

Position Description

Position Title	Preschool Field Officer
Directorate	Community Strengthening
Department/Business Unit	Community Wellbeing
Team	Children's Services
Classification	Band 6
Date	November 2025
Reports to:	Team Leader Children's Services Support
Supervises:	Nil
Internal Liaison:	All Council Departments
External Liaison:	Client families and children / Kindergarten service providers and staff Dept of Education Training / Dept of Families, Fairness and Housing Dept of Health and Human Services / Allied Health Organisations National Disability Insurance Scheme and support agencies for inclusion

Position Objectives

The primary objectives of the position are to:

- Support and guide early childhood educators to enhance their capacity and confidence in providing an inclusive high quality kindergarten program that is responsive to the needs of all children and inclusion of children with additional needs.
- Provide direct contact with the child and family in the kindergarten setting, in collaboration with and through the early childhood educator in a manner that respects the educator's ongoing relationship with the child and family.
- Provide knowledge of both child development and of appropriate strategies for supporting children's additional needs, recognising the factors that influence effective adult learning and build respectful collaborative partnerships that recognise and build on educators' strengths.

Key Selection Criteria

You need these essential qualifications (or experience), knowledge and skills to carry out this position:

- Degree qualified Early Childhood Educator (qualification in Special Education is preferred) with some relevant experience in planning and delivering high quality inclusive kindergarten program. Relevant skills, knowledge and experience should include:
- A strong understanding of how to facilitate change and experience with capacity building strategies including collaboration, consultation, and coaching including:
 - a demonstrated ability to work in collaborative partnerships with other professionals,
 - build and manage a diverse range of networks and form positive working relationships with early childhood professionals.
 - expertise and knowledge of specialist referral networks that bridge the gap between kindergarten and specialist services.
- a practical and theoretical knowledge of both program planning and program delivery in kindergarten settings and an understanding and ability to apply the practice principles of the Victorian Early Years Learning Framework in their Preschool Field Officer role.
- a strong understanding of typical and atypical child development as well as the potential impact of additional needs on a child's learning, wellbeing, and development including a sound understanding of program strategies and adaptations to support children's learning.

- a strong understanding of inclusive practice to support responsiveness to the diverse needs of all children in the context of kindergarten programs including a demonstrated knowledge and understanding of the barriers and enablers of inclusion in kindergarten settings.
 - experience in responding to the diversity of children, families, and educators, recognising, and building on strengths including an understanding of the impact of trauma and disadvantage on a child's development and the importance of relationships in fostering a child's learning and development and a knowledge, respect, and value of the needs of a diverse community, including cultural parenting practices.
 - Well-developed interpersonal, written and verbal communication skills along with skills in the Microsoft Office suite of programs and ability to input data into and maintain systems such as KIMS.
- ☒ satisfactory (and ongoing) Working with Children's Check
 - ☒ satisfactory (and ongoing) Police Check
 - ☒ current valid (and ongoing) Victorian Driver's Licence
 - ☒ ongoing First Aid and CPR (specify) including:
 - ☐ Provide First Aid (Level 2)
 - ☒ Provide First Aid in an Education and Care Setting
 - ☒ First Aid Management of Anaphylaxis

Position Specific Responsibilities & Skills

In this position, you are responsible for:

Capacity building support	• Build professional partnerships and collaborative relationships with educators, providing planning support that respects, acknowledges, and complements the educator's expertise in supporting children's learning and development through the provision of information and resources, and the identification of adaptations, strategies, and experiences. • Provide coaching to educators to assist with planning and implementation of an inclusive kindergarten program that identifies and supports a child with additional needs through contributing to the assessment of the child's capabilities as well as their learning and developmental needs. • Model specific skills, suggestions and strategies with educators and provide assistance to embed child specific teaching and learning approaches and opportunities into the everyday kindergarten environment. • Identify referral pathways and facilitation of linkages for families to the range of child and family supports, including more specialised assessment and services where indicated.
Working in partnership with families	• Act as a role model for strength-based conversations with parents regarding their child's development or acting as support for the educator as they lead conversations with families. • Build skills and confidence of the early childhood educator to respect the family as decision maker for their child and support and coach the early childhood educator to understand the range of services and supports available to enhance child and family functioning, identifying, and linking families to a range of supports available that support the educator's program planning for the child in the kindergarten. • Directly observe the child in the kindergarten environment and contribute to the educator's assessment of a child's capabilities as well as their learning and development needs in the kindergarten program and support referral pathways for specialised assessment or support services.
Records and Reporting	• Maintain appropriate records of support provided and children information, collecting appropriate statistics and submitting reports on service as required under Department of Education and Training service agreement and Preschool Field Officer Guidelines. • Collect appropriate statistics and provide input to required reports, maintaining, and uploading data to Department of Education and Training software (KIMS). •

Management and Interpersonal skills	• Ensuring an innovative and creative approach that provides a positive outcome for children, families, and services, by keeping up to date with current issues effecting inclusive program delivery • Maintaining and submitting all reports and statistics within stated guidelines, • Highly developed interpersonal, written, and oral communication skills, promoting relevant specialist training to a broad range of children's services, • The ability to gain cooperation and assistance from families, kindergarten staff and related agencies in the administration and implementation of defined Preschool Field Officer activities.
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Core Organisational Capabilities

We have a Core Capability framework to help everyone succeed and develop for their current and future positions. The relevant capabilities for this position are at the back.

REACH Values

Our REACH values define who we are and how we interact with others. They define how each of us should aim to operate in the workplace regardless of the role we hold. Our REACH values are at the back.

Child Safe Organisation

Greater Dandenong City Council has zero tolerance of child abuse and is committed to creating and maintaining a child safe and child friendly City where all children are valued and protected from abuse.

Organisational Responsibilities

Everyone at Council has the following responsibilities and obligations:

Emergency Management	• Help Council fulfil its emergency management obligations by assisting in emergency management activities as required.
Child Safety	• Understand obligations and act in an appropriate manner with and around children. • Promote positive work practices with children. • Establish boundaries around acceptable and unacceptable behaviour in relation to children. • Adhere to reporting obligations where there is suspected or discovered child abuse.
Climate Change & Sustainability	• Help support Council's response to the climate emergency by helping facilitate a whole -of-organisation approach where climate change mitigation and adaptation is embedded into all Council services, assets, operational and decision-making processes.
Compliance	• Remain mindful of the requirements of the Victorian Charter of Human Rights at all times. • Manage Council records in accordance with the relevant Council policies and corporate requirements to protect personal information. • Perform other duties as directed within the limits of acquired skills, knowledge, and training. • At all times, take responsibility for maintaining the strictest levels of confidentiality regarding ratepayers, customers, and employees. • At all times, comply with Council's Code of Conduct - Staff.
Diversity, inclusion and equity	• Demonstrate an understanding of and the ability to work with, diversity in the workplace, including: ○ zero tolerance of racism and expectations that staff will act on incidents of racism ○ supporting Aboriginal and Torres Strait Islander children to express their culture and enjoy their cultural rights.

Gender Equality	Support Councils response to the prevention of violence against women and workplace sexual harassment, including by modelling acceptable behaviour, and reporting improper conduct in a timely manner.
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Inherent requirements of the position

These are the essential requirements of this position:

Council has a Flexible Work Policy. All staff are required to attend the workplace for the minimum number of days specified in the Policy.

Working out of standard business hours

- ☒ Not required.
- ☐ This role may be subject to work related contact outside of normal business hours. (Refer to Working out of hours under position specific responsibilities.)

On a typical day, approximately this much time would be spent on the following activities:

Cognitive Requirements	Task details (typical tasks)	Frequency (% of the working day)			
		Rare/ Never	Occasional 0 – 33%	Frequent 34 – 66%	Constant >66%
Working independently – ability to utilise autonomy with respect to the processes by which tasks are completed. Little to no autonomy with respect to the work allocated to them by the supervisor		☐	☐	☒	☐
Team based work – works in a team of people and not exposed to isolation		☐	☐	☒	☐
Communicating with others – Verbally		☐	☐	☐	☒
Communicating with others - Written		☐	☐	☒	☐
Focused Attention to task – high levels of attention required to minimise errors and ensure accuracy		☐	☐	☐	☒
Concentrating – high levels of concentration required while completing required tasks		☐	☐	☒	☐
Planning and sequencing tasks and activities		☐	☐	☒	☐
Decision making – required to exercise sound decision making while completing all aspects of the position		☒	☐	☒	☐
Problem solving – requirement to develop sound solutions to novel or unusual problems arising during the course of the day		☐	☐	☒	☐
Reasoning – required to exercise sound reasoning while completing all aspects of the position within defined scope		☐	☐	☒	☐
Judgement – required to exercise sound judgement while completing all aspects of the position within defined scope		☐	☐	☒	☐
		☐	☐	☒	☐

Cognitive Requirements	Task details (typical tasks)	Frequency (% of the working day)			
		Rare/ Never	Occasional 0 – 33%	Frequent 34 – 66%	Constant >66%
Short and long-term memory recall – ready access to documented procedures or precedents to perform requirements of the position					
Emotional resilience – exposure to stressful or distressing situations including meeting specified deadlines and production demands, dealing with aggressive or upset customers/clients, high conflict situations, general workload demands, change beyond individual's personal control		☐	☐	☒	☐
Interruptions – frequency of interruptions to daily work plans and requirement to change work plans at short notice		☐	☐	☒	☐

Physical Requirements

- ☐ This position requires more than 10% (on average) daily work rate of manual handling/physical exertion. [If this position requires ≥10% (on average) daily work rate of manual handling / physical exertion, a Task Analysis is then required to be established by an Occupational Therapist [OT] for further assessment (please contact the OHS Team for further information).]
- ☐ This position requires a vision test
- ☐ This position requires a hearing test

Note: To determine % of manual handling / physical exertion on average per working day.

7.6 hour day = 456 minutes. 10% of 456 minutes = 45.6 minutes per day.

8.00 hour day = 480 minutes. 10% of 480 minutes = 48.0 minutes per day.

8.44 hour day = 506 minutes. 10% of 506 minutes =50.6 minutes per day.

Physical Requirements	Task detail	Frequency (% of the working day)			
		Rare / Never	Occasional 0 – 33%	Frequent 34 – 66%	Constant >66%
Mobility/Postures					
Sitting – stay in a seated position		☐	☐	☒	☐
Standing – standing in an upright position, moving less than 3 steps		☐	☐	☒	☐
Walking – In an upright position, moving more than 3 steps		☐	☐	☒	☐
Crawling – Move on the hands & knees or by dragging the body close to the ground		☒	☐	☐	☐
Non-manual handling					
Crouch/squat – To lower the body by bending forward from legs and spine, buttocks on or near the heels		☐	☒	☐	☐
Kneeling – To lower the body		☒	☐	☐	☐
Bending – To bend forward and down from the waist or the middle of the back, rounding the shoulders and back for more than 3 seconds		☐	☒	☐	☐
Reaching – Extending arms out in any direction		☒	☐	☐	☐
		☐	☒	☐	☐

Physical Requirements	Task detail	Frequency (% of the working day)			
		Rare / Never	Occasional 0 – 33%	Frequent 34 – 66%	Constant >66%
Twisting/trunk rotation – Rotating the body to one side or the other without moving the feet					
Fine manipulation/pinch grip – Fingers are on one side of the object and thumb on the other, typically without the object touching the palm		☐	☒	☐	☐
Power/open hand grip – Using the whole hand to grasp an object, typically used to handle large or wide objects where the fingers are extended		☐	☒	☐	☐
Writing/typing		☐	☐	☐	☒
Climb ladders		☒	☐	☐	☐
Climb or descend stairs		☐	☐	☒	☐
Low level work – Performing manual handling actions at or near ground level		☐	☒	☐	☐
Manual Handling					
Lift/Carry/Hold – Raising or lowering an object from one level to another and holding/transporting the object using the hands, arms or on the shoulders		☐	☒	☐	☐
Pushing/Pulling – Applying force to move something away or closer to one's self, including static positions		☒	☐	☐	☐
Kilograms of force (kg.f) – Amount of force or effort required to perform a specific task or part of a task		☐	☒	☐	☐
Weight requirements – lift, carry, push, pull or hold					
1-5kg		☐	☐	☒	☐
5.1 – 10kg		☐	☒	☐	☐
10.1 – 15kg		☒	☐	☐	☐
15.1 – 20kg		☒	☐	☐	☐
Lift floor to hip		☐	☒	☐	☐
Lift waist to shoulder		☒	☐	☐	☐
Lift overhead		☒	☐	☐	☐
Pushing/pulling		☐	☒	☐	☐

Band descriptors (as defined in Council's Enterprise Agreement)

These descriptors help to classify the position:

Accountability and Extent of Authority

The position is directly held responsible for:

- The Preschool Field Officer will manage resources of the program and provide advice to kindergarten staff and families in relation to the inclusion of children with additional needs in a funded kindergarten program.
- In managing these resources, the freedom to act is governed by clear objectives and/or budgets with a regular reporting mechanism to ensure adherence to goals and objectives. The effect of decisions and actions taken at this level is usually limited to the quality or cost of the programs and projects being managed.
- The Preschool Field Officer supported is a targeted and time limited capacity building program and not a case management program. In most instances, an episode of support (case) should not exceed 10 hours. Where support is likely to exceed 10 hours, the Preschool Field Officer should consult the Team Leader of Children's Services Support and liaise with their local Department of Education and Training, Early Childhood Improvement Branch.
- The Preschool Field Officer will provide specialist advice to families and kindergarten staff, the freedom to act is subject to the National Quality Framework, Victorian Early Years Learning Framework and policies determined by Department of Education and Training and regular supervision with the Team Leader Children's Services Support. The effect of decisions and actions taken in relation to individual clients may be significant, but it is usually subject to appeal or review by more senior employees.

Judgement and Decision-Making Skills

Judgement and decision making is within the following scope:

- The nature of the work of the Preschool Field Officer is specialised with methods, procedures and processes developed from theory or precedent.
- The work may involve improving and/or developing methods and techniques generally based on previous experience and problem solving may involve the application of these techniques to new situations.

Independently:

- Apply professional judgment in relation to day-to-day issues and problems, supporting the responsibility and capability to plan for inclusion of all children in the kindergarten program in partnership with kindergarten staff and families as well as communicating and problem solving with a broader range of community organisations and service providers.

With Input from Team Leader Children's Services Support:

- Report issues to Department of Families, Fairness and Housing - Child Protection and Orange Door program, if required.

Guidance:

- Guidance and advice are usually available from the Team Leader Children's Services Support, Department of Education and Training, specialist agencies and fellow Preschool Field Officers.

Specialist Knowledge and Skills

The position requires the following essential skills and knowledge:

- Degree qualification as an Early Childhood Educator (qualification in Special Education is preferred) with some relevant experience in planning and delivering a high-quality inclusive kindergarten program.
- Proficiency in the application of a theoretical or scientific discipline, including the underlying principles as distinct from the practices.
- The occupant will require an understanding of the long-term goals of the functional unit in which the position is placed and of the relevant policies of both the unit and the wider organisation.

Management & Interpersonal skills

The essential position requirements include:

- Skills in managing time, setting priorities, planning, and organising one's own work and where appropriate that of other employees to achieve specific and set objectives in the most efficient way possible within the resources available and within a set timetable.
- The ability to demonstrate effective liaison internally and within the community, acting as a key change agent across service/program, sectoral and organisational boundaries.
- Gain cooperation and assistance from clients, members of the public and other employees in the administration of defined activities.
- Liaise with their counterparts in other organisations to discuss specialist matters and with other employees in other functions in their own organisation to resolve intra-organisational problems.
- Report writing, submission writing and program development skills and experience.

Verification & Approvals

We certify that the content of this Position Description accurately reflects the overall role and accountabilities of the position:

	Name	Signature	Date
Occupant	Vacant		

Appendix

Core Capability Framework – Team Member

Relationship Management

Develops and maintains strong and enduring relationships with colleagues and/or external stakeholders which are built on mutual respect and commitment. Ensures that all people are treated with dignity and respect regardless of gender, ethnicity, religion or sexual orientation.

- Demonstrates respect for the wide range of views and perspectives that are expressed in their teams
- Contributes effectively to team meetings
- Demonstrates commitment to team decisions
- Demonstrates respect for other team members

Planning & Organising

Thinks from a wholistic perspective and sees the patterns in the complex relationships that exist between the different parts of the organisation. Uses these insights to ensure that the organisation's human, physical and financial resources are effectively used in the achievement of the organisation's, team's or the role's agreed priorities.

- Is able to explain the relationship between own work activities and the goals and objectives of the team
- Prioritises work based on the needs of the team
- Shares relevant information as and when appropriate
- Consistently does her/his share of the work

People Development

Demonstrates a deep commitment to ongoing learning and development as fundamental to the organisation's sustained success and to the realisation of the potential of its people.

- Is active in identifying opportunities for ongoing growth and development
- Seeks feedback with a view to personal and professional development
- Looks for opportunities to grow skills and knowledge
- Is proactive in managing own career development

Future focused organisation

Is keenly aware of the social, political, economic and technological trends that impact the global and local environments and ensures these are factored into the work of individuals, teams or the organisation to deliver on the needs and expectations of the Council and the community it serves

- Incorporates key issues impacting the broader environment into the way they undertake their work
- Responds flexibly to change
- Shows resilience in times of change
- Seeks support during times of uncertainty

Outcome orientation

Demonstrates a strong commitment to a high-performance culture by constantly striving for high quality customer service outcomes and accepting responsibility for outcomes within their control

- Demonstrates a willingness to take informed risks in solving client issues
- Ensures tasks are consistently completed to the required standard
- Responds promptly and appropriately to requests for service
- Consistently follows established practices and procedures

Service focus

Ensures there is a focus on delivering work priorities to agreed quality and timeliness standards

- Is friendly and responsive to clients/customers
- Strives to deliver quality client/customer outcomes
- Deals with client/customer issues with concern and a sense of importance

Self-management

- Accepts personal responsibility for outcomes within their control

Demonstrates self-awareness through understanding own responses to a range of situations as well as understanding the impact their behaviour has on others

- Demonstrates the ability to regulate and adapt behaviour according to the circumstances and the audience
- Seeks out feedback with the purpose of reflecting on work performance with a view to self-improvement
- Models Greater Dandenong's ethical and organisational standards
- Acts decisively during times of ambiguity and pressure

Safety, health and wellbeing

Ensures that the safety, health and wellbeing of employees, contractors, service users and councillors is at the heart of the organisation's culture and the way work is organised and services delivered

- Actively participates in discussions and activities aimed at improving safety, health and wellbeing
- Takes responsibility for the personal safety, health and wellbeing of self and immediate others
- Supports and encourages colleagues to actively participate in safety, health and wellbeing initiatives

Council's REACH Values

Respectful

We respect and care about our community, each other and ourselves.

We act with integrity at all times and in all matters.
We take time to listen to and seek to understand the other point of view.

We strive to understand and respect the diversity of our community and our workplace.

We understand our role in the community and respect the responsibility that comes with

Creative

We care about getting the best outcomes.

We constantly ask: What's the future and what's possible?

We have the courage to try new ideas.

We strive for excellence in everything we do.

Engaged

We listen to our community and respond.

We work together with our community and each other, to achieve the best outcome.

We have the confidence to challenge the status quo, to reach for better outcomes.

We are action-oriented in identifying and responding to new challenges.

Honest

We tell the truth, even when we know people may not want to hear it.

We form our opinions and give advice from sound, evidence based research.

We act with humility and apply the highest standards of ethical behaviour to everything we do.

Accountable

We are proud of our city, our community and our achievements.

We spend our time and effort on solutions rather than looking for someone to blame.

We take responsibility for our actions.

