

POSITION DESCRIPTION

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| Title: | Early Childhood Teacher (ECT) |
| Award: | Educational Services (Teachers) Award 2020 Children's Services Award |
| Classification: | Level 1 – Level 5, dependent on registration level or equivalent <i>Educational Services (Teachers) Award 2020</i> Level 4.1 – 4.3, dependent on progress towards ECT qualification <i>Children's Services Award</i> |
| Usual hours of work: | Permanent 75 hours per fortnight Part time – as determined |

Role Description:

Early Childhood Teachers will work in consultation with the Educational Leaders and their room team to lead the creation, implementation and evaluation of high-quality educational play-based programs suitable to the needs of children birth to five years (*and/or children five to 12 years if working within an Out of School Hours Program*).

Early Childhood Teachers form part of our service leadership teams, and will work with the Director, Assistant Director and Educational Leader to implement innovative practices that promote quality outcomes for children.

Early Childhood Teachers will act as Responsible Persons on site alongside service leaders.

Position Objective:

Early Childhood Teachers fulfil a key role within our services. Children deserve access to university trained and highly skilled Educators to create exciting and creative play-based educational programs that recognise children's rights, support children to thrive and enable children to be active participants in their own learning. Early Childhood Teachers at Anglicare NSW South, NSW West and ACT have commitment to trauma-informed practice, and lead with compassion, integrity, inclusiveness, and dignity, working within Anglicare's Code of Conduct and upholding the Sanctuary Model Pillars.

Primary Responsibilities:

Educational Program and Practice

- Lead the planning, implementation and evaluation of a developmentally challenging program for individual children, or groups of children, that encompasses the National Quality Framework, Early Years Learning Framework and diverse theories of Early Childhood development
- Ensure curriculum choices are inclusive for all children and families' individual needs. This requires intentional opportunities for learning with an anti-bias and inclusive approach
- Understand and implement the unique service philosophy and ensure this guides curriculum design decisions
- Design and provide opportunities for children to engage in risk taking within their play, supporting their capabilities safely
- Ensure Aboriginal and Torres Strait Islander perspectives are embedded within the curriculum, and influence a truth telling perspective that is age appropriate
- Lead your team in the development of child wellbeing plans to support each child's needs
- Scaffold learning opportunities in all-weather types; rain, cold, heat, and ensure this guides your curriculum design within all hours of daily operation
- Scaffold children's learning to build on their existing knowledge and skills through both emergent curriculum and intentional teaching
- Lead your team and prepare the documentation associated with every child's learning development and make available to families, ensuring a full cycle of learning occurs. This includes ensuring a progression of learning is evident for each child.

Children and families

- Build and maintain respectful relationships with every family in the service, creating a welcoming atmosphere at all times.
- Value and respect the family's involvement and share the decisions regarding their child's learning and wellbeing. Use and include information from families to ensure that their involvement shapes the curriculum.
- Support children - respect and support all children, and ensure educators are doing through role modelling and effective guidance.
- Promote a sense of belonging through engaging in meaningful, respectful and reciprocal interactions.
- Liaise with families, informing them about their children's day and experiences and communicate those needs to team members.
- Treat all children and families with respect and dignity whilst being responsive to their needs.
- Engagement with children will use a trauma informed lens when supporting individual needs
- Ensure a safe, caring and stimulating environment exists for all children and that the health, safety and wellbeing of each child is a priority following Anglicare's policies and procedures
- Daily practices give recognition to the UN Conventions on the Rights of the Child
- Daily Practices give recognition to the Australian Child Safe Standards
- Respond appropriately to any child who may be at risk of abuse or neglect and follow obligations under law as a mandated reporter

- All facets of children's individual routines, health requirements, medical requirements, cultural requirements, and socio-economic status differences will be catered to and supported with dignity and respect.

Child safe environments

- Monitor children's physical, emotional, cultural, psychological and moral safety at all times.
- Develop responsive and meaningful interactions with children and trusting relationships that engage and support each child's feeling of security, confidence, and inclusion, and ensure their dignity is always maintained.
- Encourage meaningful involvement from all children in all experiences, including toileting, meal times, and packing and putting away resources. This will scaffold children's abilities to collaborate, learn from, and help each other.
- Ensure to help create and maintain a positive environment within the service by providing support and guidance to Educators where every child can engage with Educators in meaningful, open interactions that support the acquisition of skills for life and learning.
- Follow all indoor and outdoor supervision plans and risk assessments and contribute to any changes and updates.
- Adhere to and uphold the principles of the National Model Code (Taking Images or Videos of Children While Providing Early Childhood Education and Care)

Values, Sanctuary and Culturally Inclusive Practice

- Act as a role model, mentor and leader, following all professional codes of conduct, setting an example for other Educators to follow.
- Be actively and independently involved in Anglicare's early-year education programs to extend learning opportunities for children aged birth to school age and/or school-age children in line with the National Quality Standards, Early Years Learning Framework, My Time, Our Place and our service philosophy.
- Commit to training in the trauma informed Sanctuary Model and implementing this model of care in day to day work with children, their family members and all members of the Team.
- Work in alignment with the Sanctuary Model Pillars, Anglicare's Values, and Anglicare's Code of Conduct.
- Demonstrated commitment to ongoing learning of culturally inclusive and respectful practices.

Qualifications:

- ACECQA approved Bachelor of Early Childhood Teaching/Education or equivalent or be actively working towards this qualification.
- A current Working with Vulnerable People Card (ACT)
- A current Working with Children Check (NSW)
- Approved Child Protection Training - the following course codes are approved: CHCPRT001, CHCPRT002, CHCPRT025 or CHCPRT026.

Key skills and experience:

- Excellent written and verbal communication skills
- Ability to work within a team with a collaborative approach

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| Key knowledge areas: | <ul style="list-style-type: none"> • Strong experience either leading or contributing to the leadership of a high performing team within the Early Childhood Education and Care Sector • Understand and be actively involved in the Assessment and Rating process • A strong understanding of the National Quality Framework, the National Quality Standards, and Early Years Learning Framework • Solid understand of Assessment and Rating processes |
| Capabilities and Behaviours | <ul style="list-style-type: none"> • Committed to continuous improvement, and a willingness to engage in professional development • Adapts a positive and responsive leadership style • Ability to work within organisational policies and procedures • Demonstrates professional conduct |
| Other Requirements | <ul style="list-style-type: none"> • Current ACECQA approved First Aid certificate, including CPR • Australian citizenship or suitable rights to work in Australia • Willingness need to undergo a National Criminal History Check |
| Reports to: | Service Director, Assistant Director |
| Direct reports: | N/A |