

Early Childhood Teacher Position Description



Classification: Early Childhood Teacher

Reports to: Educational Leader

Date: 27 May 2019

Details of Position:

The key areas of responsibility are identified below.

PROFESSIONALISM

The Educator:

- Can clearly articulate the philosophy of the organization and how it translates into practice.
- Demonstrates ethical conduct towards children, families, colleagues and visitors.
- Demonstrates an anti-bias approach to diversity.
- Can articulate own roles and responsibilities in the workplace.
- Carries out duties in an efficient and effective manner.
- Completes all documentation accurately and in a timely manner.
- Can clearly articulate curriculum goals and pedagogical practices.
- Can articulate all relevant policies and procedures.
- Can articulate all legal responsibilities as set out in various legislative documents.
- Can demonstrate awareness and use of a wide range of resources and references.
- Demonstrates the ability to be flexible and adapt to change as and when required.
- Actively engages in critical self-reflection.

MENTORING AND PEDAGOGICAL LEADERSHIP

The Educator:

- Models the importance of professional development such as networking and professional reading.
- Actively encourages and supports others to engage in critical self-reflection.
- Provides colleagues with timely, constructive feedback.
- Actively leads team learning in relation to best practice in early childhood education.
- Actively role models best practices.
- Accesses and uses a variety of resources to support the learning of colleagues.
- Leads team discussions on issues of pedagogy and curriculum.

PEDAGOGICAL PRACTICES

The Educator:

- Is able to clearly articulate his/her pedagogical practices as they relate to VEYLDF.
- Able to implement Planning Cycles to demonstrate growth of children.
- Uses a wide range of strategies to support learning and development.
- Actively and consistently promotes exploration and problem-solving.
- Is able to articulate the different learning styles of the children and how these are accommodated in the program.
- Incorporates a wide range of open-ended learning experiences.
- Uses technology with children to support learning.
- Scaffolds children's learning.
- Uses routines as learning experiences.
- Creates an environment that promotes each child's sense of belonging.
- Creates an environment that promotes investigating and exploration.
- Promotes an environment that promotes an acceptable level of risk-taking.

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- Creates an environment that is safe for children.
- Creates an environment that provides a balance of active and quiet experiences.
- Creates a physical environment meets the developmental needs of each age group.
- Encourage children to care for the physical environment.

PLANNING AND ASSESSMENT

The Educator:

- Can articulate the goals for each child
- Documents program of learning and development for each child.
- Documents observations of each child which are translated into evidence of child's learning and development.
- Plans both intentional teaching and open-ended experiences for children.
- Makes use of child-initiated, teachable moments as they arise (and documents these where appropriate).
- Plans experiences for individuals, small groups and whole-group experiences as appropriate.
- Promotes children's self-awareness in their own learning.
- Shares the child's program with the family.
- Encourages input from parents when planning programs for children.

INTERACTIONS WITH CHILDREN

The Educator's interactions:

- Are respectful.
- Reflect awareness of each child's level of maturity and development.
- Demonstrate support of each child's emotional and social development.
- Promote resilience.
- Promote responsibility and sense of community.
- Promote respect for others.
- Promote language and communication skills.
- Promote learning and problem-solving.
- Promote individual competence.
- Promote tolerance and acceptance of differences.

INTERACTIONS WITH FAMILIES

The Educator's Interactions:

- Reflect ECA Code of Ethics.
- Demonstrate sound knowledge of each child's development, strengths and needs.
- Promote collaboration and shared decision-making.
- Demonstrate respect for diversity.
- Are carried out with due regard to privacy and confidentiality.
- Avoid the use of jargon.

GUIDING BEHAVIOUR

The Educator:

- Uses fair and consistent management strategies.
- Actively promotes self-regulation.
- Uses a wide range of guidance strategies which reflect an understanding of children's learning and development.
- Supports children to build friendships.

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- Assists children to develop age-appropriate conflict resolution strategies.
- Acknowledges children's emotions and supports children to manage emotions.
- Provides children with a positive role model in relation to behaviours such as empathy, helping others, kindness, cooperation etc.
- Uses both natural and logical consequences as appropriate.
- Sets clear limits and reminds children of desired behaviour.

TEAM

The Educator:

- Attends all staff meetings unless otherwise advised by the Service Director.
- Participates in team planning, training, professional development and working bees.
- Provides positive support to all Educators within the team.

EDUCATIONAL LEADERSHIP

The Educator:

- Coaches fellow educators in observing children and scaffolding learning in connection with the VEYLDF and NQF
- Supports fellow educators in implementing in-depth curriculum investigations, encouraging the involvement of all children
- Assists in the orientation of new staff and act as a resource to all staff regarding their practice as educators
- Provides direction, leadership and mentoring to fellow educators as required
- Reviews current planning practices and documentation to ensure they are appropriate and consistent with the service philosophy
- Monitor planning documentation to ensure all educators are producing programs that follow service guidelines.

PHILOSOPHY

The Educator complies with all aspects of the Organisation's Philosophy.

ANCILLARY DUTIES

The Educator undertakes any ancillary duties as required and directed by senior staff and management.

QUALIFICATIONS

- Bachelor of Education (Early Childhood) or equivalent, three or four year degree qualification in accordance with Education and Care Services National Regulations.
- Current Level 2 First Aid Certificate (including Anaphylaxis and Asthma training).

POLICIES AND PROCEDURES

This position description must be read in conjunction with the Educator Handbook. This documents outline the policies and procedures also applicable to this position.