

<b>POSITION TITLE:</b>	<b>Early Childhood Teacher</b>
<b>FTE:</b>	<b>1.0 (38 hours per week)</b>
<b>CLASSIFICATION:</b>	<b>Band TA and TE</b>
<b>DIVISION:</b>	<b>Early Childhood Education and Care</b>
<b>PROGRAM:</b>	<b>Early Learning Centre</b>
<b>LOCATION:</b>	<b>Frankston, as well as work performed at the request of the organisation at any Windermere location</b>
<b>TENURE:</b>	<b>Ongoing</b>
<b>DATE:</b>	<b>December 2021</b>

## 1. ABOUT WINDERMERE

Windermere is an independent community service organisation, working across south east Victoria to help those who need it most. Since our beginning more than 150 years ago, we have been working to create a stronger, more connected and supported community. Our support comes in many forms as we work together to find the right solutions for the many and varied complex issues faced by children, families and individuals in our community.

Our aim is to get in early by providing programs and services within five primary areas:

- Family Wellbeing to create positive behavioural changes, greater understanding and respond to violence and/or neglect
- Childhood Development, Education & Support including child care and services for children and adults with developmental delays and disability
- Assistance and support for victims of trauma, assault and/or violent crime
- Community Strengthening designed to respond quickly to critical and emerging needs.
- Homelessness services to support individuals and families to secure and maintain accommodation and to build capacity to reduce the cycle of homelessness

We believe that everyone is someone in our community and that is reflected in our approach with those we work with every day. Whilst we receive funding for some services from state and federal governments, others are funded solely by donors and sponsors to whom we are truly grateful.

## 2. OUR PURPOSE, VISION AND VALUES

### **Our Purpose:**

We get in early to make a difference in the lives of individuals, families and communities

### **Our Vision:**

A stronger, connected and supported community

### **Our Promise:**

Our many services working together with you for a better life

### 3. KEY RESULT AREAS, RESPONSIBILITIES AND PERFORMANCE MEASURES

Key Result Areas	Responsibilities	Performance Measures
<b>Educational Program Practice</b>	<p>Curriculum Development</p> <ul style="list-style-type: none"> <li>• Use the approved learning framework to develop and implement a curriculum for children’s learning and development</li> <li>• Provide a curriculum to children that is well organised and implemented in such a way to maximizing all children’s opportunity to learn and develop</li> <li>• A program is developed to guide the implementation of the curriculum</li> <li>• Develop a curriculum that supports the participation of all children</li> </ul> <p>Planning and Documentation</p> <ul style="list-style-type: none"> <li>• Design and deliver an educational program that reflects the knowledge, ideas, culture, abilities and interests of each individual child and that of the entire group</li> <li>• Each child’s learning is assessed as part of the ongoing cycle of planning, documenting and evaluation</li> <li>• Critically reflect regularly on the work done with individual children and the group. Document and use this in continuous improvement and planning</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of the approved learning framework being used is presented within planning documentation at all times</li> <li>• Learning activities and experiences available to the children are purposeful, supports ongoing learning and is available every day</li> <li>• A program is available to the team and families at all times</li> <li>• All children are observed to actively participate in the curriculum at all times</li> </ul> <ul style="list-style-type: none"> <li>• Documentation is completed for the group weekly and is available for review and discussed in supervision with Director</li> <li>• Documentation is completed for each child on a monthly basis and assessments of this learning is available for review and discussed in supervision with Director</li> <li>• The cycle of planning is evident in all planning documentation at all times</li> <li>• Critical reflection is used to review the program and completed within planning documents weekly</li> <li>• Participation and successful completion of a monthly curriculum/ planning check</li> </ul>
<b>Health &amp; Safety</b>	<ul style="list-style-type: none"> <li>• Each child’s health is promoted and supported</li> <li>• Children’s comfort is considered in the environment, including heating/cooling, resting areas available, flexible routines and food availability</li> <li>• Hygiene practices are promoted and implemented within the curriculum. Including hand washing, hygienic toileting, healthy eating practices and clean environments.</li> <li>• Follow service procedures and common hygiene practices to control the spread of infectious diseases</li> </ul>	<ul style="list-style-type: none"> <li>• Cleaning tasks are completed as scheduled on a daily, weekly and monthly basis</li> <li>• The service is observed maintaining a high level of cleanliness and hygiene at all times</li> <li>• Learning environments are observed maximising children’s comfort at all times</li> <li>• Hygiene practices are observed being promoted at all times as part of the daily routine</li> <li>• Service policies and procedures are followed at all times</li> <li>• Healthy eating is observed as part of the daily curriculum</li> </ul>

	<ul style="list-style-type: none"> <li>• At all times manage injuries and illnesses according to service procedures</li> <li>• Healthy eating is promoted</li> <li>• Promote opportunities for physical activity within the daily curriculum</li> <li>• Supervise children at all times</li> <li>• Advocate for the safety of children and take every precaution to protect children from harm</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities for physical activity is planned for and implemented daily</li> <li>• Children are supervised according to the service procedures at all times</li> <li>• Children’s safety is maintained according to the service procedures at all times</li> </ul>
<b>Educational Environments</b>	<ul style="list-style-type: none"> <li>• All aspects of the environments are inclusive and promotes competence, independence and learning</li> <li>• High quality and natural materials are used to develop learning environments and experiences for children</li> <li>• The environment at the service is cared for and maintained to ensure functionality</li> <li>• Play spaces are maintained in such a way that is engaging to children and families</li> <li>• Sustainable practices are implemented and maintained within the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Learning environments are observed as safe, high functioning and inclusive at all times</li> <li>• Maintenance concerns are managed according to service procedures at all times</li> <li>• Sustainability practices are observed across the service as part of the daily curriculum</li> </ul>
<b>Relationships with Children</b>	<ul style="list-style-type: none"> <li>• Be responsive to all children and use intentional teaching techniques to scaffold and extend upon their learning</li> <li>• Interactions with children are responsive, meaningful, open and support ongoing learning</li> <li>• Develop and maintain respectful relationships with all children attending the service</li> <li>• Provide all children the opportunity to make decisions and choices regarding their learning and development</li> <li>• Children are supported to build and maintain positive and responsive relationships with other children and adults at the service</li> <li>• All children are supported to understand their behaviors and emotions through respectful interactions and positive behavior guidance methods</li> </ul>	<ul style="list-style-type: none"> <li>• Strong, positive reciprocal relationships are observed with all children at all times</li> <li>• Children are at all times supported to demonstrate a genuine enjoyment in attending the service</li> <li>• Children are observed having autonomy within the daily curriculum and this is documented in weekly planning documentation</li> <li>• Opportunities to build positive relationships is observed in the daily curriculum and documented within the weekly planning documentation</li> <li>• Appropriate and supportive behavior guidance techniques are observed at all times</li> </ul> <p>Participation in behavior support professional development annually</p>
<b>Partnerships with families</b>	<ul style="list-style-type: none"> <li>• Share in children’s learning journeys with families and gain their input</li> <li>• Engage families in the development of their child’s learning and development plans</li> <li>• Make all documentation available to families</li> </ul>	<ul style="list-style-type: none"> <li>• Families have formal opportunities to participate in the planning process 6 monthly</li> <li>• Families have informal opportunities to participate in the planning process at all times and this is documented as required</li> <li>• Children’s learning documentation is available to families at all times</li> </ul>

		Children's learning documentation is shared with families on a minimum monthly basis through various communication methods including email, written, social media etc
<b>Partnerships with the community</b>	<ul style="list-style-type: none"> <li>• Participate in community networking opportunities</li> <li>• Make and maintain connections with relevant support agencies and services</li> <li>• Complete relevant documentation and reporting to facilitate children's access to inclusion support assistance as required</li> <li>• Create opportunities for the children to engage with the community through excursions/incursions</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in one community network annually</li> <li>• Support agencies are contacted and engaged when required</li> <li>• Support documentation and application are completed in a timely manner ensuring quick supports are in place</li> </ul> <p>Excursions and incursions are planned on minimum of quarterly basis</p>
<b>Leadership</b>	<ul style="list-style-type: none"> <li>• Support the development of the team through role modeling and mentoring other staff</li> <li>• Take part in leadership meetings and strategic planning for the center</li> <li>• Directly supervise team members reporting to this role, including completing reviews and regular supervision</li> <li>• Directly supervise and support students in their placements</li> </ul> <p>Liaise with Universities and RTO's regarding the progress of students</p>	<ul style="list-style-type: none"> <li>• Behavior demonstrated is at all times reflective of the organizational expectation and is role modeled to staff</li> <li>• Participate in monthly leadership meetings</li> <li>• Participate in monthly team meetings</li> <li>• Supervise staff according to the service procedures and policies, and clear documentation maintained</li> <li>• Team members are supported in their professional development and performance</li> <li>• Positive feedback is received in the student review at all times</li> <li>• Relationships with Universities and RTO's are reported as positive and provides opportunities for future collaborations</li> </ul>
<b>Organisational expectations and directives in relation to policies and procedures and the organisation's purpose, vision and values</b>	<p>Familiarise yourself with and adhere to Windermere's Policies and Procedures, including the Code of Conduct, Human Resources policies and guidelines and Occupational Health and Safety obligations</p> <p>Demonstrate dedication and commitment to work in accordance with Windermere's values and behaviours</p> <p>Attend prearranged dates scheduled for supervision and organisation wide training, including organisation forums and on line induction and be actively involved in the 6-week induction review, 3 and 6-month probationary reviews and a recurring annual performance review with the relevant supervisor</p>	<p>Ensure policies, procedures and codes are complied with at all times</p> <p>Ensure all interactions are undertaken in accordance with the behaviours set, as outlined in the Code of Conduct</p> <p>100% attendance at performance reviews.</p> <p>Completion of induction and orientation within set timeframes.</p> <p>Positively embrace and adopt change as it occurs.</p> <p>Ensure arrangements are made so that 100% of courses are attended or completed.</p>

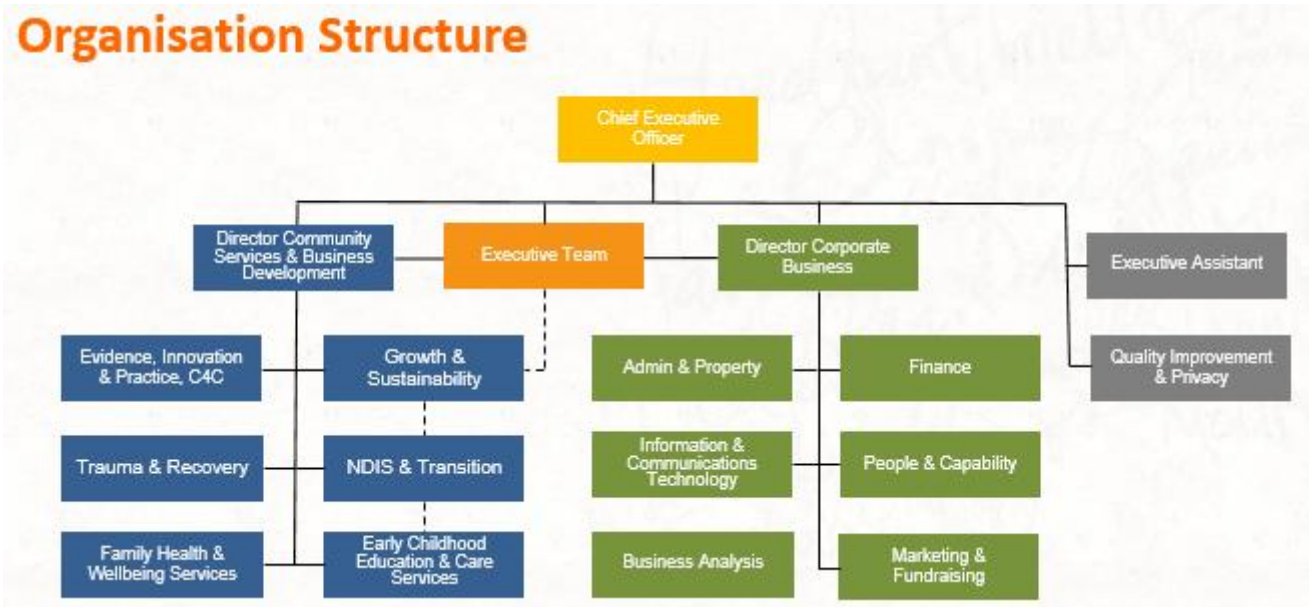
	<p>Contribute to or participate in Continuous Quality Improvement (CQI) activities of the organisation, and will implement CQI strategies into their work practices</p> <p>Meet the challenges of change as it occurs within the service and organisation</p> <p>Attend or complete foundation and position specific training courses set by the organisation and attend or complete discretionary training as approved by the supervisor</p> <p>Actively assess, manage and where possible mitigate workplace risk including (OH+S), consumer related risk, reputation risk and personal risk.</p>	<p>Report risk to the appropriate Windermere personnel and utilise current risk management tools and procedures available.</p> <p>Protect the rights, safety and wellbeing of children and provide a child safe environment</p>
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The employee will be expected to perform other duties outside those set in the position description as directed from time to time which are within the employee’s skill, qualification, experience and competence level to meet the organisation’s operational needs.

The Position Description may be amended from time to time at the organisation’s discretion. Where there is inconsistency between KPI’s in this Position Description and those within the Organisation Objectives, the Organisation Objectives will stand.

**4. ORGANISATIONAL RELATIONSHIPS**

- LINE MANAGER:** Director – Early Learning Centre
- SUPERVISES:** Educational Program Assistants and Leaders
- INTERNAL RELATIONSHIPS:** Windermere staff
- EXTERNAL RELATIONSHIPS:** Monash University, DET, ACECQA, Suppliers, inclusion supports services



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## 5. KEY SELECTION CRITERIA

- A minimum of a Bachelor degree in early education or equivalent
- Demonstrated understanding of the National Quality Framework and all service responsibilities under the framework
- Ability to work within and support the development of a child focused curriculum
- Demonstrated ability and understanding of developing positive relationships with children and families
- Demonstrated experience and understanding in support children's behaviors and positive guidance techniques
- Demonstrated understanding in supporting industry placement students
- Demonstrated leadership skills with the ability to motivate and inspire staff in the early childhood field
- Ability to use a computer and all relevant technology
- Current Victorian Drivers' License
- Willingness to undertake relevant pre-employment screening and checks

## 6. APPLICATION DETAILS

To maximise your opportunity for employment, it is recommended that you provide the following information:

- Covering application letter briefly addressing the Key Selection Criteria
- Current Resume

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I have read this document and agree to undertake the duties and responsibilities listed above.

I acknowledge that:

- The PD is an indication of the duties and responsibilities that I may be required to undertake. Additional or other duties and responsibilities may be allocated to me. Where additional training and support is required to fulfil extra or other duties of a similar level of responsibility, it will be provided within the guidelines of Windermere's Training and Development policy.
- The PD will be reviewed regularly in consultation with me.
- The Key Performance Indicators (KPIs), where included in this document, are indicative. KPIs will be set by the immediate supervisor in discussion with me, for each year (or another set period) and my performance reviewed against those KPIs.

**Occupant:**

Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_