Position Description

Title	Teacher
Position Location	Various
Reports to	Director
Direct Reports	Nil
Classification	C&K Early Childhood Education Enterprise Agreement

The Creche and Kindergarten Association Limited (C&K) is a not-for-profit early childhood provider with more than 320 early childhood education and care (ECEC) centres located across Queensland.

Our purpose is to nurture and inspire children to succeed in an ever-changing world. This is at the forefront of everything we do.

C&K's vision is to be *a place where every child flourishes*.

Our values:

- *we put children first*
- *we respect all people and each other*
- *we work with integrity and strive for excellence in everything we do*

These underpin the way we work with children and families, communities, colleagues and partners.

Child Protection and Safeguarding is a shared responsibility at the Creche & Kindergarten Association – across leadership, governance, employees, volunteers and families. As a signatory to the Queensland Statement of Shared Commitment, C&K recognises that every interaction counts in creating an environment where children feel safe, secure and self-confident. All employees at C&K embrace this safeguarding culture and enforce our zero tolerance for any abusive or inappropriate actions. They do this by creating inclusive, culturally safe and nurturing environments where children are empowered to thrive through quality relationships and voice their perspectives with confidence, knowing that they will be heard and taken seriously. Our recruitment processes reflect these child-safe commitments and are designed to identify the most suitable and qualified persons to work with children and facilitate a child-safe environment.

We reinvest our surplus to benefit children and families disadvantaged in their access to early childhood education. This includes children with additional needs and children and families in rural, remote, Aboriginal and Torres Strait Islander and disadvantaged communities.

Purpose	The teacher is responsible for taking a leadership role in the development and implementation of a quality care and education program for young children
Key accountabilities	**Position Responsibilities:** • Work according to all of C&K's policies, procedures and standards as covered in the relevant Agreement • Maintain responsibility for the provision and implementation of high quality programs using C&K's Listening & Learning Together • Implement C&K's Listening & Learning Together and the documentation that supports this to ensure that it makes each child's learning visible through portfolio's, engages in reflective

	practice, undertakes assessment to enrich children's learning and creates collaborative partnerships • Participate in all care and education duties as required with all children at the centre • Act as the Certified Supervisor for a C&K Branch Service in the absence of the Director. (**see Note**) • Support all educators to work according to C&K's policies and procedures • Mentor, coach and work with all educators to meet the requirements of their position descriptions • Oversee the supervision of students within the service • Develop and maintain open and collaborative relationships with all families • Encourage and support parent participation within the program • Act as an advocate for early childhood leadership within the your service and the wider community **Note: Certified Supervisor** – A Certified Supervisor is a person who holds a Supervisor Certificate which allows a person to be temporarily placed in day to day charge when the Nominated Supervisor is absent. **Organisational Responsibilities:** • To comply with all C&K policies and procedures at all times • A commitment to meeting and exceeding customer expectations • To adopt and embrace the organisation's values • To recognise and acknowledge the constraints that affect C&K and assist in making in necessary changes • To ensure the environment is kept in a safe and hygienic state at all times • To promote C&K to the local and wider communities • A commitment to work as an effective team member • To assist team members in understanding and responding to challenges, change and conflict • To ensure that all communication is completed in a professional and polite manner • To follow and practice correct fire and emergency evacuation procedures
Key Selection Criteria	**Qualifications:** Bachelor of Education (Early Childhood) or equivalent to Early Childhood qualification; Registration with the Queensland College of Teachers • Relevant teaching or directing experience in early childhood settings • A well-developed understanding of theories of early childhood development and current research and theories impacting on the profession • Demonstrated ability to develop, plan and implement a high quality, educational and child centred program, meeting the needs of individual children and the group • Highly developed interpersonal skills • Ability to mentor and support others in the provision of appropriate educational and care programs • High level of written and oral communication skills • Demonstrated leadership ability with small groups and larger teams, • Ability to relate to individuals of various ages, and social and cultural backgrounds • A proven ability to work independently, demonstrate initiative and make decisions. • An awareness of issues facing parents and children in relation to childcare • Knowledge of relevant Government Acts and Regulations that relate to the operation of a Kindergarten • An enthusiastic attitude towards the care and education of young children • A working knowledge of the Microsoft Office suite of products with the ability to learn new software applications • A commitment to continuing professional and personal development

Educational Program and Practice:

- Demonstrates an understanding of and the ability to implement C&K Listening & Learning Together Curriculum
- Demonstrates an understanding of The Early Years Learning Framework
- Demonstrates an understanding of the Queensland Kindergarten Learning Guidelines
- Demonstrates an understanding of the National Quality Standard
- Demonstrates the ability to make links with Listening & Learning Together, The Early Years Learning Framework and the Queensland Kindergarten Learning Guidelines
- Effectively uses C&K's Curriculum Mapping Document when planning, documenting and evaluating the program
- Ability to plan, document and implement (in collaboration) a program for each child taking into account their strengths, capabilities, culture, interests and experiences
- Ability to monitor, record, evaluate children's learning and experiences and make adjustments to the program where necessary
- Maintains a reflective journal (or something similar) and demonstrates critical reflection and how this then affects practice
- Ensures that every child has a C&K learning portfolio and all which records children's learning journey in collaboration with families
- Implements effective strategies to involve parents in curriculum decision making
- Supports and guides children's behaviour in positive ways
- Ability to work with and support children with additional needs
- Demonstrates recognition, acceptance and respect towards Australia's first people – Aboriginal and Torres Strait Islander people
- Implements experiences and provides an environment which aims to increase children's knowledge and understanding of Australia's first people
- Relates early childhood education theory to daily practice
- Understands and regularly seeks and reflects upon curriculum advice and information from C&K Early Childhood Curriculum Advisors
- Regularly attends C&K Professional Network Meetings

Children's Health & Safety:

- Is responsive to each child's health needs according to C&K guidelines
- Implements and encourages effective hygiene practices
- Takes appropriate steps to control the spread of infectious diseases
- Implements strategies to encourage healthy eating
- Provides experiences, conversation and routines which promote health and safety
- Implements strategies and provides appropriate resources to encourage physical activity and development
- Demonstrates a thorough understanding of C&K WH&S policies and procedures
- Has an understanding of documentation and reporting required when there is a suspected case of harm
- Demonstrates an understanding of and the ability to document, manage and control identified safety and hazards
- Assists in the completion of quarterly WH&S inspections by the required time frames
- Demonstrates effective supervision skills of children
- Participates in and provides feedback for emergency evacuation drills practised at the centre
- Follows and models C&K policies and protection relating to sun safety

Physical Environment:

- Implements related C&K policies and service specific strategies to ensure furniture, premises and children's equipment are safe, clean and well maintained
- The environment is inclusive, promotes competence, independence, exploration and learning through play
- Provides opportunity for children to take risks in a safe environment
- Creates learning spaces to encourage children's thinking, problem solving and creativity

- Creates indoor and outdoor play spaces which encourage children to learn and connect with nature

Staffing:

- When required, assist the Director to organise and manage an effective staffing roster
- Ensures educator to child ratios and educator qualification requirements are maintained at all times
- Communicates effectively & works collaboratively with colleagues
- Supports a positive team environment based on trust, respect and honesty
- Ensures professional standards guide practice, interactions and relationships
- Interactions and relationships with colleagues convey respect, equity and displays recognition of each other's strengths and skills
- When required, assist the Director to plan and implement effective team meetings which meets the needs of the centre
- Assists the Director to plan and implement a range of initiatives which promote team work and professional communication
- Acknowledges and values the personal strengths, professional experience and diversity of colleagues

Relationships with Children:

- Relationships and interactions with children are genuine, warm and responsive
- Engages in interactions with children which are meaningful and supports learning
- Encourages children to interact with others with care, empathy and respect
- Demonstrates the ability to guide children's behaviour in a positive way
- Respects each child's needs, background, culture and abilities
- Treats all children equitably

Collaborative Partnerships with Families and Communities:

- Displays a high level of sensitivity and addresses family concerns in a timely manner
- Demonstrates excellent customer service skills
- Effectively communicates and demonstrates the ability to form collaborative relationships with families
- Takes part in genuine meaningful conversations with families about children's learning
- Implements strategies to develop working partnerships with families and engages in shared decision making when appropriate
- Listens, ask questions & invites families to share ideas about their child's learning
- Considers and responds to family feedback to make changes and improvements to the program
- Assists the Director to plan and implement Listening & Learning Together information sessions for families
- Provides support to families in their parenting role in a respectful manner
- Assists in the review of service philosophy and goals
- Raises awareness of sustainability by providing written information and advice to families and the team
- Regularly attends C&K events and conferences
- Plans and implements learning experiences for children which raises their understanding of sustainability and involves families
- Regularly provides families with written communication including contributing to a monthly newsletter
- Regularly attends Parent Advisory Group meetings
- Makes links between families and relevant community organisations and networks
- Invites members and services from the broader community to the service to enhance the program
- Assists the Director to organise centre and community events

- Provides information to families about community services and resources to support parenting and family wellbeing
- Implements strategies to ensure continuity of learning and smooth transitions between early childhood education and school settings
- Implements strategies to ensure inclusion and support of all families

Leadership & Service Management:

- Acts as a mentor and a support to other educators, visiting students and volunteers
- Assists educators to understand and work with the Early Years Learning Framework, The National Quality Standard, the Queensland Kindergarten Learning Guidelines and Listening & Learning Together
- Disseminates knowledge to colleagues willingly
- Implements strategies to create a culture of learning within the centre
- Assists the Director to organise and lead regular curriculum discussions at team meetings
- Willingly contributes to professional knowledge at Professional Network Meetings
- Assists the Director to plan and implement in-house professional development activities for team members
- Attends and contributes to C&K curriculum publications and conferences
- Explores innovative curriculum practice and shares these ideas with colleagues
- Actively contributes to and implements strategies to create an environment which encourages continuous improvement

Internal C&K Processes and Procedures:

- Demonstrates a support of C&K's values, goals and objectives
- Demonstrates a thorough knowledge and understanding of C&K policies and procedures
- Participates in C&K policy review
- When required assist the Director to complete payroll paper work correctly and by the required time frame
- Ability to complete Curriculum Reflections in a professional and timely manner Ability to manage time well and prioritises tasks
- Ability to create a welcoming environment
- Ability to develop a rapport with a diverse range of people
- Displays a high level of interpersonal skills
- High level oral, written and presentation skills

System Software Competencies:

- KIOSK
- Blackboard Collaborate
- C&K's online learning system
- Intranet Navigation
- Intermediate Microsoft Word
- Internet Explorer
- Use of technology to enable effective implementation of the Listening & Learning Together curriculum

Additional information

The successful applicant will be required to travel, as necessary. Hold a positive (Blue Card) working with children check; current First Aid and CPR, Asthma & Anaphylaxis; and a current driver's licence. The information above is not intended to be an all-inclusive list of the responsibilities of the job described. Rather, they are intended only to describe the general nature of the job. C&K is a growing organisation; to support the vision for the business it is expected that the incumbent will evolve the position over time in alignment with the dynamic nature of the business and the region

Workplace Health and Safety

Physical Job Demands Profile	
Physical Factor	**Frequency and Duration**
Standing and/or walking	**Frequent** - performed for 1/3 to 2/3 of work day, 101-500 repetitions per day, or 11-63 repetitions per hour
Sitting	**Constant** – performed for more than 2/3 of work day, or more than 500 repetitions per day, or more than 63 repetitions per hour
Lifting	**Occasional** – performed for up to 1/3 of work day, or 1-100 repetitions per day, or 1-12 repetitions per hour
Carrying	**Occasional** – performed for up to 1/3 of work day, or 1-100 repetitions per day, or 1-12 repetitions per hour
Pushing and/or pulling	**Occasional** – performed for up to 1/3 of work day, or 1-100 repetitions per day, or 1-12 repetitions per hour
Climbing	**Rare** – performed for less than 5% of a work day or less than once per day e.g. once per week
Bending and twisting	**Occasional** – performed for up to 1/3 of work day, or 1-100 repetitions per day, or 1-12 repetitions per hour
Kneeling, crouching and squatting	**Occasional** – performed for up to 1/3 of work day, or 1-100 repetitions per day, or 1-12 repetitions per hour
Reaching	**Occasional** – performed for up to 1/3 of work day, or 1-100 repetitions per day, or 1-12 repetitions per hour
Handling and gripping – low items	**Constant** – performed for more than 2/3 of work day, or more than 500 repetitions per day, or more than 63 repetitions per hour
Handling and gripping – high exertion	**Rare** – performed for less than 5% of a work day or less than once per day e.g. once per week

Cognitive Job Demands Profile	
Cognitive and Psycho-Social Factors	**Frequency and Duration**
Cognitive processing	**Constant** – performed for more than 2/3 of work day, or more than 500 repetitions per day, or more than 63 repetitions per hour
Exposure to time pressure, changes to work direction and/or reduced personal control of work	**Constant** – performed for more than 2/3 of work day, or more than 500 repetitions per day, or more than 63 repetitions per hour
Exposure to emotional situations	**Occasional** – performed for up to 1/3 of work day, or 1-100 repetitions per day, or 1-12 repetitions per hour
Communication	**Constant** – performed for more than 2/3 of work day, or more than 500 repetitions per day, or more than 63 repetitions per hour
Responsibility	**Constant** – performed for more than 2/3 of work day, or more than 500 repetitions per day, or more than 63 repetitions per hour