

Who	Why
Line Manager	• Receive leadership, direction and support on compliance and legislation. • Collaborate on development and management of the TAFE NSW children's Centres.
Direct reports - Early Childhood Educators team at Children's Centre	• Provide leadership, direction and support. • Provide guidance on Centre policies, procedures and standards. • Guide on resolution of more complex issues.
Campus management and relevant specialists	• Liaising on matters relevant to facilities operations and amenity, for example, workplace health and safety, maintenance, security and cleaning. • Liaising on technology and other corporate systems requirements and support.

External

Who	Why

Government agencies for standards and compliance relating to children's services and well being	• Liaise with a range of government bodies and agencies regarding standards and compliance in children's services and child care, including:
	  o Australian Children's Education and Care Authority: for overarching coverage of NQF
	  o NSW Department of Education – Early Childhood Education: compliance regulator undertaking assessment and rating for Children's Service
	  o National Education Standards Authority – for regulation and maintenance of teacher registration
	  o Office of Children's Guardian: Working with children legislation and checks
	  o NSW Family and Community Services: for Mandatory Reporting and Additional Subsidy for Children at risk
	  o NSW Department of Health: Contact for notifications of contagious diseases.

Government bodies, agencies and third party providers administering child care subsidies	• Liaise on matters relating to child care subsidies processes and administration, including:
	  o Provider Digital Access (PRODA), Human Services: to assist with access to regulatory process and applications for child care subsidies
	  o HubWorks: for distribution of Child Care Subsidy via the HubHello system for Commonwealth Government
	  o Australian Government Department of Education: for additional child well-being subsidies.

Families, community members	• Liaise, inform and engage on matters relating to Children's Centres services, policies, standards, administration, events and activities. • Provide information and advice relating to children's health and development.

Role dimensions

Decision making

- Makes decisions, using good judgment, expertise and knowledge, under limited guidance from more senior staff, on Centre Management decisions tasks/assignments with considerable complexity and sensitivity.
- Matters requiring a higher level of approval are referred to the relevant manager.

Reporting line

Manager, Children's Centres Operations

Direct reports

Dependent on size of Children's Centre

Budget/Expenditure

TBA

Essential requirements

1. Diploma level qualification or Degree recognised by Australian Children's Education and Care Quality Authority (ACECQA) and a minimum of two years' experience in early childhood services.
2. A Working with Children Check, National Police Clearance and First Aid qualification that is approved by ACECQA that includes applying first aid, CPR, emergency asthma management, anaphylaxis and diabetes.
3. Demonstrated thorough knowledge and understanding of regulatory, compliance and quality standards applying to children's services including the National Quality Framework, Child Protection - Mandatory Reporting, and educator registration and checks.
4. Highly developed administrative, organisational and time management, staff management and financial management skills to balance the competing demands of Centre operations.
5. Highly developed communication, interpersonal, and negotiation skills with an ability to relate to children and adults, at all levels from diverse backgrounds and to facilitate communication between educators and families.
6. Proven skills in planning, implementing, evaluating and quality assuring an inclusive educational program, reflecting an approved learning framework, and meeting individual and group needs of children, including use of technology to support operations and program delivery.
7. Sound knowledge and understanding of children's development form birth through school age and an ability to ascertain additional needs and resourcing outside funding and support.
8. Demonstrated ability to work independently and within a team environment with self-motivation, initiative, flexibility and the capacity to establish the overall procedures of the Centre.

Capabilities for the role

The NSW public sector capability framework describes the capabilities (knowledge, skills and abilities) needed to perform a role. There are four main groups of capabilities: personal attributes, relationships, results and business enablers, with a fifth people management group of capabilities for roles with managerial responsibilities. These groups, combined with capabilities drawn from occupation-specific capability sets where relevant, work together to provide an understanding of the capabilities needed for the role.

The capabilities are separated into focus capabilities and complementary capabilities

Focus capabilities

Focus capabilities are the capabilities considered the most important for effective performance of the role. These capabilities will be assessed at recruitment.

The focus capabilities for this role are shown below with a brief explanation of what each capability covers and the indicators describing the types of behaviours expected at each level.

Focus capabilities

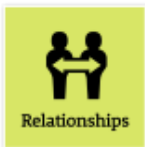| Capability group/sets	Capability name	Behavioural indicators	Level
Personal Attributes	**Display Resilience and Courage** Be open and honest, prepared to express your views, and willing to accept and commit to change	• Remain composed and calm and act constructively in highly pressured and unpredictable environments • Give frank, honest advice in response to strong contrary views • Accept criticism of own ideas and respond in a thoughtful and considered way • Welcome new challenges and persist in raising and working through novel and difficult issues • Develop effective strategies and show decisiveness in dealing with emotionally charged situations and difficult or controversial issues	Advanced
Personal Attributes	**Value Diversity and Inclusion** Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives	• Promote the value of diversity and inclusive practices for the organisation, customers and stakeholders • Demonstrate cultural sensitivity, and engage with and integrate the views of others • Look for practical ways to resolve any barriers to including people from diverse cultures, backgrounds and experiences • Recognise and adapt to individual abilities, differences and working styles • Support initiatives that create a safe and equitable workplace and culture in which differences are valued • Recognise and manage bias in interactions and decision making	Adept

	Communicate Effectively Communicate clearly, actively listen to others, and respond with understanding and respect	• Present with credibility, engage diverse audiences and test levels of understanding • Translate technical and complex information clearly and concisely for diverse audiences • Create opportunities for others to contribute to discussion and debate • Contribute to and promote information sharing across the organisation • Manage complex communications that involve understanding and responding to multiple and divergent viewpoints • Explore creative ways to engage diverse audiences and communicate information • Adjust style and approach to optimise outcomes • Write fluently and persuasively in plain English and in a range of styles and formats	Advanced
	Work Collaboratively Collaborate with others and value their contribution	• Encourage a culture that recognises the value of collaboration • Build cooperation and overcome barriers to information sharing and communication across teams and units • Share lessons learned across teams and units • Identify opportunities to leverage the strengths of others to solve issues and develop better processes and approaches to work • Actively use collaboration tools, including digital technologies, to engage diverse audiences in solving problems and improving services	Adept
	Plan and Prioritise Plan to achieve priority outcomes and respond flexibly to changing circumstances	• Understand the team and unit objectives and align operational activities accordingly • Initiate and develop team goals and plans, and use feedback to inform future planning • Respond proactively to changing circumstances and adjust plans and schedules when necessary • Consider the implications of immediate and longer-term organisational issues and how these might affect the achievement of team and unit goals • Accommodate and respond with initiative to changing priorities and operating environments	Intermediate

	Think and Solve Problems Think, analyse and consider the broader context to develop practical solutions	• Research and apply critical-thinking techniques in analysing information, identify interrelationships and make recommendations based on relevant evidence • Anticipate, identify and address issues and potential problems that may have an impact on organisational objectives and the user experience • Apply creative-thinking techniques to generate new ideas and options to address issues and improve the user experience • Seek contributions and ideas from people with diverse backgrounds and experience • Participate in and contribute to team or unit initiatives to resolve common issues or barriers to effectiveness • Identify and share business process improvements to enhance effectiveness	Adept
	Finance Understand and apply financial processes to achieve value for money and minimise financial risk	• Understand basic financial terminology, policies and processes, including the difference between recurrent and capital spending • Consider financial implications and value for money in making recommendations and decisions • Understand how financial decisions impact the overall financial position • Understand and act on financial audit, reporting and compliance obligations • Display an awareness of financial risk, reputational risk and exposure, and propose solutions to address these	Intermediate
	Manage and Develop People Engage and motivate staff, and develop capability and potential in others	• Define and clearly communicate roles, responsibilities and performance standards to achieve team outcomes • Adjust performance development processes to meet the diverse abilities and needs of individuals and teams • Develop work plans that consider capability, strengths and opportunities for development • Be aware of the influences of bias when managing team members • Seek feedback on own management capabilities and develop strategies to address any gaps • Address and resolve team and individual performance issues, including unsatisfactory performance, in a timely and effective way • Monitor and report on team performance in line with established performance development frameworks	Adept

Complementary capabilities

Complementary capabilities are also identified from the Capability Framework and relevant occupation-specific capability sets. They are important to identifying performance required for the role and development opportunities.
Note: capabilities listed as 'not essential' for this role are not relevant for recruitment purposes however may be relevant for future career development.

Capability group/sets	Capability name	Description	Level
Personal Attributes	Act with Integrity	Be ethical and professional, and uphold and promote the public sector values	Adept
Personal Attributes	Manage Self	Show drive and motivation, an ability to self-reflect and a commitment to learning	Adept
Relationships	Commit to Customer Service	Provide customer-focused services in line with public sector and organisational objectives	Adept
Relationships	Influence and Negotiate	Gain consensus and commitment from others, and resolve issues and conflicts	Intermediate
Results	Deliver Results	Achieve results through the efficient use of resources and a commitment to quality outcomes	Adept
Results	Demonstrate Accountability	Be proactive and responsible for own actions, and adhere to legislation, policy and guidelines	Adept
Business Enablers	Technology	Understand and use available technologies to maximise efficiencies and effectiveness	Intermediate
Business Enablers	Procurement and Contract Management	Understand and apply procurement processes to ensure effective purchasing and contract performance	Intermediate
Business Enablers	Project Management	Understand and apply effective planning, coordination and control methods	Intermediate
People Management	Inspire Direction and Purpose	Communicate goals, priorities and vision, and recognise achievements	Intermediate
People Management	Optimise Business Outcomes	Manage people and resources effectively to achieve public value	Intermediate
People Management	Manage Reform and Change	Support, promote and champion change, and assist others to engage with change	Intermediate