

Early Childhood Teacher

October 2023 V1.0

Organisation Overview

North East Regional Pre School Association (NERPSA) is a small not-for-profit Early Years Management (EYM) organization based in North East Victoria. It was established in 2002 through collaboration among Early Childhood Services (ECS) in the area. NERPSA is governed by a Board consisting of parent representatives from participating ECS, and community members with expertise in Early Childhood Education. The ECS maintain their own fundraising activities and the upkeep of their facilities, while the NERPSA Board and Management oversee matters such as staffing, salaries, and session structuring.

All NERPSA ECS adhere to the Early Years Learning Framework for Australia (EYLF) and the Victorian Early Years Learning and Development Framework (VEYLDF), ensuring a consistent and approved educational approach. Additionally, they comply with the National Quality Framework (NQF) and the National Quality Standards (NQS) provided by the Australian Children's Education and Care Quality Authority (ACECQA).

NERPSA's primary goal is to provide high-quality and inclusive Early Childhood Education throughout the North East Victoria region. This is achieved by delivering a quality educational program, employing and supporting skilled staff, fostering strong community engagement, operating sustainably, and continuously striving for best practices.

Child Safety

- NERPSA is a child safe organisation and is committed to providing and actively promoting the safety and wellbeing of children in our services.
- We want children to be safe, happy and empowered.
- We support and respect all children, as well as our staff and volunteers.
- We are committed to the safety, participation and empowerment of all children.
- We have zero tolerance of child abuse, and all allegations and safety concerns will be treated very seriously and consistently with our policies and procedures.
- We have legal and moral obligations to contact authorities when we are worried about a child's safety, which we follow rigorously.
- NERPSA is committed to preventing child abuse and identifying risks early and removing and reducing these risks.

- NERPSA has robust human resources and recruitment practices to reduce the risk of child abuse by new and existing board members, staff and volunteers.
- NERPSA is committed to regularly training and educating our board members, staff and volunteers on child abuse risks.
- We are committed to the cultural safety of Aboriginal children, the cultural safety of children from culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children with a disability.
- We have specific policies and procedures in place that support our board members, staff and volunteers to achieve these commitments.

Qualities of an Early Childhood Teacher

- Passion for Early Childhood Education and Child Safety.
- A lifelong learner, eager to develop and improve understandings, skills, and practices.
- Extensive knowledge of Early Childhood Pedagogy, and children, and their learning styles.
- Ability to build and maintain professional and effective relationships with colleagues, management, families, communities, and professionals.
- Strong leadership, communication, and collaborative skills.
- Ability to hold confidentiality in the highest regard and be accountable within their role.
- Desire to contribute to the development and implementation of the Vision, Mission and Values of NERPSA.
- Effective time management skills.

Key Selection Criteria

The person for this position will have demonstrated experience in:

- Understanding of National Quality Standards, the Curriculum Frameworks, and Quality Improvement Plans and how they influence the learning and teaching program.
- Ability to develop relationships with families that support and values family's expertise, beliefs, and allows for families to be involved with and contribute to decision making about their child's learning and wellbeing.
- Ability to document, monitor, and assess child learning and to use this data to inform educational programs and practices for improved child guided learning.
- High level written and verbal communication skills and high-level interpersonal skills including the capacity to establish and maintain collaborative relationships with other employees and the broader community to focus on children's learning, wellbeing and engagement.
- Behaviours and attitudes consistent with NERPSA values, including a commitment and capacity to actively contribute to and manage professional relationships.
- Commitment to continually improving teaching quality and capacity through the application of knowledge, skills and expertise derived from ongoing professional development and learning.

Main Duties and Responsibilities

General Responsibilities

- Be responsible to NERPSA for the development and delivery of the programs for which they are responsible.
- Act in accordance with the authority delegated by NERPSA in dealing with situations of an urgent nature requiring immediate action, ensuring compliance with the Act and the Regulations.
- Operate within the requirements of the NERPSA policies and procedures, as well as funding and regulatory requirements.
- Operate within the limits of the service budget allocation.
- Be actively involved in the development and implementation of the Quality Improvement Plan of the service.
- To support the enrolment process and provide relevant written information and referrals in accordance with the Enrolment Policy and Procedures, as specified by NERPSA.
- Respect the confidentiality of information relating to parents and children, and comply with the service's Privacy Policy.
- Other duties as directed by NERPSA from time-to-time.

Specific Responsibilities

Children

- Develop, in consultation with children, parents, and educators, an educational program that is appropriate to the individual interests and developmental needs of the children. The program will be based on an approved curriculum framework, reflect the service's philosophy and policies, the needs of the community, and be culturally appropriate.
- Display the educational program.
- Develop, record and maintain objectives and reflections for individual children and the whole group based on regular written observations across all aspects of the children's development and share this information with parents as appropriate.
- Link objectives and reflections for individual children and the whole group into the program plan.
- Complete Transition Statements in accordance with funding requirements where applicable.
- Complete Second Year Statements in accordance with funding requirements where applicable.
- Provide a healthy, safe, and welcoming environment and ensure that children are supervised at all times.
- Discuss with service staff, such as the educator, the educational program, needs of families and children attending the service so that they can carry out their duties effectively.

Parents

- Actively encourage parental involvement in developing and implementing the program at the service.
- Provide regular information about the program, the operation of the service and child development for parents in the form of newsletters, posters and notices.
- Communicate with parents on their child's development and progress at the service.
- Ensure that new families are appropriately enrolled and orientated at the service.

Employees

- Be responsible for the day-to-day supervision of educators performing duties related to the group/s for which the teacher is directly responsible.
- Attend regular staff meetings to facilitate effective communication, internal staff development and discussion on management and programming for the service.
- Provide leadership while working as a member of a cooperative team and encourage educators to reflect on professional development and contribute to the planning and implementation of the educational program.
- Share housekeeping tasks of cleaning, preparation, packing up, hygiene, and safety related to the program, with other staff.
- Work cooperatively with NERPSA and all staff to ensure the service operates in a safe work environment and that employees follow safe work practices.
- Participate in an annual performance review and development process.
- Keep abreast of current issues relating to the provision of children's services and liaise with relevant early childhood services and other professional services and organisations within the community.
- Comply with the professional development requirements of the relevant industrial award or agreement, such as the VECTEA or as requested by NERPSA.
- Assist with the induction of new staff.
- Adhere to all service OH&S safety procedures.

NERPSA

- Work in a cooperative manner with NERPSA, ensuring open communication on all issues pertaining to employment, management, finances, program and regulatory requirements of the service.
- Support NERPSA's role as manager of the service, including the provision of relevant information to ensure the service meets all regulatory and funding requirements.
- Provide necessary information, within agreed time lines, for the completion of all relevant program related reports and data collections as required by NERPSA.
- Provide written reports, as required, to the parent group at the service.
- Undertake other functions as delegated by NERPSA.

Accountability and Extent of Authority

- The Early Childhood Teacher is directly accountable to NERPSA.
- The Early Childhood Teacher has the authority to take such action as is necessary to ensure that the health and safety of children and their families are maintained within the service and on approved activities outside the service.
- The Early Childhood Teacher is responsible for making recommendations to NERPSA on matters relevant to the educational program and its impact on the operation of the service.

Essential Skills and Competencies

Specialist skills and knowledge

- Have a sound understanding and knowledge of early childhood development and education, including the Victorian Early Years Learning and Development Framework (VEYLDF), the Early Years Learning Framework (EYLF), and the National Quality Framework (NQF).
- Have a sound understanding and knowledge of legislation governing the operation of children's services.
- Ability to develop, document, implement, and reflect upon, a high quality, child focused, and developmentally appropriate education program for kindergarten children in consultation with relevant stakeholders.
- The ability to plan, work, and manage time effectively with minimal supervision.

Interpersonal Skills

- Excellent interpersonal skills and an ability to communicate effectively with NERPSA, parents, other staff, and professionals.
- Ability to work in a cooperative, flexible and professional manner with children, parents, staff, NERPSA, parent groups of the service.
- Well-developed leadership and self-motivation skills.
- Ability to ensure confidentiality of information.

Essential requirements

- Qualifications suitable for an early childhood teacher under the Education and Care Services National Law Act 2010, Education and Care Services National Regulations and the DE Kindergarten Guide.
- Hold a Current Police Record Check and Working with Children Check/Victorian Institute of Teaching (VIT) registration.
- A current approved first aid qualification, approved anaphylaxis management training and approved emergency asthma management training, in accordance with the Education and Care Services National Regulations and service policies.
- Be willing to undertake the roles of Nominated Supervisor and Educational Leader if required.

Position Title	Early Childhood Teacher	Reports To	NERPSA
Hours	Part Time or Full Time	Probationary Period	3 months
Award	VECTEA		
Manages	Early Childhood Educators, Students, and Volunteers.	Position Commences	Ongoing
Internal Relationships:	All NERPSA staff, including NERPSA managers and administration staff, NERPSA Early Childhood Services, and Families.		
External Relationships:	<p>Early Childhood Australia (ECA).</p> <p>Australian Childhood Foundation.</p> <p>Department of Education (DE) including KESOs, ECIB, QAR, Early Education Outlook Unit.</p> <p>Early Learning Association Australia (ELAA).</p> <p>Training Organisations, as relevant.</p> <p>SCOPE and other NDIS EC intervention providers/organisations, such as Noah's Ark.</p> <p>Department of Families, Fairness and Housing, including Child Protection.</p>		

Acknowledgement

I certify that I have read, understand and accept the duties, responsibilities and obligations of this position, and acknowledge the scope and responsibilities listed herein are not intended to be an exhaustive list. I may be expected to perform other job-related tasks requested by management and as necessitated by the development of this role and the development of NERPSA.

.....
Employee Name & Signature

.....
Date

.....
Manager Name & Signature

.....
Date