

Position Description

Title	Early Childhood Teacher / Education Leader
Business Unit	Early Learning
Location	As per Employment Agreement
Employment type	As per Employment Agreement
Reports to	As per Employment Agreement

About Uniting

Uniting Vic.Tas is the community services organisation of the Uniting Church. We've been supporting people and families for over 100 years. We work alongside people of all ages in local communities in Victoria and Tasmania. Our services reach to Albury-Wodonga in the north, Mallacoota in East Gippsland, the Wimmera region in the west, and across Tasmania.

We empower children, young people and families to learn and thrive. We're there for people experiencing homelessness, drug and alcohol addiction or mental illness. We support people with disability to live the life they choose. We assist older people to maintain their independence and enjoy life. We provide opportunities to access training and meaningful employment. We're proud to welcome and support asylum seekers to our community. We work to empower people with the information, skills and tools they need to live a healthy, happy life.

As an organisation, we work in solidarity with Aboriginal and Torres Strait Islander people as Australia's First Peoples and as the traditional owners and custodians of this land.

We celebrate diversity and value the lived experience of people of every ethnicity, faith, age, disability, culture, language, gender identity, sex and sexual orientation. We welcome lesbian, gay, bisexual, transgender, gender diverse and non-binary, intersex, and queer (LGBTIQ+) people at our services. We pledge to provide inclusive and non-discriminatory services.

Our purpose: To inspire people, enliven communities and confront injustice

Our values: We are imaginative, respectful, compassionate and bold

1. Position purpose

As an Early Childhood Teacher/Education Leader, you are expected to lead, guide, and support a team which provides high quality early childhood education and care to children. This includes.

- Developing strong relationships with children at the service
- Developing strong relationships that support and partner with families, and the community.
- Complying with the Uniting Early Learning policies and procedures
- Working with other staff towards continuous improvement in the service's operations

Under the National Law and Regulations, services are required to base their educational program on an approved learning framework. Through the relevant framework, this position focuses on addressing the developmental needs, interests, and experiences of each child, while taking into account individual differences.

Each service works to one of the national or Victorian early learning framework which outline practices that support and promote children's learning. These frameworks include:

- Belonging, Being and Becoming: The Early Years Learning Framework for Australia (EYLF) - This the nationally approved learning framework under the NQF for young children from birth to five years of age.

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- My Time, Our Place: Framework for School Age Care in Australia - This the nationally approved learning framework under the NQF for school age children.
- The approved learning framework specific to Victoria is the Victorian Early Years Learning and Development Framework (VEYLDF)

You have an influential role in promoting positive outcomes for children and families. Effective education leadership builds the capacity of educators by inspiring, motivating, affirming, challenging, and extending their practice and pedagogy. The joint endeavour involves inquiry and reflection and supports ongoing learning and professional development.

The Early Childhood Teacher/ Educational Leader will be based in East Gippsland and will be required to travel to our rural services in Orbost, Omeo, Swifts Creek, Buchan and Bruthen, where and when required to undertake the duties and responsibilities of the Educational Leader.

2. Scope

Budget:

nil

People:

nil

3. Relationships

Internal

- Service Leader
- Other Teachers and Educators
- Early Learning Management team
- Uniting Support Services

External

- Children
- Families and caregivers
- Other early childhood professionals
- Department of Education and Training
- Other community service organisations as required.

4. Key responsibility areas

Education Leadership

- Promote and maintain a positive, respectful, and enthusiastic work environment.
- Provide authentic team leadership and the highest level of professional conduct in alignment with Uniting's values.
- Actively manage the safe working practices in the team and as far as you are able, protect your own and others health and safety.
- Cultivate proactive team spirit by supporting regular and systematic meetings and joint planning exercises.

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- Support the Early Learning Program Manager to implement best practice performance management and support strategies for employees that enable clearly defined goals and develop opportunities.
- Ensure compliance with established policies and procedures and that these policies and procedures continue to align with legislative and statutory requirements.
- Model a positive culture in all interactions with staff, colleagues, clients, and all external stakeholders.
- Work directly with room leaders and teachers to support a culture of openness and ambition.
- Provide expert advice to employees.
- Develop, promote, and involve teaching staff in creative initiatives to share good practice.

Service delivery

- Undertake responsibility for the mentoring program including planning, coordination, implementation, and delivery.
- Use coaching methods to develop reflective practice in others and encourage the use of new learning strategies.
- Conduct supportive observations and action plan as required.
- Identify areas of good practice and develop and share resources with staff and by attending team meetings.
- Establish outcomes to achieve mentoring goals and deliver these through planning, implementation, and evaluation, ensuring standards are adhered to.
- Play an active role in the teaching, learning and assessment quality assurance process as appropriate and when required.
- Work directly with educators and support a culture of openness and ambition.
- Model a positive culture in all interactions with staff, colleagues, clients, and all external stakeholders.
- Adhere to established work practices and exercise initiative and judgement where these are not clearly defined.

Quality and risk

- Identify and adapt best practice benchmarking indicators to the delivery of services.
- Foster and promote a continuous learning environment that responds to the needs of services and its users.
- Identify and assist in the solution to any communication and workflow problems observed by suggesting improvements and enhancements to existing systems and processes in accordance with Uniting procedures.
- Identify and participate in personal development that ensures the continuing high delivery of services.
- Actively participate in regular supervision and annual performance plan reviews.
- Assist with the development and implementation of Uniting policies and procedures and continue to evaluate to direct high level service delivery.
- Ensure accurate, timely and effective communication and reporting processes are followed to meet statutory, organisational, and funding body requirements.

Educational Program and Practice

- Work in accordance with the requirements of the *Education and Care Services National Law Act 2010*, Education and Care Services National Regulations 2011, and the National Quality Standard for Early Education and Care
- Implement the service's philosophy in undertaking all other duties.
- Facilitate the implementation of contemporary, research-based practices at the service.
- Provide ongoing support and assistance to other staff in all areas of service operation.
- Provide ongoing support and assistance to the Service Leader and Approved Provider

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- Implement the service statement of philosophy that guides the pedagogy and teaching decisions.
- Develop, in consultation with parents, and educators, an educational program that is culturally respectful, inclusive of all abilities and appropriate to the individual developmental needs and interests of the children. The program will be based on an approved curriculum framework, reflect the service's philosophy and policies, the needs of the community, and be culturally appropriate.
- Ensure curriculum decision making contributes to children's learning and assist them to enhance their connection with community, wellbeing, confidence as learners and effective as communicators.
- Develop and implement daily routines and use these as learning opportunities.
- Implement a play-based learning environment responsive to children's interest, strengths, and abilities.
- Plan and implement programs which reflect cultural backgrounds and the emerging skills and interests of children.
- Document children's learning in a variety of ways that makes their learning visible.
- Maintain ongoing records of the children's development and assessments against learning outcomes.
- Critically reflect on and evaluate children's learning, using this as a primary source of future planning
- Display the educational program, updated every fortnight at a minimum
- Develop, record, and maintain specific objectives for individual children based on regular written observations across all aspects of the child's development and share this information with parents as appropriate.
- Link specific objectives for individual children into the program plan
- Complete Transition Statements in accordance with funding requirements
- Provide a safe, healthy, and welcoming environment and ensure that children are supervised at all times.
- Discuss with relevant service staff, such as other educators working with the Early Childhood teacher, the educational program, needs of families and children attending the service so that they can perform their duties effectively.

Relationships with Children

- Ensure each child has a sense of belonging, being and becoming.
- Always maintain respectful, equitable and genuine relationships with each child
- Respect each child as competent, capable learners and engage them in meaningful interactions through shared decision making.
- Support each child to manage their behaviour and encourage this with positive behaviour guidance strategies.
- Role model positive interactions and behaviour guidance strategies
- Respect each child's similarities, differences, cultures, and diversities.
- Maintain the rights and dignity of each child.
- Respond to the emotional, social and well-being needs of each child.
- Provide physical care, assisting children in toileting, dressing, and mealtimes.
- Form positive, trusting, comforting, and nurturing relationships with children.
- Maintain up-to-date records of your group's children.

Leadership and Service Management

- Assist with administrative duties as requested.
- Ensure the Service Leader is informed of any problem which would impact the children, service approval or rating, regulatory and legal compliance, or the smooth running of the service.
- Advocate for children and their families
- Participate in the service's Quality Improvement Plan and assist in implementing this.
- Undertake regular supervision and performance review with line manager, providing feedback to promote collaborative working relationships.
- Positively promote and market the service to families and the community

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- Attend and contribute to team and other meetings as requested.
- Maintain current knowledge of developments in early childhood education and care and engage in appropriate professional development opportunities.
- Share information about early education and care with other staff
- Any other duties specified by the Service Leader including professional development.
- All team members are expected to attend training and maintain requirements and qualifications.
- Team members will be offered professional development opportunities throughout the year and are encouraged to attend.
- Work in a cooperative manner with Uniting Early Learning leadership, ensuring open communication on all issues pertaining to employment, management, finances, program, and regulatory requirements of the service.

5. Person specification

Qualifications

- Early Childhood Teaching Degree (or equivalent as approved by Australian Children's Education and Care Quality Authority)
 - Be registered as an Early Childhood Teacher within relevant state jurisdictions, and continue to renew/maintain the registration during the course of employment*
 - Current First Aid, CPR, Anaphylaxis and Asthma Certificates*
 - Current National Police Record Check
 - Current Employee Working with Children Check / Working with Vulnerable Persons Check*
- *Must be applicable for the State in which the service operates
Current Driver Licence

Experience

- A sound knowledge of and experience in the application of approved learning frameworks
- A sound discipline knowledge including the underlying principles of early years gained through experience, education and/or training.
- Have a sound understanding and knowledge of early childhood development and education.
- Have a sound understanding and knowledge of legislation, regulations, and standards, including Child Safe Standards governing the operation of children's services.
- Ability to develop, document and implement a high quality, developmentally appropriate education program for kindergarten children in consultation with relevant stakeholders.
- The ability to plan, work and manage time effectively with minimal supervision.
- Excellent people skills and an ability to communicate effectively with children, parents, other staff, and professionals.
- Ability to work in a cooperative, flexible, and professional manner with children, parents, and staff.
- Well-developed leadership and self-motivation skills
- Ability to ensure confidentiality of information.

Core selection criteria

- **Values alignment:** ability to demonstrate and authentically promote Uniting's values.
- Demonstrated ability to provide safe environments for children and young people and protect them from abuse and neglect.
- **Communication:** Strong and clear communication skills with the ability to build positive professional relationships with families, educators, and other professionals; excellent interpersonal skills; high level written and verbal communication skills
- **Teamwork:** cooperates and works well with others in pursuit of team goals; collaborates and shares information; shows consideration, concern, and respect for others feelings and ideas; accommodates and works well with the different working styles of others; encourages resolution

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of conflict within the group; willingness to be proactive and help others; contributes to the continuous improvement of a positive, collaborative and effective work environment

- **Quality Assurance:** ability to support the development and implementation of a developmentally appropriate educational program for children; committed to continuing individual learning and development and improvement of inter-professional practice; ability to operate in an inclusive and supportive learning environment.
- **Problem Solving:** demonstrates creativity and innovation; can be flexible and resilient and quickly adapt to the work environment; be aware of, and working with, the different strengths of each child; have developed skills in engaging children and families in a number of ways.
- **Leadership** – Strong leadership skills and knowledge; ability to lead program planning and ensure the achievement of goals; ability to build strong, high functioning teams and align teams with the organisational values and goals, particularly those related to consumer-centricity; role modelling expected behaviour; strong ability to establish credibility with staff and inspire a shared vision.

6. We are a child safe organisation

Uniting is a child safe organisation and is committed in everyday practice to ensure the safety and wellbeing of all children, at all times. As a child safe organisation, employment with Uniting is subject to a satisfactory national (and international where relevant) police check and relevant Working With Children Check (and NDIS Worker Screening Check where relevant) to your State prior to commencement of any paid or unpaid work and/or participation in any service or undertaking. It is a condition of employment that all eligible workforce receive the COVID-19 vaccination and supporting evidence may be requested in order to perform duties at any of Uniting's workplaces.

This position description is subject to review and may change in accordance with Uniting's operational, service and consumer requirements.

7. Acknowledgement

I have read, understood, and accepted the above Position Description

Employee

Name:

Signature:

Date: