

Position Description

POSITION TITLE	Early Childhood Teacher	
DIRECTORATE/SERVICE/PROGRAM	Client Services Early Years EYM Management	
REPORTS TO	Nominated Supervisor	
DIRECT REPORTS	Early Childhood Educators – Diploma and/or Certificate III	
CLASSIFICATION: VECTEA 2020	EMPLOYMENT TYPE: Part Time Ongoing	LOCATION: Geelong / Colac

ORGANISATIONAL OVERVIEW

Barwon Child Youth & Family's (BCYF) vision is for 'a community where people are safe, connected and empowered to live well.'

BCYF is an independent, not-for-profit community service organisation that provides, delivers and develops services, where the need exists, that advance the rights and well-being of children, young people and their families.

BCYF has a breadth of services ranging from prevention and early intervention, to complex care, which are delivered via a significant client services platform. BCYF is also the parent company of its subsidiary 'BAYSA', a registered housing provider of a range of accommodation and community support programs.

Governed by a Board of Directors and supported by an experienced leadership team, BCYF employs more than 300 staff and is committed to achieving its strategic priorities of service excellence, social impact and organisational sustainability. BCYF is committed to providing a safe and friendly environment for children and young people.

BCYF is an equal opportunity employer and encourage individuals of diverse backgrounds including but not limited to those from Aboriginal and Torres Strait Islander, Culturally and Linguistically Diverse communities or applicants with a lived experience of disability to apply. Reasonable adjustments will be made for people with disabilities where operationally viable.

POSITION PURPOSE

BCYF is an Early Years Management (EYM) provider. Early Years Management organisations have expertise in the delivery of high quality early childhood education and care services. EYM strengthens the management and delivery of community-based kindergarten programs.

The Early Childhood Teacher will operate in a professional manner at all times and ensure the service provides a high quality educational program that meets the requirements of the Education and Care Services National Law Act 2010 and the Educational and Care Services National Regulations 2011.

KEY ACCOUNTABILITIES & DUTIES

All key responsibilities are based on the National Law Act 2010 and National Regulations 2011, the Principles, Practices and Outcomes detailed in the Early Years Learning Framework (EYLF) and Victorian Early Years Learning Development Framework (VEYLDF), and the National Quality Framework (NQF) Quality Areas, Standards and Elements. All Educators are expected to have a working knowledge of these documents, which should underpin their pedagogy and, together with the Centre philosophy, directly reflect their relationships with children, families and co-educators.

The position is the designated Early Childhood Teacher role (Co-teacher and / or three-year-old group teacher.) This role provides an educational program for children in their care and supports the Nominated Supervisor and/or Educational Leader who has authority to make decisions in matters concerning their particular Kindergarten consistent with BCYF policy guidelines and in consultation with EYM leadership.

This position is responsible for the supervision of Diploma, Certificate III or auxiliary staff, students and/or

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volunteers that are on the premises during operational hours of the service.

Definitions:

Early Childhood Teacher: A person who works with the ECT - Nominated Supervisor/Educational Leader with equal responsibility and accountability in their educational program, children’s safety, children’s assessments and building of positive relationships within the service.

Nominated Supervisor: A person with responsibility for the day to day management of an approved service. The Nominated Supervisor has a range of responsibilities under the Law and Regulations that govern the operation of education and care services.

Educational leader: A person with an influential role in inspiring, motivating, affirming and also challenging or extending the practice and pedagogy of educators. The role is a collaborative endeavour involving inquiry and reflection, which can significantly impact on the important work educators do with children and families.

Key Accountabilities & Duties	Measurable Outcomes
<p>PLAN AND IMPLEMENT A QUALITY EDUCATIONAL PROGRAM</p> <p>(NQS Quality Area 1: Educational program and practice)</p> <ul style="list-style-type: none"> • 1.1 Assess and document children’s learning in accordance with the kindergarten philosophy and the Learning Outcomes (EYLF and VEYLDF) • 1.2 Plan, implement, assess, document and review a high quality and diverse educational program based on appropriate curriculum frameworks and with reference to the National Quality Standards (NQS), considering the developmental needs, interests and abilities of all children • 1.3 Actively support every child to participate in the program and ensure that the program promotes children’s agency, choices and influence • 1.4 Utilise a variety of teaching strategies including intentional teaching and reflective practice in daily work • 1.5 Complete mid-year assessment and Transition Learning and Development Statements • 1.6 Complete KIS and Second year funding applications <p>PROMOTE THE HEALTH AND SAFETY OF ALL STAFF AND CHILDREN</p>	<ul style="list-style-type: none"> • <i>Contribute to the review and renewal of kindergarten philosophy with children, educators and family/guardians once per year</i> • <i>Assessment for learning, and development documentation reflects the philosophy, meets EYLF/VEYLDF and National Quality Standards requirements</i> • <i>Individual goals are developed in collaboration with parent/guardians for each child, recorded and reviewed once a term</i> • <i>Written educational program plans are displayed. Indoor and outdoor environments are set up, reset and maintained according to the educational plan to meet learning outcomes of individual children,</i> • <i>Children’s strengths, capabilities and voice is visible within the assessment for learning and development documentation</i> • <i>Indigenous perspective and cultural competence is demonstrated by knowledge of community, resources, program and visible embedded practice</i> • <i>Contribute to the Reconciliation Action Plan when requested</i> • <i>A variety of resources are accessed to engage culturally and linguistically diverse families</i> • <i>Enrolment forms and all other documentation is accurate and complete. Audits indicate all records are up to date and stored as per relevant policies</i> • <i>Case notes and relevant documents are uploaded into Kidsoft within 72 hours</i>

(NQS Quality Area 2: Children's health and safety; Quality Area 3: Physical environment)

- 2.1 Utilise effective health and hygiene practices, including meeting all regulations relating to food safety and preparation, medical management plans, risk management plans, policies and procedures.
- 2.2 Promote nutrition, health, wellbeing and physical exercise in the service.
- 2.3 Ensure a safe and stimulating physical environment where all staff and children are protected from hazards or harm.
- 2.4 Designated first aid officer.

BUILD POSITIVE RELATIONSHIPS WITH ALL STAKEHOLDERS

(NQS Quality Area 4: Staffing arrangements; Quality Area 5: Relationships with children; Quality Area 6: Collaborative partnerships with families and communities)

- 3.1 3.5 Ensure effective induction, orientation and transition processes
- 3.2 Work cooperatively, ethically and respectfully with other educators, and support each other's professional development.
- 3.3 Develop and maintain respectful, supportive, collaborative and responsive relationships with children and their families.
- 3.4 Establish and maintain links with the approved provider or governing body (as appropriate), local networks, resource agencies, local Foundation programs/schools (where applicable) and other relevant organisations.

- *Safety checklists of the indoor and outdoor environments are conducted daily, recorded and filed.*
- *Educators meet parent/guardians to discuss and document child/ren's medical management plan, risk assessment and communication plans at the start and throughout the year.*
- *Health, wellbeing and nutrition information is respectfully communicated to children and families verbally and in written communication*
- *Children have access to significant amounts of indoor and outdoor play engaging with sufficient resources, materials and equipment to enable every child to engage in play based learning*
- *Rest and relaxation and active, risk taking play is evident in planning and provided throughout the day*
- *A therapeutic approach including Sunshine Circles® groups and strategies, is embedded in the daily program*
- *Children's bathroom is clean and tidy throughout the day*
- *Risk and safety checklists are implemented daily, weekly and monthly, recorded, reported and filed.*
- *Risk Assessments are completed and forwarded to Team Leader for review*
- *Emergency management plans and procedures are practiced and recorded every three months*
- *Occupational Health and Safety (OHS) issues reported to Health & Safety Representative and/or incidents, near misses and hazards reported and entered on RiskMan in required timeframes*
- *First Aid qualifications are current*

- *Induction, orientation and transition processes planned and documented in collaboration with families*
- *BCYF mandatory induction and training is completed*
- *Contribute to reflective practice and all educators' voices are acknowledged and documented within assessment for learning and development documentation, QIP, RAP, meeting minutes*
- *Families engagement and feedback is actively sought and recorded*
- *Contribute to the educators supervision which is conducted and recorded once a term and forwarded to Nominated Supervisor*
- *Educators PDR is conducted annually and reviewed in supervision quarterly at minimum*
- *Student placement requirements are met*

- 3.5 Supervise workplace students and volunteers, as directed.

CONTRIBUTE TO THE EFFECTIVE MANAGEMENT OF THE SERVICE

(NQS Quality Area 7: Leadership and service management)

- 4.1 Ensure all practices are in accordance with the NQS and reflect the philosophy, policies and procedures of the service.
- 4.2 Attend professional development opportunities and network meetings as appropriate or as advised by EYM leadership
- 4.3 Lead and promote an embedded understanding of the NQF, the NQS, the curriculum framework documents and policies and procedures, modelling and supporting best practice within the team and service.
- 4.4 Contribute to the continuous improvement of the service through reflective practice and in consultation/partnership with children, families and EYM leadership.
- 4.5 Complete any collection of data, medical or other records required in a timely manner, and in accordance with the service's policies and procedures and the NQS

- *Child and family internal and external referrals are documented and recorded in Kidsoft*
- *Roles, responsibilities and routines are delegated for each educator*

- *Contribute to the service quality improvement plans*
- *Compliance with Education and Care Services National regulations and Education and Care Services National Law Act, BCYF and EYM policies and procedures demonstrated when visited by DET or EYM leadership*
- *Attend and contribute to Team Meetings. Participation reflects BCYF's values and behaviours.*
- *Communication and collaboration with local primary schools is evident in Supervision notes.*
- *Social media use abides by BCYF policies and is regularly updated with children's learnings and information for families*
- *Contribute to service newsletters which are received by families at least once a term*
- *Families are contacted if non-attendance occurs for more than 2 weeks. Interactions are case noted in Kidsoft within 72 hours*
- *Regular attendance at EYM practice meeting*
- *Complete all requests for information and data from DET and the EYM within 72 hours*

Organisational Accountabilities & Duties

- Other reasonable duties as directed
- Active involvement in the application of BCYF's quality and risk management frameworks
- Comply with the standards of a child safe organisation in both practice and culture
- Active involvement in professional development to build theoretical knowledge and practice capability

- *As directed by Nominated Supervisor and/or Educational Leader for the kindergarten*
- *Demonstrated participation in School Readiness Funding program*
- *Demonstrated participation in continuous quality improvement and risk management activities*
- *Adherence with Child Safe Standards.*
- *Professional Development is recorded and meets VIT requirements.*
- *Demonstrated willingness to work as a team member.*
- *Demonstrated participation in DET meetings and/or training*

KEY STAKEHOLDERS

- BCYF Early Years Management Team and other Early Years Programs
- Department of Education and Training
- Kindergarten Committee or Parent Advisory Group and families
- Local Government
- Peak early childhood organisations
- Local community network

ORGANISATIONAL VALUES & BEHAVIOURS

Our Values	Expected Behaviours
INTEGRITY <i>I am respectful, accountable and professional</i>	<ul style="list-style-type: none">• I treat others with respect.• I demonstrate resilience and contribute to a positive workplace culture.• I reflect on my actions and practices and respond to constructive feedback.• I ensure that the organisational values and behaviours are reflected in my work.• I build strong professional relationships with colleagues, clients and partners
COMMITMENT <i>I am dedicated to achieving positive outcomes</i>	<ul style="list-style-type: none">• I seek continuous improvement and solution based practises and outcomes.• I accept the accountabilities associated with my role and performance.• I embrace new ideas, methods and systems.• I take pride in my work and contribute to positive change.• I adapt when required and am flexible to changes in my role.
INCLUSION <i>I involve colleagues, clients and partners in my work</i>	<ul style="list-style-type: none">• I engage and listen to clients and their families in planning and decision making.• I embrace opportunities to participate in organisational development.• I collaborate positively within my team and across the organisation.• I share my knowledge, achievements and learnings both internally and externally.• I recognise the strength that diversity brings to our workforce and community.

OHS RESPONSIBILITIES

The Board of Directors and Executive Management Team recognise the moral and legal responsibilities in providing a working environment for its employees, volunteers, contractors, visitors, the general public and those whom we serve (our clients), that is safe and healthy.

BCYF promotes a safety culture throughout the organisation that ensures that every employee actively participates in the health and wellbeing of themselves and their co-workers. All employees are expected to embrace this culture in line with the values of the organisation. All staff are expected to be aware of and participate in their duty of care in the workplace as outlined in induction and organisational policies.

PHYSICAL REQUIREMENTS & ENVIRONMENTAL CONDITIONS OF THE ROLE

The following table identifies the physical and psychological work environment characteristics that are inherent requirements of the role. Where possible, BCYF will make reasonable adjustments to enable individuals with disabilities to perform the essential functions of their roles.

Required activities / working environment	Frequency
Computer based tasks, sedentary position, office based	Sometimes
Repetitive manual tasks	Often
Driving, in & out of vehicles	Rarely
Walking, climbing stairs, bending	Often
Working alone or at a co-located site	Sometimes
Confrontational/confronting situations <i>(Due to the nature of our work there may be times when staff are exposed to behaviour, language and/or situations that can be confronting)</i>	Sometimes
Working outside in differing weather conditions	Often
Attending external locations including client homes	Sometimes

A signed pre-existing condition declaration form is required to be completed prior to commencement.

KEY SELECTION CRITERIA

Essential

- Bachelor of Early Childhood or equivalent qualifications suitable for an Early Childhood Teacher listed in the Australian Children's Education and Care Quality Authority (ACECQA) qualifications list and in accordance with the *Educational and Care Services Regulations 2011* and the *DET Kindergarten Funding Guide*.
- Current Victorian Institute of Teaching registration and ability to provide evidence of mandatory COVID-19 vaccination or accepted certification of medical exception.
- Hold valid and appropriate first aid training certificate; anaphylaxis and asthma management training that complies with the requirements of the *Educational and Care Services Regulations 2011*.
- Extensive knowledge of early childhood development, the Victorian Early Years Learning and Development Framework and proven ability to plan, implement, document and assess a developmentally and culturally appropriate education program for children and families.
- Ability to engage with and develop positive, respectful relationships with all families.
- To identify children with additional needs and plan for them appropriately, considering input from Specialist Children's Services, Pre-School Field Officers and the child's family.
- Well-developed communication, administrative and organisational skills, and a flexible approach to service provision.
- Good interpersonal skills and a positive approach when working with all parents/carers, other Professionals and the community.
- Understanding of the purpose and expectations of the Victorian Child Safe Standards and demonstrated commitment to contributing to a child safe organisation in both practice and culture.

Desirable

- Experience working with vulnerable and disadvantaged families and an understanding of environmental impacts on child outcomes.
- Excellent written, communication and interpersonal skills.
- Proficient computer skills.

EMPLOYMENT CONDITIONS

Employees are required to read, understand and comply with all BCYF policies, procedures and reasonable direction, whilst demonstrating professional workplace behaviours in accordance with the BCYF's Code of Conduct.

BCYF is committed to being a safe and friendly organisation for children and young people and therefore require all employees to undergo and maintain a range of satisfactory checks as a condition of employment. These include:

- Working with Children Check
- National Police Check
- International Police Check (if required)

POSITION DESCRIPTION ACKNOWLEDGEMENT

I have read, understood and agree to comply with the above position description.

Employee Signature:

Date: