



Early Childhood Teacher

Reports to: Centre Director
Service/Team: Children's Education and Care Centres
Date: August 2020

SDN Purpose and Values

SDN Children's Services (SDN) is a for-purpose, not for profit organisation that started in 1905. We're here to promote and enhance children's wellbeing, learning and development and we do that for children from birth to their transition to high school through early learning services, children's therapies and family support programs. We believe that every person and every living thing has inherent worth and is owed respect and care. We commit ourselves to being trustworthy and reliable, inclusive and respectful and creative and innovative.

SDN formally acknowledges the unique position of Aboriginal and Torres Strait Islander peoples as the First Australians and custodians of the land.

Purpose of Service/Team

SDN's Children's Education and Care Centres are dedicated to providing high-quality and inclusive education and care services to enhance the wellbeing of children, their families and communities. All children in the centres benefit from creative, child-focused curriculum developed by our early childhood educators and teachers.

Primary Objective

To deliver an innovative, high quality and inclusive early childhood program for children that reflects current theory, practice and the values and philosophies of SDN and ensure positive outcomes for all children.

Key Accountabilities

Service Delivery

- Lead the nominated room and responsible for the overall room management, including the children, program, staff safety and environment identifying and supporting staff development through individual and team assessment
- Ensuring routines are being followed and run smoothly and responsible for the direction of other staff within the group, including allocation of room duties



- Ensuring that any changes are adapted and conveyed to other members of the nominated room and the team in general
- Take a lead in the development, delivery and evaluation of a quality early learning program for children enrolled in the Centre, ensuring individual children's strengths, interests and needs are identified and their learning enhanced.
- To embrace and implement the Early Years Learning Framework (EYLF) and ensure that the service maintains operating standards as outlined in the National Quality Standards, continually working towards achieving a high quality rating.
- To engage in face-to-face teaching as well as non-teaching tasks that supports the centre and operational requirements.
- Monitor and document children's development and progress through a diverse range of methods that reflect the principles of the Early Years Learning Framework.
- Understand and follow licensing, legislation and regulations relevant to the sector
- Actively create a stimulating, positive and developmentally appropriate environment to foster and support all facets of child development (physical, social, emotional, language, creative and cognitive).
- Develop and maintain nurturing relationships with children and respond to the emotional needs of children and ensure that the dignity and rights of each child are maintained at all times.
- Assist in developing good nutritional practices for children.
- Provide physical care, assisting children in toileting, dressing and meal times.
- Lead and implement processes that support consultation with children and families.
- Support and advocate for children and family participation in the community.
- Provide direction to other staff within the Centre, including allocation of room duties.
- Identify, evaluate and make recommendations to the Centre Director.
- Develop and maintain effective communication and professional relationships with children, families, staff, critical stakeholders and regulatory agencies.
- Conduct relationships in a professional manner ensuring privacy and confidentiality is maintained.
- Perform any other duties as requested by your manager consistent with the position.

Working Relationships

- Model good working relationship behaviours
- Understand and comply with SDN policy on good working relationships
- Zero tolerance for discrimination, harassment, victimisation, bullying or other inappropriate workplace behaviours
- Report incidents of discrimination, harassment, victimisation, bullying or other inappropriate workplace behaviours

Child Safety

- Uphold the rights of children and young people and empower their participation and ability to contribute to decisions about their safety
- Ensure SDN's child safe culture is promoted to all stakeholders (fellow staff, children, young people, families and the broader community)
- Demonstrated awareness of and commitment to maintaining a child safe organisational culture
- Accept and maintain responsibility for the ongoing safety and wellbeing of children and vulnerable people

- Identify and respond to all child safety and wellbeing risks and concerns according to SDN's policies and procedures
- Adhere to SDN's Child Safe Organisation Code of Conduct.

Work, Health and Safety

- Responsible for personal health and safety
- Complies with SDN requirements in relation to WHS & Injury Management activities and responsibilities
- Identifies and reports WHS problems, where evident, in processes or systems
- Reports accident/incident information promptly to RTW/WHS Consultant.

Selection Criteria

- University qualifications in Early Childhood Education and registration with NESA
- Working with Children Check (NSW) / Working with Vulnerable People Check (ACT)
- Excellent understanding of current early childhood practice that is informed by the Early Years Learning Framework, and naturalistic, responsive early childhood intervention practices
- Knowledge of the National Quality Standards and the implications for centres
- Understanding of the development of children, their health, hygiene and nutritional needs
- Commitment and skill in providing quality and appropriate experiences and inviting learning environments for children
- Experience in leading and guiding practice of other Educators
- Understanding of current pedagogical thinking and research
- Understanding of Child Protection legislation and holds an approved and current Child Protection Training qualification
- Current Senior First Aid certificate and current Asthma and Anaphylaxis certificate (preferable).

Competencies

Level 3

Championing SDN

- Talks confidently about the work of SDN.

Achieving Results

- Analyses situations and recommends action.
- Meets progress of reports as per project plan.

Developing Self

- Proactive at keeping up to date in the sector/area of expertise and takes full accountability for responsibilities delegated to them.

Seeking, accepting and giving feedback

- Proactively and regularly seeks feedback from a variety of colleagues and uses feedback to evaluate own performance.

Communicating and influencing

- Communicates in a clear, articulate and engaging way and influences colleagues to think differently about things.



Relationship Management

- Constructively challenges others to bring out the best.
- Shares best practice.

Prioritising, planning and organising

- Manages a varied workload balancing different priorities & goals.

Innovating, adapting to and managing change

- Proactive in critically assessing working practices and makes recommendations for change within the team.

Managing, empowering, and developing others

- Understands the components of projects and responsibilities and what is appropriate to delegate.

Providing strategic direction and vision

- When prompted can effectively contribute ideas and opinions to the SDN journey and vision.

IT and Systems

- Intermediate – high competence in Microsoft packages and role related systems.

Outputs

- Oversee the Educational Program and curriculum in the allocated room daily
- Conduct regular child observations ensuring:
 - each child's current ideas, culture, abilities and interests are consistently incorporated and actively drive all aspects of the program
 - assessment of each child's learning and development is part of an ongoing cycle of planning, documenting and evaluation
 - the documentation about each child's learning and progress is available in an accessible format and opportunities are provided for discussion with families
 - families are offered a range of opportunities to be actively involved and are encouraged to contribute to the program and partnership meetings.
- Monthly supervision of staff and supervision documentation is properly scanned and uploaded to CRM
- Adheres to legislation and SDN policies and procedures as a mandatory reporter and all possible reportable conducts are reported to the SDN Reporter Line immediately
- Liaise with manager and external agencies to support children (including child protection, external therapists, ISA)
- Individually contribute to and implement the QIP in the allocated room daily
- Ensures team members are meeting their supervision requirements and zonal supervision in the allocated room is maintained at all times and effective management of the day-to-day operations of the room
- Role model and lead practice through meetings, supervisions and on the floor coaching, mentoring staff to develop
- Lead and document room meetings, minutes demonstrating reflection and actions for quality improvement and provide timely feedback to colleagues and Centre Director
- All incidents, near misses and hazards are reported within 48 hours and participate in WHS inspections, risk assessments and emergency drills

Acknowledgment

Employee Name (please print)

Signature of Employee

Date signed

Manager Name (please print)

Signature of Manager

Date signed

