



Position:	Educational Leader, Seawinds Kindergarten & Early Learning Centre (part of Seawinds Community Hub at Capel Sound)
Reports to:	Manager, Seawinds Community Hub
Award Classification:	Part Time Children Services Award (38 hours per fortnight)

Introduction:

Seawinds Community Hub at Rosebud West has operated a highly successful Community Kindergarten and Long Day Program service since inception in 2012. The existing expertise within the staff and management, and strong support from partners, particularly Eastbourne Primary School and Mornington Peninsula Shire, has enabled the Centre to achieve Exceeding National Quality Standard (January 2017), and providing excellence in early learning and family and parental support.

We are very proud of our quality programs that facilitate learning through play, tailored to meet each child's needs. It enables children and their families to flourish in a nurturing, supportive and education-based environment led by energetic, committed and knowledgeable teachers.

Offering the ground-breaking Abecedarian approach for all children and families, Seawinds is the only centre on the Mornington Peninsula with trained educators in this field. Children benefit from increased literacy and language development, confidence, foundation skills and evidence-based progress to enable them to make a seamless transition to school and be better prepared for life.

Seawinds Vision – Inspiration for the community – belonging, learning and growing.

Seawinds Values - To achieve our vision and mission, we hold the following values, and aim to express these in all that we do.

Innovation – Growth and Development – Respect – Inspiration – Collaboration.

Primary Purpose

'The primary function of the **educational leader** position is to provide an influential role in inspiring, motivating, affirming and also challenging or extending the practice and pedagogy of educators. It is a joint endeavour involving inquiry and reflection, which can significantly impact on the important work educators do with children and families'.

The educational leader 'leads the development and implementation of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning'.¹

Key Objectives

- To influence, inspire and motivate Kindergarten and ELC educators, and visiting specialists, to deliver on our belief that 'every child can successfully learn and grow – we have high expectations for all children. All children can achieve high standards given appropriate support and time'.²
- Working together with the Rosebud West Children's Project team, align leadership practices of teachers and educators with the Abecedarian approach, supporting and effecting intentional teaching practices.

¹ The Role of the Educational Leader Information Sheet - ACECQA

² Seawinds Early Learning Centre: Our Model for Learning

- Responsible for the QIP (Quality Improvement Program) working with staff for continuous improvement
- Contribute to the overall focus of Seawinds Kindergarten and Early Learning Centre to continue as a Centre of Excellence, acknowledging that learning is key and that all staff are part of a professional learning community
- Operate in an ethical, professional manner at all times

Dimensions of role

Based at Seawinds Kindergarten and Early Learning Centre, this is a part-time position with a strong focus on the quality of educational outcomes for the children attending Seawinds Kindergarten and Early Learning Centre and their families within a safe, caring and collaborative environment. The program will reflect the policies, the needs of the community and cultural competency.

The incumbent will operate in a professional manner at all times and ensure that requirements as set out in the Victorian Early Years Learning and Development Framework, meets the requirements of the Victorian Department of Education and Training Preschool Program Policy, Procedure and Funding Criteria, the Children's Services Act 1996 and Children's Services Regulations, the policy and procedures of Seawinds Early Learning Centre.

All staff members are required to have a good understanding of the Strategic Directions of Seawinds Community Hub and to take responsibility for initiatives, programs and deliverables for the Centre as determined by the Manager.

Reporting and Key Working Relationships.

This position reports to the Manager.

Note: Where appropriate this position works collaboratively with, and is also supported by the Administrator, Seawinds Early Learning Centre, Accounts and other colleagues as appropriate.

Key Responsibilities

This role aims to create a dynamic learning community of professional early childhood educators. The most effective educational leader views their role as collegial and seeks to play an integral role in mentoring, guiding and supporting educators.

1. **Support for Staff.** Actively support staff 1:1 in the classroom, lead and participate in reflective discussions about practice, implement the learning framework, and share new knowledge and discoveries.
2. **Collaborative Conversations.** Work with Room Leaders, share leadership of fortnightly Collaborative Conversations. These meetings will include goal setting by staff, planning, and conversations which support and effect intentional teaching practices.
3. **Excursions / Incursions.** Work with staff to create an exciting, relevant and effective program of excursions and incursions. As part of this program, implement the annual visit, hosted by Rosebud Plaza, for a small group of children to meet Santa and enjoy lunch.
4. **QIP.** Ensure continuation of the Quality Improvement Plan (QIP), including leading the Policies and Procedures Committee.
5. **'MAD' Making a Difference Staff Meetings** - Oversee staff meetings, working to a rotating Chair structure planning and follow up.
6. **Early Childhood Professional Learning Series.** Plan and promote the Seawinds Early Childhood Professional Learning Series aimed at families, Seawinds staff, teachers and educators from other Centres and the wider community. Organise speakers, publicise and host events, and in collaboration with Accounts, manage finances. Report on workshops and review the program in preparation for the program in the following year.

7. **Behaviour Management Plans.** In collaboration with staff, families and when applicable, with external agencies, design and implement Behaviour Management Plans for children where required.
8. **Additional Funding Applications.** In collaboration with staff and ELC Administrator, apply for additional funding for children through KIS and ISP – AUSKey including plans, profiles and evaluations.
9. **Children’s Transitions.** Support staff where required with guidance in relation to student transitions / transition statements throughout the year and specifically at year-end including letters to parents, orientation and transition statements
10. **Parent Engagement Program.**
 - a. Contribute to planning of strategies and implementation of the Parent Engagement Program.
 - b. Parent Information Sessions – work with staff to create a program for parents to learn parenting skills
 - c. Work with staff to implement Parent/Teacher Conversations (Interviews)
11. **Promotional activities to build profile and enrolments.** All Seawinds staff members contribute to the Centre’s marketing programs, tours, information nights and Open Day.
12. **Partnership building, especially Eastbourne PS.**
 - a. All Seawinds staff members are required to support our partnership building with agencies, partners and supporters and more specifically with the Children’s Services Agencies (e.g. Child First, Child Protection, Anglicare, Biala, OzChild, Mornington Peninsula Shire Maternal and Child Health, Department of Education and Training, and Department of Social Security)
 - b. Specifically, liaise with Eastbourne Primary School staff, particularly in relation to arranging library visits, playground visits, and other visits as appropriate throughout the year.
13. **Keep abreast of current educational practices** through professional development opportunities, on-line services, peer networking and reading.
14. **Staff Recruitment, Training and Induction.** Work collaboratively with the Manager and key staff and, where possible, participate in the recruitment, appointment and induction of new ELC staff and the supervision of student teachers. Oversee the induction process over first 90 days to ensure new staff are welcomed, become confident, develop a sense of belonging and loyalty, and feel part of the team.
15. **Student Teachers and Work Experience Students.** Be responsible for securing, allocating and supervising Student Teachers in line with classroom availability. Be responsible for accepting, placing and monitoring Work Experience Students.

Key Attributes

- Suitably qualified and experienced for the role
- Willing to make time for the role and eager to learn more
- Approachable and well respected
- Enthusiasm, energy and the drive to promote a positive organisational culture
- Committed and loyal to the Hub and its values, families and colleagues.
- A passion to work with children, to talk, to plan, to interact, and to nurture them.
- Empathy and problem-solving skills.
- Flexibility and openness to respond to tasks at hand.
- Ability to plan, work and manage time and competing priorities effectively, and work within a community setting that sometimes requires people to go ‘the extra mile’ as required.

Selection Criteria

Demonstrated Experience in the Delivery of Early Years Development Programs

- A sound understanding and knowledge of early childhood development and education.
- Knowledgeable about theories, pedagogy and the relevant learning frameworks
- Knowledgeable about the NQS and related regulatory standards

Teamwork

- Ability to work as part of a close-knit team of professionals, considering others' perspectives and communicating as appropriate.
- Skilled at supporting educators of varying abilities and learning styles
- Ability to work with volunteers in the classroom.

Written and Verbal Communication

- Confidently convey ideas and information clearly
- Ability to communicate effectively (listening, speaking, writing), and handle difficult and sensitive communications well.
- Ability to prepare written reports and other material using clear concise and grammatically correct language.

Risk Management

- Understand and be accountable for the management of risk within the classroom.
- Is responsible for ensuring active supervision of all individuals within the classroom environment, ensuring their safety and wellbeing at all times
- Upholding the reputation of Seawinds Community Hub and Early Learning Centre as an integral part of the community.

Qualifications and Experience

Current First Aid HLTAID004

Desirable requirements are 2+ years' experience in assessing, planning and monitoring each child's progress through an educational program relating to the Victorian Early Years Learning and Development Framework. Experience working in an inclusive setting would be valued.

Attachment: Information Sheet: The role of the educational leader (ACECQA) *Extract:*

As part of continuous improvement, the educational leader should consider what strategies are needed to improve the educational program in the approved service. Strategies might include:

- *leading and being part of reflective discussions about practice and implementing the learning framework*
- *mentoring other educators by leading quality practice*
- *discussing routines and how to make them more effective learning experiences*
- *observing children and educator interactions, and making suggestions on how to improve interactions and intentional teaching*
- *talking to parents about the educational program*
- *working with other early childhood professionals such as maternal and child health nurses and early childhood intervention specialists*
- *considering how the program can be linked to the community by working with other community services and groups such as Aboriginal Elders*
- *establishing systems across the service to ensure there is continuity of learning when children change room or attend other services, and then in their transition to school*
- *assisting with documenting children's learning and how these assessments can inform curriculum decision making.*

ACKNOWLEDGEMENT

I,, have read and accept the Position Description as stated above. I acknowledge the description of the position is an outline and guide to the duties of the professional activities needed to undertake the position successfully. I understand that a review of the position description may occur and it may be amended from time to time as organisational needs change. Changes to the position description will be consistent with the purpose for which the position was established.

Manager Signature:

Date:

Employee Signature:

Date: