



position description

POSITION TITLE	Educational Leader (Teaching)
AWARD AND CLASSIFICATION	Early Education Employees Agreement 2020 - 2024, Classification dependent on qualifications.
DIRECTORATE	Community and Partnerships
BUSINESS UNIT	Child and Family Services
REPORTS TO	Kindergarten Service Leader
SUPERVISES	Kindergarten Teachers and Educators Students and volunteers
EMPLOYMENT STATUS	
DATE	
EMPLOYEE NAME	

ORGANISATIONAL CONTEXT

Wodonga Council’s vision is to be a vibrant, well-planned city where people, nature and opportunity thrive through connection, resilience and leadership. This vision underpins our mission to deliver efficient services and infrastructure through responsible financial management, ensuring value for the community and long-term sustainability.

Wodonga Council is committed to sustainable economic growth, responsible resource management and creating opportunities that enhance wellbeing, environmental sustainability and community connection.

Governance is provided by seven elected councillors, with the Chief Executive Officer (CEO) responsible for implementing Council decisions. The CEO is supported by an organisational structure comprising three directors and more than 300 staff who work collaboratively to deliver a broad range of services that meet the evolving needs of our community.

Early childhood education plays an important role in supporting the learning, development and wellbeing of children and families within the community. Through inclusive and high-quality kindergarten services, Wodonga Council helps create positive early years outcomes by providing safe, engaging and responsive learning environments that support child development, school readiness and family connection. The service works collaboratively with families, schools and community partners to promote inclusion, early intervention and positive lifelong outcomes for children.



Trust



Respect



Integrity



Learning

Vision: A vibrant, well-planned city where people, nature and opportunity thrive through connection, resilience and leadership.

Mission: Wodonga Council delivers efficient services and infrastructure through responsible financial management, ensuring value for the community and long-term sustainability.

As part of this service, the Educational Leader contributes to educational quality, workforce capability and continuous improvement across kindergarten programs. Through educational leadership, mentoring and reflective practice, the role supports educators to deliver compliant, evidence-based and child-focused programs aligned with contemporary early childhood frameworks and best practice standards. The position also supports sustainable and community-focused service delivery through strong collaboration, inclusion and ongoing quality improvement initiatives.

POSITION OBJECTIVES

The Educational Leader holds dual role with responsibilities for both Educational Leadership and teaching. The role will plan, supervise, implement and evaluate a quality kindergarten program within their service while leading and supporting educators to ensure best practice. They will comply with all Educational and Care Services National Laws and Regulations, and the National Quality Framework standards. They will use leadership strategies to ensure the team provides a safe, educational and caring environment. The Educational Leader is also the appointed Nominated Supervisor at the designated service as per regulatory requirements.

ACCOUNTABILITY AND EXTENT OF AUTHORITY, INCLUDING DUTIES

Programming

- Delivers engaging and inclusive kindergarten programs aligned with the Education and Care Services National Law, Children's Services Regulations, Department of Education requirements and contemporary early childhood best practice to support positive learning and developmental outcomes for children.
- Plans, implements and evaluates educational programs and integrated learning practices by monitoring children's progress, responding to individual and group needs, and supporting effective transitions to school in collaboration with families, educators and school personnel.
- Builds positive partnerships with parents, families and support professionals by encouraging active participation in the kindergarten program, maintaining open communication and supporting the inclusion and integration of children with additional needs.
- Maintains safe, nurturing and stimulating learning environments while contributing to continuous improvement through ongoing professional development, reflective practice and the application of contemporary early childhood knowledge and skills.
- Maintain high-quality documentation practices to ensure all parents are informed of the early years program by clearly documenting and displaying the program, including learning objectives and goals. Actively seek and incorporate parent input into program development while planning, implementing, and evaluating the program's effectiveness. This includes recording each child's progress, learning and development, and reflecting on outcomes at the end of each term to ensure programs are responsive to individual children, group needs, and aligned with service expectations and compliance requirements.

Management

- Supports the day-to-day coordination and administration of the kindergarten service by assisting with operational management, policy and procedure development, reporting requirements and participation in relevant meetings to support effective and compliant service delivery.
- Maintains compliance with the Education and Care Services National Law, National Regulations, National Quality Framework and Council procedures by managing medication administration, maintaining accurate records and reporting incidents, injuries, hazards and risks in accordance with legislative and organisational requirements.
- Supports positive family and community engagement by assisting Parent Groups, encouraging parental involvement in kindergarten activities and supporting fundraising and community participation initiatives.
- Maintains safe, secure and well-managed facilities and resources by addressing maintenance and safety concerns, supporting risk and contingency planning, adhering to purchasing procedures and promoting the appropriate use and protection of Council assets and property

Administration

- Maintains accurate, confidential and compliant records, including that of child records/family records, medical details, attendance, incidents, learning progress and developmental outcomes, staff records and

legislated compliance and regulation records, to support individualised planning and meet legislative and Council requirements.

- Coordinates day-to-day kindergarten administration activities by supporting teachers and educators to complete operational tasks, maintain required documentation and ensure the effective delivery of kindergarten services.
- Manages kindergarten resources and operational reporting by maintaining adequate equipment and material supplies, identifying future resource requirements and notifying Council of vacancies and equipment needs within required timeframes.

Educational Leadership

- Leads, mentors and supports educators, students and the broader educational team by facilitating professional conversations, team meetings, induction, supervision and reflective practice to strengthen capability, collaboration, continuous improvement and high-quality program delivery.
- Leads the planning, implementation, documentation and evaluation of educational programs aligned with the Victorian Early Years Learning and Development Framework (VELDF), National Quality Framework (NQF) and Empowering Children Framework to support children’s learning, inclusion, additional needs and successful transitions.
- Maintains compliant, safe and high-quality kindergarten operations by leading continuous improvement initiatives aligned with the National Quality Framework, maintaining mentoring and Quality Area 7 documentation, supporting educator capability development, ensuring effective use of approved systems and escalating operational risks, issues and concerns as required.
- Builds positive relationships with families, allied professionals and key stakeholders while modelling best practice within the program and maintaining safe, inclusive and well-maintained learning environments for children and staff.
- Demonstrates a high level of skill in maintaining accurate, meaningful, and compliant documentation, ensuring all records of children’s learning, development, and program outcomes are clear, current, and aligned with regulatory requirements. Guides educators in implementing consistent documentation practices that effectively communicate children’s progress to families, support reflective practice, and inform ongoing program planning, while upholding service quality standards and compliance obligations.

Community Development

- Builds collaborative relationships with the Kindergarten Team Leader, Kindergarten Service Leader and broader family and children’s services to support integrated service delivery, effective communication and smooth transitions for children and families across services.
- Contributes to the planning, evaluation and continuous improvement of Early Childhood Services by participating in relevant meetings, professional development and ongoing learning to maintain contemporary knowledge of early childhood theories, research and best practice.

COUNCIL EMPLOYEE VALUES AND BEHAVIOURS

You are expected to demonstrate the values in your everyday work and your interactions with colleagues and the community.

Trust	<p>Talk straight – Say what you mean and mean what you say</p> <p>Create transparency – Do not withhold information unnecessarily or inappropriately</p> <p>Right wrongs</p> <p>Practice accountability – Take responsibility for results without excuses</p> <p>Extend trust – Show a willingness to trust others, even when it involves a measure of risk</p>
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Respect	Treat other people with courtesy, politeness and kindness, no matter what their position or opinion Listen first – Seek to understand others before trying to diagnose, influence or prescribe
Integrity	Tell the truth in an appropriate and helpful manner that does not compromise the organisation’s objectives and values Keep confidences Do what you say you will do to the best of your ability Be open about mistakes Speak of those that are absent only in a positive way
Learning	Work together and learn from each other Continuously improve and innovate Be open to change There is a high degree of responsibility for results – delivery without excuses

CAPABILITIES AND BEHAVIOURS

Demonstrate competency in each of the 7 capabilities of an Officer, according to the People and Performance Framework in Attachment 1, and practice the corresponding behaviours indicated for each capability.

JUDGEMENT AND DECISION-MAKING SKILLS

- Applies sound professional judgement to make day-to-day decisions about program delivery, child safety, supervision, family communication and service operations.
- Identifies and responds to moderately complex issues involving children, families, staff or service requirements, escalating matters where required.
- Uses early childhood knowledge, legislation, policies and professional standards to determine appropriate approaches to learning, inclusion, compliance and risk management.
- Prioritises competing operational, educational and administrative demands to ensure the service operates safely, effectively and in line with required standards.

SPECIALIST KNOWLEDGE AND SKILLS

- Applies strong knowledge of early childhood development, learning frameworks and curriculum planning to support quality educational programs for children aged 0–8 years.
- Maintains a strong understanding of the Education and Care Services National Law and Regulations, National Quality Framework and relevant Council procedures to support compliant service delivery.
- Uses knowledge of inclusive practice, child wellbeing and family support services to respond to the needs of children and families.
- Provides practical guidance to educators, students and volunteers to strengthen program quality, documentation, reflective practice and professional capability.
- Maintains sound administrative and record-keeping skills to ensure accurate service documentation, reporting and confidentiality.
- Applies negotiation, communication and conflict resolution skills to respond effectively to family, staff and operational matters.

MANAGEMENT SKILLS

- Coordinates daily service operations, staffing priorities and program requirements to ensure the kindergarten operates safely, smoothly and effectively.
- Supervises and supports teachers, educators, students and volunteers by providing direction, feedback, guidance and on-the-job support.
- Monitors compliance, risk and quality requirements to ensure issues are identified, reported and addressed in accordance with legislation and Council procedures.
- Supports staff development and reflective practice through coaching, professional discussion, performance planning and participation in continuous improvement activities.

INTERPERSONAL SKILLS

- Builds positive and professional relationships with children, families, staff and external stakeholders to support collaborative, inclusive and family-centred service delivery.
- Communicates clearly, respectfully and effectively in both verbal and written formats to provide guidance, share information and respond to enquiries, concerns and sensitive situations.
- Works cooperatively within a team environment and provides leadership, support and mentoring to educators, students and volunteers to encourage a positive, respectful and high-performing workplace culture.
- Uses negotiation, conflict resolution and interpersonal skills to manage challenging situations, support constructive outcomes and maintain strong working relationships with families and colleagues.
- Liaises effectively with schools, specialist support services and community organisations to support integrated service delivery, inclusion and positive transition outcomes for children and families.

INFORMATION TECHNOLOGY SKILLS

Be computer literate and have the ability to quickly learn and adopt software programs used by the organization relevant to the position.

CUSTOMER SERVICE SKILLS

- Builds respectful and professional relationships with children, families, staff and community stakeholders to support positive service experiences.
- Communicates clearly, sensitively and accurately to ensure families understand service information, child progress and program requirements.
- Responds to enquiries, concerns and feedback in a helpful and timely manner while maintaining confidentiality and professional boundaries.
- Supports equitable access and inclusion by assisting families with diverse needs to participate in Council's kindergarten services.

EMERGENCY MANAGEMENT DUTIES

As and when required, assist in dealing with any emergency situation which affects the operation of the council and/or wellbeing of the community.

QUALIFICATIONS AND EXPERIENCE

- Early Childhood Teaching Qualification – Preferred 4 years tertiary as approved by Department of Education.

LICENCES AND MANDATORY REQUIREMENTS

- Current Drivers Licence
- Evidence of Eligibility to work in Australia.
- National Police Check (required to be supplied by the employee or prospective employee prior to commencement)
- Victorian Working with Children Check (required to be supplied by the employee or prospective employee prior to commencement, and renewed as required)
- Victorian Institute of Teaching registration
- First Aid in and Education and Care Setting (HLTAID012)

- CPR (HLTA009)
- Mandatory Reporting
- National Child Safety Training
- Food Safety Training
- Anaphylaxis certificate (VU23090 or 22578VI)

EQUAL OPPORTUNITY EMPLOYER

Wodonga Council is an equal opportunity employer. We ensure fair, equitable and non-discriminatory consideration is given to all, regardless of age, sex, disability, marital status, pregnancy, sexual orientation, race, religious beliefs or other protected attribute. We recognise our proactive duty to ensure compliance with equal opportunity and to eliminate all forms of discrimination.

INHERENT REQUIREMENTS OF THE JOB

For details of the inherent requirements of the job, please see Attachment 2.

COGNITIVE JOB DEMANDS

The position is required to operate at the Officer level and will be required to demonstrate the personal competencies and behaviours detailed in the People and Performance Framework attached. The cognitive demands of the role include:



- Having difficult or uncomfortable conversations.
- Meet performance expectations.
- Working in a professional capacity within the work environment.
- Being willing and able to adapt to change.
- Demonstrating resilience under pressure, and in changing and challenging circumstances.

KEY SELECTION CRITERIA

1. Bachelor of Education (Early Childhood).
2. Sound knowledge of the needs and issues that affect young children and families.
3. Excellent understanding of policies, procedures and regulations relevant to the provision of the service.
4. Excellent negotiation and conflict resolution skills
5. The ability to adapt to new concepts and ideas in relation to the kindergarten program.

Staff member signature

People and performance framework

CUSTOMER SERVICE AND COMMUNICATION  Understanding and valuing our customer needs to make sure we provide quality customer service.		BUILD AND ENHANCE RELATIONSHIPS  Collaborating and working with our people and community.		PLAN, ORGANISE AND DELIVER  Performing work to the best of our ability to deliver successful outcomes for our people and community.	
FUTURE FOCUS  Identifying ways we can do better and anticipating future opportunities.		PEOPLE DEVELOPMENT  Looking after the personal and professional growth of our people.		MANAGE HEALTH AND WELLBEING  Recognising the importance of staff health and wellbeing.	
		SAFETY AND RISK MANAGEMENT  Prioritising safe and ethical behaviour and decision-making in everything we do.			

Customer Service and Communication

Demonstrates commitment to a high standard of service to customers and the community.	<ul style="list-style-type: none"> • Is helpful, shows respect, courtesy and fairness with staff and customers • Demonstrates empathy and a willingness to assist • Communicates information clearly • Listens and asks questions to understand customer needs and point of view • Proactively seeks solutions and keeps customers informed of progress • Operates within council procedures and policies • Writes in a way that is logical and easy to follow
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Build and Enhance Relationships

Works co-operatively and effectively with others.	<ul style="list-style-type: none"> • Demonstrates clear, open and honest communication • Works constructively to resolve conflict • Shows enthusiasm to help others • Listens and respects the value of different views, ideas and ways of working • Builds and sustains positive relationships with staff and customers • Actively participates in team and other activities • Keeps others informed and seeks clarification when required
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Plan, Organise, Deliver

Organises and prioritises own work to meet work commitments.	<ul style="list-style-type: none"> • Demonstrates effective use of time and resources to meet expectations and achieve outcomes • Understands what is required of the role and how this contributes to team priorities • Keeps appropriate people informed on progress of tasks and projects • Seeks information when required, demonstrates initiative • Undertakes to complete all tasks with a positive, can-do attitude
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Future Focus	
Looks for improvements and is adaptable to change.	<ul style="list-style-type: none"> • Understands council vision and purpose and how their role fits in • Is willing to adapt to changing processes, systems, technology and environments • Looks for improvements and better ways of doing things • Seeks support and clarification when required

People Development	
Welcomes opportunities for learning and self-development.	<ul style="list-style-type: none"> • Displays council values • Reflects upon own performance • Seeks and acts upon feedback • Sets goals for personal and professional development • Finds ways to learn and improve in the completion of day-to-day tasks • Takes responsibility for own work and meeting job requirements

Manage Health and Wellbeing	
Takes responsibility for self-care and managing work-life balance.	<ul style="list-style-type: none"> • Demonstrates effective time management and prioritising of tasks • Is aware of, controls and expresses their own emotions appropriately • Recognises when support is needed • Accepts responsibility for their own actions and outcomes • Is aware of the importance of self-care

Safety and Risk Management	
Takes responsibility for personal actions and reports safety and compliance concerns.	<ul style="list-style-type: none"> • Remains vigilant in ensuring a safe working environment for self and others • Is aware of risk and takes action to prevent problems • Reports hazards, incidents (including near misses) and compliance concerns in a timely way • Understands the importance of honesty and transparency • Avoids and discloses conflicts of interest and guards against the misuse of council resources and assets • Complies with policies and procedures

ATTACHMENT 2

INHERENT REQUIREMENTS OF THE JOB

Wodonga Council will provide reasonable adjustments to assist a person with a disability to perform these inherent requirements of the job.

FREQUENCY	% OF WORK DAY / TASK
Rare (R)	0-5%
Occasional (O)	6-33%
Frequent (F)	34-66%
Constant (C)	67-100%

TASK	DESCRIPTION	INHERENT REQUIREMENTS	DEMAND	FREQUENCY			
				R	O	F	C
Service delivery	Providing learning service to children and families	<ul style="list-style-type: none"> Liaison with staff of all levels Liaison with families Interaction with children Liaison with external stakeholders Setting up of educational play spaces Preparing resources Maintenance order and cleanliness of environment Supervision of others 	Walking				X
			Standing				X
			Sitting		X		
			Bending				X
			Kneeling		X		
			Squatting			X	
			Carrying <5kgs			X	
			Lifting up to 15kg			X	
			Twisting			X	
			Neck rotation				X
			Fine motor skills		X		
			Reaching			X	
			Provide instructions				X
			Maintain concentration				X
			Decision making			X	
			Complex problem solving			X	
			Interaction with others				X
			Exposure to confrontation			X	
			Respond to change			X	
			Prioritisation				X
Walking				X			
Standing				X			
Sitting		X					
Bending				X			
Kneeling		X					

TASK	DESCRIPTION	INHERENT REQUIREMENTS	DEMAND	FREQUENCY			
				R	O	F	C
Administration	Desk based duties relating to the role	<ul style="list-style-type: none"> • Liaison with staff of all levels • Filing of children's forms ie: enrolment forms, medication forms etc. • Phone use • Computer use • Yard checks • Use of multiple computer systems and software's • Staff meeting minutes • Facilitating and attending meetings • Program writing • Reporting 	Walking		X		
			Standing			X	
			Sitting				X
			Reaching		X		
			Fine motor skills				X
			Neck rotation				X
			Provide instructions			X	
			Maintain concentration				X
			Decision making			X	
			Simple problem solving		X		
			Interaction with others			X	
			Respond to change		X		
			Exposure to confrontation		X		
			Respond to change				X
			Prioritisation				X