

## Position Description

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| <b>Position Title:</b>        | <b>Early Years Educator</b>  |
| <b>Location:</b>              | Based in Darwin with frequent travel to remote homelands   |
| <b>Tenure:</b>                | Full Time until 31 <sup>st</sup> December 2020 (a further contract may be offered subject to funding)                  |
| <b>Classification:</b>        | SCHCADS Modern Award Level 3 – 5 based on qualifications, skills and experience (plus 9.5% super and salary packaging) |
| <b>Important Information:</b> | Accommodation (Camping and Donga accommodation) will be provided whilst travelling to remote homelands.                |

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## Position Summary

Working alongside our experienced First Nations educators and governance committee focused on community empowerment, our Early Years Educators are responsible for the design and implementation of an innovative and integrated approach to learning and wellbeing. Our Educators are committed to early years learning that privileges First Nations culture and approaches combined with the best of Western teachings.

All Early Years Educators are expected to work within a Community Development framework and, depending on the location, may be working on delivering early learning as well as undertaking community engagement as part of our Walk, Talk and Act community engagement and planning phase.

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## Key Relationships

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| <b>Reports to:</b>           | Head of Learning & Wellbeing                                |
| <b>Key Internal liaison:</b> | All staff, First Nations educators and governance committee |
| <b>Key External liaison:</b> | Community services and other partners and funding bodies    |

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## Key Responsibilities

### 1. Early Years Learning

- Deliver high quality, community-based early years learning alongside First Nations educators and communities that fits within Children's Ground's philosophies, policies and procedures and regulatory requirements;
- Provide support and information to families on the developmental progress of their child(ren), including regular observations and learning plans;
- Work collaboratively with the Early Years (EY) team to design and deliver EY learning, including the development of First Language resources;
- Encourage and support all First Nations families, valuing their ideas, strategies and aspirations;

- Work with an interdisciplinary team to deliver an integrated and innovative learning approach including health, social and emotional wellbeing, creative arts, digital and other areas;
- Support extended hours learning opportunities.

## **2. Community Engagement & Planning (CEP) – the Walk and Talk**

Early Years Educators may be required to work in partnership with Children's Ground staff to:

- Support the implementation of the Children's Ground 'Community Engagement & Planning ' (Walk, Talk and Act), and report accordingly;
- Meet with families, elders and leaders to provide an introduction or further information regarding Children's Ground. Discussing where CG comes from, the CG vision and determining the aspirations and commitment of community members to lead the approach;
- Identify people to be involved in leading or participating in early years activities within the community.

## **3. Program Design, Standards and Implementation**

- Contribute to the development of high-quality, play-based learning experiences which embed local cultural knowledge systems;
- Create a welcoming and safe environment where all children and families can actively participate;
- Ensure health, social and emotional wellbeing and development are a core part of the learning and wellbeing area;
- Ensure creativity is an embedded part of learning and wellbeing for children and families.

## **4. Operational Systems and Standards**

- Comply with CG Policies and Procedures and participate in reviews as needed;
- Ensure Children's Ground's duty of care is met, and learning/work environments are, as far as practicable, safe and supportive for families, children and volunteers.

## **5. Monitoring, Evaluation and Reporting**

- Maintain records including data collection and data entry in the CG database;
- Maintain confidential, organised and up-to-date files relating to children and adults;
- Contribute to local reporting as required.

## **6. Contribute to Children's Ground:**

- Actively learn the local language/s, to be able to use in basic conversation with communities;
- Contribute to team meetings and discussions;
- Be a positive, innovative and active member of the Children's Ground team;
- Contribute to strategic planning, organisational development, management work plans and policy formation;
- Support a strong, connected, respectful and supportive organisation;
- Participate in professional development programs offered by Children's Ground;
- Undertake other tasks as requested to support the activities of Children's Ground.

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## **Key Selection Criteria**

### **Essential**

1. Diploma of Early Childhood Education and Care or equivalent qualification
2. Minimum 1 year teaching experience
3. Experience in organising a learning environment that suits different ages and abilities (multi- aged class)
4. A passion for high-quality, innovative learning and wellbeing environments
5. Excellent communication skills, both verbal and written
6. Strong people skills and a collaborative worker – teamwork, facilitation, supervision, liaison
7. Ability to work flexibly and creatively in a demanding NGO environment
8. A current, full driver's licence
9. First Aid Certificate, Anaphylaxis and Asthma Management training (or willingness to obtain)
10. National police check clearance and Working with Children Check (NT Ochre card) with SAFE NT

### **Desirable**

1. Degree or recognised qualification in Early Childhood Education and Care (Eligible for teacher registration in the NT) or actively working towards the attainment of an Early Childhood Education qualification
2. TESOL training and experience
3. Experience in Community Development
4. An appreciation of or experience in dynamic alternative education approaches such as: immersion, bilingual, Montessori or Steiner education
5. Experience with First Nations communities, a deep understanding of their strengths and the key challenges facing First Nations People
6. Experience in teaching or working with children who are learning English as an additional language
7. Experience in curriculum and resource development
8. Experience working in a start-up environment and implementation of processes and systems from scratch

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**Personal Attributes**

- Self-starter who thrives in an environment that is ambiguous and complex and thinks systematically
- Creates and embraces a culturally diverse workforce
- Highly developed relationship building skills
- Passionate about social justice
- Innovative and thinks adaptively about problem resolution
- Focus on achieving excellence

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**Work Health & Safety**

This role will require an active person who is capable of working regularly in outdoor conditions and can cope with sitting, standing and moving around in outdoor settings, including getting in and out of motor vehicles. The role will involve regular bending and lifting as part of working with children.