

POSITION DESCRIPTION



Early Childhood Teacher

This document is your roadmap to success. It is an important tool that supports your career and development at Cire and beyond. Our aim is to be clear about what you need to do to achieve success personally and professionally. We will describe the types of activities, tasks and responsibilities that shape your role, as well as showing you what it looks like when you have been successful. It is also important to understand that your behaviours, attitude and demonstration of Cire's Values form part of your success.

Organisation Profile

Cire Services Inc. is an advanced, community based, not for profit organisation. Cire operates a range of services to meet community needs through education and provision of services.

- We are a **Registered Training Organisation (RTO)** offering accredited, pre-accredited, work skills and leisure courses.
- Our **Community School**, a registered independent school, provides secondary curriculum to students in an alternative school environment.
- **Cire Early Learning** supports children's services for long day care, pre-school programs, occasional care, vacation care and before and after school care.
- **Community Hubs**, bringing people together to connect, learn and contribute in their local community through social, education, recreational and support activities.

Our Values



OVERVIEW	
Title	Early Childhood Teacher
Business Unit	Early Learning
Department	Long Day Care
Reports To	Director of Early Learning
Primary Location	Pakenham
Award and Classification	Educational Services Teachers Award 2010
Date Prepared	December 2022

POSITION PURPOSE
The role of the Early Childhood Teacher is providing leadership in delivering high quality, inclusive education and care programs within the service. They promote the well-being and development of each child in a safe and nurturing environment and working collaboratively with the team to achieve best practice and positive outcomes for each child.

PARAMETERS	
Direct Reports	None; Indirect: Assistant Educators
Key Internal Stakeholders	Early Learning staff/educators, Executive Manager – Early Learning, Director of Early Learning

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Key External Stakeholders	Families, children, community, inclusion support, primary schools, networks, kindergarten field officers, government agencies, community partners
Key Challenges	<ol style="list-style-type: none"> 1. To ensure adherence to compliance and regulatory requirements, while maintaining a positive environment for the children and families 2. Assess children’s learning and development and apply pedagogical expertise to inform curriculum decisions 3. Supporting a culture of reflective practice and continuous improvement 4. Staying up to date with sector trends and changes 5. Supporting a culture of accountability

QUALIFICATIONS AND CERTIFICATIONS

- Full Australian drivers licence
- VIT Registration
- Education or Early Childhood Teaching qualification (3, 4 or 5 years) as approved by ACECQA (essential)
- Current First Aid Qualification in accordance with ACECQA guidelines
- Mandatory Reporting

KNOWLEDGE AND EXPERIENCE

- Experience as an early childhood teacher in an early childhood setting
- High level pedagogical application in teaching practice
- Sound knowledge of theorists and how they relate to best practice
- Have a comprehensive knowledge of the National Quality Standards, the Education and Care Services National Law Act 2010, Education and Care Services National Regulations and the Victorian Early Years Learning and Development Framework

CAPABILITIES

- Provide leadership in delivering a high quality, inclusive kindergarten program for 3 to 5 year olds within the service
- Contribute to the professional identity of the Centre, raising the quality of the education program and practice
- To provide an effective educational program that supports children’s learning and is appropriate to the developmental age of children attending
- High level of customer service
- Excellent communication skills, verbal and written
- Ability to work effectively and collaboratively in a team environment
- Compassionate, caring and empathic

YOUR AREAS	WHAT YOU DO	SUCCESS MEASURES
Program Development	<ul style="list-style-type: none"> • Implement the service philosophy and ensure that it guides the pedagogy and teaching decisions • Responsible for the development, delivery and evaluation of quality education and care that supports the needs of all children that attend the 	<ul style="list-style-type: none"> • Programs are engaging, relevant and appropriate • Positive feedback from families and children • Learning is visible to families • Relevant information is shared and recorded

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YOUR AREAS	WHAT YOU DO	SUCCESS MEASURES
	<p>program and support the service’s commitment to inclusion</p> <ul style="list-style-type: none"> Responsible for the provision of a safe environment whilst reflecting the principles of <i>open-ended child initiated play</i>, the philosophy and broad goals of the service and its relevant policies and procedures Responsible for the provision of a safe environment for children whilst reflecting the principles of <i>open-ended child initiated play</i>, the philosophy and broad goals of the service and its relevant policies and procedures Responsible for the ongoing sharing of information with families regarding their children’s learning and development Engage in critical reflection and evaluation of children’s learning which is used as a primary source in future planning Support the Centre Director to ensure families and children especially those experiencing vulnerability can meaningfully participate within the program Model and support team members to utilise a variety of teaching strategies including intentional teaching and reflective practice in daily work 	<ul style="list-style-type: none"> Evidence that critical reflections are used as the main source of future planning Evidence of links to the framework in the program Evidence of intentional teaching practices
Compliance / Frameworks	<ul style="list-style-type: none"> Understand and work in accordance with all regulatory frameworks and legislation of the early childhood sector Ensure understanding of the service philosophy Ensure all children develop a sense of belonging and are treated equally Children are spoken to with respect and kindness Actively participate in ongoing and continuous improvement and actively contribute to the QIP Actively participate in the Assessment and Rating process Work in accordance with the Code of Ethics of Early Childhood Australia Work in accordance with the policies and procedures of the organisation 	<ul style="list-style-type: none"> Work and actions represent the service philosophy Programs and actions relate to the regulatory frameworks Children are treated with respect and kindness There are zero instances of abuse or inappropriate behaviour guidance strategies by you towards the children, either psychological, emotional or physical Positive feedback from other staff, children and families There will be zero instances of non-compliance Employees understand the legislation, demonstrated by 100% adherence and compliance.'

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YOUR AREAS	WHAT YOU DO	SUCCESS MEASURES
Operations	<ul style="list-style-type: none"> • Contribute to the monthly newsletter outlining what has taken place pedagogically in the learning environment • Contribute to service promotion by providing Facebook posts and blog articles • Perform incidental administrative tasks such as completing checklists, signing attendance records and other documentation as requested by management • Complete incident, injury, trauma and injury forms in accordance with regulations understanding that it is a legal document that is retained for 25 years • Actively participate in annual work appraisals scheduled by management • Actively participate in all training opportunities approved by management • Participate in regular emergency drills as outlined in our EMP 	<ul style="list-style-type: none"> • Demonstrated understanding of service and organisational policies and procedures which is demonstrated by 100% compliance • Evidence of your contributions to Newsletter, Facebook and blogs • Thorough and up to date knowledge of the requirements in the staff handbook • Learning supports your practice • Incident, injury, trauma and injury forms are completed correctly and in accordance with regulations • Evidence that checklists and compliance documentation is being completed • The service has a culture of accountability • All transition statements have been completed and uploaded in accordance with requirements
Relationships	<p>Children</p> <ul style="list-style-type: none"> • Form positive, respectful, equitable and genuine relationships with all children • Create a safe, supportive, stimulating and educational environment for the children • Protect children and their rights • Each child is supported to manage their own behaviour and this is encouraged with positive behaviour guidance • Be aware of children’s additional needs and ensure that their needs are reflected in the program • Form relationships with children which are comforting and nurturing • View and respect children as competent, capable and engage in meaningful interactions through shared decision making with them • Each child’s dignity and the rights of each child is maintained at all times • Discuss concerns about a child with the Room Leader or Director of the service 	<ul style="list-style-type: none"> • Each child is greeted when they enter the service • Each child is comforted and provided with nurture and care • Zero incidence of children being treated inappropriately • Positive feedback from children • Observations of positive relationships with children • Evidence of strong and supportive bonds with children • Each parent is acknowledged upon entry into the program • Positive relationships are built with the families and children • Positive feedback from families • Zero incidence of confidentiality/privacy breaches • Parents are informed of all incidents in a timely manner

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	<p>Parents and Families</p> <ul style="list-style-type: none"> • Develop and maintain positive and respectful relationships with families • Parents are informed about their child’s development, incidents or accidents or concerns as soon as possible • Develop partnerships with families and engage in shared decision making and respect parents’ wishes regarding their child • Assist parents to have a smooth transition into the service at orientation • Maintain confidentiality/privacy with information about children, families and staff at all times • Participate in parent/teacher interviews • In conjunction with the Centre Director discuss concerns you may have with families 	
Teamwork	<ul style="list-style-type: none"> • Actively participate in and promote positive teamwork within the service and within the organisation • Build relationships based on trust, respect and honesty • Work cooperatively, ethically and respectfully with other educators, and support each other’s professional development • Appreciate all staff’s unique contribution, skills and abilities • Work effectively as a team to ensure the smooth running of the room • Attend and contribute constructively and respectfully at staff and room meetings 	<ul style="list-style-type: none"> • Positive feedback from team members • The service has a culture of collaboration and respect • Strong relationships support the positive outcomes in the service • Evidence of collaborative practice • Observations of respectful relationships with team members
Values	<p>Demonstrate and work with:</p> <ul style="list-style-type: none"> • Integrity; • Respect; and • Quality. 	<ul style="list-style-type: none"> • We do what we say, and we stay true to our values and commitments. • We respect those in our communities and we actively seek to engage all stakeholders so that we can deliver on what we promise. • We focus on providing high quality services across all aspects of our organisation.
OH&S	<ul style="list-style-type: none"> • Understand WorkSafe requirements and act responsibly • Comply with OH&S standards and responsibilities 	<ul style="list-style-type: none"> • Workplace incidents and hazards are addressed within the required timeframes • You operate safely at all times

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YOUR AREAS	WHAT YOU DO	SUCCESS MEASURES
	<ul style="list-style-type: none"> • Report hazards and incidents immediately or within 24 hours at the latest • Regularly check the workplace for safety • Ensure other employees are operating safely, and address unsafe practices • Actively supervise children at all times and ensure indoor/outdoor environments are safe for children, families and staff • Administer First Aid or medication in compliance with regulations and policies and procedures • To be fully aware of children’s medical conditions and dietary requirements and ensure that you comply with relevant policies and procedures. • Maintain thorough knowledge of relevant Child Protection Law and proactively respond to child protection matters 	<ul style="list-style-type: none"> • Minimal incidents while children are in your care • Observations and feedback regarding supervision • Evidence of knowledge of children’s medical conditions and any special requirements
Ad hoc	<ul style="list-style-type: none"> • Other duties and projects as reasonably directed from time to time 	<ul style="list-style-type: none"> • Demonstrated flexibility and adaptability to ad hoc requirements

I confirm that I have read and understand my requirements, accountabilities and outcomes as outlined in this Position Description.

I understand that my Performance and Success Review will assess the Success Measures included in this Position Description.

Employee name

Employee signature

Date: