

## Position Description

<b>Position Title</b>	Early Childhood Teacher
<b>Program</b>	Early Years
<b>Employment Status</b>	Casual
<b>Classification</b>	Victorian Early Childhood Teachers & Education Agreement (VECTEA)
<b>Position reports to</b>	Team Leader - Early Years
<b>Location</b>	Casual pool at multiple Kids First Australia locations

Kids First is a child and family services provider and early years education specialist. We have proudly been at the heart of community care in Victoria since 1896.

Our proud history is matched with a progressive mindset as we continually deliver Australian-first and sector leading programs designed to strengthen family relationships, support healing and recovery from trauma and set children up for brighter futures.

We nurture an inclusive and rewarding culture that attracts and retains talented people, bound to a common purpose. Built on our legacy of more than 120 years of community service, we actively support our people to make a significant difference to the lives of children and families. Every. Single. Day

Kids First is a child safe organisation and is committed to maintaining a child safe environment for children and young people who access our services.

As an Equal Opportunity employer, we respect and value diversity and inclusion. We welcome everyone to apply, regardless of age, ethnicity, cultural background, gender, sexual orientation, religious affiliation, and physical ability. Reasonable adjustments will be made for people with disabilities where operationally viable.

### Our Vision

All children and young people thrive in resilient, strong and safe families and communities.

### Our Values

Our HEART values encapsulate the way we work together and partner with children and families to bring positive and sustainable outcomes.



#### Hope

We believe that change is possible and achievable



#### Empowerment

We build on people's strengths and support their ability to make positive changes in their lives



#### Accountability

We are open and transparent in everything we do



#### Respect

We value all people



#### Trust

We act in an ethical, inclusive, professional and open manner

## Position Purpose

The primary purpose of the Early Childhood Teacher position is to provide an innovative, high quality early education and care program that supports children's learning and is developmentally appropriate for each individual child.

## Organisational Relationships

Supervisor	<ul style="list-style-type: none"><li>• Early Years Program Leader</li></ul>
Direct Reports	<ul style="list-style-type: none"><li>• N/A</li></ul>
Internal Relationships	<ul style="list-style-type: none"><li>• Chief Executive Officer</li><li>• Executive Team</li><li>• Direct Reports</li><li>• All staff</li></ul>
External Relationships	<ul style="list-style-type: none"><li>• Key Stakeholders including, government, corporate, community and fundraising/ philanthropic stakeholders.</li><li>• Professional networks.</li></ul>

## Key Responsibilities

### Curriculum

- Plan and implement a program of education and care based on strengths, dispositions, skills and interests of the children which will evolve from observations, feedback from parents, the inclusion of the broader community and other written records.
- Lead staff in the kindergarten room to ensure there is a cohesive and collaborative delivery of care and education, holding all children in mind.
- Guide the flow of routines and staff breaks to ensure smooth transitions and overall supervision of all children in the room is maintained.
- Ensure the program is adherent to the agreed room and centre philosophy as well as the relevant Code of Conduct.
- Provide an environment that:
  - Recognises values and respects the cultural and religious backgrounds of all families using the service and promotes appropriate experiences and care according to need.
  - Encourages the development self-esteem and promotion of self-expression, creativity, security, independence, self-confidence, happiness, and the opportunity to achieve.
  - Has a focus on building relationships with children and encourages and facilitates communication with parents in the delivery of care of their children.
- Ensure that transition times are smooth, calm, safe and purposeful.

### Leadership

- Support educators to resolve conflict to negotiate positive outcomes.
- Support and model reflective practice with the staff team in order to sustain continuous improvement in practice.
- Recognise skills and strengths of educators and delegate tasks accordingly.
- Provide best practice mentoring, coaching and role modelling to educators.
- Facilitate regular room meetings and ensure minutes are documented and stored in line with Kids First Australia procedures.

## Quality, Administration and Compliance

- Support the Educational Leader/ Centre Coordinator in leading the development, implementation and evaluation of the Early Years curriculum based on the Early Years Learning Framework, the Guide to the National Quality Standard and the Quality Improvement Plan.
- Actively participate in team meetings, supervision and seek appropriate training and professional development.
- A demonstrated level of self-awareness and resilience relating to their own practice and relationships with others.
- Undertake other activities as required.

## Key Performance Indicators (KPIs)

- Plan and implement a program of education and care based on strengths, dispositions, skills and interests of the children which will evolve from observations, feedback from parents, the inclusion of the broader community and other written records.
- Lead staff in the kindergarten room to ensure there is a cohesive and collaborative delivery of care and education, holding all children in mind.
- Guide the flow of routines and staff breaks to ensure smooth transitions and overall supervision of all children in the room is maintained.
- Ensure the program is adherent to the agreed room and centre philosophy and the Kids First Australia Child and Family Centre Code of Conduct.
- Ensure required documentation is completed efficiently and meets the guidelines of Kids First Australia and regulatory bodies.
- Actively engage in supervision as per Kids First Supervision Policy.
- Actively implement the elements of the Kids First Early Years Model.

## Quality and Risk Management

### OHS

- All Kids First employees have a personal responsibility to work safely and to abide by the legislation, rules and established safe work practices that govern safety in the workplace.

## Capability Framework – key selection criteria

Formal Qualifications	<ul style="list-style-type: none"><li>• Kindergarten Teacher qualification as recognised by ACECQA.</li></ul>
Skills & Experience	<ul style="list-style-type: none"><li>• Proven ability to work in a cohesive team environment.</li><li>• Demonstrate personal value set that is aligned with Kids First Australia organisational values.</li><li>• Proven skills and experience in working in an early education and care setting.</li><li>• Sound knowledge of legislation, policy and frameworks relation to early education and care services.</li><li>• A demonstrated understanding and capability for working with diversity.</li><li>• Demonstrated capability to network with others both inside and outside organisational boundaries.</li><li>• Highly developed written, verbal, interpersonal and relationship building skills.</li></ul>
Other Selection Criteria	<ul style="list-style-type: none"><li>• Current First Aid, Asthma and Anaphylaxis training.</li><li>• Current VIT registration.</li><li>• Current Victorian Working with Children Card.</li><li>• Driver's license (desirable).</li></ul>

	<ul style="list-style-type: none"> <li>• Willingness to undertake a Police Check.</li> <li>• A good understanding of or willingness to learn about Aboriginal culture, values and protocols and a demonstrated capacity to work in a culturally informed and respectful manner.</li> </ul>
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### Inherent Physical and Psychological Demands

Activity	Frequency – Daily Regular Occasional
Standing	Daily
Walking	Daily
Sitting	Daily
Bending	Daily
Judgement and decision making	Daily
Lifting	Daily
Dealing with confrontation	Occasional
Time Management	Regular
Following instruction/taking directions	Daily