



## POSITION DESCRIPTION

<b>POSITION TITLE:</b>		Kindergarten Teacher			
<b>POSITION NO:</b>		702485	<b>CLASSIFICATION:</b>		EEEEA Teacher Level
<b>DIVISION:</b>		Community Wellbeing			
<b>BRANCH:</b>		Family, Youth and Children's Services			
<b>UNIT:</b>		Children's Services			
<b>REPORTS TO:</b>		Centre Coordinator			
<b>POLICE CHECK REQUIRED:</b>	Yes	<b>WORKING WITH CHILDREN CHECK REQUIRED:</b>	Yes	<b>PRE-EMPLOYMENT MEDICAL REQUIRED:</b>	Yes

Yarra City Council is committed to being a child safe organisation and supports flexible and accessible working arrangements for all.

This includes people with a disability, Aboriginal and Torres Strait Islanders, culturally, religiously and linguistically diverse people, young people, older people, women, and people who identify as gay, lesbian, bisexual, transgender, intersex or queer.

We draw pride and strength from our diversity, remain open to new approaches and actively foster an inclusive workplace that celebrates the contribution made by all our people.

This position is required to provide evidence of COVID-19 double dose vaccination. We will work with individuals to assess their ability to meet this requirement on a case by case basis.

### POSITION OBJECTIVES

- To ensure the provision of a high quality innovative Kindergarten program which meets the individual needs of the children.
- To provide safe, quality care in accordance with the Education and Care Services National Law and Regulations, National Quality Framework and Victorian Kindergarten Funding requirements.

### ORGANISATIONAL CONTEXT

The Municipality is committed to efficiently and effectively servicing the community to

the highest standards, protecting, enhancing and developing the City's physical and

social environment and building the population and business base. A major imperative of the Organisation is the introduction of a best value framework with an emphasis on customer service and continuous improvement.

The Family, Youth and Children's Services Branch forms part of the Community Development Division. The Early Years Unit contributes directly to the achievement of Branch and organisational goals.

As a member of the Early Years Unit, the incumbent is required to pursue Branch and Divisional goals through effective team work within the Branch/Unit and with colleagues in other branches and divisions. This is achieved by developing sound working relationships with a range of internal and external parties and through active contribution to actions and strategies as set out in the 0-25 years plan.

The Kindergarten is part of the Children's Services Unit, which consists of:

- Coordinator of Children's Services
- Team Leader of Children's services operations Early Years & OSHC and Occ Care
- Staff at Council managed Long Day Care Centres
- Staff at Council managed Kindergartens
- Pedagogical Leader
- Pre School Field Officer
- Customer and Business Support

#### **ORGANISATIONAL RELATIONSHIPS:**

<b>Position reports to:</b>	Centre Coordinator
<b>Position Supervises:</b>	Early Childhood Educators Certificate III & Diploma, Relief Staff and Students
<b>Internal Relationships:</b>	Team Leader – Children's Services Operations – Early Years, Kindergarten Teachers, Pre School Field Officer;
<b>External Relationships:</b>	Family, Youth and Children's Services Branch staff, Children and families attending the centre; relevant children's service organisations in relation to program planning and other early childhood professionals

#### **KEY RESPONSIBILITIES AREAS AND DUTIES**

##### **1. Program**

- Provide developmentally appropriate learning opportunities in an environment that meets the individual needs of children and that promotes their growth and development, enhances their emotional and social wellbeing and encourages exploration and learning. The development of a written program is a key component in the provision of such an environment.
- Develop, display, implement, evaluate and make available to parents a written program with clearly states the aims that reflect the needs of children participating and their parents.

- Undertake objective observations of individual children and contribute to comprehensive individual developmental records.

## **2. Safe Environment for Children and Staff**

- Ensure all procedures required by Education and Care Services National Law Act 2010, Education and Care Services National Regulations 2012, centre policies, procedures and work practices and Occupational Health and Safety procedures are adhered to.
- Maintain a safe environment for children including responsibility for checking equipment and other aspects of the physical environment.
- Implement, adhere to and advocate the child safe standards and the City of Yarra's commitment to these standards
- Report to Centre Coordinator any concerns regarding adherence to the above procedures, regulations and legislation.
- Report to Centre Coordinator any incidents/accidents and illness immediately and record as per centre procedure.

## **3. Liaison with Parents, Staff and Coordinator**

### ***Parents***

- Ensure parent participation in the planning and operation of the centre and address issues relating to children's care and development.
- Encourage parents to be actively involved in Kindergarten's Quality Improvement Plan processes.
- Acknowledge and be sensitive to varying parenting practices and cultural differences.
- Inform the Centre Coordinator of any concerns regarding the development, behaviour or well-being of the child/ren in the centre and make referrals as appropriate in consultation with the Pre School Field Officer, Team Leader Children's Services Operations – Early Years and families.
- Implement an orientation program that suits the needs of the individual children and families;
- Inform parents of the fee schedule and payment options and support Customer and Business Support in collection of fees.

### ***Staff***

- Supervise and support the Kindergarten co-workers and other staff as required.
- Maintain a safe environment for staff ensuring that staff work within Occupational Health and Safety procedures, policies and guidelines.
- Supervise and assess students as may be required from time to time.
- Participate fully in and support the functioning of the staff team.

### ***Team Leader***

- Report to the Centre Coordinator any issues pertinent to the day to day operation of the centre including staff, parents and children.
- Participate in and support the development and implementation of centre policies and procedures.

#### **4. Administration**

- Maintain detailed records of children's programs, accident/illness, attendance, medication and concerns in relation to a child's well-being as required by the Education and Care Services Regulations and both Council and centre policies procedures and work practices.
- Monitor, assess, record and maintain children's' learning and development to provide the basis for ongoing planning and reporting to parents.
- Ensure the program operates within budget.
- Ensure there are sufficient program materials, supplies and equipment.
- Report regularly to the Centre Coordinator on the operation of the Kindergarten program and other issues that may arise.
- In conjunction with the Centre Coordinator undertake program and service evaluation and ongoing quality improvement processes to ensure the program and service effectively meet the needs of children and families and provide the opportunity for the best outcomes for children.
- Attend meetings/forum where required.
- Ensure all required records and authorisations are completed for excursions as detailed in the Act and Regulations.
- Ensure all children's enrolment records, staff records and attendance records are accurate and in line with the Education and Care Services regulations.

#### **5. Management support**

- Ensure that all children's programs operating from the Kindergarten comply with statutory requirements and policies, procedures and work practices.

#### **ACCOUNTABILITY AND EXTENT OF AUTHORITY:**

- The position is accountable to the Centre Coordinator and makes independent decisions in the context of key responsibility areas as outlined and with organisational and operational policies, procedures and objectives.
- Under the guidance of the Centre Coordinator, the position is directly accountable for the Kindergarten activities and objectives.
- The incumbent is required to consult with and report regularly to the Team Leader Children's Services Operations – Early Years to ensure the achievements of Key Performance Indicators, program objectives, targets and organisational policies and procedures.

#### ***Safety and Risk***

- Minimise risk to self and others and support safe work practices through adherence to legislative requirements and Council policies and procedures.
- Report any matters which may impact on the safety of Council employees, community members, or Council assets and equipment.

### ***Sustainability***

- Embrace the following Sustaining Yarra principles through day to day work:
  - Protecting the Future
  - Protecting the Environment
  - Economic Viability
  - Continuous Improvement
  - Social Equity
  - Cultural Vitality
  - Community Development
  - Integrated Approach

### ***Yarra Values***

- Behave according to the following values which underpin our efforts to build a service based culture based on positive relationships with colleagues and the community:
  - Accountability
  - Respect
  - Courage

## **JUDGEMENT AND DECISION MAKING**

- The Kindergarten Teacher is responsible for day to day decisions regarding the Kindergarten programs, within set philosophies, policies, procedures, guidelines and regulations and in consultation with the Team Leader Children's Services Operations – Early Years. All key responsibility areas including budget and programming responsibilities.
- The Kindergarten Teacher will be required to participate in service policy development.
- Decision making within the context of Education and Care Services National Law Act 2010, Education and Care Services National Regulations 2012, using professional knowledge and experience to provide appropriate advice and guidance to families and children.
- Provide appropriate advice and guidance to families and children within the context of Council initiatives, strategies and objectives, the *Education and Care Services National Law Act 2010, Education and Care Services National Regulations 2012* and using professional knowledge and experience.

## **SPECIALIST KNOWLEDGE AND SKILLS**

- Proven ability to develop and implement innovative quality program plans relevant to the needs of children attending the centre.

- Demonstrate a high level of knowledge of relevant curriculum approaches, child development theories and areas of children’s learning processes and resources, and how to implement programs which enhance children’s learning.
- Proven experience in networking with primary schools and supporting children with a successful transition to school.
- Knowledge of other relevant community and Early Childhood Services available for support and care of children and their families.
- Knowledge and understanding of the Educational and Care Services National Law and Regulations and the National Quality Framework.

### **MANAGEMENT SKILLS**

- Proven ability to complete organisational and administrative duties as required
- Ensure the service’s policies and procedures are adhered to by self and co-educators.
- Demonstrated experience in fulfilling their legal responsibilities and accountability requirements.
- Proven ability to contribute appropriately to the effective management of the service including the service’s Quality Improvement Plan

### **INTERPERSONAL SKILLS**

- Work collaboratively with colleagues, other members of the profession and others in the community who contribute to the child’s educational or developmental progress and wellbeing
- Provide leadership and role modelling to other early childhood staff within the service
- Provide advice and support to parents and the broader community in the development and delivery of early childhood education
- Actively pursue opportunities to advocate on behalf of children and for the development and delivery of early childhood education by working collaboratively and effectively with appropriate groups in the broader community
- Provide feedback to parents/guardians about the developing knowledge and skills of children in ways which are meaningful and encourages the parents’/guardians’ involvement in their child’s learning.

### **QUALIFICATIONS AND EXPERIENCE:**

#### **Mandatory**

- An approved early childhood teacher qualification *as per the approved qualifications list published on [www.acecqa.gov.au](http://www.acecqa.gov.au)*

- Current Early Childhood VIT registration and ability to meet the requirements for the annual VIT renewal.
- Current ACECQA approved First Aid & CPR Certificate; Certificate in the Management of Asthma; and Certificate in the Management of Anaphylaxis.

**KEY SELECTION CRITERIA:**

1. Demonstrated experience in applying high quality teaching skills in order to provide appropriate learning opportunities in an environment that meets the individual needs of children and that allows children to reach their full potential.
2. Demonstrated ability to form positive relationships and communicate with families, while being sensitive to the cultures and individual circumstances of children and families from diverse backgrounds.
3. Demonstrated contemporary knowledge of educational theories and commitment to consistently seek out opportunities to enhance their skills through professional development, engagement with colleagues and other relevant professionals.
4. Demonstrated thorough understanding of the Education and Care Services National Regulations, Kindergarten funding requirements, Teacher Standards and the National Quality Standards.
5. Demonstrated ability to communicate with all stakeholders and ability to work cohesively alongside other professionals.
6. Demonstrated understanding of working as part of a large organisation and within the context and parameters of the organisation's policies, initiatives and objectives.