

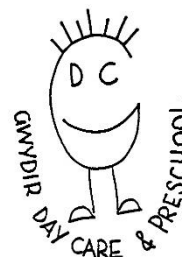
Our organisation values Courage, Accountability, Safety, Teamwork, and Honesty in all we do

POSITION DESCRIPTION

Position title:	Early Childhood Teacher
Position Number:	868
Department and Section:	Corporate Services, Gwydir Day Care and Preschool
Band/Level:	Local Government (State) Award : Band 2 Level 2 Grade 11 to Band 2 Level 2 Grade 12 (depending on qualifications and experience).
Reports to:	Director of Gwydir Day Care
Direct reports:	Group Leader, Childcare Assistants
Indirect reports:	Nil
Basis of Employment:	Permanent, Full time, 38 hours per week
Location:	Moree
Additional Benefits:	Superannuation Guarantee Ability to Salary Sacrifice PPE Provided or Uniform Allowance Rostered Day Off

OBLIGATIONS TO THE ORGANISATION

Gwydir Day Care and Preschool is committed to creating a safe and secure environment for children to thrive and learn in. We are dedicated to creating equal opportunities for all children to learn at their own pace and in their own style, while feeling valued and listened to.



POSITION OBJECTIVE

As the Early Childhood Teacher, you are expected to be an active leader of a team which provides high quality early childhood education and care to children, this includes but is not limited to:

- Providing a consistent, nurturing, caring, happy, secure, creative and active environment for all children at Gwydir Day Care and Preschool.
- Developing strong relationships with children and relationships that support and partner with families and the community.
- To treat each child with dignity and respect, taking into account any cultural, socio-economic, or other differences and their individual needs.
- Ensure a high standard of childcare and education within the Centre by being an appropriate role model at all times.
- Working with other staff towards continuous improvement in all areas of Gwydir Day Care and Preschool's operations.
- Mentor and scaffold the group leaders and educators develop, implement and evaluate education programmes.
- Lead the expansion and implementation of educational programs.
- Take responsibility for the operations of the Centre in the Directors absence.
- Promoting an understanding of approved learning frameworks.

ABOUT YOU

You are expected to be an active leader of a team which provides high quality early childhood education and care to children. You must share our passion and beliefs to put children first and provide an exceeding level of education and care. You must be committed to inspiring, educating and shaping the future generations of our Shire and strive to create an environment that inspires hope, ignites imagination and instils a love of learning. Being a team player while demonstrating clear verbal and written communication, a calm disposition and excellent time management are also essential skills required to thrive in this position.

KEY DUTIES AND RESPONSIBILITIES

General Responsibilities

- To be the educational leader of the centre.
- Leading, guide and support a team which provides high quality early childhood education and care.

- Working in accordance with the requirements of the '*Children (Education and Care Services National Law Application) Act 2010*', '*Education and Care Services National Regulations*' and the '*National Quality Standard for Early Education and Care*'.
- Working in accordance with the '*Code of Ethics of the Early Childhood Australia*'.
- Implementing the services' philosophy in undertaking all duties.
- Working in accordance with the policies and associated procedures of Gwydir Day Care and Preschool and the Moree Plains Shire Council.
- Facilitating the implementation of contemporary, research-based practices at the service.
- Providing on-going support and assistance to other staff in all areas of service operation.
- Providing on-going support and assistance to the Director.

Responsibilities in accordance with the National Quality Standard

1. Educational program and practice

- 1.1 Ensure the implementation of the Gwydir Day Care and Preschool's philosophy and that it guides the pedagogy and teaching decisions.
- 1.2 Develop programs which reflect the *Early Years Learning Framework (EYLF)* and teaching decisions.
- 1.3 Ensure curriculum decision making contributes to each child's learning and assist children to enhance their connection with community, wellbeing, confidence as learners and effectiveness as communicators.
- 1.4 Help children develop the goals of the EYLF:
 - A strong sense of their identity
 - Connections with their world
 - Strong sense of wellbeing
 - Confidence and involvement in their learning; and
 - Effective communication skills.
- 1.5 Guide the implementation of a play-based learning environment responsive to children's interest, strengths and abilities.
- 1.6 Contribute to and guide the planning, implementation, evaluation and reflection of programs which reflect the emerging skills and interests of children.
- 1.7 Implement intentional teaching strategies to scaffold and guide children's interest and learning.
- 1.8 Lead the implementation of daily routines and use routine times as opportunities for learning.
- 1.9 Plan children's learning and the documentation of this so as to make their learning visible.
- 1.10 Maintain on-going records of the child's development and records of children's assessments against learning outcomes.

- 1.11 Engage in critical reflection and evaluation of children's learning and this is used as a primary source of future planning.
- 1.12 Lead thinking and discussions on curriculum considerations relating to inclusion and the community of Aboriginal and Torres Strait Islander, culturally and linguistically diverse families
- 1.13 Mentor and teach educators through observations, guided discussions and recommendations for professional development on curriculum practices.
- 1.14 Use informational technology to support and extend children's learning.
- 1.15 Be aware of funding available and structure of support available to assist children with additional needs.

2. Children's health and safety

- 2.1 Ensure each child's health needs are supported.
- 2.2 Ensure that children are safe and adequately supervised at all times.
- 2.3 Take responsibility to ensure potential supervision risks are reported to other educators or Director.
- 2.4 Take responsibility for the protection and rights of children attending the service.
- 2.5 Ensure that the environment is safe, supportive, stimulating and educational for children.
- 2.6 Respond positively and consistently to children's additional needs/requirements – diet/allergies, developmental etc.
- 2.7 Ensure a high standard of hygiene is maintained in compliance with procedures and policies.
- 2.8 Administer first aid and medication in compliance with procedures and policies.
- 2.9 Ensure to keep accurate and detailed records of injury/accident/trauma and medication forms.
- 2.10 Become familiar with all policies regarding health and safety within Council.
- 2.11 Support children's individual wellbeing and comfort in sleep, rest and relaxation.
- 2.12 Assist to ensure the service's child protection policy is implemented:
 - Inform the Director of any allegations or convictions of a child protection nature against any other employees, of which you become aware.
 - Ensure compliance as a mandated reporter which requires reporting to Community Services, where there is reasonable grounds to suspect that a child is at risk of significant harm.
- 2.13 Take responsibility for the protection and rights of children attending the service.

3. Physical environment

- 3.1. Ensure the service is ready for operation at the beginning of each day when rostered on an early shift.

- 3.2 Contribute to the development of an environment for children which fosters curiosity, exploration and problem solving.
- 3.3 Maintain respect for the learning environments, both indoors and outdoors and that this is viewed as the 'third teacher'.
- 3.4 Maintain supplies and equipment levels for the room and/or centre.
- 3.5 Assist to maintain the aesthetics of the environment along with the children.
- 3.6 Maintain a clean and safe work environment.
- 3.7 Conduct daily and other workplace inspections as per the checklists provided. Eg – opening/closing checklist, toys and equipment cleaning checklist, safe building checks etc.
- 3.8 Assist the service to ensure environmental sustainability practices is embedded in all areas of the program.
- 3.9 Support children to become environmentally responsible and show respect for the environment.
- 3.10 Assume an equal share of cleaning duties.

4. Staffing arrangements

- 4.1 Lead, guide and support educators to implement the program and philosophy.
- 4.2 Maintain educator-to-child ratios and qualifications at all times.
- 4.3 Demonstrate Council's 'code of conduct' and the Gwydir Day Care and Preschool 'Code of Ethics' in all interactions and relationships at the service.
- 4.4 Respect and support colleagues by developing positive and ethical channels of communication that are based on principles of mutual respect, equity and fairness.
- 4.5 Fulfil requirements and documentation as the responsible person on duty as required.
- 4.6 Be proactive in supporting a healthy team environment.
- 4.7 Lead, guide and support staff to implement the program.
- 4.8 Maintain professional and ethical standards at all times when dealing with families, educators and the children.
- 4.9 Act as a mentor and role model for other educators.
- 4.10 Participate in on-going professional development and training programs.
- 4.11 Attend staff meetings as required and contribute to these meetings through shared observations of children and sharing new ideas.

5. Relationships with children

- 5.1 Ensure each child has a sense of belong, being and becoming within the service.
- 5.2 Maintain respectful, equitable and genuine relationships with all children.

- 5.3 View and respect children as competent, capable and engage in meaningful interactions through shared decision making with them.
- 5.4 Each child is supported to manage their own behaviour and this is encouraged with positive behaviour guidance strategies.
- 5.5 Role model positive interactions and behaviour guidance strategies.
- 5.6 Respect children's similarities, differences, cultures and diversities.
- 5.7 Ensure each child's dignity and their rights are maintained.
- 5.8 Respond to the emotional, social and wellbeing needs of each child.
- 5.9 Provide physical care, assisting children in toileting, dressing and mealtimes and all of these opportunities are viewed as teachable moments.
- 5.10 Form positive, comforting and nurturing relationships with children.
- 5.11 Assist in maintaining up to date records of the children within your group.

6. Collaborative partnerships with families and communities

- 6.1 Develop and maintain positive and respectful relationships with families.
- 6.2 All families are supported; child rearing practices and beliefs are respected which contributes to joint partnerships being consistently implemented.
- 6.3 Along with the Director, engage positively in the orientation, enrolment and transition processes for families and children.
- 6.4 Share information with families relating to their child and the daily activities of the service.
- 6.5 Share information with families on the progress of children's learning and development as well as transition to school information.
- 6.6 Create a safe, supportive and informative environment for families.
- 6.7 Act as a resource person for families.
- 6.8 Maintain the confidentiality policy on children, families and educators at all times.
- 6.9 Encourage families to contribute to the community of the centre.
- 6.10 Be an advocate for high quality services for children in our community.
- 6.11 With guidance from the Director, ensure families are supported to access inclusion support and assistance.
- 6.12 Ensure students on placement are positively welcomed, supported and assisted and be a student supervisor when required.

7. Leadership and service management

- 7.1 Become familiar with all relevant Council and Centre policies and procedure.

- 7.2 Assist with administrative duties as requested.
- 7.3 Ensure the Director is informed of any problem arising, which would affect the children, service approval or rating, regulatory and legal compliance or the smooth running of the service.
- 7.4 Advocate for children and their families.
- 7.5 Be involved in the service's *Quality Improvement Plan* and assist to implement this.
- 7.6 Positively promote the centre to families and the community.
- 7.7 Attend parent committee meetings if requested.
- 7.8 Keep up to date with current developments and research best practice in the early childhood education and care sector and engage in professional development opportunities.
- 7.9 Actively share information about early childhood education and care with the team.
- 7.10 Contribute towards long term planning for the Centre in conjunction with the Director and other staff members.

Other Responsibilities

- To assume responsibility of the Service when the Director is absent.
- To be a 'Responsible Person' for the Centre.
- Be responsible for the planning and running of the preschool programme for the Centre.
- To apply knowledge and skills learnt from studies and on the job in your daily work practices.
- To be able to carry out any other duties, as required and within your limits of skill, competence and training.

ESSENTIAL CRITERIA

- Degree in Early Childhood Teaching or equivalent.
- Prior experience working with young children with the demonstrated ability to relate in a positive and caring manner and meet the individual needs of children ranging in ages 8 weeks to 5 years.
- Ability to meet the requirements to become a 'Responsible Person' of a Centre-based Children's Service.
- The demonstrated ability to communicate positively and effectively with adults and children.
- Effective mentoring, supervisory and organisational skills, the ability to work as part of a team and maintain confidentiality.

Literacy, Numeracy, and Record Keeping:

- Demonstrated ability to observe record and evaluate children's development.

Technical Skills:

- Demonstrated high level understanding National Quality Framework, the relevant Act and Regulations.
- Demonstrated ability to develop a creative and stimulating pre-school program based on the needs and interests of the children.

Tickets and Licences:

- Current First Aid Certificate

Work History Checks:

- NSW working with children check clearance

Immunisations required:

- Ability to provide evidence of vaccination/immunisation for COVID-19, Whooping Cough (Pertussis), Measles, Mumps & Rubella (MMR), Chickenpox (Varicella), Hepatitis A and Seasonal Influenza and maintain currency of this throughout your period of employment.

COMMON CRITERIA

- Demonstrated commitment to reconciliation, and to working constructively and respectfully with Aboriginal and Torres Strait Islander individuals and communities.
- Demonstrated commitment to inclusive work practices and respect for all people.
- Must be willing to commit to further training and development as required.
- Have a Unique Student Identifier code prior to commencement.

- Ability to complete Moree Plains Shire Council's Workplace Health and Safety and COVID-19 Induction modules online prior to commencement.
- Complete pre-employment health screening and provide evidence of relevant immunisation including COVID-19 vaccination.
- Ability to provide evidence of working rights in Australia.
- Successful completion of all induction and probationary reviews within 3 months of commencement.
- Employees may be required to participate in the on-call roster, weekend work, reasonable overtime, and disaster and emergency situations when required.
- All staff must comply with NSW Office of Children's Guardian child safe standards.

DESIRABLE CRITERIA

- Previous experience working in Group Leader role in early childcare environment.
- Previous experience in planning and running a preschool programme.
- Anaphylaxis and Asthma Management training.
- General Construction and Induction card
- Current NSW Class C Driver Licence (Manual)

ACCEPTANCE

I, _____ confirm I have read and understood the Position Description. As the incumbent of this position, I agree to work in accordance with the requirements of the position and will abide by Moree Plains Shire Council's policies and procedures. I understand this Position Description is designed to guide the responsibilities and activities to be undertaken in this position and is not intended to be an exhaustive list. I acknowledge that the organisation, in response to changing priorities, may vary tasks and responsibilities from time to time.

Signature:

Date: