
Position Description

Early Childhood Teacher

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| <i>Position Title:</i> | <i>Early Childhood Teacher</i> |
| <i>Qualifications</i> | <i>Bachelor of Early Childhood Education or similar or be actively working towards. Current registration with the QLD College of Teachers.</i> |
| <i>Special Conditions</i> | <i>Current First Aid, Asthma & Anaphylaxis certification Working with Children Blue Card</i> |
| <i>Purpose</i> | <i>Work as a member of a team that generates and maintains play based learning environment for children.</i> |
| <i>Responsible to</i> | <i>Educational Leader, Assistant Director and Director.</i> |
| <i>Relates to</i> | <i>Children, Families, Teachers, Assistant Director, Director and Head of College</i> |
| <i>Award</i> | <i>Education Services (Schools) General Award 2010</i> |
| <i>Hours of Work</i> | <i>Shifts between 7am and 6pm weekdays, with the exception of the monthly staff meeting or any professional development opportunities that may arise which may occur outside of these hours.</i> |
| <i>Attributes</i> | <p><i>These are generally personal in nature and reflect the desired attributes of staff.</i></p> <ul style="list-style-type: none"><i>• Have a personal faith and commitment to Jesus Christ.</i><i>• Demonstrated ability to translate faith into practice.</i><i>• To act always in a manner consistent with the College ethos.</i><i>• Demonstrated ability to maintain vision and strive for goals.</i><i>• Exercise leadership by acting with integrity, loyalty, honesty.</i><i>• Demonstrated level of commitment in maintaining professional knowledge & skills.</i><i>• Maintain confidentiality.</i><i>• Demonstrated sound organizational and administrative skills.</i><i>• Demonstrated sound interpersonal, communication and writing skills.</i> |
| <i>Responsibilities</i> | <p><i>You are expected to be an active team member of a team which provides high quality early childhood education and care to children. This includes:</i></p> <ul style="list-style-type: none"><i>• Supporting the philosophy, vision, and mission of the College.</i><i>• Developing strong positive relationships with children at the service.</i><i>• Support and partner with families and the college and the community.</i><i>• Implementing the policies and associated procedures of NCC early learners.</i> |

- *Working with other staff towards continuous improvement in all areas of the service's operation.*
- *Meet all legislative requirements involved in the operation of the centre.*
- *Prepare reports and documentation demonstrating a high level of skill in communicating, supporting and mentoring team members to develop and deliver educational programmes.*
- *Carrying out other relevant and similar duties as identified by the Director, including being identified as a responsible person for the day to day operations of the centre when the Director is absent if required.*
- *Have a sound knowledge of pedagogy and teaching theories that is shared with educators.*
- *Develop and understanding of and commitment to the components of the Reggio Emilia pedagogy which support our philosophy and participate in the implementation of the program.*
- *Coordinate and assist with documenting children's learning and using these assessments to inform decision making creating a shared vision for children's learning.*
- *Work with other early childhood professionals and early childhood intervention specialists.*
- *To guide, oversee and take responsibility for the overall operation of your allocated room.*
- *Any other reasonable task requested.*

Key accountabilities

1. *To work in accordance with the requirements of the Education and Care Services National Law 2010, Education and Care Services National Regulations 2013 and the National Quality Standard for Early Education and Care;*
2. *To work in accordance with the Code of Ethics of the Early Childhood Australia;*
3. *Implement the Centre's philosophy in undertaking all other duties;*
4. *Working in accordance with the policies and associated procedures of NCC early learners.*
5. *To professionally discuss and investigate pedagogy and research into new ideas with educators.*
6. *Motivate and mentor educators to effectively unite as a team and implement quality practice.*
7. *Work with and develop fellow educators knowledge on how each of the EYLF and QKLG principles and practices contribute to high quality learning experiences.*
8. *Document, record and reflect in a process consistent with the NQS and contribute towards the QIP.*
9. *Promote learning to families, communicating with parents regularly about the educational programme.*
10. *Attend meetings, interviews, centre and school functions as requested.*
11. *To provide ongoing support and assistance to other staff in all areas of service operation especially in maintaining a safe clean and healthy environment.*
12. *Work in accordance with the Early Years Learning Framework, Queensland Kindergarten Learning Guidelines or any other framework associated with the centre.*
13. *Participate in professional development opportunities relevant to your appraisal which may occur outside of your normal working hours.*

Reference Documents *Staff lifestyle requirements*
Staff Statement of faith
Responsibilities as per the National Quality Standard
Nambour Christian College Policies
NCC early learners Centre Policies and Procedures

40.1 Educational Program
40.2 Health & Safety
40.3 Physical Environment
40.4 Staffing Policy
40.5 Relationships with Children
40.6 Collaborative Partnerships
40.7 Leadership & Management

Appraisal & Review *Based on performance of responsibilities and key accountabilities as listed above and undertaken 6 monthly with an initial probation period of 6 months.*

Responsibilities as per the National Quality Standard

1. Educational program and practice

- 1.1 Ensure to implement the service statement of philosophy and that it guides the pedagogy and teaching decisions;*
- 1.2 Contribute as requested to the development of programs which reflect the Early Years Learning Framework (EYLF);*
- 1.3 Ensure curriculum decision making contributes to each child's learning and assist children to enhance their connection with community, wellbeing, confidence as learners and effectiveness as communicators;*
- 1.4 Help children develop the goals of the EYLF:*
 - . A strong sense of their identity;*
 - . Connections with their world;*
 - . Strong sense of wellbeing;*
 - . Confidence and involvement in their learning; and*
 - . Effective communication skills.*
- 1.5 Assist with the implementation of a play based learning environment responsive to children's interest, strengths and abilities;*
- 1.6 Contribute to the planning, implementation, evaluation and reflection of programs which reflect the emerging skills and interests of children;*
- 1.7 Assist with the implementation of daily routines and use routine times as opportunities for learning;*
- 1.8 Under direction of diploma qualified staff or teachers, contribute to the planning of children's learning and the documentation of this so as to make their learning visible;*
- 1.9 Under direction of diploma qualified staff or teachers, maintain ongoing records of the child's development and records of children's assessments against learning outcomes; and*
- 1.10 Engage in critical reflection and evaluation of children's learning and this is used as a primary source of future planning.*

2. Children's health and safety

- 2.1. Ensure each child's health needs are supported;*
- 2.1. Ensure that children are safe and adequately supervised at all times;*
- 2.2. Take responsibility to ensure a potential supervision risk are reported to other educators or Director;*
- 2.3. Take responsibility for the protection and rights of children attending the service;*
- 2.4. Ensure that the environment is safe, supportive, stimulating and educational for children;*

- 2.5. Respond positively and consistently to children's additional needs/requirements – diet/allergies, developmental etc;
- 2.6. Ensure a high standard of hygiene is maintained in compliance with procedures and policies;
- 2.7. Administer first aid and medication in compliance with procedures and policies; and
- 2.8. Ensure to keep accurate and detailed records of injury/accident/trauma and medication forms;
- 2.9. Become familiar with all policies regarding health and safety at the service;
- 2.10. Support children's individual wellbeing and comfort in sleep, rest and relaxation.
- 2.11. Assist to ensure the service's child protection policy is implemented:
 - 2.11.1. Inform the Director of any allegations or convictions of a child protection nature against any other employees, of which you become aware; and
 - 2.11.2. Ensure compliance as a mandated reporter which requires reporting to Community Services, where there is reasonable grounds to suspect that a child is at risk of significant harm.

3. Physical environment

- 3.1. Contribute to the development of an environment for children which fosters curiosity, exploration and problem solving;
- 3.2. Maintain respect for the learning environments, both indoors and outdoors and this is viewed as the 'third teacher';
- 3.3. Maintain supplies and equipment levels for the room or centre in accordance with the service's policies;
- 3.4. Assist to maintain the aesthetics of the environment along with the children;
- 3.5. Maintain a clean and safe work environment;
- 3.6. Report all workplace accidents and hazards to your supervisor. Implement immediate action for identified hazards if able to do so;
- 3.7. Conduct daily and monthly workplace inspections and risk assessments and as per schedule provided.
E.g., opening/closing checklist, toys and equipment cleaning checklist, safe building checks etc;
- 3.8. Assist the service to ensure environmental sustainability practices is embedded in all areas of the program;
- 3.9. Support children to become environmentally responsible and show respect for the environment; and
- 3.10. Assume an equal share of cleaning duties.

4. Staffing arrangements

- 4.1. Maintain educator- to-child ratios and qualifications at all times;
- 4.2 Demonstrate the service code of conduct/code of ethics in all interactions and relationships at the service;
- 4.3 Respect and support colleagues by developing positive and ethical channels of communication that are based on principles of mutual respect, equity and fairness;
- 4.4 Be proactive in supporting a healthy team environment;
- 4.5 Maintain professional and ethical standards at all times when dealing with families, educators and the children;
- 4.6 Participate in ongoing professional development and training programs; and
- 4.7 Attend staff meetings as required and contribute to these meetings through shared observations of children and sharing new ideas.

5. Relationships with children

- 5.1 Ensure each child has a sense of belong, being and becoming within the service;
- 5.2 Maintain respectful, equitable and genuine relationships with all children are maintained at all times;
- 5.3 View and respect children as competent, capable and engage in meaningful interactions through shared decision making with them;
- 5.4 Each child is supported to manage their own behaviour and this is encouraged with positive behaviour guidance strategies;
- 5.5 Respect children's similarities, differences, cultures and diversities;
- 5.6 Each child's dignity and the rights of each child is maintained at all times;
- 5.7 Respond to the emotional, social and wellbeing needs of each child;

- 5.8 Provide physical care, assisting children in toileting, dressing and meal times; and all of these opportunities are viewed as teachable moments;*
- 5.9 Form positive, comforting and nurturing relationships with children; and*
- 5.10 Assist in maintaining up to date records of the children within your group.*

6. Collaborative partnerships with families and communities

- 6.1. Develop and maintain positive and respectful relationships with families;*
- 6.2 All families are supported and child rearing practices and beliefs are respected which contributes to joint partnerships being consistently implemented;*
- 6.3 With guidance from the Director or diploma trained educators, engage positively in the orientation, enrolment and transition processes for families and children;*
- 6.4 Share information with families relating to their child and the daily activities of the service;*
- 6.7 Create a safe, supportive and informative environment for families;*
- 6.8 Act as a resource person for families;*
- 6.9 Maintain the confidentiality policy on children, families and educators at all times*
- 6.10 Encourage families to contribute to the community of the centre;*
- 6.11 Be an advocate for high quality services for children in our community;*
- 6.12 With guidance from the Director, families are supported to access inclusion support and assistance;*

7. Leadership and service management

- 7.1 Become familiar with all the services policies and procedures*
- 7.2 Assist with administrative duties as requested;*
- 7.3 Ensure the Director is informed of any problem arising, which would affect the children, service approval or rating, regulatory and legal compliance or the smooth running of the service;*
- 7.4 Advocate for children and their families;*
- 7.5 Be involved in the service's Quality Improvement Plan and assist to implement this as directed;*
- 7.6 Positively promote and market the centre to families and the community; and*
- 7.7 Attend management committee meetings if requested.*