

JOB DESCRIPTION



POSITION Early Childhood Teacher

St Peter's Woodlands Early Learning Centre offers young children a learning environment which offers depth and rigour of learning through play. Each child's developmental strengths and needs are catered for within our dynamic and engaging learning environment which promotes a love of learning and responsive relationships.

A. Summary of Purpose of Position and Its Responsibilities

As an Early Childhood Teacher in the Early Learning Centre at St Peter's Woodlands, you are accountable for the Key Responsibilities and Duties listed below which have a clear learning, teaching and pastoral focus. The fundamental role of the teacher is to develop and implement the Early Years Learning Framework and PYP consistent with the Early Learning Centres philosophy, policies and practice. Within your role you take ultimate responsibility for the learning and teaching program. This includes providing support and direction for co-educator colleagues who work alongside you in facilitating the learning and teaching program.

You will be expected to work closely with colleagues within an age group and across the centre to ensure there is strong pastoral care for all ELC children. As an Early Childhood Teacher you will be expected to teach from 2 years old to Year 2.

It is expected that you will demonstrate effective knowledge of the National Quality Framework and embed this understanding in your practice. You are also expected to uphold and support the SPW vision, values, policies and procedures and model loyalty and commitment to the School.

Terms & Conditions of Employment

- The level of remuneration and conditions are established by reference to the current St Peter's Woodlands Inc. Enterprise Agreement 2017.
- This is a Band 1 position.

Reporting and Working Relationships

In this role you are directly accountable in your day-to-day operations to the Head of Early Years.

Key Responsibilities / Duties

- Develop a quality learning and teaching program which caters for the needs of individuals and groups of children in a respectful, supportive, equitable and inclusive manner.
- Develop and implement a vibrant, interesting, varied and appropriate children's program to meet the ongoing needs of the children, in accordance with the Early Years Learning Framework and IB PYP
- Facilitate learning opportunities which cater for individual strengths, needs and emerging interests which will engage and challenge students
- Create a calm, positive, organised, stimulating and safe learning environment.
- Integrate the use of age appropriate Information Communication Technologies which reinforce students social skills.
- Ensure an atmosphere of mutual respect among students and educators.

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- Provide opportunities for students to develop self-discipline, self-direction and a sense of responsibility to others.
- Provide feedback to parents/caregiver in ways that create quality partnerships between home and ELC and maximise children's learning outcomes.
- Develop, implement and evaluate daily care routines.
- Plan and facilitate the inclusion of children with additional needs.
- Contribute to and support National Quality Framework principles.
- Actively contribute to the development of a strong, collaborative and supportive team environment
- Actively support accountability, legal compliance and duty of care to children
- Ensure policies and procedures are adhered to
- Participate in staff development, professional learning opportunities and meetings.
- Support a culture of continuous learning in the workplace by sharing educational practice and professional learning experiences
- Share and maintain accurate records as required.
- Record observations of children for the purposes of informing the educational program and personalise student learning.
- Assess student performance in a variety of ways using continuous assessment practices that inform and support the learning process.
- Collect and maintain accurate and comprehensive records of student learning and achievement.
- Report effectively to parents/caregivers via ELC learning portfolios, formal interviews, impromptu discussions and formal written reports.
- Any other tasks as may be requested by the Principal/Head of Early Years.

B. Person Specification

1. Skills, Knowledge & Experience

- Demonstrated passion, expertise and understanding of learning and teaching in the early years
- Demonstrated ability to deliver a dynamic, innovative and student centred program
- Demonstrated ability to interact with children and families in a positive, sensitive and respectful manner
- Sound knowledge of the NQF principles
- Willingness to be observed, accept feedback and seek direction.
- Effective high level interpersonal, verbal, written and communication skills
- Effective time management skills
- Ability to demonstrate respect at all times and maintain confidentiality
- Well-developed observation and reporting skills
- Thorough knowledge of the SPW Early Learning Centre's philosophy, policies and procedures

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- Good knowledge of child health and safety including safe environments, nutritional requirements, infectious diseases and infection control
- Demonstrated ability to establish and maintain an effective learning environment
- Expert knowledge and understanding of the IB PYP Curriculum and Early Years Learning Framework
- Demonstrated ability to teach appropriate behaviours and provide proactive support for children as they learn these
- Demonstrated knowledge of and use of a wide range of assessment practices
- Demonstrated ability to monitor student progress and cater for personalise needs within the learning and teaching program
- Demonstrated ability to use initiative
- Effective consultative, mentoring, coaching and supervisory skills
- Demonstrated ability to work collaboratively as a member of a professional learning community

2. Desirable Experience

- Have worked in an inquiry based early learning environment or school.

3. Essential Qualification

- Appropriate tertiary qualifications to teach Early Childhood as recognised by ACECQA
- Registered with the Teacher's Registration Board of South Australia
- Successful completion of Responding to Abuse and Neglect Training
- First Aid Training
- A police clearance as per the current statutory requirements

Signed & Accepted by:		Dated:	
Employee Name:			
Signed by Head of Early Learning:		Dated:	
Head of Early Learning Name:			