Position Description

Title: Early Childhood Teacher

Faculty/Office: Faculty of Arts

Department/Team: School of Education

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

ORGANISATIONAL CONTEXT

The Faculty of Arts is a place for discovery that encourages students and scholars to explore ideas that have real world impact. Ranked among the top 100 in the world, and with disciplines spanning ancient, indigenous and contemporary cultures, languages, education, media and creative arts, security and intelligence and law, the Faculty's interdisciplinary programs have a strong practical focus which is enhanced by the expertise of its academics, researchers and industry partners.

The School of Education is shaping the future of education through transformative learning and research. Our future-facing programs have their foundations in interdisciplinary research and our curriculum allows our students to learn discipline studies from experts across the university. Our research and teaching is supported by outstanding facilities and opportunities.

The Mia Mia 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 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

[Diagram of organisational structure with roles and positions]

Director
Child Study Centre

Early Childhood Teacher (H07) x 2

Administration Assistant (H05)

Early Childhood Teacher (H06) x 3

Cook (H03)

Early Childhood Teacher (H05) x 2

Cleaner (H01)

Childcare Assistant (H04) x 3

Childcare Assistant (H02) x 4
### KEY ACCOUNTABILITIES
- Monitor and supervision of normal class day activities, managing and escalating issues as needed
- Record observations to assist in the analysis of each child's development from birth to age 5
- In collaboration with team members, plan, implement, lead and evaluate educational programs to maximise opportunities for young children's learning
- Assist and participate in the planning, implementation and evaluation of action research projects with Academics within the centre
- Assist and/or co-research in the conduct of research activities and projects within the centre in consultation with the lead teacher
- 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 Early Years Learning Framework
- Plan, create and gather educational materials and prepare the environment for the young children's use to aide their development
- Clear away educational materials and resources to maintain a safe and aesthetically pleasing environment.
- Provide verbal and written feedback to students on practicum to optimise their learning experience
- Supervise and assist the young children to ensure their safety and wellbeing
- Comply with relevant EEO, current regulatory and legislative guidelines and WHS regulations
- Perform any other duties as required and appropriate for this classification.

### POSITION CONTEXT

| Reports to: | Director, Mia Mia Child and Family 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 check, Current First Aid certificate |
| Scope and autonomy | Work tasks may require interpretation, decisions and advice within the scope of defined systems, processes, procedures and techniques. |
| Problem solving | Draws on own knowledge and experience to analyse problems and develops and implements solutions. |
### CAPABILITY FRAMEWORK

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

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<tr>
<th>COMPETENCIES</th>
<th>ATTRIBUTES</th>
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<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>Initiative</strong>: Taking action, on own accord, to address problems and prevent them from reoccurring.</td>
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<td><strong>Service Focus</strong>: Making students, staff, key contacts and their needs a priority.</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>Energy</strong>: Approaching tasks with energy and pace.</td>
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<td><strong>Teamwork</strong>: Working in collaboration with others to achieve shared goals.</td>
<td><strong>Integrity</strong>: Maintaining confidentiality, discretion and professionalism.</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>Relationship Management</strong>: Establishing effective working relationships with others.</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, UN Convention on 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.

Demonstrated skill and experience in the 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 of children Birth to 5

Supervising and assisting in age group specified (Infants, Toddlers or Preschool) activities appropriate for their age group and stages of development

Demonstrated experience teaching young children from birth to five plus in an early childhood setting, with strong understanding of the importance of family communications

Assisting in the planning, implementation of research activities and projects

Demonstrated ability in building and maintaining respectful and ethical relationships with colleagues, children and families