

Position Description

Title	Early Childhood Teacher
Business Unit	Early Learning
Location	As per employment agreement
Employment type	As per employment agreement
Reports to	Centre Director/Service Leader/Nominated Supervisor

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 safe, inclusive and non-discriminatory services where racism is not tolerated.

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

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

1. Position Purpose

As the Service Leader (Nominated Supervisor), you are expected to support the leadership of a team which provides high quality early childhood education and care to children. Your role will include both operational management and rostered time spent as part of the ratioed team providing direct service to children.

The primary purpose of the role is:

- To ensure the service is compliant with the requirements of the Education and Care Services National Law Act and Regulations, the Kindergarten Funding Guidelines, the National Quality Standards Framework, Child Safe Standards and organisational policies and procedures.
- Lead and mentor a team of educators to provide quality early childhood education and care in line with the relevant Early Years Learning Framework and the National Quality Frameworks; to drive pedagogical practices that are aligned to Uniting's purpose, values, policies and procedures.
 - Delivering a high quality program for children
 - Developing strong relationships that support and partner with families, and the community.

Position Description

Early Childhood Teacher

- Working with other staff towards continuous improvement in the service's operations
- Under the National Law and Regulations, services are required to align their educational program to 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 approved early learning frameworks 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 V2.0) - This the nationally approved learning framework under the NQF for young children from birth to five years of age.
- [Victorian Early Years Learning and Development Framework](#)

2. Scope

Budget: To monitor and report against annual service budget

People: Early Childhood Teacher/s, all Educators, Students and Volunteers
Reports directly to the Uniting Early Learning Program Manager

3. Relationships

Internal

- Senior Managers
- Program Manager
- Educational Leader
- Early Childhood Teacher/s
- Other educators
- Early Learning Management team

External

- Children
- Families and caregivers
- Other early childhood professionals
- Department of Education
- Other community service organisations as required.
- Commonwealth and State Government as required through direction of management.
- Other service providers as required.

4. Key Responsibility Areas

Educational Program and Practice

Position Description

Early Childhood Teacher

- 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 Framework for Early Education and Care](#)
- Implement the service statement of philosophy that guides the pedagogy and practice of all educators/the teaching team
- Design, plan, implement and evaluate a learning program aligned to an Approved Learning Framework
- Provide ongoing support and assistance to other staff in all areas of service operation.
- Implement the service statement of philosophy that guides the pedagogy and teaching decisions.
- Support educators to implement integrated teaching and learning approaches
- Challenge existing practices with a focus on quality outcomes for children
- Lead and model effective application of teaching and learning practices
- Promote and Role Model high-quality practice as described by the Approved Learning Framework
- Engage in pedagogical conversations with colleagues about early childhood theory and practice
- Contribute to the development of programs which reflect the Early Years Learning Framework for the children or the VEYLDF.
- Ensure curriculum decision making contributes to children's learning In the framework outcome areas of community, wellbeing, confidence as learners and effective as communicators.
- Uphold the 5 learning outcomes of the EYLF (2.0):
 - Children have a strong sense of identity.
 - Children are connected with and contribute to their world.
 - Children have a strong sense of wellbeing.
 - Children are confident and involved learners.
 - Children are effective communicators.
- Optimise transitions and daily routines to further children's learning
- Implement a play-based learning environment responsive to children's interest, strengths and abilities.
- Lead the development of programs and implement programs which reflect the cultural backgrounds 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
- Actively support every child to participate in the program and assist in ensuring that the program promotes the rights of each child.

Children's Health and Safety

- Support each child's health needs.
- Ensure that children are always safe and adequately supervised.
- Ensure potential supervision risks are reported to the Program Manager.
- Protect and uphold the rights and dignity of children attending the service.
- Ensure a safe and stimulating environment where all staff and children are protected from hazards and harm.
- Respond positively and consistently to cultural background, children's additional needs and requirements (e.g. developmental, diet/allergies).
- Ensure a high standard of hygiene is maintained in compliance with Uniting and the service's policies and procedures.
- Ensure food provided on a daily basis is appropriate for all children, including those with specific dietary and allergy requirements and is served appropriately, according to the Food Handling and Health and Nutrition Policies.
- Adhere to the service's Child Protection Policy:
 - Inform the Program Manager of any allegations or convictions of a child protection nature, of which you become aware, against any other employees.

Position Description

Early Childhood Teacher

- Act as a mandated reporter which requires reporting to the appropriate authority where there are reasonable grounds to suspect that a child is at risk of significant harm.
- Manage work practices to ensure reasonable care is taken for own health and safety and the health and safety of others.

Physical Environment

- Develop an environment for children which fosters curiosity, exploration, and problem solving.
- Maintain respect for indoor and outdoor learning environments.
- Maintain supplies and equipment levels for the room or service in accordance with the service's policies.
- Assist and work alongside with children, in maintaining the aesthetics of the environment.
- Maintain a clean and safe work environment.
- Conduct scheduled workplace inspections and risk assessments (e.g. opening or closing checklist, resources and equipment cleaning checklist, safe building checks)
- Ensure environmental sustainability practices are embedded in all program areas.
- Support children to become environmentally responsible.
- Contribute to shared duties relating to cleaning.

Staffing Arrangements

- Always maintain educator-to-child ratios and qualifications
- Support a healthy team environment.
- Adhere to the Early Childhood Australia Code of Ethics in all interactions and relationships.
- Maintain professional and ethical standards when dealing with families, educators, students, volunteers and children.
- Participate in ongoing professional development and training programs.
- Attend team meetings, contributing through observations of children and the sharing of ideas to improve on the continuous quality improvement of the service.
- Develop ethical channels of communication, based on mutual respect, equity, and fairness.
- Fulfil requirements and documentation as the responsible person on duty.
- Act as role model for other educators and students
- Lead and mentor staff to implement the program.
- All Early Childhood educators are required to agree to act as a responsible person as per the Education and Care Services National Regulations. Responsible persons are placed in charge of the day-to-day operational management of the service if the approved provider or nominated supervisor is not present and you are nominated as the responsible person.
- Lead the orientation of new staff and provide information on the established goals in relation to the educational program and practice at the service.
- Provide authentic team leadership and the highest level of professional conduct in alignment with Uniting's values.

Relationships with Children

- Ensure each child has a sense of belonging, being and becoming.
- Maintain respectful, equitable and genuine relationships with children
- Respect each child as competent, capable learners and engage them in meaningful interactions and shared decision making.
- Support each child to regulate their emotions in age appropriate ways, offering guidance for children in times of dis-regulation.
- 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.
- Form positive, trusting, comforting and nurturing relationships with children.
- Maintain up-to-date child records.

Collaborative Partnerships with Families and Communities

Position Description

Early Childhood Teacher

- Develop positive and respectful relationships with families.
- Support families and respect child rearing practices and beliefs, contributing to an effective partnership.
- With guidance from the Centre Director/Service Leader, Nominated Supervisor (if not the Centre Director/Service Leader) or appropriate educators, positively engage in the orientation, enrolment and transition processes.
- Share information with families relating to their child and the activities of the service.
- Create a safe and supportive environment for families.
- Act as a resource person for educators and families
- Adhere to the service's Privacy and Confidentiality Policy on children, families, and educators.
- Encourage families to contribute to the service.
- Advocate for high quality services for children in our community
- Welcome, support and assist students on placement and volunteers engaged with the service.
- Assist families to access inclusion support and assistance.

Governance and Leadership

- Assist with administrative duties as requested.
- Ensure the Program Manager 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.
- Ensure all practices are in accordance with the Education and Care Services National Law Act and Regulations, the Kindergarten Funding Guide, the National Quality Framework and reflect the philosophy and policies and procedures of the service.
- Advocate for children and their families.
- Contribute to the service's Quality Improvement Plan and assist in QIP Goals
- Undertake regular supervision and performance review with line manager, providing feedback to promote collaborative working relationships.
- Positively promote the service to families and the community
- Attend team and other meetings as requested.
- Team members will be offered professional development opportunities throughout the year and are encouraged to attend to maintain requirements and qualifications.
- Ensure accurate records are documented and maintained to meet legislative requirements.
- Stay informed about current early education and child development research evidence and share with the team.

Responsible Person: All Early childhood educators are required to agree to act as a responsible person as per the *Education and Care Services National Regulations*. Responsible persons may be placed in charge of the day-to-day operational management of the service if the approved provider or nominated supervisor is not present and you are nominated as the responsible person.

Legal requirements & risk management

- Ensure all legal, funder and statutory requirements pertaining to the position are met including serious incidents, reportable conduct, and mandatory reporting (child safety)
- Foster a culture where risks are identified and appropriately managed.
- Report areas of serious risk to next level supervisor and work together to mitigate those risks.

Personal Accountability

- Compliance with Uniting's values, code of conduct, policies and procedures and relevant government legislation and standards where relevant.
- Cooperate with strategies to actively ensure the safety, protection and well-being of children who come into association with us.
- Ensure appropriate use of resources.

Position Description

Early Childhood Teacher

- Work collaboratively with Uniting (Victoria Tasmania) employees and external stakeholders in accordance with Uniting's values and professional standards of behaviour.
 - Actively participate in initiatives to maintain, build upon and promote a positive and collaborative workplace.
 - Identify opportunities to integrate and work collaboratively across teams.
 - Take reasonable care for your own health and safety, and health and safety of others (to the extent required).
 - Promote a positive safety culture by contributing to health and safety consultation and communication.
 - Promptly respond to and report health and safety hazards, incidents and near misses to line management
 - Attend mandatory training sessions (i.e. equal employment opportunity, health, and safety) and mandatory training specific to position.
 - Declare anything that you become aware of through the course of your engagement which may impede your suitability to work with children and/or young people.
 - Declare any potential or actual conflict of interest that you become aware of through the course of your engagement:
 - Based on a relationship with a current member of Uniting's workforce
 - Based on any ongoing work with another organisation
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5. Person specification

Qualifications

- Post-secondary qualification in Early Childhood Teaching or recognized as a 'suitably qualified person' as approved by ACECQA
 - Current VIT Card issued by the Victorian Institute of Teaching on commencement of employment and at the time of licence renewal
 - ACECQA Approved [qualification](#)
 - Current First Aid CPR, Anaphylaxis and Asthma Certificates*(if not current this is to be obtained within the first 3 months of employment)
 - Current Victorian Driver's License (flexibility to work and travel between nearby kindergarten services may be required)
- *Must be applicable for the State in which the service operates

Experience

- Extensive experience in a Kindergarten and/or other early childhood service providing high quality care and education services for children.
- Experience in a leadership role in a Kindergarten and/other early childhood setting.
- Demonstrated understanding of National Quality Framework and Quality Improvement Process
- Demonstrated understanding and knowledge of early childhood development.
- Demonstrated understand of the Approved Learning Frameworks
- Demonstrated ability to develop, document and implement a developmentally appropriate program for children.
- Intermediate level of competency in use of the Microsoft Office suite and the internet.
- Intermediate level of competency in use of KIM (desired).

Core Selection Criteria

- **Values alignment:** ability to demonstrate and authentically promote Uniting's values.
- **Child protection:** demonstrated ability to provide safe environments for children and young people and protect them from abuse and neglect.

Position Description

Early Childhood Teacher

- **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 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

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.

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: