



POSITION DESCRIPTION

Position Title:	Early Childhood Teacher
Position Type:	Permanent Full Time
Remuneration:	As per VECCTA Early Childhood Teachers
Hours of Work:	38 hours per week
Position Reports To:	General Manager
Direct Reports:	Educators
Indirect Reports:	Nil

Background

Kensington Community Children's Co-operative (KCCC) is a parent managed co-operative offering long day care and kindergarten.

The centre began in Henry Street, Kensington in 1982, but soon outgrew its premises. It is currently located in a City of Melbourne owned building in Altona Street, Kensington. KCCC is licensed for 140 child care places including sessional and integrated kindergarten groups.

KCCC is open 50 weeks of the year, and closes for two weeks over the Christmas break. Opening hours are 7.30am till 6.00pm. KCCC provides education and care for children from 2 months to 6 years of age.

Operational structure

KCCC operates with a board of 9 Directors. The quorum for a board meeting is 5.

The board has a governance role and the General Manager manages the centre and is responsible for ensuring the delivery of a comprehensive early childhood program to all children. The General Manager is supported by a management team consisting of a Pedagogical Leader and Business Manager.

KCCC Philosophy

KCCC is a not for profit community organization that values and supports children and their families. We provide quality early childhood education that helps children grow, develop and learn in a safe and stimulating environment. Our natural setting is an integral part of our program and we encourage and foster sustainable practices.

Position Objective

This role is required to provide and support a strong educational program and share expertise of contemporary theories, knowledge and issues of child development and teaching approaches with the kindergarten team through effectively informing and articulating pedagogical ideas, philosophies, and approaches that guide everyday practice. This role is responsible in ensuring the provision of high quality early childhood programs at the service to deliver an early childhood education program which complies with relevant regulations, quality standards and codes of practice. Work closely with KCCC staff, and collaborate with the management, other service providers and the community to maximize outcomes for children.

Specific responsibilities

Professional practice

- Operate the program in accordance with Education and Care Services National Law and the Educational and Care Services National Regulations 2013, National Quality Standards effective January 2012, and conditions for State-funded kindergarten programs and requirements of the Victorian Early Childhood Teachers and Educators Agreement (VECTEA)2016.
- Uphold the values of Kensington Community Children's (KCCC) Service, Policies of KCCC the Code of Ethics for early childhood educators and responsibilities under child protection legislation and protocols, and the impacts of abuse and protective interventions on the care and education of children.
- Engage in professional development education to continually maintain/develop professional knowledge and skills.

Program development & delivery

- Plan and deliver a quality early childhood education program that reflects the principles, practices and learning outcomes described in the Victorian Early Years Learning & Development Framework (VEYLDF) and VECTEA 2016 and the NQF. The program and practice will be stimulating and engaging, enhancing children's learning and development. The educator shall:
 - Ensure inviting and safe environments, indoors and outdoors;
 - Utilise the emergent strengths and interests of participating children and contributions of families;
 - Assess the progress of each child towards development and learning outcomes of the VEYLDF, planning specific interactions and learning experiences for individuals and groups of children.
- Guide pedagogical decisions with a shared approach to curriculum and goal setting demonstrating collaborative, effective and reflective practice. Such competencies are considered to be crucial "practice principles for learning and development" as described in the VEYLDF and VECTEA.
- Establish and maintain records for individual and collective children, which:
 - Reflect a holistic approach to children's learning and development and capture key observations and interactions with children;
 - Create a record of children's learning through visual and written documentation, use in program planning and the preparation of a transition-to-school statement for each child in Term 4.

Specific responsibilities Professional practice continued

- Ongoing evaluation of program plans and teaching practice that centers on children's learning and development.
- Remains focused, active and reflective when designing and delivering a program for each child.
- Develops respectful and equitable relationships with each child.
- Supports children to build and maintain sensitive and responsive relationships with other children and adults.
- Participate in the service Quality Improvement Plan that coordinates the participation of discussions and reflective practice with educators to promote an ongoing cycle of review where current practices are examined, outcomes reviewed and new ideas generated.
- Collaborate with parents to refer children, to appropriate professional practitioners or agencies, when the need for further assessment or support is considered necessary.

Documentation & Communication with families

- Communicate with others in a respectful and friendly manner, modelling appropriate interactions between staff, staff-children and staff-families, including daily diary and other communications with families.
- Respect the rights of others to confidentiality and privacy, remaining aware of responsibilities under relevant privacy legislation.
 - Ensure communication is effective with all families. Where a child has English as a second language, work with the family and program staff to encourage these children to utilize and maintain their first language, while English is acquired at the individual child's pace.
 - Supervise, develop and guide the creation and development of electronic and hand-written individual education plans that track the trajectory of learning for all children and group in the program.
 - Maintain written information and program plans in accordance with requirements of the Regulations and Kensington Community Children's Co-operative.
 - Recognise the expertise of families and encourage them to share in decision making about their child's learning, development and wellbeing.
 - Make use of written and electronic records to support meaningful communication with children and their families; providing information to parents about the educational program, the service philosophy and operations.

Collaboration with families and community

- Create an atmosphere which is welcoming to all families that involves them in discussions
- Recognize the impact of cultural and linguistic background, family and social experiences on a child. Use this knowledge to ensure the inclusive practices and programming.
- Provide families with relevant information about other community services and resources they are seeking or may benefit them and responding in a helpful manner to families who contact the centre.
- Create opportunities for open communication between educators and families:
 - Share information with parents about their own child's learning

Specific responsibilities Professional practice continued

- Invite parental input to the program and the service, providing options for participation which considers individual family needs and background;
- Effectively respond to feedback and concerns from families in a timely fashion with a negotiated positive outcome
- Support families in their parenting role and ensure their child-rearing values are respected
- Actively assist families with additional needs to access relevant services.
- Participate in, or lead, transition-to-school program/s and provide each family with support and information on transition-to-school statements and programs.
- Advocate the value of children's play, promote the service/s and share knowledge of how young children develop and learn with enrolled families, other agencies or the wider community, as directed by the Pedagogical Leader or General Manager.
- Attend and contribute to parent meetings for the centre, as directed by Pedagogical Leader or General Manager.
- Participate in local early childhood networks as agreed by Pedagogical Leader or General Manager.

Staff management, support and teamwork

- Foster a supportive working environment in which relationships can function and develop effectively, reinforcing Kensington Community Children's Co-operative workplace values.
- Recognize the benefits of a team approach for improving outcomes for children:
 - Ensure regular opportunities for information-sharing and planning,
 - Attends team meetings as required
 - Involve colleagues in decision-making;
 - Accept and share responsibility for a collaborative approach and provide opportunities for open and reflective evaluation of teamwork;
- Celebrate cooperation and innovation;
- Develop the capacity of staff, under your supervision, as early childhood educators:
 - Monitor performance and regularly provide constructive feedback;
 - Model desired practices;
 - Work on strategies to encourage their development and extending their range of duties, including involvement in program planning and documentation.
 - Supervise and support students and volunteers.
- Complete annual performance and development plan

Reporting & communicating with KCCC

- Regular use and monitoring of electronic communications, in accord with Kensington Community Children's Co-operative policy.
- Share information and submit reports to Kensington Community Children's Co-operative and funding bodies as directed by the General Manager.

Specific responsibilities Professional practice continued

- Participate in meetings with other early childhood educators and in professional development sessions as directed by General Manager.
- Participate with management and other early years' service providers to develop a more integrated approach to the delivery of children's services and enhance the organisations strategic plans for families and children.
- Contribute to service development & improvement and communicate and share ideas
- Contribute to the service Quality Improvement Plan and participate in the Quality Assessment and Rating process;
- Consider and stay abreast of policy changes and strategic plans directly impacting on delivery of the service;
- Review administrative systems or current skills, taking steps to improve their effectiveness;
- Ensure Kensington Community Children's Co-operative occupational health & safety (OH&S) policy and emergency planning and response (EM) procedures are followed. In particular, ensure compliance by all staff to safe manual handling practices, processes for hazard identification and incident reporting.
- Contribute to a positive risk management culture by complying with KCCC risk management policy, assisting with implementation of relevant risk management strategies, reporting risks management concerns and making suggestions for improvement to your supervisor.
- Perform other duties as directed, or as negotiated with the Operations or General Manager

Accountability and extent of authority

Act in accord with relevant regulations, standards, codes and KCCC policies.

Accountable for program/centre resources:

- make recommendations for purchase of equipment and goods relevant to the program, in keeping with the budget;
- Monitor the maintenance of the building, playgrounds and equipment.
- Participate in an annual appraisal with management, in accord with KCCC processes, developing and actioning personal development plan linked with this appraisal

Judgment and decision making

- Ensure confidentiality of information;
- Ensure the health and safety, wellbeing and education of young children present at the centre;
- Advise management staff of issues which may limit or adversely affect the center's program, operation of the centre or programs;
Support, or recommend as appropriate, issues necessary to improve programs, processes, or the development of children.

Specialist Knowledge and Skills

- A thorough knowledge of the theory of early childhood development and education and the ability to translate theoretical knowledge into practice.
- A thorough knowledge of the Education and Care Services National Law and the Education and Care Services National Regulations 2013.
- Knowledge and understanding of the Victorian Early Years Learning Framework.
- Knowledge and understanding of the National Quality Standards 2012
- Develop, implement and evaluate early childhood care and education programs for individuals and groups of children, including the keeping of appropriate records.
- Understand child development and family-centre practice.
- Well-developed communication skills.
- Computer literacy.
- Experience working inclusively with children who have additional needs.
- Experience working inclusively with children

Management Skills

- Good time management skills and ability to coordinate responsibilities to enable the smooth and efficient running of the program.
- Able to supervise and delegate duties to assistants, students and volunteers and teachers.
- Able to consult/negotiate with other early childhood educators for positive outcomes, effective teamwork and shared responsibilities.
- Able to take personal responsibility and participate in the quality assessment and rating process for evaluation and professional development.

Interpersonal Skills

- Good public relations skills, to maintain a strong community focus and positive relationships between Cooperative and families.
- Able to work cooperatively as a team member in the centre.
- Capacity to respond in an appropriate manner to children and family members, when addressing challenging, unpredictable or unusual behavior in children, including the choice of teaching strategies for these children.
- Ability to appropriately address concerns raised by families and to work with families to resolve issues and conflicts.
- Is flexible and open to new approaches and ideas
- Acts ethically and appropriately in and out of the environment
- Partakes in the cooperatives community events in a fun and lively environment

Workplace Health and Safety and Risk Management

- Create, maintain and foster a safe work environment at all times.
- Ensure that staff follow safe work practices, procedures, instructions and rules at all times.
- Perform all duties in a manner that ensure personal health and safety, and that of others in the workplace and the general public.
- Regularly inspect own immediate work environment and report all hazards or incidents that can cause harm or that represent a threat to public safety.
- Ensure compliance with the provisions of the Workplace Health and Safety Regulations at all times.
- Follow up on hazard corrective actions.
- Ensure KCCC Risk Management Policy and Procedures are observed and complied with at a personal level

Key selection criteria

Qualifications

- Bachelor of Education (Early Childhood) or equivalent, in accordance with requirements of the Education and Care Services National Regulations 2013, Australian Children's Education and Care Quality Authority (ACEQA).
- Current Level 2 First Aid Certificate (including Anaphylaxis and Asthma training)
- Working knowledge of the Regulations, standards, frameworks and codes.
- Demonstrated experience of work in early childhood services

Skills

- Competency in using Microsoft Office Suite.
- Excellent interpersonal and problem solving skills.
- Relationship building
- Highly developed communication - written and oral communication skills with ability to prepare reports including transition reports and applications.

Knowledge

- Extensive knowledge of child development and capabilities in planning, implementing and evaluating a quality early childhood education program that focuses on ensuring the program and practice is stimulating, engaging and enhances children's learning and development.
- Knowledge of, and commitment to, current reforms and trends in early childhood education and care.
- Ability to ensure a productive, safe and professional work environment for self and all team members.

Competencies

- Ability to work collaboratively with children, families and other professionals
- Continuous improvement, commitment to ongoing learning and development
- Ability to organise, plan and prioritise work
- Leadership in delivery of inclusive practice to improve access, equity and social justice outcomes.

Values A commitment to community based/co-operative childcare who acts ethically and appropriately in and out of the environment. The successful applicant will be required to undergo a Working with Children Check or hold a valid Victorian Teachers Registration.