



POSITION TITLE:	Early Childhood Teacher	CLASSIFICATION:	Casual <input type="checkbox"/> Part time <input type="checkbox"/> Full Time <input type="checkbox"/>
SERVICE / FACILITY:	St Nicholas Early Education	LOCATION:	St Nicholas Early Education Service
DIRECT REPORTS:	General Operations Manager – Early Education and Operations Manager – Early Education.		
RELATIONSHIPS:	<ul style="list-style-type: none"> • Diocesan, Shared Services; • General Operations Manager; • Operations Manager; • Director; • Staff and Educators; • Children, Parents and Community 		

OVERALL POSITION OBJECTIVE:

In co-operation with the Educational Leader, The Early Childhood Teacher will be responsible for the development and evolution of the curriculum and progress of the designated room.

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 children.

This includes:

- Developing strong relationships with children at St Nicholas;
- Developing strong relationships that support and partner with families;
- Implementing the policies and associated procedures of St Nicholas at all times; and
- Working with other staff towards continuous improvement in all areas of St Nicholas Early Education operations.

ORGANISATIONAL ENVIRONMENT

The Catholic Diocese of Maitland – Newcastle, led by Bishop William Wright, provides pastoral, social welfare and educational services for the community in the Newcastle, Lake Macquarie, Hunter and Manning.

St Nicholas Early Education centres are supported by the Early Education team at the Catholic Diocese of Maitland-Newcastle. Our organisation prides itself on core values of care and compassion, and offer assurance of quality management and practices throughout our centres.

We aim to provide an environment that recognises the value of family and developing secure, respectful and reciprocal relationships.

QUALIFICATIONS REQUIRED

Recognised Early Childhood Teaching Degree as identified by Australian Children’s Education and Care Quality Authority



COMPETENCIES, SKILLS & EXPERIENCE REQUIRED:

Essential

- An approved Early Education teaching degree, for the purposes of the Education and Care services national law and regulations;
 - ✓ Demonstrated understanding of:
 - ✓ National Quality Framework (NQF);
 - ✓ Early Years Learning Framework (EYLF);
 - ✓ Child Protection and Mandatory Reporting;
 - ✓ Workplace Health and Safety issues and practices
- Excellent verbal and written communication skills and the ability to share information with parent's daily
- Effective implementation of the ELYF curriculum suitable to the needs and interests of children in care.
- Demonstrated ability to work as part of a team and support co-workers in their professional development;
- Demonstrated experience in assessing needs of children, monitoring their progress and ensuring school reading when applicable
- Excellent organizational skills and concise record management
- Child protection qualification;
- Current First Aid Certificate, Anaphylaxis and Asthma Management training;
- Working with Children Check verification number.

Desirable

- The ability to engage with children through playing a musical instrument;
- The ability to incorporate relaxing / meditation or yoga techniques in an early education setting;
- Experience with IT interactive program for Early Education;
- Knowledge and practice of a second language.

KEY ACCOUNTABILITIES

KEY PERFORMANCE AREA: General Responsibilities

Key Tasks

- 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*;
- Working in accordance with the *Code of Ethics of the Early Childhood Australia*;
- Implementing St Nicholas' philosophy in undertaking all other duties;
- Working in accordance with the policies and associated procedures of St Nicholas;
- Providing ongoing support and assistance to other staff in all areas of St Nicholas operation; and
- Providing ongoing support and assistance to the Director and Management team at St Nicholas.

Performance Indicators

- Evidence of implementation of St. Nicholas philosophy in daily program – guiding pedagogy and teaching decisions.
- Adheres to correct policies and procedures and ensures room staff are correctly following at all times
- Communicates well with staff and Director at all times and provides guidance, assistance and feedback when necessary

KEY PERFORMANCE AREA: Educational program and practice:

Key Tasks

- Ensure that the St Nicholas statement of philosophy is implemented and that it guides the pedagogy;
- Develop programs which reflect the *Early Years Learning Framework (EYLF)* and teaching decisions;
- 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;
 - ✓ 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.
- Guide the implementation of a play based learning environment responsive to children's interests, strengths and abilities;
- Contribute to and guide the planning, implementation, evaluation and reflection of programs which reflect the emerging skills and interests of children;
- Implement intentional teaching strategies to scaffold and guide children's interest and learning;
- Assist with the implementation of daily routines and use routine times as opportunities for learning;
- Under the guidance of the Educational Leader, plan children's learning and the documentation of this so as to make their learning visible;
- Under direction of the Educational Leader maintain ongoing records of the child's development and records of children's assessments against learning outcomes;
- Engage in critical reflection and evaluation of children's learning and this is used as a primary source of future planning;



- Lead thinking and discussions on curriculum considerations relating to inclusion and the community of Aboriginal and Torres Strait Islander, culturally and linguistically diverse families;
- Mentor and teach educators along with the educational leader through observations, guided discussions and recommendations for professional development on curriculum practices;
- Use informational technology to support and extend children’s learning; and
- Be aware of funding available and structure of support available to assist children with additional needs.

Performance Indicators

- Children are supported/incorporated in the decision making process
- Experiences provided actively promote/initiate the investigation of ideas, concepts, thinking and reasoning
- Articulates programming cycle and how this contributes to a child’s learning and development outcomes. Cycle includes planning, documenting and evaluating children’s learning
- Articulates and demonstrates thorough understanding of outcomes, principles and practices of EYLF and uses these as a basis for curriculum decision making
- Early Childhood Theories guide pedagogical practices
- Enthusiastically leads and implements all facets of daily program/routine
- Examples of records of children’s assessments and outcomes
- Constantly engages in reflective practices and seeks input from fellow educators
- Child’s current knowledge, ideas, culture, abilities and interests are the foundation of a flexible program
- Documentation is of professional standard, in a format that can be shared with families and appropriate to the age of the child
- Documentation identifies goals set by families and other external support/health services accessed. Plans developed are incorporated for individual children.
- Evidence of ICT in program
- Awareness of support services available to access.
- Program is inclusive without being tokenistic. The cultural identities of the children, families and community are not compromised

KEY PERFORMANCE AREA: Children’s health and safety:

Key Tasks

- Ensure each child’s health needs are supported;
- Ensure that children are safe and adequately supervised at all times;
- Take responsibility to ensure potential supervision risks are reported to other educators or Director;
- Take responsibility for the protection and rights of children attending St Nicholas;
- Ensure that the environment is safe, supportive, stimulating and educational for children;
- Respond positively and consistently to children’s additional needs/requirements – diet/allergies, developmental etc.;
- Ensure a high standard of hygiene is maintained in compliance with procedures and policies;
- Administer first aid and medication in compliance with procedures and policies;
- Ensure to keep accurate and detailed records of injury/accident/trauma and medication forms;
- Become familiar with all policies regarding health and safety at St Nicholas;
- Support children’s individual wellbeing and comfort in sleep, rest and relaxation;
- Assist to ensure St Nicholas’ 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; and,
- Ensure compliance as a mandated reporter which requires reporting to Community Services, where there are

reasonable grounds to suspect that a child is at risk of significant harm.

- Take responsibility for the protection and rights of children attending St Nicholas.

Performance Indicators

- Adjusts levels of supervision depending on area, age mix, group size, experiences
- Uses initiative to address and correct areas that pose a risk to children. Responds by using appropriate hygiene procedures
- Examples of first aid/medication and accident/illness documents completed
- Documents and communicates any child welfare concerns to Director– maintaining discretion and confidentiality
- Adheres to correct child protection legislation and provides guidance to other educators when dealing with concerns
- Information about child’s individual requirements are communicated to all educators
- Confidentiality in relation to children’s health needs are maintained
- Ensures medical management plans are up to date and implements risk minimisation plans
- Implements St. Nicholas’ health and hygiene policy and procedures consistently
- Supports children to learn hygiene practices and shows respect for privacy
- Children’s needs for privacy (toileting/dressing/undressing) are respected
- Conducts risk assessments

KEY PERFORMANCE AREA: Physical environment -:

Key Tasks

- Ensure St Nicholas is ready for operation at the beginning of each day when rostered on at the beginning of the day;
- Contribute to the development of an environment for children which fosters curiosity, exploration and problem solving;
- Maintain respect for the learning environments, both indoors and outdoors and this is viewed as the ‘third teacher’;
- Maintain supplies and equipment levels for the room or centre in accordance with St Nicholas’ policies;
- Assist to maintain the aesthetics of the environment along with the children;
- Maintain a clean and safe work environment;
- Conduct daily and monthly workplace inspections and risk assessments and as per schedule provided. E.g. – opening/closing checklist, toys and equipment cleaning checklist, safe building checks etc.;
- Assist St Nicholas to ensure environmental sustainability practices is embedded in all areas of the program;
- Support children to become environmentally responsible and show respect for the environment; and
- Assume an equal share of cleaning duties.

Performance Indicators

- Diligently prepares indoor and outdoor environments in a timely and efficient manner
- Physical spaces are made available for participation in a variety of experiences, including quiet and rest experiences.
- Correctly completes resource checklists and notifies Director of resources required
- Reports ALL accidents and identified hazards to Director promptly and takes appropriate action
- Participates in daily/weekly cleaning schedules of classrooms and bathrooms
- Adequate spaces are provided for children to work, play and talk together



- Sufficient resources are made available to varying sized groups and allow for multiple uses
- Groupings of children are configured to minimise risk of illness and injuries
- Elements of the outdoor and indoor environments allow for experiences that scaffold children’s learning
- Promotes and provides for physical activity – planned, spontaneous and appropriate for each child
- Physical environment is planned/ designed to invite open ended interactions, spontaneity, risk-taking, exploration, discovery and connection to nature
- The environment is inclusive, promotes competence, independent exploration and learning through play
- Documents sustainability practices in daily routines

KEY PERFORMANCE AREA: Staffing Arrangements

Key Tasks

- Lead, guide and support educators to implement the program and philosophy;
- Maintain educator-to-child ratios and qualifications at all times;
- Demonstrate St Nicholas code of conduct/code of ethics in all interactions and relationships at St Nicholas;
- Respect and support colleagues by developing positive and ethical channels of communication that are based on principles of mutual respect, equity and fairness;
- Fulfil requirements and documentation as the responsible person on duty as required;
- Be proactive in supporting a healthy team environment;
- Lead, guide and support staff to implement the program;
- Maintain professional and ethical standards at all times when dealing with families, educators and the children;
- Act as a mentor and role model for other educators;
- Participate in ongoing professional development and training programs; and
- Attend staff meetings as required and contribute to these meetings through shared observations of children and sharing new ideas.

Performance Indicators

- Evidence of leading age appropriate program – providing guidance and encouragement of ALL educator involvement, ensuring a collaborative approach to curriculum
- Listens to feedback and suggestions from fellow educators and deals with in a constructive manner
- Professional partnerships are developed based on understanding of each other’s expectations and attributes building on the strength of each other’s knowledge
- Communicates effectively in a positive and calm, manner with fellow educators
- Acknowledges personal strengths, professional expertise and diversity of colleagues and their contributions
- Promotes professionalism, confidentiality and ethical conduct.
- Demonstrates St. Nicholas’ code of conduct/code of ethics
- Interactions convey mutual respect, equality and recognition of each other’s strengths and skills
- Works collaboratively and affirms, challenges, supports and learns from other educators to further skills and improve practice and relationships
- Aware of room educator’s strengths and abilities and utilises these effectively – ensuring all educators contribute fairly to the program
- Regularly attends meetings and discusses room happenings
- Evidence of engagement in professional development

KEY PERFORMANCE AREA: Relationships with Children

Key Tasks

- Ensure each child has a sense of belonging, being and becoming within St Nicholas;

- Maintain respectful, equitable and genuine relationships with all children that are maintained at all times;
- View and respect children as competent, capable and engage in meaningful interactions through shared decision making with them;
- Each child is supported to manage their own behaviour and this is encouraged with positive behaviour guidance strategies;
- Role model positive interactions and behaviour guidance strategies;
- Respect children’s similarities, differences, cultures and diversities;
- Each child’s dignity and the rights of each child is maintained at all times;
- Respond to the emotional, social and wellbeing needs of each child;
- Provide physical care, assisting children in toileting, dressing and meal times; and view all of these opportunities as teachable moments;
- Form positive, comforting and nurturing relationships with children; and
- Assist in maintaining up to date records of the children within your group.

Performance Indicators

- Evidence of development of strong, secure, trusting and respectful relationships with ALL children during all facets of program/routine
- Implements and ensures that appropriate behaviour management techniques used with children are consistent
- Empowers children to make informed decisions about their behaviours and feelings
- Uses positive language, gestures, facial expressions, tone of voice when redirecting/discussing children’s behaviour
- Is responsive and sensitive to children’s interests, strengths and differing abilities – viewing them holistically
- Views children as competent and capable
- Is a positive role model for all children – treating them with dignity and respect and speaks down at the child’s level and uses appropriate tone
- Provides encouragement and guidance during experiences – supporting development of a positive self-esteem and concept
- Demonstrates appropriate verbal and non-verbal skills when interaction with educators and children.
- Conversations engaged in are appropriate and relevant
- Constructive everyday interactions and shared learning opportunities are the basis of relationships
- Acknowledges children’s efforts and achievements
- Models and supports children to initiate and engage in play and social experiences
- Children are encouraged to share stories, experiences and achievements
- Interactions are used to support children’s developing ideas, skills and relationships

KEY PERFORMANCE AREA: Collaborative partnerships with families and communities:

Key Tasks

- Develop and maintain positive and respectful relationships with families;
- All families are supported; child rearing practices and beliefs are respected which contributes to joint partnerships being consistently implemented;
- Along with the Director, engage positively in the orientation, enrolment and transition processes for families and children;
- Share information with families relating to their child and the daily activities at St Nicholas;
- Share information with families on the progress of children’s learning and development as well as transition to school information;

- Create a safe, supportive and informative environment for families;
- Maintain the confidentiality policy on children, families and educators at all times;
- Encourage families to contribute to the community of St Nicholas;
- Be an advocate for high quality services for children in our community;
- With guidance from the Director, families are supported to access inclusion support and assistance; and
- Ensure students on placement are positively welcomed, supported and assisted and be a student supervisor when required.

Performance Indicators

- Initiates and engages in open, honest, two-way communication with parents/families
- Makes information available and ensures it is 'parent' friendly
- Information about the educational program is exchanged with families
- Enquires into children's cultures, language, traditions, child-rearing practices and choices of families
- Documentation is shared and accessible
- Discusses values and expectations about child's learning during enrolment and transition processes
- Regularly shares interactions and children's successes and achievements
- Identifies children who may need additional support to achieve learning outcomes and assists families to access specialist help
- Encourages/seeks families to share their knowledge, skills, expertise and aspects of family life and culture
- Family contributions are recorded in documentation
- Involves families in decision making and contribute to review of policies, QIP, philosophy
- Liaise with other community organisations/schools to meet the needs of children and families
- Supports transition of child and family from one education and care environment to another

KEY PERFORMANCE AREA: Leadership and service management

Key Tasks

- Become familiar with all the St Nicholas policies and procedures;
- Assist with administrative duties as requested;
- 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 St Nicholas;
- Advocate for children and their families;
- Be involved in St Nicholas' *Quality Improvement Plan* and assist to implement this as directed;
- Positively promote and market the centre to families and the community;
- Attend staff meetings;
- 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; and
- Actively share information about early childhood education and care with the team.

Performance Indicators

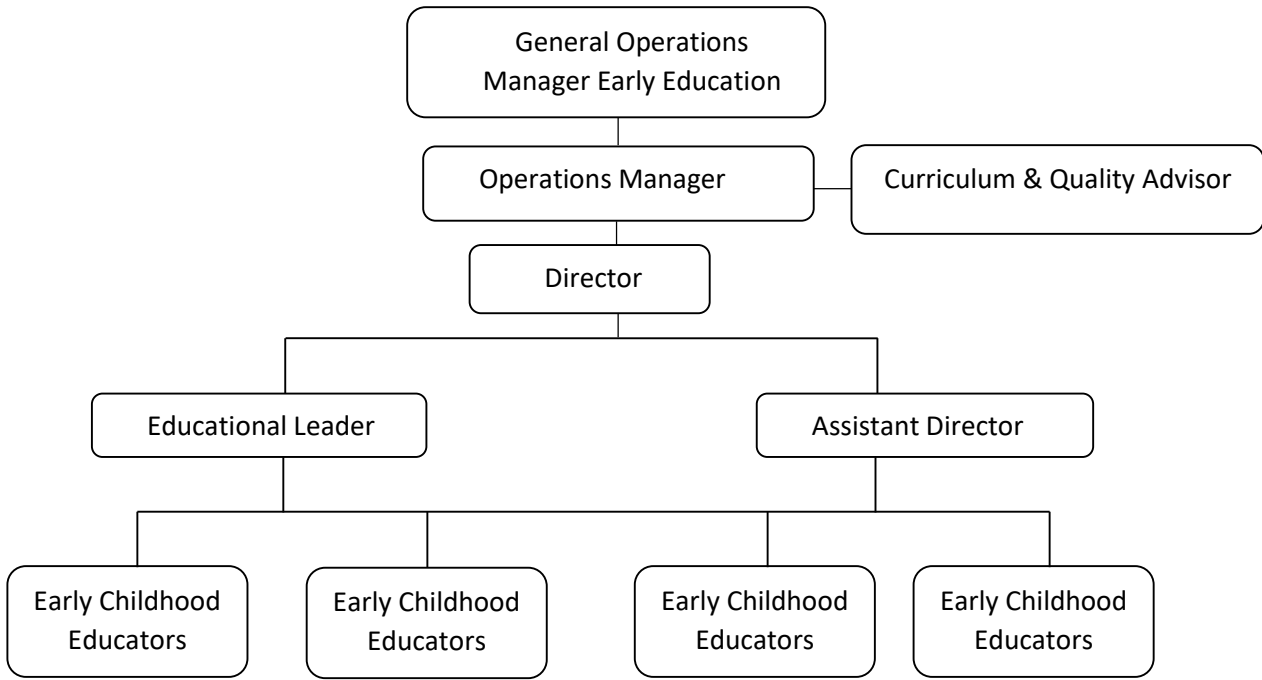
- Assists in setting individual performance and learning goals
- Engages in critical reflection, assessment and evaluation as an ongoing process
- Enthusiastic and practical approach to continuous improvement
- Shares knowledge and experience openly without intimidation
- Provides ongoing feedback about performance to fellow educators
- Seeks and engages in professional development to update knowledge and skills base
- Participates in collaborative reflection and refinement of strategies to create and sustain required



improvements

- Regularly and actively participates in staff meetings – contributing thoughts and ideas and engaging in productive conversations
- Evidence of seeking information and remaining up to date with changes/developments within child care industry – improving on professional practices and informs room educators of significant changes
- Examples of leading discussions and contributions to monthly QIP
- Provides guidance and support to fellow educators and delegates tasks positively
- Ensures fellow educators complete all tasks they are required to do
- Seeks clarification of information and advice from Director when dealing with difficult situations and deals with conflict resolution in an appropriate and timely manner

ORGANISATIONAL CHART FOR THIS POSITION



EMPLOYMENT CONDITIONS:

Performance Management:

Performance agreement annually with appraisal and regular reviews.

Reward & Recognition:

Educational and development opportunities negotiated annually as per performance appraisal.

OTHER RELEVANT INFORMATION:

Occupants must:

- Abide by the laws of the Commonwealth of Australia and NSW and the policies of the Diocese.
- Any criminal or civil action taken against the occupant must be reported immediately to the Vice Chancellor - Administration;
- Take reasonable action to familiarise himself/herself with St Nicholas’s policies and procedures;
- Not take advantage of their role in the Diocese for personal gain;
- Take responsibility for their personal safety and the wellbeing of other employees, clients, contractors and other visitors to the Diocese; and
- Be familiar with, and observe, Diocesan policy and procedures as covered in your induction.

I have read the above Position Description and understand my role and expectations with St Nicholas Early Education.

EMPLOYEE SIGNATURE:

DATE:

