

POSITION DESCRIPTION

EARLY CHILDHOOD TEACHER (CASUAL)

POSITION NUMBER	7139
DIRECTORATE	Community and Culture
SECTION	Children's Services
REPORTS TO	Centre Coordinator
DIRECT REPORTS	None
GRADE	11
CONDITIONS OF EMPLOYMENT	Local Government (State) Award 2017
DATE PREPARED	July 2014
DATE LAST UPDATED	February 2018

1. PURPOSE OF THE POSITION

As an Early Childhood Teacher, you are expected to be an active team member of a team which provides high quality early childhood education and care to the community.

This includes:

- 1.1 Developing strong relationships with children at the service.
- 1.2 Developing strong relationships that support and partner with families.
- 1.3 Implementing the policies and associated procedures of the organisation at all times.
- 1.4 Working with other staff towards continuous improvement in all areas of the service's operations.

2. KEY ACCOUNTABILITIES

General Responsibilities

- 2.1 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) Bill 2010, Education and Care Services National Regulations* and the *National Quality Standard for Early Education and Care*.
- 2.2 Working in accordance with the Code of Ethics of the Early Childhood Australia.
- 2.3 Implementing the services' philosophy in undertaking all other duties.
- 2.4 Working in accordance with the policies and associated procedures of the organisation.
- 2.5 Facilitating the implementation of contemporary, research based practices at the service.
- 2.6 Providing ongoing support and assistance to other staff in all areas of service operation.
- 2.7 Providing ongoing support and assistance to the centre coordinator and any other associated organisation.

Responsibilities as per the National Regulations

- 2.8 As required, to act as the Nominated or Certified Supervisor of the early childhood education and care service.

Responsibilities as per the National Quality Standard

- 2.9 Educational program and practice.
- 2.10 Ensure to implement the service statement of philosophy and that it guides the pedagogy.
- 2.11 Develop programs which reflect the Early Years Learning Framework (EYLF) and teaching decisions.
- 2.12 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.
- 2.13 Support children in developing the goals of the EYLF:
- A strong sense of their identity.
 - Connections with their world.
 - A strong sense of wellbeing.
 - Confidence and involvement in their learning.
 - Effective communication skills.
- 2.14 Guide the implementation of a play based learning environment responsive to children's interests, strengths and abilities.
- 2.15 Contribute to and guide the planning, implementation, evaluation and reflection of education and care programs which reflect the emerging skills and interests of children.
- 2.16 Implement intentional teaching strategies to scaffold and guide children's interests and learning.
- 2.17 Assist with the implementation of daily routines and use routine times as opportunities for learning.
- 2.18 Plan children's learning and the documentation of this so as to make their learning visible.
- 2.19 Maintain ongoing records of the children's development and records of children's assessments connected to learning outcomes.
- 2.20 Engage in critical reflection and evaluation of children's learning to be used as a primary source of future planning.
- 2.21 Advocate and support thinking and discussions on curriculum considerations relating to inclusion and the community of Aboriginal and Torres Strait Islander, culturally and linguistically diverse families.
- 2.22 Mentor and teach educators through observations, guided discussions and recommendations for professional development on curriculum practices.
- 2.23 Use informational technology to support and extend children's learning.
- 2.24 Be aware of funding available and structure of support available to assist children with additional needs.

Children's health and Safety

- 2.25 Ensure each child's health and wellbeing needs are supported.
- 2.26 Ensure that children are safe and adequately supervised at all times.
- 2.27 Ensure potential supervision risks are reported to other educators and the centre coordinator.
- 2.28 Take responsibility for the protection and rights of children attending the service.
- 2.29 Ensure that the environment is safe, supportive, stimulating and educational for children.
- 2.30 Respond positively and consistently to children's additional needs/requirements – diet/allergies, developmental etc.
- 2.31 Ensure a high standard of hygiene is maintained in compliance with procedures and policies.
- 2.32 Administer first aid and medication in compliance with procedures and policies.
- 2.33 Ensure to keep accurate and detailed records of injury/accident/trauma and medication forms.
- 2.34 Become familiar with all policies regarding health and safety at the service.
- 2.35 Support children's individual wellbeing and comfort in sleep, rest and relaxation.
- 2.36 Assist to ensure the service's child protection policy is implemented.
- 2.37 Inform the centre coordinator of any allegations or convictions of a child protection nature against any other employees, of which you become aware.



3. WORKPLACE HEALTH AND SAFETY

'There is always time to work safely'. We all have a responsibility for Workplace Health and Safety. All employees must observe safe work practices and operating procedures and comply with the requirements of the WHS legislation and Council's Policies and Procedures relating to Workplace Health and Safety.

4. MODEL CODE OF CONDUCT

Council's Model Code of Conduct sets out minimum standards of conduct that is expected of employees and which we must adhere to. Employees must be impartial and fair in dealings with residents, customers, suppliers, general public and with each other in order to retain trust, confidence and support.

5. EQUAL EMPLOYMENT OPPORTUNITY

Georges River Council wants to build a workplace free from discrimination and harassment. It is the responsibility of all employees to ensure that they treat all colleagues and customers with respect and professionalism without regard to non-relevant criteria or distinctions.

6. COUNCIL'S POLICIES, MANAGEMENT GUIDELINES AND PROCEDURES

Comply with all Council's Management Guidelines, Policies and Procedures

7. CUSTOMERS

- 7.1 Provide effective service to Council customers and the community
- 7.2 Provide effective service to internal customers
- 7.3 Present a positive image of council

8. LIMITS OF AUTHORITY

Please note that this position holds delegations pursuant to section 378 of the Local Government Act. Responsibilities are to be exercised in accordance with Council's Delegations of Functions.

9. SELECTION CRITERIA

Qualifications, Certificates & Licences

- 9.1 Approved Working with Children Check Number (must be issued after 2013)
- 9.2 NSW Department of Education and Communities approved Early Childhood Education and Care Qualification. ACECQA approved or recognised teaching qualification (i.e. either a Bachelor of Teaching or Education or equivalent).
- 9.3 Current First Aid, Anaphylaxis and Asthma Management Certificates.
- 9.4 Board of Studies Teaching and Educational Standards NSW Proficient Teacher Accreditation.
- 9.5 NSW Department of Education and Communities approved Child Protection Training Certificate.

Essential

- 9.6 Demonstrated experience working with groups of children aged 0-5 years in a Childcare Centre setting (or similar)
- 9.7 Sound oral and written communication skills in English.



9.8 Food Handling and Preparation Training or Certification.

Desirable

- 9.9 Demonstrated experience or willingness to act as a Nominated or Certified Supervisor in an Early Childhood Education and Care Service.
- 9.10 Demonstrated ability or willingness to work as a member of a multi-disciplinary team.
- 9.11 Demonstrated ability or willingness to develop partnerships with all stakeholders who are from diverse backgrounds (children, family members, co-workers, other Council employees, volunteers, students and community members).
- 9.12 Demonstrated ability or willingness to prioritise and meet study and work commitments and/or deadlines.
- 9.13 Ability to speak a relevant community language e.g. Arabic, Cantonese, Mandarin, Greek.

EMPLOYEE ONLY

I have read and understand the content of this Position Description and undertake to meet the key accountabilities in an appropriate manner.

Employee Name: _____

Signature: _____

Date: _____

Staff Use Only

PP1 - Comprehensive pre-employment medical assessment excluding audio and lung function test

