

POSITION DESCRIPTION



Student and Scholarly Services
Chief Operating Officer Portfolio

Early Childhood Teacher

POSITION NUMBER	0021715
CLASSIFICATION	UOM 5 - \$83,159 - \$95,518 per annum (pro rata for part-time)
SUPERANNUATION	Employer contribution of 17%
WORKING HOURS	Full time (1.0 FTE)
BASIS OF EMPLOYMENT	Continuing
OTHER BENEFITS	https://about.unimelb.edu.au/careers/staff-benefits
HOW TO APPLY	Online applications are preferred. Go to http://about.unimelb.edu.au/careers , select the relevant option ('Current Opportunities' or 'Jobs available to current staff'), then find the position by title or number.
CONTACT FOR ENQUIRIES ONLY	Helen Thomson Tel +61 3 8344 1444 Email helen.thomson@unimelb.edu.au <i>Please do not send your application to this contact</i>

For information about working for the University of Melbourne, visit our website:
about.unimelb.edu.au/careers

ACKNOWLEDGEMENT OF COUNTRY

The University of Melbourne acknowledges the Elders, and descendants of the Wurundjeri people who have been and are the Custodians of these lands. We acknowledge that the land on which we meet was the place of age-old ceremonies, of celebration, initiation and renewal, and that the local Aboriginal peoples have had and continue to have a unique role in the life of these lands.

THE UNIVERSITY OF MELBOURNE

Established in 1853, the University of Melbourne is a leading international university with a tradition of excellence in teaching and research. The main campus in Parkville is recognised as the hub of Australia's premier knowledge precinct comprising eight hospitals, many leading research institutes and a wide-range of knowledge-based industries. With outstanding performance in international rankings, the University is at the forefront of higher education in the Asia-Pacific region and the world.

The University of Melbourne employs people of outstanding calibre and offers a unique environment where staff are valued and rewarded.

Find out more about the University's strategy, 'Advancing Melbourne', at

<https://about.unimelb.edu.au/strategy/advancing-melbourne>

CHIEF OPERATING OFFICER PORTFOLIO

The Chief Operating Officer (COO) Portfolio enables quality outcomes for students, staff and partners by delivering University-wide services and operational support to meet the organisation's evolving needs and strategic goals. The portfolio also works in partnership with teams across the University to drive innovation, transformation and improved performance, within and across functions. It is responsible for functions relating to the University's finances, property, technology, legal and risk management, student and academic support, research and innovation services, operational performance, business services and sustainability.

The COO Portfolio is comprised of seven sub-portfolios:

- Business Services
- Chief Finance Officer Group
- Legal and Risk
- Office of the COO
- Operational Performance Group
- Research, Innovation and Commercialisation
- Student and Scholarly Services

STUDENT AND SCHOLARLY SERVICES

Student and Scholarly Services provides student administration and services from recruitment and point of enquiry to graduation. This team also delivers wellbeing and scholarly services to students and staff.

Early Childhood Education Services sits within Student and Scholarly Services at The University of Melbourne, comprising the Early Learning Centre, Abbotsford (90 places daily), Queensberry Children's Centre (96 places daily) and Swanston Street Children's Centres (41 places daily). These Centres provide early childhood education for approximately 350 children aged 6 months to five years from the University and the surrounding community. The Centres operate for a minimum of 48 weeks per year and are open for 10 hours per day. The early childhood education staff team is comprised of approximately 60 staff working either full-time or part-time across the three Centres.

EQUAL OPPORTUNITY, DIVERSITY AND INCLUSION

The University is an equal opportunity employer and is committed to providing a workplace free from all forms of unlawful discrimination, harassment, bullying, vilification and victimisation. The University makes decisions on employment, promotion, and reward on the basis of merit.

The University is committed to all aspects of equal opportunity, diversity and inclusion in the workplace and to providing all staff, students, contractors, honorary appointees, volunteers and visitors with a safe, respectful and rewarding environment free from all forms of unlawful discrimination, harassment, vilification and victimisation. This commitment is set out in the Advancing Melbourne strategy that addresses diversity and inclusion, equal employment opportunity, discrimination, sexual harassment, bullying and appropriate workplace behaviour. All staff are required to comply with all University policies.

The University values diversity because we recognise that the differences in our people's age, race, ethnicity, culture, gender, nationality, sexual orientation, physical ability and background bring richness to our work environment. Consequently, the People Strategy sets out the strategic aim to drive diversity and inclusion across the University to create an environment where the compounding benefits of a diverse workforce are recognised as vital in our continuous desire to strive for excellence and reach the targets of Advancing Melbourne.

ABOUT THE ROLE

Position Purpose:

The Early Childhood Teacher (ECT) is responsible to the Centre Director for the planning, implementation and evaluation of an exemplary education and care program that responds to Centre requirements and adheres to the National Quality Standards (NQS) as outlined by the Australian Children's Education & Care Quality Authority (ACECQA), the Education and Care Services National Law and the Early Years Learning Framework and the Victorian Early Learning and Development Framework. Working

as an enthusiastic member of a large team, the incumbent is required to utilize knowledge of child development, curriculum and teaching, learning and assessment theories, to provide supervision, mentoring and pedagogical leadership to other early childhood educators - Certificate III and Diploma - working in the Centre. The incumbent is required to communicate effectively with the parents of the children within his/her group regarding programming and the developmental progress of individual children. The Early Childhood Teacher may be responsible for the provision of a kindergarten program for children in the two years before they attend school.

Reporting line: Centre Director*

No. of direct reports: 2

No. of indirect reports: 1 to 5

Direct budget accountability:

Key Dimensions and Responsibilities:

Task level: Moderate

Organisational knowledge: Moderate

Judgement: Significant

Operational context: *Early Childhood Education Services

OH&S and compliance: All staff are required to take reasonable care for their own health and safety and that of other personnel who may be affected by their conduct. These include general staff responsibilities and those additional responsibilities that apply for managers, supervisors and other personnel. Specific responsibilities for the role are available at <http://safety.unimelb.edu.au/topics/responsibilities/>.

Staff must comply with all relevant requirements under the University's risk management framework including legislation, statutes, regulations and policies.

Core Accountabilities:

- To adhere to the requirements of the National Quality Standards, the Education & Care National Law and the Education & Care Services National Regulations.
- To adhere to Victorian Government reporting requirements as they pertain to the role of the Early Childhood Teacher, in particular the delivery of the Victorian Government Funded 3 and 4-Year-Old Kindergarten program.
- To be responsible for the formulation, delivery and evaluation of an exemplary developmentally appropriate and ethically sound early childhood education program that responds to the Early Years Learning Framework, the Victorian Early Learning and Development Framework and also contemporary trends in early childhood theory and practice.

- To develop programs that reflect an understanding of anti-bias attitudes, with attention paid to issues of gender, culture and equity.
- To take responsibility for the supervision of educators in the allocated team or as required.
- To consistently evaluate and critically reflect upon the practice of teaching and the learning and development outcomes for children with a view to improvement in practice.
- To undertake regular developmental assessment of enrolled children, conduct half yearly parent teacher interviews and complete written end of year developmental reports and/or Victorian Government Transition Learning & Development Statements as required.
- To advise and inform the Manager Early Childhood Education Services and Centre Director or Assistant Director of relevant matters pertaining to program development, the needs of individual children and any issues that may impact on the operation of the early childhood service.

Selection Criteria:

Education/Qualifications

1. The appointee will have:

- An approved early childhood teacher degree or higher qualification to meet the requirements of ACECQA, DE and the Education and Care Services National Regulations.
- A current and valid Victorian Institute of Teaching (VIT) Registration
- A current Working with Children Check (WWCC)
- First Aid Certificate (HLTAID012) including anaphylaxis and asthma components
- Current Protecting Children - Mandatory Reporting training

Knowledge and skills:

Demonstrate COO values by acting in the best interest of your employer; displaying service excellence by striving to deliver beyond expectations and taking ownership of the delivery; and value working collaboratively, connecting with people and building relationships in your workplace.

The incumbent will have knowledge and understanding of relevant Federal and State Government legislation, including:

- National Quality Standards.
- Education and Care Services National Regulations.
- 'Being, Belonging and Becoming', the National Early Years Learning Framework.
- Victorian Early Years Learning and Development Framework (0-8).
- Early Childhood Australia: Code of Ethics.
- Child Safe Standards.
- Food Act 1984 (Victoria) and Food Standards Code.

- Privacy Act 1988 (Commonwealth).
- Information technology skills, English language oral & written communication skills are also an expectation

Other job related information:

- The incumbent will work a 7.25-hour day rostered according to service needs.
- The incumbent may be required to be named as the 'Responsible Person' in the absence of the Centre Director or Assistant Director.
- The incumbent may be required to work across any of the three University of Melbourne Early Childhood Centres to meet the operational needs of the University's early childhood service delivery.
- The incumbent is required to have physical skills and capacities to carry out the tasks of the position, including actively engaging with children on their level in a range of environments and meeting children's physical care and needs.