



POSITION DESCRIPTION

POSITION:	<i>Kindergarten Teacher</i>
DEPARTMENT:	<i>Corporate Services</i>
REPORTS TO:	<i>Director TAFE Kids</i>
CLASSIFICATION:	Educational Services (Teachers) Award 2010

PRIMARY OBJECTIVES

- To develop and provide a high quality developmentally appropriate educational program for the children for whom the teacher is directly responsible. This program is to be developed in consultation with the committee and the parents of children attending and be responsive to the needs of the community.
- To provide leadership while working as a member of a cooperative team in order to provide a developmentally appropriate educational program.
- To operate in a professional manner at all times ensuring that the Centre meets the requirements of the DEECD Victorian kindergarten, policy procedures and funding criteria 2010 – 2012, the Education and Care Services National Law Act and Regulation, the National Quality Standards and the policies and procedures of the kindergarten.

The Sunraysia Institute of TAFE Child Care Centre

The Centre is a Long Day Care Centre for children aged between 6 weeks and 6 years of age. The Centre operates Monday to Friday (7.30 a.m. to 6.00 p.m.) and is open 51 weeks of the year. Sixty nine child care places are currently offered to TAFE students, staff and the general community on a full-time and part-time basis.

Manager:	<i>Director TAFE Kids</i>
Key Relationships:	<i>Room Leader</i> <i>Other Child care Centre staff</i>

Subordinates:	<i>Nil</i>
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ORGANISATIONAL ENVIRONMENT

Sunraysia Institute of TAFE is the leading provider of vocational education and training in the north-west of Victoria. As part of its Strategic Plan, the Institute has identified the following economic, social, educational and community drivers:

- **increasing participation** in vocational education and training to meet the needs of industry – particularly in skills shortage areas;
- **developing strategic partnerships** to broaden education and training options for the region – industry and their associations, schools, private registered trainings organisations (RTOs) and universities;
- **improving pathways** for students from secondary education to vocational education and training to higher education and
- **maximising the Institute's productivity** in a contestable market.

The tertiary landscape is changing rapidly and the Institute is committed to ensuring that we continue to

provide education and training that are relevant to the communities we serve.

POSITION SUMMARY

The position reports to the Director TAFE Kids who in turn reports to the Centre's Committee of Management. The Director is responsible for the overall management of the Centre. The Kindergarten teacher is required to act in accordance with the authority delegated by the committee in dealing with situations requiring immediate action, ensuring the Centre complies with the Regulations and Act.

The primary focus of the role is the provision of high quality education for the kindergarten children attending the Centre. In consultation with parents and staff, the kindergarten teacher is required to develop an educational program which is appropriate to the individual developmental needs and interests of the children. The program will reflect the Centre's philosophy, policies, the needs of the community and be culturally appropriate.

The Victorian Early Years Learning and Development Framework (VEYLDF) will be used as a basis for the learning cycle; observing, planning and recording of learning. Individual portfolios will be created for all children as part of the recording and evaluating process.

SPECIFIC RESPONSIBILITIES

- To encourage enrolments and provide relevant written information and referral to an appropriate person, in accordance with the enrolment policy and procedures, as specified by the committee.
- To respect the confidentiality of information relating to parents and children and to comply with the kindergarten's privacy policy.
- To display the educational program, updating at a minimum, every fortnight.
- To operate within the limits of any budget allocation.
- To develop, record and maintain specific objectives for individual children based on regular written observations across all aspects of each child's development and to share this information with parents when requested by parents or where appropriate to do so.
- To link specific objectives for individual children into the program plan.
- To provide a healthy, safe and welcoming environment and ensure that children are supervised at all times.
- To discuss with relevant Centre staff, such as the assistant, the needs of families and children attending the Centre so they can carry out their duties effectively.
- To actively encourage parent involvement in developing and implementing the program at the Centre.
- To provide regular information about the program, the operation of the Centre and child development for parents in the form of newsletters, posters and notices.
- To communicate with parents on their child's development and progress at the kindergarten.
- To be responsible for the day-to-day supervision of staff performing duties related to the group/s for which the position is directly responsible.
- To attend regular staff meetings, to facilitate effective communication, internal staff development and discussion on programming for the Centre.
- To provide leadership while working as a member of a cooperative team and encourage staff who are involved in the program to contribute to the planning and implementation of the developmentally appropriate educational program.
- To share housekeeping tasks of preparation, hygiene, safety and packing away related to the program, with other staff.

- To work cooperatively with the committee and all staff to ensure the Centre operates in a safe work environment and that staff follow safe work practices.
- To participate in an annual employee appraisal.
- To keep abreast of current issues relating to children's services and to liaise with relevant early childhood services and other professional services and organisations within the community.
- To ensure that correct safety procedures are followed when lifting heavy objects.

The incumbent will be entitled to 7.5 hours per wk. non-contact time, during which the employee is not required to teach, supervise children or perform other duties directed by the employer, for the purposes of programming & planning for group/s of children.

In the absence of the Director, the position may be required to assume responsibility for the Centre. This may involve interviewing and enrolling new clients, taking bookings, dealing with enquiries, recording and receipting fees, and supervising qualified and trainee staff.

KEY RESPONSIBILITIES

All key responsibilities are based on the National Law and Regulations, the Principles, Practices and Outcomes detailed in the EYLF, VEYLDF and FSAC, and the 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

Under the direction of the Director TAFE Kids and in accordance with the Institute's policies and procedures the Kindergarten Teacher is required to:

- 1. Lead the planning and implementation of a quality education program** (NQS Quality Area 1: Educational program and practice)
 - a. Lead the team of educators to plan, implement, assess and review a high quality and diverse educational program based on appropriate curriculum frameworks and with reference to the NQS, considering the developmental needs, interests and abilities of all the children attending the service.
 - b. Lead the team of educators to actively support every child to participate in the program and ensure that the program promotes children's agency, choices and influence.
 - c. Lead the team of educators in the development and delivery of effective and valuable documentation of children's learning in accordance with the service philosophy and the learning outcomes (EYLF, VEYLDF and FSAC).
 - d. Lead the team of educators to utilise a variety of teaching strategies including intentional teaching and reflective practice in their daily work
 - e. **Promote the health and safety of all staff and children** (NQS Quality Area 2: Children's health and safety; Quality Area 3: Physical environment)
 - f. Ensure staff and children 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.
 - g. Ensure that all children have access to nutritious food and fresh drinking water.
 - h. Promote health, wellbeing and physical exercise in the service.
 - i. Ensure a safe and stimulating physical environment where all staff and children are protected from hazards or harm
- 2. 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)
 - a. Work cooperatively, ethically and respectfully with other educators, and support each

- b. other's professional development.
 - c. Develop and maintain respectful, supportive, collaborative and responsive relationships with children and their families.
 - d. Establish and maintain links with the service sponsor or governing body (as appropriate), local networks, resource agencies, local prep programs/schools (where applicable) and other relevant organisations.
 - e. Supervise workplace students and volunteers, as directed.
 - f. Ensure an effective induction and orientation process for new families, children and educators, including workplace students and volunteers.
3. **Contribute to the effective management of the service** (*NQS Quality Area 7: Leadership and service management*)
- a. Ensure all practices are in accordance with the NQS and reflect the philosophy, policies and procedures of the service.
 - b. Attend professional development opportunities and network meetings as appropriate or as directed by director.
 - c. Lead and promote an understanding of the NQS, the NQF and the curriculum framework documents within the team/room.
 - d. Contribute to the continuous improvement of the service through reflective practice and as directed by the director and educational leader.
 - e. 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.
 - f. Assist the director or assistant director in matters relating to leadership, pedagogical leadership, management support, service administration, as directed.
 - g. Be ready, willing and qualified to act in the position of certified supervisor in the temporary absence of the director and assistant director.

KEY SELECTION CRITERIA:

1. A Bachelor of Education (Early Childhood) or equivalent qualification is essential.
2. A demonstrated ability to work as part of a multi-disciplinary team.
3. Well-developed interpersonal and communication skills.
4. An understanding of children's developmental requirements.
5. Demonstrated ability to liaise effectively with parents, staff and others.
6. Ability to plan and evaluate programs effectively.
7. A Victorian Police Records Check and Working with Children Check is a requirement.
8. Must obtain upon commencement of employment; First Aid Certificate, Asthma and Anaphylaxis certificates. This is a mandatory requirement.
9. A Supervisors Certificate is advantageous but not essential
10. Knowledge and skills required to complete Transition Reports is advantageous.

Recommended	Approved	Acknowledged
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GM Corporate Services	Director TAFE Kids	INCUMBENT
DATE: ____/____/____	DATE: ____/____/____	DATE: ____/____/____