Position Description

Title: Early Childhood Teacher
HEW Level: HEW 6
Faculty/Office: Faculty of Human Sciences
Position Number: TBA
Department/Team: Educational Studies
Date: Updated 30 November 2017

Position Purpose: To teach, facilitate, evaluate and guide young children's learning through planned educational programs within a demonstration, long day early childhood environment.

ORGANISATIONAL CONTEXT

Macquarie's Faculty of Human Sciences holds a distinctive place on the global stage. With several internationally acclaimed centres producing ground-breaking research in areas like linguistics, psychology, cognitive science and education, our faculty is a place of passionate educators and unbridled discovery. Supported by state-of-the-art facilities including the Australian Hearing Hub, we work together to investigate and answer some of the big questions about what makes us human.

Mia Mia the Child and Family Study Centre offers the community, staff and students long day care educational programs for children from 6 weeks until they start school. This Centre is an integral part of the Department of Educational Studies and provides unique opportunities for staff research and observational studies for units offered in child development, curriculum studies and early childhood education. The observation of children at the centre is of value in assisting students to see and understand the practical implications and the relevance of course work to the teaching situation. The Centre provides for:
- child study;
- curriculum planning and teaching studies; parent/teacher studies;
- developing students’ ability through mini-teaching and micro-teaching experience, and production of teaching films and videotapes
The centre is recognised nationally and internationally for its programs for young children and their families in consideration of all aspects of the long day-care experience.

ORGANISATION CHART
### KEY ACCOUNTABILITIES

- Monitor and supervise classroom experiences, assigning tasks relevant to the level of the child's development and ability; scaffolding learning experiences as needed
- Record observations and analyse the children's learning to assist in the planning of educational programs that aid the children's progress in acquiring skills and transiting to the next stage of their development.
- Analyse and assess the daily plan and experiences and adjust to accommodate routines and changes in children's temperament.
- Provide mentoring and coaching to other staff; in the class experiences relevant to the level of child's development.
- In collaboration with team members, plan, implement, lead and evaluate educational programs to maximise opportunities for young children's learning.
- Collaborate in the design, planning, implementation and evaluation of action research projects within the centre.
- Facilitate the conduct of research activities and projects within the centre alongside Academics.
- Build and maintain respectful, equitable and ethical relationships with children and families to educate and engage them in the program and create an inclusive environment aligned to National Quality Standards and The Early Years Learning Framework.
- Plan, organise and gather educational materials and prepare the environment for the children's use, to aid their development through the various transition stages of development.
- Organise and clear away educational materials and resources to maintain a safe and aesthetically pleasing environment.
- Coach and provide verbal and written feedback to students on placement to optimise their learning experience.
- Supervise and assist the young children to ensure their safety and wellbeing.
- Comply with relevant EEO and WHS regulations.
- Perform any other duties as required and appropriate for this classification.

### POSITION CONTEXT

**Reports to:** Director, Child Study Centre

**Positions Reporting to:**
- Direct: Nil
- Indirect: Nil

**Key Direct Clients:**
- Children
- Parents and Families of the Centre
- MQ students

**Other Key Relationships:**
- Other staff members in own office or department
- Immediate team members
- Early childhood professional community

**Budget Accountability:** N/A

**Role-specific Conditions:**
- Shift work- start and finish times may be altered to maintain legislatively required staff to child ratios.
- Working with children checks
- NESA certificate of currency

**Scope and autonomy**
- Within defined parameters, adapts and develops processes, procedures, systems and/or techniques that impact how work is performed.

**Problem solving**
- Regularly identifies designs, develops and implements improvements to work procedures, practices, systems and/or techniques.
### CAPABILITY FRAMEWORK

Capability Frameworks describe the behaviours, skills, attributes and experience required to successfully perform a position or group of similar positions.

<table>
<thead>
<tr>
<th>COMPETENCIES Clusters of behaviours required for successful performance.</th>
<th>ATTRIBUTES Personal qualities related to successful performance.</th>
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<tbody>
<tr>
<td><strong>Planning and Execution:</strong> Managing time and resources to complete tasks and achieve objectives.</td>
<td><strong>Flexibility:</strong> Responding effectively to unexpected or changing circumstances.</td>
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<td><strong>Quality Focus:</strong> Ensuring accuracy and quality when completing tasks.</td>
<td><strong>Reliability:</strong> Meeting commitments and responsibilities.</td>
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<td><strong>Communication:</strong> Effectively grasping and conveying ideas and concepts to others.</td>
<td><strong>Assertiveness:</strong> Being willing to openly express ideas and opinions and justify these when questioned.</td>
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<td><strong>Service Focus:</strong> Making students, staff, key contacts and their needs a priority.</td>
<td><strong>Initiative:</strong> Taking action, on own accord, to address problems and prevent them from reoccurring.</td>
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<td><strong>Analysis and Judgement:</strong> Evaluating information and data to solve problems and make decisions.</td>
<td><strong>Resilience:</strong> Dealing effectively with and recovering quickly from setbacks or pressure.</td>
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<td><strong>Improvement Focus:</strong> Finding better ways of completing tasks or solving problems.</td>
<td><strong>Accountability:</strong> Assuming responsibility for making decisions and delivering agreed outcomes.</td>
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<td><strong>Teamwork:</strong> Working in collaboration with others to achieve shared goals.</td>
<td><strong>Energy:</strong> Approaching tasks with energy and pace.</td>
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<td><strong>Setting Expectations:</strong> Stating clearly what is expected from others, clearly expressing ideas, and maintaining a precise and constant flow of information.</td>
<td><strong>Interpersonal Impact:</strong> Making a positive impression on others in a range of interpersonal contexts.</td>
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<td><strong>Giving Feedback:</strong> Letting others know in a respectful, supportive and straightforward manner what is expected of them, how they have performed and if they have met needs and expectations.</td>
<td><strong>Integrity:</strong> Maintaining confidentiality, discretion and professionalism.</td>
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<td><strong>Developing Capability:</strong> Coaching, mentoring and supporting others to develop their competence and confidence for performance and growth.</td>
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### REQUIRED KNOWLEDGE
Qualifications, technical and/or professional skills and information needed from day one for successful performance.

- A recognised degree in Early Childhood Education and relevant experience including transitioning to school requirements
- An understanding of current regulatory and legislative guidelines and responsibilities and the ECA Code of Ethics, the Rights of the Child
- First Aid Certificate
- Approved Emergency Asthma Management Certificate
- Approved First Aid Management of Anaphylaxis Certificate
- Ongoing evidence of professional development as per NESA standards

### ACQUIRED KNOWLEDGE
Organisational and/or professional skills and information to be developed within the first 3 to 6 months in the role for successful performance.

- Demonstrated understanding of National Quality Standards, Early Years Learning Framework and relevant legislation
- Knowledge of the faculty/office’s functions and structure.
- Knowledge of the faculty/office’s policies, systems, processes and procedures.
- Knowledge of what other areas of the University do and how they interact with the faculty/office.

### KEY EXPERIENCES
Practical experiences and exposure to specific environments or activities related to successful performance.

- Planning and implementation of education programs in an early childhood centre environment that reflect the different stages of physical, emotional, cognitive, social and cultural development and transitional learning experience of children birth to age 5+
- Supervising and assisting age group specified (Infants, Toddlers or Preschool) in an early childhood setting through activities appropriate for their age group and stages of development and disposition for learning
- Teaching young children from birth to five plus in an early childhood setting, with strong understanding of the importance of professional collaboration and family communications
- Planning, implementing, conducting and analysis of research activities and projects within an early childhood centre environment
- Planning, implementing, leading and evaluating educational programs to maximise opportunities for young children's learning
- Mentoring and coaching to other staff in the class experiences relevant to the level of child’s development.
- Building and maintaining respectful and ethical relationships with colleagues, children and families