



Job Description

Teacher

Position Title: Early Childhood Teacher - Young 4's. 15 hours contact time.

Moama & District Preschool Centre Inc

Responsible to: Director

Date: 4th Jan 2022

Qualifications: Recognised Early Childhood Teaching Degree

Other Requirements:

- ← Child protection qualification
- ← Current First Aid Certificate, Anaphylaxis and Asthma Management training
- ← Clear Working with Children Check NSW, NESA NSW teaching Registration. Double VAX

Award/Agreement:

Educational Services (Teachers) Award. (NAPSA)

Job Summary

As an Early Childhood Teacher, 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:

- ← Developing strong relationships with children at the service;
- ← Developing strong relationships that support and partner with families;
- ← Implementing the policies, philosophy and associated procedures of the organisation at all times; and
- ← Working with other staff towards continuous improvement in all areas of the Service's operations.

Teaching hours: Tues/Fri 8.45am-2.45pm, Wed 8.45am-11.45am. (15 hours)

Total Hours: Tues/Fri: 7.45am-3.45pm, Wed 8.15am – 2.45pm. This is with the Young four group the Wombats.



Key Accountabilities

Implementing the services' philosophy in undertaking all other duties;

- ← Working in accordance with the policies and associated procedures of the organisation;
- ← Facilitating the implementation of contemporary, research based, play based practices at the service;
- ← Providing ongoing support and assistance to other staff in all areas of service operation; and
- ← Providing ongoing support and assistance to the Director and Management Committee.

General Responsibilities

- ← Leading, guide and support a team which provides high quality early childhood education and care.
- ← Working in accordance with the requirements of the *Children (Education and Care Services National Law Application) Bill 2010*, *Education and Care Services National Regulations* and the *National Quality Standard for Early Education and Care*;
- ← Working in accordance with the *Code of Ethics of the Early Childhood Australia*;



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
- 1.2 Develop programs which reflect the *Early Years Learning Framework (EYLF)* and teaching decisions; Use written and online programs to do this.
- 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 Guide the implementation of a play based learning environment responsive to children's interest, strengths and abilities, this includes indoor and outdoor environment;
- 1.6 Contribute to, and guide the planning, implementation, evaluation and reflection of programs which reflect the emerging skills and interests of children;
- 1.7 Implement intentional teaching strategies to scaffold and guide children's interest and learning;
- 1.8 Assist with the implementation of daily routines and use routine times as opportunities for learning;
- 1.9 Under the guidance of the Educational Leader, plan children's learning and the documentation of this so as to make their learning visible;
- 1.10 Under direction of the Educational Leader maintain ongoing records of the child's development and records of children's assessments against learning outcomes;
- 1.11 Engage in critical reflection and evaluation of children's learning and this is used as a primary source of future planning;
- 1.12 Lead thinking and discussions on curriculum considerations relating to inclusion and the community of Aboriginal and Torres Strait Islander, culturally and linguistically diverse families
- 1.13 Mentor and teach educators along with the educational leader through observations, guided discussions and recommendations for professional development on curriculum practices.
- 1.14 Use informational technology to support and extend children's learning; and
- 1.15 Be aware of funding available and structure of support available to assist children with additional needs, and keep records as per funding requirements.



2. Children's health and safety

- 2.1. Ensure each child's health needs are supported;
- 2.2. Ensure that children are safe and adequately supervised at all times;
- 2.3. Take responsibility to ensure a potential supervision risk are reported to other educators or Director;
- 2.4. Take responsibility for the protection and rights of children attending the service;
- 2.5. Ensure that the environment is safe, supportive, stimulating and educational for children;
- 2.6. Respond positively and consistently to children's additional needs/requirements – diet/allergies, developmental etc;
- 2.7. Ensure a high standard of hygiene is maintained in compliance with procedures and policies;
- 2.8. Administer first aid and medication in compliance with procedures and policies; and
- 2.9. Ensure to keep accurate and detailed records of injury/accident/trauma and medication forms;
- 2.10. Become familiar with all policies regarding health and safety at the service;
- 2.11. Support children's individual wellbeing and comfort in sleep, rest and relaxation.
- 2.12. Assist to ensure the service's child protection policy is implemented:
 - 2.12.1. Inform the Director of any allegations or convictions of a child protection nature against any other employees, of which you become aware; and
 - 2.12.2. 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.
- 2.13. Take responsibility for the protection and rights of children attending the service;

3. Physical environment

- 3.1. Ensure the service is ready for operation at the beginning of each day when rostered on at the beginning of the day;
- 3.2. Contribute to the development of an environment for children which fosters curiosity, exploration and problem solving;
- 3.3. Maintain respect for the learning environments, both indoors and outdoors and this is viewed as the 'third teacher'; Indoor and outdoor time have equal value.
- 3.4. Maintain supplies and equipment levels for the room or Centre in accordance with the service's policies;
- 3.5. Assist to maintain the aesthetics of the environment along with the children;
- 3.6. Maintain a clean and safe work environment; including storerooms and office spaces.
- 3.7. Assist the service to ensure environmental sustainability practices is embedded in all areas of the program;
- 3.8. Support children to become environmentally responsible and show respect for the environment; and



4. Staffing arrangements

- 4.1. Lead, guide and support educators within your team and where applicable the larger team to implement the program and philosophy;
- 4.2. Maintain educator-to-child ratios and qualifications at all times;
- 4.3. Demonstrate the service code of conduct/code of ethics in all interactions and relationships at the service
- 4.4. Respect and support colleagues by developing positive and ethical channels of communication that are based on principles of mutual respect, equity and fairness;
- 4.3. Fulfil requirements and documentation as the responsible person on duty as required;
- 4.4. Be proactive in supporting a healthy team environment;
- 4.5. Lead, guide and support staff to implement the program;
- 4.6. Maintain professional and ethical standards at all times when dealing with families, educators and the children;
- 4.7. Act as a mentor and role model for other educators
- 4.8. Participate in ongoing professional development and training programs; and
- 4.9. 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 belonging, 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. Role model positive interactions and behaviour guidance strategies;
- 5.6. Respect children's similarities, differences, cultures and diversities;
- 5.7. Each child's dignity and the rights of each child is maintained at all times;
- 5.8. Respond to the emotional, social and wellbeing needs of each child;
- 5.9. Provide physical care, assisting children in toileting, dressing and meal times; and all of these opportunities are viewed as teachable moments;
- 5.10. Form positive, comforting and nurturing relationships with children; and
- 5.11. Assist in maintaining up to date records of the children within your group this includes documenting parent conversations, children's observations, health records etc, children's goals and curriculum planning.



6. Collaborative partnerships with families and communities

- 6.1. Develop and maintain positive and respectful relationships with families;
- 6.2. All families are supported; child rearing practices and beliefs are respected which contributes to joint partnerships being consistently implemented;
- 6.3. Along with the Director, 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;
- 6.5. Share information with families on the progress of children's learning and development as well as transition to school information
- 6.6. Create a safe, supportive and informative environment for families;
- 6.7. Act as a resource person for families;
- 6.8. Maintain the confidentiality policy on children, families and educators at all times;
- 6.9. Encourage families to contribute to the community of the Centre;
- 6.10. Be an advocate for high quality services for children in our community;
- 6.11. With guidance from the Director, families are supported to access inclusion support and assistance; and
- 6.12. Ensure students on placement are positively welcomed, supported and assisted and be a student supervisor when required;
- 6.13. Actively incorporate the Centre's Reconciliation Action Plan.

7. Leadership and service management

- 7.1. Become familiar with all the services policies and procedures and when reviewing provide feedback;
- 7.2. 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;
- 7.3. Advocate for children and their families;
- 7.4. Be involved in the service's *Quality Improvement Plan* and assist to implement this as directed;
- 7.5. Positively promote and market the Centre to families and the community;
- 7.6. Attend management committee meetings, information nights, trainings if requested;
- 7.7. Keep up to date with current developments and research best practice in the early childhood education and care sector and engage in professional development opportunities; and
- 7.8. Actively share information about early childhood education and care with the team and families by regularly communicating the curriculum of the group with families.



8. Any other duties specified by the Director

- 8.1 Be neat and tidy at all times, clothing must be OHS safe.
- 8.2 Be sun smart. This includes hat, sunscreen and clothing.
- 8.3 Must wear a name badge at all times, including on Family information nights, special nights/days and in services etc.
- 8.4 Always remember that everything that takes places in the preschool is to remain confidential. This also includes contractors and visitors.

8.5 Awareness of how to use technology such as Apple ipads, Apple mac, desktop computers, camera's, photocopier, online platforms, google docs etc.,.

References

- ← Children (Education and Care Services National Law Application) Bill 2010 - www.legislation.nsw.gov.au/sessionalview/sessional/act/2010-104.pdf
- ← Education and Care Services National Regulations - www.legislation.nsw.gov.au/sessionalview/sessional/subordleg/2011-653.pdf
- ← National Quality Standard for Early Education and Care - (Schedule 1 of the Regulations)
- ← Code of Ethics Early Childhood Australia - www.earlychildhoodaustralia.org.au/code_of_ethics/early_childhood_australias_code_of_ethics.html

Linked Documents

- ← Service philosophy
- ← Service policies including Workplace Health and Safety Policy
- ← Enterprise agreement/and or award
- ← Service Quality Improvement Plan/Self Assessment
- ← Staff Handbook

