

# Position Description

<b>Title:</b>	Early Childhood Teacher, Safe Haven Initiative
<b>Business unit:</b>	Early Learning
<b>Location:</b>	22 Church Street, Richmond
<b>Employment type:</b>	As per employment agreement
<b>Reports to:</b>	Centre Director

## About Uniting

Uniting Vic.Tas is the community services organisation of the Uniting Church. We’ve been supporting people and families for over 100 years. We work alongside people of all ages in local communities in Victoria and Tasmania. Our services reach to Albury-Wodonga in the north, Mallacoota in East Gippsland, the Wimmera region in the west, and across Tasmania.

We empower children, young people and families to learn and thrive. We’re there for people experiencing homelessness, drug and alcohol addiction or mental illness. We support people with disability to live the life they choose. We assist older people to maintain their independence and enjoy life. We provide opportunities to access training and meaningful employment. We’re proud to welcome and support asylum seekers to our community. We work to empower people with the information, skills and tools they need to live a healthy, happy life.

As an organisation, we work in solidarity with Aboriginal and Torres Strait Islander people as Australia’s First Peoples and as the traditional owners and custodians of this land.

We celebrate diversity and value the lived experience of people of every ethnicity, faith, age, disability, culture, language, gender identity, sex and sexual orientation. We welcome lesbian, gay, bisexual, transgender, gender diverse and non-binary, intersex, and queer (LGBTIQ+) people at our services. We pledge to provide inclusive and non-discriminatory services.

**Our purpose:** To inspire people, enliven communities and confront injustice

**Our values:** We are imaginative, respectful, compassionate and bold

### 1. About the program

Cooke Court Uniting was selected by the Department of Education (VIC) as the site for an intensive early childhood education and care research project, as part of their Safe Haven budget initiative. The research project is being undertaken in partnership with Parkville Institute, a not-for-profit organisation established to operationalise and evaluate the program. The Australian government and philanthropy are also funding the project.

Results from previous trials have found that children who participated in an intensive early education and care program had significant improvement in their cognitive (IQ and language) and non-cognitive skills (resilience and social-emotional). The University of Melbourne research team undertook a rigorous evaluation and some members have established Parkville Institute to continue the work (Research report 4 can be found here).

The objective of the intensive early childhood education and care program is that children living with significant adversity will experience a stable and enriching early learning and care program and enter school as confident and successful learners who are developmentally equal to their peers.

The long-term objective of the program is that these children will enjoy the same life trajectories as their peers. This research will seek to determine whether children, recruited with the same eligibility criteria as those in previous trials, can achieve the same remarkable learning and development outcomes. This will be one of four research sites established in Australia.

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## 2. Position Purpose

As an Early Childhood Teacher of this research centre, you will have responsibility for leading the planning, documenting and implementation of an education and care program in your allocated room. The model is nested within the usual childcare legislative requirements and with a commitment to the mission and values of Uniting and the Parkville Institute.

Working as part of a large team of professionals, this role will contribute to an environment that is safe, inclusive and responsive to the needs of everyone participating. You will be responsible for leading and participating in regular and ongoing reflective practice and continuous improvement in the service as well as ensuring your practice and that of your colleagues, meets and exceeds the requirements of the National Law Act & Regulations, the National Quality Framework, Child Safe Standards as well as our organisational policies and procedures.

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## 3. Scope

**Budget:** nil

**People:** nil

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## 4. Relationships

### Internal

- Early Learning Program Manager
- Centre Director
- Other Teachers and Educators
- Infant Mental Health Clinician
- Family Services Practitioners

### External

- Families, caregivers and children
- Parkville Institute
- Other community services organisations as required

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## 5. Key responsibility areas

### Quality education and care programs:

- Plan, document, implement, and assess a quality play-based education and care program based on an approved curriculum framework, the service philosophy and in alignment with the pedagogical elements of the intensive early childhood education and care program.
- In developing the program, promote children's agency, choice and influence so that the program respects and supports the interests and abilities of each child and the group.
- Document and analyse children's learning in line with an approved curriculum framework.
- Collaborate with the senior leadership team and educators to ensure pedagogy and curriculum provision that responds in meaningful ways to local community contexts, family aspirations and traditions.
- Develop and maintain responsive, respectful reciprocal relationships with every child as an essential foundation for their active engagement as learners in the program.
- Utilise and model a variety of teaching and learning strategies including intentional teaching and differentiated teaching and curriculum provision in order to support individual children's learning and development over time.
- Create a culture of shared responsibility and reflective practice with educators as part of the program planning cycle and to support continuous improvement.
- Support the development of the centre's Quality Improvement Plan (QIP) and work towards meeting the goals that are set.

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- Model and support room staff in guiding children's behaviour in ways that are congruent with trauma informed practice and attachment focused practices.
- Lead the planning and implementation of routines that respect children's agency, cultural backgrounds and which support a sense of belonging and inclusion.
- Collaborate with the senior leadership team and educators in planning and implementing safe and positive transitions into and from the centre and across the day.

#### Health, safety and wellbeing of children:

- Create a culture of shared responsibility with educators for children's health, safety and wellbeing.
- Be aware of any concerns regarding the health, safety or wellbeing of a child and work collaboratively with the senior leadership team and educators in addressing these concerns.
- Provide a safe and stimulating physical environment where all children are protected from harm or hazards and are supervised at all times.
- Ensure that children's health, wellbeing and physical needs are met in culturally respectful ways.
- Maintain accurate records of any child accidents, injuries, illness or medications administered to a child.
- Ensure indoor and outdoor environments are safe, developmentally appropriate and provide spaces and resources that support every child's learning and development.
- Demonstrate and support the room team in providing effective health and hygiene practices that meet all legislative, policy, procedural requirements, and support children to do the same.
- Ensure that all children have access to nutritious food and fresh drinking water in line with the program's nutrition policy.
- Encourage and support families to maintain their children's immunisation schedule.

#### Relationships and collaboration:

- Build and maintain respectful and responsive relationships with families as their child's first educator.
- Support the development of educators' skills and knowledge and confidence as early childhood professionals in collaboration with the senior leadership team.
- Identify, and manage any performance issues within the room if they arise in consultation with the senior leadership team.
- Delegate tasks within the team being respectful and considerate of their individual interests, strengths and or limits.
- Work collaboratively with the senior leadership team in establishing and maintaining the primary educator system.
- Support and guide educators in developing and maintaining respectful, supportive, collaborative and responsive relationships with children and their families.
- Work, ethically and respectfully with educators and other Uniting staff (including the Management team) and Parkville Institute staff to implement high quality programs for children and families in line with the overall purpose of the research project.
- Participate in 12 weekly goal-setting meetings with families and ensure there is ongoing communication and consultation with families regarding their child's learning and development.
- Establish and maintain links and participation in local professional networks and community as required.

#### Leadership, administration and management:

- Ensure all practices are in accordance with the Education and Care Services National Law Act and Regulations, the Kindergarten Funding Guide, the National Quality Framework and reflect the philosophy and policies and procedures of the service.
- Actively participate in staff meetings, reflective supervision, professional development opportunities and network meetings as appropriate or as directed by the senior leadership team.

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- Promote an understanding of the NQF, the NQS and the curriculum framework documents within the team and the implications for pedagogy and curriculum.
- Contribute to the continuous improvement of the service through reflective practice and as a member of a highly skilled and focused staff team.
- Ensure accurate records are documented and maintained to meet legislative requirements.
- Stay informed about current early education and child development research evidence and share with the team.
- Actively participate in employee performance review feedback and appraisal processes.

#### Personal accountability

- Compliance with Uniting's values, code of conduct, policies and procedures and relevant government legislation and standards where relevant.
- Cooperate with strategies to actively ensure the safety, protection and well-being of children who come into association with us.
- Ensure appropriate use of resources.
- Work collaboratively with Uniting (Victoria Tasmania) employees and external stakeholders in accordance with Uniting's values and professional standards of behaviour.
- Actively participate in initiatives to maintain, build upon and promote a positive and collaborative workplace.
- Identify opportunities to integrate and work collaboratively across teams.
- Take reasonable care for your own health and safety, and health and safety of others (to the extent required).
- Promote a positive safety culture by contributing to health and safety consultation and communication.
- Promptly respond to and report health and safety hazards, incidents and near misses to line management
- Attend mandatory training sessions (i.e. equal employment opportunity, health, and safety) and mandatory training specific to position.
- Declare anything that you become aware of through the course of your engagement which may impede your suitability to work with children and / or young people.
- Declare any potential or actual conflict of interest that you become aware of through the course of your engagement:
  - Based on a relationship with a current member of Uniting's workforce
  - Based on my ongoing work with another organisation.

**Responsible Person:** All Early childhood educators are required to agree to act as a Responsible Person as per the *Education and Care Services National Regulations*. Responsible Persons may be placed in charge of the day-to-day operational management of the service if the approved provider or nominated supervisor is not present and you are nominated as the Responsible Person.

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## 6. Person specification

### Qualifications

- Minimum bachelor's degree in early childhood (or equivalent as approved by Australian Children's Education and Care Quality Authority).

### Experience

- Extensive experience in working in a kindergarten and / or other early childhood service as an early childhood teacher providing high quality care and education programs for children.
- Experience in a leadership role in a kindergarten program or early childhood setting.
- A sound knowledge and understanding of early childhood learning and development.
- Experience in working with children living with significant social disadvantage, family stress and risk factors.
- Intermediate level of competency in the use of the Microsoft Office suite and the internet.

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#### Core selection criteria

- **Values alignment:** ability to demonstrate and authentically promote Uniting’s values.
- Demonstrated ability to provide safe environments for children and young people and protect them from abuse and neglect.
- **Knowledge:** extensive knowledge of the Education and Care Services National Law Act and Regulations, the Kindergarten Funding Guidelines, the National Quality Framework and the Child Safe Standards and how these relate to the operation of an Early Childhood Service
- **Child safety:** demonstrated ability to promote and advocate for the rights of children and families and ensure they are provided opportunities to participate in decision-making regarding matters that affect them.
- **Teamwork:** demonstrated ability work within a dynamic team and the development of an ethical and productive workplace culture.
- **Quality assurance:** demonstrated ability to develop and implement a high-quality education and care program that reflects the diverse nature of the service, local and wider community, based on an approved learning framework and the service philosophy.
- **Leadership:** leadership, organisational, planning and prioritising skills and the ability to work within timeframes and with a high degree of autonomy or as directed. Demonstrated ability to relate to and communicate effectively with a range of diverse stakeholders including educators, families, and other professionals.
- **Research:** understand the importance of research in early education and the implications for evidence informed practice; be committed to supporting the research component in partnership with the Parkville Institute, DET and Uniting (Victoria/ Tasmania).
- Registration with the Victorian Institute of Teachers (VIT).
- Current First Aid, CPR, Anaphylaxis, and Asthma certificates.

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#### 7. We are a child safe organisation

Uniting is a child safe organisation and is committed in everyday practice to ensure the safety and wellbeing of all children, at all times. As a child safe organisation, employment with Uniting is subject to a satisfactory national (and international where relevant) police check and relevant Working With Children Check (and NDIS Worker Screening Check where relevant) to your State prior to commencement of any paid or unpaid work and/or participation in any service or undertaking.

**This position description is subject to review and may change in accordance with Uniting’s operational, service and consumer requirements.**

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#### 8. Acknowledgement

**I have read, understood, and accepted the above Position Description**

##### Employee

Name:

Signature:

Date: