

CHILDREN'S PROGRAMS: KINDERGARTEN TEACHER

Vision Statement

'Gowrie SA is a progressive organisation that builds on our history to lead learning and inclusion with children, families and communities.'

Summary of the Position and its Responsibilities

The Early Childhood Teacher will provide high quality early education within an integrated kindergarten program that meets individual and group learning for children (3 years to school age) at their appropriate developmental level.

This position will work within and support the Gowrie SA philosophy, Statement of Commitment, Strategic Plan, Reconciliation Action Plan and principles of professionalism.

Agreement, Award and Conditions

The Early Childhood Teacher will be aligned to the current Educational Services (Teachers) Modern Award.

This position is offered as a full time position working a 40-hour week with a Rostered Day Off (RDO) once accrued. An 8-hour day must be worked for 19 days to accrue an RDO. . Non-contact time for programming and planning is provided.

The position can also be offered as a negotiated part time position.

Due the seniority and professional salary of the position, some unpaid out of hours' work is expected. Attendance at out-of-hours meetings, training and service functions is with no additional pay.

Educational Qualifications/Experience

- Current SA Teacher Registration (provisional or full)
- Not-prohibited Department of Human Services (DHS) Working with Children Check
- Bachelor Degree in Early Childhood Education, or equivalent qualifications in accordance with the SA Teacher's Registration Board
- Current HLTAID012 First Aid in an Education and Care Setting
- Current Responding to Risks of Harm, Abuse and Neglect Certificate
- Child Protection Curriculum Certificate

Statement of Key Responsibilities

Position Objectives, Responsibilities and Duties

- Works in collaboration with the kindergarten program team in pedagogy and curriculum in accordance with the Early Years Learning Framework (EYLF) that fosters children's curiosity, engagement and wellbeing
- Work within the Centre's philosophy of relationships and primary caregiving
- Work within the Centre's philosophy, values and principles of professionalism
- Works to ensure the room routines are flexible, child-centred and are adaptable to changing circumstances
- Plans, implements and evaluates high quality learning programs for children based on individual and group needs, with particular attention paid to the learning needs of children 3 years to school age
- Assist the Team Leader in the management and supervision of the kindergarten team
- Takes into account the aspirations of families using the service, respects the diversity and the cultural backgrounds of children, educators and families

- Work towards social justice principles
- Supports the day to day functions of the service and works consistently within the National Quality Standards
- Works in partnership with support services such as the Department for Education, the Inclusion Agency and Allied Health professionals to ensure the inclusion and support of all children
- Work within, contributes and provides support in the development and review of the children's program policies and procedures
- Ensures learning environments offer a variety and sufficient number of learning experiences to engage the children
- Responsible for the quality of one's own work
- Ensure that requirements for planning for children's learning are met
- Deal with emergencies and hazards, directs other staff accordingly and reports to the Director - Children's Program or CEO as soon as possible
- Develop continual learning practices to increase own professional knowledge
- Provide pedagogical support and modelling to other educators

Team Support and Supervision

- Employ national frameworks and professional knowledge (Early Years Learning Framework (EYLF), National Quality Standards and AITSL teaching standards) to intentionally teach and mentor the Kindergarten team about early years' practice and pedagogy in collaboration with the Early Childhood Teacher/Team Leader
- Develop continual learning practices to increase own professional knowledge
- Supervise, guide and support staff, students and volunteers
- Work within appropriate Centre timelines at all times
- Liaise with and lead staff, in the development, implementation and evaluation of high quality programs based on individual and group needs of children in collaboration with the Early Childhood Teacher/Team Leader
- Assist and supervise students in the provision of high quality practices, written and oral observations of children and evaluation of programs
- Supervise the development, implementation and evaluation of daily routines in consultation with the kindergarten team

Liaison with the Team Leader, Educational Leader, Assistant Director, Director - Children's Program and CEO

- Liaise in the provision of quality programs and the maintenance of a safe and healthy environment for children and adults
- Provide support with parent and community liaison
- Provide support in the marketing of the Centre

Work Health Safety

- Provide a safe and healthy environment for children and adults
- Take responsibility to read and understand relevant information and to assist other staff to do so
- Take reasonable care to protect own safety in the workplace and avoid adversely affecting the health safety and welfare of any other person through any act of omission, neglect or misconduct at work

Ensure work practices are consistently within Commonwealth and State Legislation and organisational guidelines relating to work health safety, equal opportunity and anti-discrimination in the workplace.

Person Abilities/Aptitudes/Skills

- Ability to work collaboratively and to negotiate problem solving approaches
- Ability to work autonomously and demonstrate initiative
- Ability to receive, and act on, constructive feedback
- Ability to set goals, reflect and review
- Previous experience using the Early Years Learning Framework (EYLF), National Quality Standards and AITSL teaching standards to guide curriculum development and day to day teaching practices
- Demonstrate high level program planning and implementation skills
- Has the ability to interact with children in a positive, sensitive and respectful manner
- Has the ability to work with and plan effective programs for individual children with additional rights
- Demonstrates highly developed and thorough knowledge of methods of observation, analysis and reporting on children's development

- Has the ability to develop rich indoor and outdoor learning environments that stimulate, and are responsive to the emerging interests and development of children, which are reflective of the Centre’s philosophy and strategic directions
- Has the ability to work in a team and autonomously
- Demonstrates effective leadership, supervisory and interpersonal skills
- Has the ability to accept and provide supervision, direction and mentoring to staff along with coordinating staff, students and volunteers
- Demonstrates effective oral and written communication skills
- Has the ability to contribute to and lead group discussions
- Demonstrates effective time management, administration and leadership skills
- Has the ability to work within legislation to ensure service provision is equitable
- Understand the importance of, and maintains confidentiality at all times
- Has the ability to deal calmly and effectively with a number of urgent matters immediately
- Acts in a professional and mature manner at all times
- Has the ability to apply critical reflection practices to self, team and program
- Has the ability to work effectively and within a timeframe, managing multiple tasks

Knowledge

- Knowledge of the National Quality Framework, National Quality Standard and the Early Years Learning Framework
- Knowledge of Workplace Health and Safety principles and practices
- Maintain a high level of understanding and knowledge of current evidence based education and care practices, including current and emerging practices
- Appropriate skills, knowledge and training in food safety and hygiene as required under the Food Safety Legislation 2001
- Sound knowledge of current early childhood education practices and programs
- Sound knowledge of child development
- Sound knowledge of child health and nutritional requirements, infectious diseases and infection control
- Comprehensive knowledge of the Centre’s philosophy, policies and procedures
- Thorough knowledge of work practices

Organisational Relationships

The Early Childhood Teacher is responsible to the Director - Children’s Program, the CEO and through them, to the Board. The number of staff and volunteers reporting to this position is at the discretion of the CEO and within the National Quality Framework requirements.

Extent of Authority

- Work outcomes are monitored by the Director - Children’s Program
- There is freedom to act and use initiative within established guidelines
- Has authority to direct staff below AD Level 3, students and volunteers
- Responsible for the day to day running of the children’s program in the temporary absence of the Director - Children’s Program and CEO, and within the constraints of the Centre’s policies, procedures, agreed guidelines and legal requirements

Responsible for management and legal compliance, during the temporary absence of the Director - Children’s Program and CEO.

Special Conditions

The Early Childhood Teacher will have a strong commitment to Reconciliation.

Additional Non-Negotiable Requirements

- A current not-prohibited Department of Human Services (DHS) Working with Children Check, will be required

- A signed statement of 'no adverse effects' will be required and updated regularly



DECLARATION OF KINDERGARTEN TEACHER Job & Person Specification

Approval by the Director – Children's Program:

Name:

Signature:

Date:

Acknowledged by Employee:

I have read the Kindergarten Teacher job and person description and agree to carry out the responsibilities and duties of the position diligently and to the best of my ability.

Name:

Signature:

Date:
