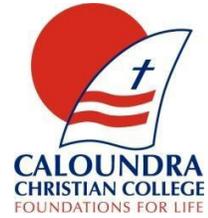


Position Description

Relief/Contract

Kindergarten (Early Childhood) Teacher



WHO ARE WE

We are a team of committed educators who fundamentally believe that each child is unique and created in God's image. Together, with our students, parents, and local churches and businesses, we are creating a learning community that authentically seeks to see each student flourish and grow in their own individual gifts, abilities, and passions. With Christ at the helm, we aim to provide quality, Christ-centred education as a foundation for life. Our practices are rooted in the belief that students learn best when they feel safe and loved, and are genuinely engaged and challenged by purposeful, creative, differentiated opportunities to learn about themselves and the impact they can make in the world they live in.

VISION

Together, creating an authentic learning community where students and staff flourish with Christ at the helm.

MISSION

To provide quality Christian Education, strong foundations for life and learning.

ROLE DESCRIPTION

The teacher is responsible for the holistic care and growth of the child. This includes actively engaging in the learning, social emotional and spiritual care, and wellbeing of the child.

The teacher will champion and work to fulfill the Mission and Vision of the College, working collaboratively with other teachers and staff to support the wider College community.

Planning, preparing, and facilitating engaging learning experiences based on rigorous, quality curriculum and assessment, consistent with the College's philosophy, policies, and learning framework is a core aspect of the Early Childhood Teacher's role

ACCOUNTABILITY

The Early Childhood Teacher will be accountable to the Nominated Supervisor, Executive Leaders, and ultimately, the Principal.

KEY INTERNAL RELATIONSHIPS

- College and Early Learning Community Staff
- Children
- Parents/Carers

KEY EXTERNAL RELATIONSHIPS

- Professional and educational associations and networks
- Local businesses and organisations related to learning opportunities within the program

QUALIFICATIONS

- A Bachelor's degree in Early Childhood from a recognised University (as listed on the approved qualification list by ACECQA)
- Current ACECQA approved First Aid in an Education and Care Setting, anaphylaxis and emergency asthma management training and CPR training (HLTHAID004)
- Valid Working with Children Check Exemption
- Accredited Child Protection Training
- Be a registered teacher with the Queensland College of Teachers

FAITH-BASED ATTRIBUTES

- Committed Christian with current church involvement
- Ascribes to the Statement of Faith and College values
- A high standard of personal conduct and an outworking of spiritual fruit

KNOWLEDGE

- Education and Care Services National Law (2010)
- Education and Care Services National Regulation (2011)
- National Quality Standard (NQS)
- Queensland Kindergarten Learning Guidelines (QKLG)
- Early Years Learning Framework (EYLF)
- Early Childhood Australia Code of Ethics
- Understanding of pedagogy, curriculum development, assessment, and documentation of learning and development
- Knowledge and interest in contemporary quality educational practices and trends
- Sound literacy and numeracy competencies

SKILLS

- Critical and Creative Thinking
- Technological proficiency
- Verbal and written communication
- Organisation and initiative
- Time management
- Attention to detail and accuracy
- Data-informed decision-making

PERSONAL CHARACTERISTICS

- Self-motivated and resilient
- Innovative and passionate about education
- Professional, positive, and friendly manner
- Ability and desire to learn and develop professionally, personally, and spiritually
- Integrity and trust
- Teamwork and reliability

PHYSICAL REQUIREMENTS

- Sufficient vision to read printed material, see distant objects with clarity, and identify and distinguish objects.
- Sufficient hearing to hear conversations in person and on the telephone and hear sounds clearly up to 6 metres.
- Ability to speak in an understandable voice with sufficient volume to be heard in normal conversation and on the telephone, and in addressing groups.
- Ability to exert up to 10 kg of force to lift, carry, push, pull, or otherwise move objects.
- This type of work requires frequent standing, walking, sitting, bending, and reaching for extended periods of time.
- Sufficient manual dexterity and/or mobility to grasp and/or manipulate objects, operate mechanical office and classroom equipment, and move about the work area.
- Employees in this classification may be subject to work environments that have exposure to weather or interiors with extremes of heat and/or cold, wet and/or humid conditions, moderate noise levels, and various work-related hazards.

PSYCHOLOGICAL REQUIREMENTS

- Handle stressful situations calmly and effectively.
- Anger management and conflict resolution.
- High level of emotional resilience.
- Demonstrate strong social skills and relatability.
- Understanding of emotional wellbeing needs of children aged between 3 years and 5 years of age.

KEY ACCOUNTABILITIES

Curriculum and Pedagogy

- Teach a Kindergarten program as allocated.
- Plan and organise programs and lessons for effective learning to occur using the ELC curriculum planning documents and EYLF and QKLG frameworks.
- Differentiate the curriculum to cater for the range of abilities, interests, and backgrounds of all children, ensuring differentiations are identified on planning.
- Develop and implement a balanced range of play opportunities that promote learning and reflection in children and provide children with the opportunity to demonstrate their knowledge, skills, and ways of working.
- Be responsible for management of the day-to-day operation of the assigned room, including providing leadership and support to educators and staff within your team, in line with relevant regulations, policies, and procedures.
- In collaboration with the Educational Leader, assist with the development, implementation, and reflection of the educational program to provide a high-quality program for all children and families.
- Build and maintain positive relationships with children, families, educators, staff, and management to deliver best outcomes for families and children.
- Report constructively through open communication with parents; including interview, telephone conversation, emails, and end of year transition statements.
- Collaborate with other Early Learning Centre Educators to develop appropriate trans-disciplinary and/or problem-based experiences to develop knowledge, skills, critical, and creative thinking processes.
- Incorporate a Christian worldview into intentional teaching and programs.

Pastoral Care

- Take responsibility for the pastoral needs, duty of care, and standards of behaviour of all children in the Early Learning Centre.
- Know children well, including their diverse learning, linguistic, cultural, personal, and social backgrounds.
- Model, guide, and encourage the development of children's' Christian faith and character, and social and emotional wellbeing.
- Work with senior colleagues and support staff and agencies to ensure each child's well-being and safety, are paramount.
- Partner with parents/carers in supportive ways using effective means of communication
- Have a clear working knowledge of the College behavioural expectations, policies, and processes.
- Employ appropriate behaviour management strategies, aligned with the College Behaviour Management Framework, to ensure a safe, orderly, and achievement-orientated learning environment, addressing discipline issues promptly, fairly, and respectfully.
- Lead and organise regular class devotions.
- Show sensitivity toward children experiencing personal, social, or self-management issues and liaise with relevant colleagues.
- Support the Nominated Supervisor, providing input on pastoral care matters.

Professional Engagement

- Support College-wide and departmental improvement priorities.
- Maintain high-quality, positive, and effective working relationships with colleagues, working collaboratively to ensure quality child outcomes.
- Actively engage with the children, parent, and wider community, showing openness, professionalism, and respect.
- Ensure that the AITSL, Australian Professional Standards for Teachers, and the ECA Code of Ethics are undertaken on a consistent basis.
- Continue developing proficiencies in quality, researched-based teaching practices, and pedagogy.
- Maintain comprehensive working knowledge of Early Childhood Education and Care practices and theories.
- Be active in extending your professional knowledge and proficiency through professional reflection and learning, performance review process, collaboration with colleagues, research and participation in internal and external professional networks, and events to improve teaching methods, pastoral skills, and knowledge.
- Work collaboratively as a member of the teaching team to ensure the best possible outcomes for the children.
- Attend and actively participate in department and staff meetings.
- Supervise preservice teachers as required.
- Be organised, punctual, and timely.
- Establish a learning environment where children feel safe to risk full participation.
- Demonstrate strategies to create a positive environment supporting child effort and learning.

- Engage in wider school activities and school culture events including Parent Information Nights, co-curricular activities, and other Whole School or Learning Community events.

Administration / Duties

- Adhere to all College Management Policies.
- Carry out all administrative practices within the ELC setting in a competent and professional manner. This covers, but is not limited to, keeping accurate Attendance Records, distribution of notices, maintain and care for resources, furniture and property.
- Complete accurately and appropriately, as required by College policy, all tasks of planning, evaluation, and record keeping.
- Maintain accurate records of child development, pastoral care, and communication with parents/carers.
- Provide high quality reports to parents both oral and written.
- Respond appropriately to requests and communications.
- Abide by the College staff dress code.
- Provide a comprehensive 'hand over' of each child's performance/progress/needs, to the following year's teacher.
- Undertake rostered supervisory duties outside of the classroom and exercise responsibility for the welfare of children and maintenance of the College facilities and grounds.
- Adhere to and implement all safe work practices and procedures in accordance with College policies.
- Undertake excursions, competitions, and other relevant curricular and co-curricular activities.
- Some duties will need to be performed at times other than during the school day or when children are in attendance. Your duties may be varied by the College from time to time in accordance with the College's operational requirements.
- Undertake extra-curricular activities.
- Supervise additional classes as required within the hours of duty.
- Follow Workplace, Health and Safety procedures.
- Perform other reasonable duties as directed by your supervisor or executive member.