



Position Description

Early Childhood Teacher

Children’s Centres

Division of Finance

Classification	Level 6
Special conditions	<p>Employment Screening – Functional Assessment</p> <p>Working with Children Check</p> <p>8 hour shifts between the operating hours of 8am to 6pm on a rotating roster. Including a 30 minute paid lunch break to remain onsite.</p> <p>NESA Accredited Early Childhood Teacher</p>
Workplace agreement	Charles Sturt University Enterprise Agreement
Date last reviewed	February 2025

Children’s Centre’s Division of Finance

Our centres are staffed by a dedicated team of early childhood educators and we pride ourselves on providing a fun, stimulating and nurturing environment. We offer learning experiences to children in an innovative and inclusive centre that is guided by exemplary practice and research. Our centres comply with ACECQA National Regulations, achieving an ‘exceeding’ ratings and are open to all children in the university and surrounding communities.

Located on Charles Sturt’s Wagga Wagga Campus, the [Early Learning and Nurture Centre](#) is a modern purpose-built childcare centre, set amongst idyllic bushland and offers 5 large playrooms all with open, natural playgrounds and is licensed to care for 58 children per day.

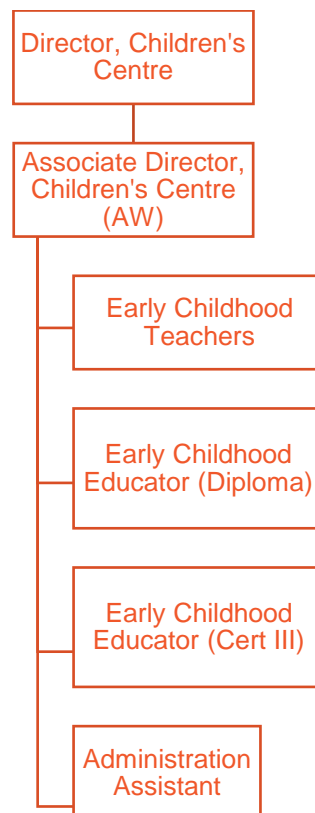
Located on Charles Sturt’s Albury-Wodonga Campus, the [Murray Children’s Centre](#) is a university-based Early Childhood Centre, licensed for 71 places per day. Murray Children’s Centre is dedicated to exemplary professional practice and ethical early childhood research.



Statement of commitment to upholding Child Safety

Charles Sturt Children's Centres are committed to Child Safety. We have zero tolerance for child abuse and are committed to acting in children's best interests and in keeping them safe from harm. We regard our child protection responsibilities with the utmost importance and, as such, are committed to providing the necessary resources to ensure compliance with all relevant child protection laws and regulations to maintain a child safe culture.

Organisational chart



Reporting relationship

This position reports to: Director, Children's Centre's

This position supervises: Nil

Key working relationships

- Children's Centre Staff
- Centre families
- Local community organisations



Position overview

The Early Childhood Teacher will provide a developmentally appropriate education program for the group of children within his/her care. The position will plan, prepare and evaluate in association with other educators an indoor and outdoor learning environment, acknowledging individual needs, within the needs of the group for children.

Principal responsibilities

- **Values:** Consistently embody the University's values in behaviour and decision-making, while encouraging inclusivity and collaboration to foster a safe and respectful work environment.
- **Leadership:** Lead by example to inspire, empower, and foster a culture of collaboration, innovation, and continuous improvement. Ensure clear direction, effective communication, and accountability, driving organisational success and individual growth, and a safe working environment.
- Work as a member of a cooperative team, working closely with all educators to ensure the smooth operation of the childcare centre.
- Model exemplary teaching practice for educators and students, observing and exceeding industry education and regulation guidelines.
- Attend to the physical, emotional, social, and cognitive needs of the children.
- Develop and implement an educational program, with guidance from the Educational Leader, that is child-focused, covering all developmental areas.
- Observe, record, and evaluate children's development on a continuing basis and use this information as a basis for program planning.
- Support the implementation of National Quality Framework and the Centre's Key Improvement plan across the centre.
- Incorporate the Early Years Learning Framework into the Educational Program.
- Develop rapport with families to enable an exchange of information about the child, their development, interests, needs and abilities, providing information and support to families in both formal and informal ways.
- Maintain any necessary records as required by the Department of Education and Communities. This includes but is not limited to documents such as; Child Incident Reports, Developmental records and Educational Program records.
- Report to the Director any maintenance or equipment repairs that may be required. Contribute to the daily maintenance, cleanliness and tidiness of the centre.
- Leading the development and implementation of the educational program in the role as Educational Leader.
- Assist to create an environment for children that is safe; and ensure the use of age-appropriate teaching materials that incorporate the anti-bias perspective.
- Attend staff meetings and appropriate in-service, workshops and seminars for professional development and childcare functions.



- Undertake the role of a Certified Supervisor as required by your supervisor.
- Supervise students from University and TAFE or other training institutions.
- Other Teaching-related duties appropriate to the classification as required.

Required capabilities

This section comprises capabilities from the Charles Sturt [Capability Framework](#). Read the Framework for more detail regarding these capabilities.

Capability	Capability Definition	Level of influence
Innovates		
Acts Strategically	Analyses opportunities to determine effective solutions and solve problems in order to achieve short and long-term objectives.	Influence others
Navigates Complexity	Adjusts and responds effectively to new or unexpected situations, challenges, or opportunities whilst developing strategies to manage wellbeing in a challenging environment.	Influence others
Creates Innovative Solutions	Uses methodologies that open up creative thinking and transform ideas into actionable plans and strategies. Reflects on outcomes and drives ongoing improvement.	Influence others
Connects		
Builds Relationships	Implements interdisciplinary collaboration, adopts diversity and inclusion principles, and facilitates relationship building to work effectively with others.	Influence others
Communicates with Influence	Listens to understand the position of others and leverages effective communication and negotiation skills in order to influence and navigate toward mutually beneficial outcomes.	Influence others
Creates Alignment	Aligns behaviours with values, recognises interconnectedness in the environment and takes effective action.	Influence others
Achieves		
Manages Change	Assumes responsibility for change. Supports change initiatives, builds knowledge to understand purpose and impact. Supports others to engage with change to deliver outcomes.	Influence others
Plans and Prioritises	Effectively plans and aligns priorities with strategy. Effectively allocates and utilises resources to achieve goals.	Influence others



This section comprises of Enabler and Manages Effectively capabilities from the Charles Sturt Capability Framework.

Capability	Capability description	Level of influence
Enablers		
Practices Effective Governance	Refers to policies, processes and guidance to support effective decision making and applies risk management processes to mitigate risk and proactively manage safety and compliance obligations.	Influence others
Manages Projects Effectively	Applies effective planning and coordinates effort using project management practices to deliver specific project objectives.	Influence others
Manages Effectively		
Clarifies Purpose and Inspires Direction	Clearly articulates the purpose and strategies of Charles Sturt and alignment to teamwork priorities. Provides a sense of direction and motivates people and teams to strive for it.	Influence others
Demonstrates Self Awareness	Builds an understanding of own thoughts, feelings, strengths, weaknesses and behaviours, to understand how others perceive them, to make sound decisions, build positive relationships and communicate effectively.	Influence others
Coaches and Develops Others	Guides and supports individuals to enhance their skills, knowledge, and capabilities, fostering personal and professional growth, and empowering them to reach their full potential.	Influence others
Builds Effective Teams	Builds teams with complementary abilities and skill sets, encourages effective communication and collaboration and cultivates a supportive environment to reach objectives.	Influence others

Physical capabilities

The incumbent may be required to perform the following.

- Perform in an accurate and timely manner push/pull, reaching, grasping, fine manipulation tasks, including lifting items up to 20kg.
- Possess the physical ability to carry out shelving duties, such as frequent bending, reaching/stretching, squatting and repetitive lifting.
- Be sufficiently agile to react quickly to prevent incidents and prevent injury from occurring to children, self and others.



Selection criteria

Applicants are expected to address the selection criteria when applying for this position.

Essential

- A. A degree in Early Childhood Education, normally with 2 or more years subsequent relevant experience to consolidate the theories and principles learned; or an equivalent level of knowledge gained through any other combination of education, training and/or experience.
- B. Hold NSW Education Standards Authority (NESA) accreditation at either a Provisional or Proficient level and be actively maintain their accreditation status, with professional development opportunities sourced individually or provided by the organisation.
- C. Demonstrated experience in developing and implementing high quality, inclusive, educational programs for children aged birth to 6 years.
- D. Strong knowledge of the National Quality Framework and the Education and Care Services National Regulations and its implementation within the Centre to ensure operational compliance.
- E. Excellent communication and inter-personal skills, including negotiation and liaison skills for working with parents and educators. Ability to relate well to, and engender confidence, in children and families from a diversity of background.
- F. A commitment to providing high quality service delivery.
- G. Highly risk aware and proactive in addressing issues to ensure the continued health and safety of young children, educators, and visitors.
- H. Hold or are willing to obtain a ACECQA approved qualifications in First Aid and CPR, Anaphylaxis training and emergency Asthma management training and undertake relevant refresher training.
- I. Hold or are willing to obtain an approved Child Protection certificate.