

# Position Description

<b>Title</b>	Early Childhood Language Teacher
<b>Business Unit</b>	Early Learning
<b>Location</b>	As per employment agreement
<b>Employment type</b>	As per employment agreement
<b>Reports to</b>	Early Learning Program Manager

## About Uniting

Uniting Vic.Tas is the community services organisation of the Uniting Church. We've been supporting people and families for over 100 years. We work alongside people of all ages in local communities in Victoria and Tasmania. Our services reach to Albury-Wodonga in the north, Mallacoota in East Gippsland, the Wimmera region in the west, and across Tasmania.

We empower children, young people and families to learn and thrive. We're there for people experiencing homelessness, drug and alcohol addiction or mental illness. We support people with disability to live the life they choose. We assist older people to maintain their independence and enjoy life. We provide opportunities to access training and meaningful employment. We're proud to welcome and support asylum seekers to our community. We work to empower people with the information, skills and tools they need to live a healthy, happy life.

As an organisation, we work in solidarity with Aboriginal and Torres Strait Islander people as Australia's First Peoples and as the traditional owners and custodians of this land. We celebrate diversity and value the lived experience of people of every ethnicity, faith, age, disability, culture, language, gender identity, sex and sexual orientation. We welcome lesbian, gay, bisexual, transgender, gender diverse and non-binary, intersex, and queer (LGBTIQ+) people at our services. We pledge to provide inclusive and non-discriminatory services.

**Our purpose:** To inspire people, enliven communities and confront injustice

**Our values:** We are imaginative, respectful, compassionate and bold

### 1. Position purpose

Uniting will be delivering the Early Childhood Language Program (an initiative from the Victorian Department of Education and Training) over the next three years. The Early Childhood Language Program will be introduced into 164 early childhood services offering a state funded kindergarten for children in the year before school. As part of this program, children across Victoria will be given the opportunity to learn in a different language for part of their kindergarten program.

In partnership with existing staff, the Early Childhood Language Teachers will be responsible for the delivery of the language programs. The Early Childhood Language Teacher will work closely with existing staff to support aspects of the education program in the designated language. The language teacher will receive dedicated time for planning to support program delivery

### 2. Scope

**Budget:**

*nil*

**People:**

*Nil*

## Position Description

### Early Childhood Language Teacher

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### 3. Relationships

#### Internal

- Lead Teacher
- Early Childhood Educators
- Early Learning Coordinator
- Other educators
- Uniting Volunteers and Staff
- Parent Advisory Committee
- Early Learning Management Team)

#### External

- Children
  - Families
  - Other Early Childhood Professionals
  - Other Community Service Providers as required
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### 4. Key responsibility areas

#### Quality educational programs

- Efficiently deliver the language program on a day to day basis in collaboration with existing teaching staff and within the confines of budget and Uniting policies
- Support the planning, implementation and evaluation of the educational programs, particularly the language program, based on a sound knowledge of early childhood development and educational principles
- Provide high quality inclusive programs which are based on recorded observations and interpretation of children's responses, needs and interests
- Show care, respect and commitment to confidentiality in all interactions with children, staff and families
- Provide information for families about the language program through discussions, and contributing to displays, reports and newsletters
- Use principles of best practice to provide an innovative and responsive program
- Be responsible for upholding consumer rights, privacy, confidentiality and informed consent
- Respect the diverse needs of all community groups and individuals to ensure that their needs are met in an inclusive and sensitive manner
- Other duties as directed.

#### Quality and risk

- Support the maintenance of all necessary records accurately and provide information as required by the Education and Care Services National Regulations (2010) (or the regulations relevant to the service you are employed) and Uniting
- Support the review and evaluation of the kindergarten program and professional practice, using expertise relating to the language program component
- Participate in the Quality Improvement Plan
- Participate in all organisation quality accreditation/assessment processes

## Position Description Early Childhood Language Teacher

### Health and safety of children

- Immediately raise the awareness of any concerns regarding the health, safety or wellbeing of a child
- Provide a safe, and stimulating environment consistently, where all children, staff and families are protected from harm and hazard
- Attend to the social, emotional, physical, educational and spiritual needs of children, on an individual and group basis
- Demonstrate effective health and hygiene practices that meet legislative, policy and procedural requirements and support children to do the same

### Relationships and collaboration

- Work collaboratively with colleagues, other members of the profession and others in the community who contribute to the child's educational or developmental progress and wellbeing, particularly in relation to the language program
- Work cooperatively, ethically and respectfully with educators, parents, volunteers, students and other Uniting staff to deliver high quality services for children and families
- Support and maintain the development of respectful and collaborative partnerships with children and their families, encouraging participation in the program where appropriate
- Develop and form contact with local community linkages and resources
- Provide supervision and support to staff in accordance with Uniting policies and procedures and in particular for the embedding of the language program into day to day practice
- Attend meetings as required/directed.

### Professional knowledge

- Ensure all practices comply with relevant Uniting Policies and Procedures (including our Child Safe Environments Policy), as well as State and National Law and Regulations and the National Quality Standards
- Attend and actively participate in professional development opportunities to maintain currency in skills and understandings of contemporary practice
- Demonstrate an understanding of children's differing strengths and requirements from culturally diverse, vulnerable and disadvantaged perspectives
- Contribute to the ongoing continuous improvement and development of the service through reflective practice and supporting the review of the service philosophy.

### Personal accountability

- Compliance with Uniting's values, code of conduct, policies and procedures and relevant government legislation and standards where relevant.
- Cooperate with strategies to actively ensure the safety, protection and well-being of children who come into association with us.
- Ensure appropriate use of resources.
- Work collaboratively with Uniting (Victoria Tasmania) employees and external stakeholders in accordance with Uniting's values and professional standards of behaviour.
- Actively participate in initiatives to maintain, build upon and promote a positive and collaborative workplace.
- Identify opportunities to integrate and work collaboratively across teams.

## Position Description

### Early Childhood Language Teacher

- Take reasonable care for your own health and safety, and health and safety of others (to the extent required).
- Promote a positive safety culture by contributing to health and safety consultation and communication.
- Promptly respond to and report health and safety hazards, incidents and near misses to line management
- Attend mandatory training sessions (i.e. equal employment opportunity, health and safety) and mandatory training specific to position.
- with a view to improve practice
- Maintain contemporary knowledge of educational theories and issues

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## 5. Performance indicators

### Level 2 Teachers

- Consistently evaluate and reflect upon practice and the educational outcomes of children with a view to improve practice
- Maintain contemporary knowledge of educational theories and issues
- Use principles of best practice to provide an innovative and responsive program
- Share knowledge and expertise in teaching approaches and child development via strategies such as mentoring
- Actively participate in discussions and encourage the involvement of parents and establish positive links with other service providers and community groups

### Level 3 (Exemplary) Teachers

- Provide expert advice and support to the parents and the broader community in the development and delivery of Early Childhood Education
- Be responsive to emerging trends and issues within early education, the service and the community
- Take a leading role in sharing knowledge of teaching approaches and child development to support peers and provide mentoring support for graduate teachers
- Actively promote and strengthen links with other relevant services

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Actively pursue opportunities to advocate on behalf of children and for the development and delivery of early childhood education by working collaboratively and effectively with appropriate groups in the broader community

## 6. Person specification

### Qualifications

- Post-secondary qualifications in teaching, with qualifications and experience in early learning preferred
- Post-secondary qualifications in a language other than English OR Formal Language Qualification OR Statement of Equivalence in speaking in a language other than English
- Current VIT Card issued by the Victorian Institute of Teaching on commencement of employment and at the time of licence renewal
- Current First Aid, CPR, Anaphylaxis, Asthma and EpiPen training
- Current Victorian Driver's License (flexibility to work and travel between nearby kindergarten services may be required)

## Position Description

### Early Childhood Language Teacher

#### Experience

- Demonstrated understanding of quality frameworks and continuous quality improvement processes
- Demonstrated understanding and knowledge of early childhood development and education desirable
- Demonstrated understand of the Early years Learning and Development Frameworks and National Quality Framework
- Demonstrated ability to develop, document and implement a developmentally appropriate program for preschool children with parental involvement essential

#### Core selection criteria

- **Values alignment:** ability to demonstrate and authentically promote Uniting's values
- **Quality:** Demonstrated understanding of quality frameworks and continuous quality improvement processes, and commitment to continued professional development.
- **Communication:** Evidence of excellent communication and interpersonal skills particularly in relation to children, parents, other staff and the wider community; demonstrated ability to ensure confidentiality of information at all times, and demonstrated ability to relate positively to a large range of people from diverse backgrounds
- **Organisational Skills:** Demonstrated ability to use computers efficiently including Word and Outlook., demonstrated ability to plan, work and manage time effectively without direct supervision, demonstrated ability to develop creative solutions to issues that arise within the community or workplace using community development principles, and demonstrated leadership and self-motivation skills

## 7. Kindergarten Teacher Duties

This position description should be read in conjunction with the below teacher duties statement as required by the VECTEA 2016 Teaching Duties

#### Teaching Duties includes tasks such as:

- Face to face teaching of children
- Routines
- Observations
- Supervision of other adults
- Maintenance of legal and health requirements
- Training undergraduates.

#### Non-teaching duties are essential functions and consists of the following components:

Program Development which may consist of tasks such as:

- program planning
- individual records
- evaluation of teaching program
- Training undergraduates
- student placement approval

Program Support which may consist of tasks such as:

- preparation of the learning environment including materials and equipment
- individual records
- parent education and discussion
- immediate planning and evaluation of teaching tasks

Administration of the kindergarten program may consist of tasks such as:

- travel
- dealing with visitors
- ordering and purchasing program materials
- supplies and equipment
- data collection and reports

## Position Description Early Childhood Language Teacher

- performance reviews e.g. supervision and performance appraisals
- submissions
- participation in a review of preschool quality assurance e.g. parent surveys, quality frameworks

Management Support is related to the management /administration of the service and include tasks such as:

- administration of the enrolment system e.g. Notification of changes in enrolments
- arrangement of multi-use of Centre
- administration of payroll system e.g. timesheets, leave forms, additional hours forms
- purchasing of non-program consumables
- supervision of maintenance staff
- arrangement of relief staff
- additional supervision of children outside designated child attendance periods
- general administration of the service
- tasks related to the organisation of an excursion e.g. Safe Excursion Checklist, notice to parents etc.

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### 8. We are a child safe organisation

Uniting is a child safe organisation and is committed in everyday practice to ensure the safety and wellbeing of all children, at all times. As a child safe organisation, employment with Uniting is subject to a satisfactory national (and international where relevant) police check and relevant Working With Children Check (and NDIS Worker Screening Check where relevant) to your State prior to commencement of any paid or unpaid work and/or participation in any service or undertaking.

**This position description is subject to review and may change in accordance with Uniting's operational, service and consumer requirements.**

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### 9. Acknowledgement

**I have read, understood, and accepted the above Position Description**

#### Employee

Name:

Signature:

Date: