



Brookville Kindergarten - Position Description: Early Childhood Teachers

QA1		Educational program and practice	Educational program and practice
1.1	Program	The educational program enhances each child's learning and development.	The educational program enhances each child's learning and development.
1.1.1	Approved learning framework	Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.	<ul style="list-style-type: none"> ➤ To develop and provide a high quality educational program that acknowledges contemporary curriculum practices. The program is to be developed in partnership and collaboration with respective parents, the children and workplace colleagues. ➤ The curriculum should link to the National Early Years Framework and National Quality Standards while being responsiveness to meeting the needs of the kindergarten community. ➤ The educational program should reflect the learning outcomes and intentionality and be readily available for parent perusal. ➤ To develop, record, evaluate and maintain specific objectives for individual children based on regular written observations across all aspects of each child's development, behavior, interests and strengths and needs and to share this information with parents regularly. To ensure a cyclical assessment for children's growth, learning and development is achieved. ➤ To link specific objectives for individual children into the program plan.
1.1.2	Child-centred	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.	<ul style="list-style-type: none"> ➤ To be aware of, sensitive to and responsive to the evolving strengths, ideas, interests, attributes, learning styles, dispositions and cultural backgrounds of each child and with this knowledge plan and implement the provision of a responsive, meaningful and enriching program for all children.
1.1.3	Program learning opportunities	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.	<ul style="list-style-type: none"> ➤ To intentionally use the daily routines and transitions as learning opportunities with and for children. ➤ To establish the daily routines and rhythm of the day in consultation with families, children and team members. ➤ To regularly reflect on the daily practices, routines and transitions and implement changes to these in order to suit the evolving needs of all children.
1.2	Practice	Educators facilitate and extend each child's learning and development.	Educators facilitate and extend each child's learning and development.
1.2.1	Intentional teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.	<ul style="list-style-type: none"> ➤ To work in partnership with families, children and team members in setting goals and objectives for all children and implement a cycle of assessment to ensure positive outcomes are reached.

		<ul style="list-style-type: none"> ➤ To facilitate learning opportunities in small groups to meet the needs of all children. ➤ To articulate the 'why' and 'how' of program objective to colleagues to ensure mutual understanding and contribution opportunities is achieved. ➤ To ensure an inclusive learning environment is achieved.
1.2.2	Responsive teaching and scaffolding	<p>Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.</p> <ul style="list-style-type: none"> ➤ To work with an inquiry-based, project-based model for enriched learning opportunities for children by adopting an action research strategies, open-ended questioning. ➤ To be guided by contemporary research for best practice and to incorporate these elements into the children's program and project-based practice. ➤ To practice, role model and guide all stakeholders towards enriched engagement and interactions.
1.2.3	Child directed learning	<p>Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.</p> <ul style="list-style-type: none"> ➤ To encourage, promote and support children's developing sense of agency. ➤ To enrich, support and enliven the image of the child as capable, wondrous, active and influential with their environment and those within it.
1.3	Assessment and planning	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child
1.3.1	Assessment and planning cycle	<p>Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.</p> <ul style="list-style-type: none"> ➤ To ensure the planning and documentation cycle of assessment highlights the ongoing evolving nature of the curriculum. ➤ To link project-based pedagogy with learning and assessment for individual and group assessments. ➤ To ensure a cyclical assessment for children's growth, learning and development is achieved. ➤ To link specific objectives for individual children into the program plan. ➤ To support the documentation process of immediate team members
1.3.2	Critical reflection	<p>Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.</p> <ul style="list-style-type: none"> ➤ To participate and further develop critical reflective practice skills in order to reflect, modify and change the program to suit the evolving needs of each child and the group.
1.3.3	Information for families	<p>Families are informed about the program and their child's progress.</p> <ul style="list-style-type: none"> ➤ To share daily happenings with parents, gain parent feedback and consider ways to include their ideas into the program ➤ To regularly communicate with parents on their child's development, learning, growth and progress at the kindergarten. It is encouraged that fortnightly reflections be forwarded to families. When observing individual children, it is encouraged that notice be provided to respective families to ensure a parent partnership and involvement is achieved with the establishment and re-establishment of goals. ➤ To provide parents with regular information about the program, the operation of the Centre and community news in the form of emails and/or posters and notices.

QA2		Children's health and safety	Children's health and safety
2.1	Health	Each child's health and physical activity is supported and promoted.	Each child's health and physical activity is supported and promoted.
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.	<ul style="list-style-type: none"> ➤ To role model, communicate and ensure a welcoming, healthy, safe environment for the children and families attending the service. ➤ To understand the health and wellbeing needs of each child and provide opportunities for rest and relaxation.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.	<ul style="list-style-type: none"> ➤ To authorize any action necessary to ensure the health and safety of children and their families are maintained within the Centre and on approved activities outside the Centre. ➤ To be familiar with and work within all regulatory requirements and the Centre's Policies relating to health, hygiene, illness and injury, safety and wellbeing of children; to support the OH&S requirements of best practice. ➤ To nurture and support children through illness, injury or other needs. To ensure parents are contacted responsively. ➤ To share housekeeping tasks of preparation, hygiene, safety and packing away related to the program, with other staff.
2.1.3	Healthy lifestyle	Healthy eating and physical activity are promoted and appropriate for each child.	<ul style="list-style-type: none"> ➤ To role model and communicate the importance of healthy eating, drinking water, adequate sleep and rest, the importance of physical and mental activity, safety ➤ To ensure water is accessible to all children at all times; ➤ To implement a holistic approach to education and care of all children and support and attend to the physical, social, emotional and wellbeing needs of the children
2.2	Safety	Each child is protected.	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.	<ul style="list-style-type: none"> ➤ To ensure that children are supervised at all times; ➤ To maintain adult-child ratios. ➤ To remove hazardous materials and equipment ➤ To address the importance of safe risks with children, families and team members as needed.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.	<ul style="list-style-type: none"> ➤ To be aware of and practice implementing the emergency management plan. ➤ To work cooperatively with the Director, the Committee and all staff to ensure the Service operates in a safe work environment and that staff follow safe work practices. ➤ To ensure accurate recording of the Daily Hazards Checklist ➤ To ensure that all Occupational Health and Safety Regulations are maintained; inclusive of manual handling techniques
2.2.3	Child protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.	<ul style="list-style-type: none"> ➤ To be familiar with Child Safe and Child Protection Laws and to understand the legal requirements of the early childhood profession with regard to this; ➤ To promptly and confidentially report any concerns of child safety to the Director. ➤ To complete a Child Safety Workshop and provide the certificate of completion to the Director

QA3		Physical environment	Physical environment
3.1	Design	The design of the facilities is appropriate for the operation of a service.	The design of the facilities is appropriate for the operation of a service.
3.1.1	Fit for purpose	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.	<ul style="list-style-type: none"> ➤ To ensure the environment is well-maintained, suitable, fit for use and well-prepared inclusive of all materials, resources and equipment ➤ To ensure the environment is prepared in a way that allows access for children and their sense of agency.
3.1.2	Upkeep	Premises, furniture and equipment are safe, clean and well maintained.	<ul style="list-style-type: none"> ➤ To ensure every reasonable precaution is taken to protect the children from any hazard or harm. ➤ To conduct a daily hazards' check both indoors and outdoors and immediately remove and/or attend to and register and report any damaged or unsafe equipment, materials and resources and report this to the Director ➤ To participate with the OH&S safety audit ➤ To assist with the general cleanliness, disinfection and safety requirements of the service ➤ To support and assist with the preparation, cleaning and resetting of learning experiences in support of program delivery
3.2	Use	The service environment is inclusive, promotes competence and supports exploration and play-based learning.	The service environment is inclusive, promotes competence and supports exploration and play-based learning.
3.2.1	Inclusive environment	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.	<ul style="list-style-type: none"> ➤ To contribute to supporting and promoting an inclusive environment – physically, socially and emotionally; ➤ To ensure children have access to a range of experiences and the environment is well planned, prepared and varied to meet the changing and evolving needs and interests of all children. ➤ To challenge and question biases; to advocate for social justice and educate against discrimination.
3.2.2	Resources support play-based learning	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.	<ul style="list-style-type: none"> ➤ To ensure resources, materials and equipment are sufficient in number and enable many opportunities for children to explore, discover, create, imagine, wonder and engage. ➤ To report to the Director on equipment and materials needed and to purchase approved supplies.
3.2.3	Environmentally responsible	The service cares for the environment and supports children to become environmentally responsible.	<ul style="list-style-type: none"> ➤ To support, contribute, role model and intentionally facilitate responsive environmentally friendly practices.

QA4		Staffing arrangements	Staffing arrangements
4.1	Staffing arrangements	Staffing arrangements enhance children's learning and development.	Staffing arrangements enhance children's learning and development.
4.1.1	Organisation of educators	The organization of educators across the service supports children's learning and development.	<ul style="list-style-type: none"> ➤ To inform the director of personal absences as immediate as possible ➤ To accept feedback and action professional goals to ensure best outcomes are achieved ➤ To support, guide and mentor staff members and relieving staff members ➤ To provide leadership while working as a member of a cooperative team and encourage staff who are involved in the program to contribute to the planning and implementation of an enriched educational program.
4.1.2	Continuity of staff	Every effort is made for children to experience continuity of educators at the service.	<ul style="list-style-type: none"> ➤ To work consistently and professionally within a team ➤ To enhance skills, knowledge and practices to ensure continued professional growth of self and other team members
4.2	Professionalism	Management, educators and staff are collaborative, respectful and ethical.	Management, educators and staff are collaborative, respectful and ethical.
4.2.1	Professional collaboration	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.	<ul style="list-style-type: none"> ➤ To work ethically, respectfully, courteously and collaboratively and professionally with all colleagues; ➤ To accept guidance and feedback from your colleagues, educational leader and/or Director and Committee of Management; ➤ To demonstrate a sense of accountability and responsibility for practice; ➤ To share your strengths, skills and interests collaboratively and engage in meaningful professional conversations; ➤ To provide leadership within a team in order to ensure a high-quality standard of education and care is provided ➤ To hold or attend regular staff meetings, within paid time, to facilitate effective communication, internal staff development and discussion on curriculum development, documentation and other issues alongside management.
4.2.2	Professional standards	Professional standards guide practice, interactions and relationships.	<ul style="list-style-type: none"> ➤ To identify, suggest and implement ideas that strengthen ethical practice ➤ To recognise diversity as a strength and work together to promote a culture of inclusivity and belonging for all stakeholders; ➤ To consistently identify and implement culturally sensitive ways to communicate, support and engage with families. ➤ To maintain confidentiality on all issues relating to children and families and to comply with the Service's privacy and confidentiality policy. ➤ To be responsible for the day-to-day supervision of staff performing duties related to the group/s for which the position is directly responsible. ➤ To demonstrate a sense of accountability and responsibility for practice in partnership with Centre Management

QA5		Relationships with children	Relationships with children
5.1 Relationships between educators and children		Respectful and equitable relationships are maintained with each child.	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.	<ul style="list-style-type: none"> ➤ To provide a healthy, safe, welcoming and inclusive environment ➤ To develop strong responsive attachments with all children; to demonstrate genuine interest in all children and scaffold and extend their ideas, interests, imaginings, wonders and curiosities. ➤ To role model positive social skills and interactions; to demonstrate empathy, understanding, sensitivity and patience towards all children. ➤ To respond, really listen and engage respectfully towards all children. ➤ To celebrate the special dispositions of all children; promote a positive self-image, self-worth and self-esteem. ➤ To support children with transitions and routines.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.	<ul style="list-style-type: none"> ➤ To treat children with dignity and respect and encourage all children to treat others with dignity and respect ➤ To challenge discrimination and be an advocate for social rights
5.2 Relationships between children		Each child is supported to build and maintain sensitive and responsive relationships.	Each child is supported to build and maintain sensitive and responsive relationships.
5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.	<ul style="list-style-type: none"> ➤ To ensure the environment is rich with opportunities for children to learn from and with each other and develop interpersonal relationships ➤ To promote a culture of fairness, equity and respect.
5.2.2	Self-regulation	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.	<ul style="list-style-type: none"> ➤ To support and empower children with problem-solving skills, choices and self-regulating behaviors while always promoting a positive self-esteem and confidence. ➤ To support the emotional wellbeing of all children. ➤ To develop and articulate behavior guidance strategies that support children's sense of fairness and respect towards self and others. ➤ To establish expectations for social behavior in collaboration with children, families and team members ➤ To recognize your own biases and rise above these with critical action reflection

QA6		Collaborative partnerships with families and communities	Collaborative partnerships with families and communities
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions.	<ul style="list-style-type: none"> ➤ To support and assist with the provision of a healthy, safe and welcoming environment for the families attending the service. ➤ To develop strong collegial relationships and effective communication with families. ➤ To support families with the orientation and transition programs when commencing at the service and likewise as the year progresses.
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.	<ul style="list-style-type: none"> ➤ To welcome, encourage and respect parent feedback and use this for program and quality improvement; ➤ To develop partnerships with parents for setting goals for their respective children.
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.	<ul style="list-style-type: none"> ➤ To sensitively communicate child progress and development with parents ➤ To maintain confidentiality on all issues relating to children and families and to comply with the service's privacy and confidentiality policy.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.1	Transitions	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.	<ul style="list-style-type: none"> ➤ To regularly share, debrief and address issues as a team to ensure best practice, consistency and continuity of service delivery is achieved.
6.2.2	Access and participation	Effective partnerships support children's access, inclusion and participation in the program.	<ul style="list-style-type: none"> ➤ To ensure accessibility for families is established. ➤ To actively encourage family involvement ie, sharing their their culture, interests, hobbies etc within the program; ➤ Demonstrate inclusivity; welcome diversity
6.2.3	Community engagement	The service builds relationships and engages with its community.	<ul style="list-style-type: none"> ➤ Develop ways to connect with the local and broader community

QA7		Governance and leadership	Governance and leadership
7.1	Governance	Governance supports the operation of a quality service.	Governance supports the operation of a quality service.
7.1.1	Service philosophy and purpose	A statement of philosophy guides all aspects of the service's operations.	<ul style="list-style-type: none"> ➤ To work in accordance to the service philosophy and really 'live' the powerful pedagogy declaration.
7.1.2	Management systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.	<ul style="list-style-type: none"> ➤ To comply with the professional development requirements in any industrial award; ➤ To be familiar with and adhere to the centre policies, guidelines and practices. ➤ To undertake all responsibilities in accordance with legislative requirements such as, but not limited to the Education and Care Services National Law Act 2010 and the Education and Care Services National Regulations 2011. ➤ To report to the Director, or the Committee, if you are concerned that the Regulations and the Act, and/or service protocols, policies and practices have been breached.
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.	<ul style="list-style-type: none"> ➤ To hold a sound understanding and knowledge of early childhood development and education. ➤ To work in a professional, courteous and respectful manner at all times. ➤ To work in a cooperative manner with the Committee of Management; ensuring open communication on all issues pertaining to employment, management, finances, program and regulatory requirements of the Service. ➤ To act professionally and ethically towards any conflict resolution concerns that may arise. ➤ To demonstrate flexibility and responsiveness with any changes in the workplace. ➤ To demonstrate a sense of accountability and responsibility for practice in partnership with Centre Management; ➤ To be accountable to the Director and Committee of Management for all employment issues ➤ To report all matters of concern directly to the Director. ➤ To prepare written reports concerning the educational program and any issues relating to the Centre for the Committee as required. ➤ To provide a monthly overview of the curriculum objectives and other issues to the Committee of Management via staff meetings and minutes that are forwarded by the Director to the CoM. ➤ To complete, within the required time lines, all relevant program related reports and data collections required by the Centre's Management. ➤ To demonstrate effective time management skills, self-direction, initiative motivational skills. ➤ To demonstrate ethical mentorship and leadership skills ➤ To ensure confidentiality of all information. ➤ To demonstrate flexibility and responsiveness with any changes in the workplace. ➤ To provide copy of recognized qualification certificate; a current Working with Children Check; Police Check if asked; updated CV; updated staff detail form; VIT Registration if applicable and current First Aid certificate – all of which complies with the requirements of the Education and Care Services National Law Act 2010

		and the Education and Care Services National Regulations 2011 and the policies and procedures of the Centre.
7.2 Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community.	Effective leadership builds and promotes a positive organisational culture and professional learning community.
7.2.1 Continuous improvement	There is an effective self-assessment and quality improvement process in place.	<ul style="list-style-type: none"> ➤ To be actively involved and encourage team members to contribute to the Quality Improvement Plan and Implementation of the National Standards Framework. ➤ To have a willingness and enthusiasm to learn and grow and extend one's professional self. ➤ To keep abreast of current issues relating to children's services and to liaise with relevant early childhood services and other professional services and organizations within the community. ➤ To recommend and participate in professional development of staff in consultation the Director, including the orientation and formal appraisal of staff for whom the position is responsible. ➤ To work cooperatively with the Director, the Committee and all staff to ensure the Centre operates in a safe work environment and that staff follow safe work practices. ➤ To maintain a professional critical reflection journal and action plan.
7.2.2 Educational leadership	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.	<ul style="list-style-type: none"> ➤ To accept feedback, demonstrate reflection, and contribute to the pedagogical growth of my colleagues, self and the kindergarten. ➤ To challenge and question the intentions of the program and remain well-read with contemporary practices.
7.2.3 Development of professionals	Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.	<ul style="list-style-type: none"> ➤ To participate in regular staff reviews consisting of a formal annual review alongside 1:1 informal overview with the Director each term. ➤ To demonstrate a willingness and enthusiasm to learn and grow and extend one's professional self.