

<b>Title</b>	Lead Early Childhood Teacher (including Nominated Supervisor)
<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>	As per employment agreement

## 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

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## 1. Position purpose

As the Lead Early Childhood Teacher and Nominated Supervisor, you are expected to oversee the operations of the service and lead, guide, and support a team which provides high quality early childhood education and care to children.

This includes:

- Ensuring the service's day-to-day operations comply with the requirements of the *Education and Care Services National Law Act 2010*, *Education and Care Services National Regulations 2011*, the Kindergarten Funding Guidelines, the Child care subsidy guidelines and the National Quality Standards Framework, Child Safe Standards and organisational policies and procedures
- Providing leadership to a large passionate professional team ensuring the provision of quality Early Childhood programs at the Early Learning Service
- Ensuring partnerships are developed with families and in the community; profiling and marketing the service
- Ensuring the service's Quality Improvement Plan is developed and implemented and the service's commitment to continuous improvement is upheld and ensure staff are working towards exceeding the National Quality Standard for Early Education and Care
- Undertaking of ongoing reflective practice, critical reflection and developing a positive professional team and organisational culture

## Position Description

### Lead Early Childhood Teacher (including Nominated Supervisor)

- Ensuring the provision of an environment which reflects a safe, inclusive, responsive and supportive program where the interests and needs of the child are the foundation for the creation of the educational programs.

Under the National Law and Regulations, services are required to base their educational program on an approved learning framework. Through the relevant framework, this position focuses on addressing the developmental needs, interests and experiences of each child, while taking into account individual differences.

Each service works to one of the national or Victorian early learning framework which outline practices that support and promote children's learning. These frameworks include:

- Belonging, Being and Becoming: The Early Years Learning Framework for Australia (EYLF) - This the nationally approved learning framework under the NQF for young children from birth to five years of age.
- My Time, Our Place: Framework for School Age Care in Australia - This the nationally approved learning framework under the NQF for school age children.
- The approved learning framework specific to Victoria is the Victorian Early Years Learning and Development Framework (VEYLDF)

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## 2. Scope

### Budget:

- TBC

### People:

- Educators at the service
- Students and Volunteers as required

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## 3. Relationships

### Internal

- Executive Officer of Early Learning
- Area Manager
- Practice Manager
- Program and Projects Delivery Manager
- Early Learning Coordinator/s
- Educational Leader and Educators
- Uniting Support Services as required

### External

- Children
- Families and caregivers
- Australian Children's Education and Care Quality Authority (ACECQA)
- Department of Education and Training, Department of Health and Human Services
- Local Government Authorities and peak bodies
- Other Community Service Organisations as required

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## 4. Key responsibility areas

### General Responsibilities

- Assume all duties and responsibilities of Nominated Supervisor
- Be the Educational Leader of the service [optional inclusion- by negotiation]

## Position Description

### Lead Early Childhood Teacher (including Nominated Supervisor)

- Work in accordance with the requirements of the *Education and Care Services National Law Act 2010*, Education and Care Services National Regulations 2011, and the National Quality Standard for Early Education and Care
- Be the responsible person in charge of the service and in absence ensure that another responsible person (as defined by the Education and Care Services National Regulations 2011) is in charge of the service
- Ensure that the organisation is kept informed about the status of the service's administrative procedures, curriculum development, parent and community liaison, staff professional development and training, and any other areas as the need arises.

### Educational Program and Practice

- Implement the service's philosophy that guides pedagogy and teaching decisions as a collaborative process and regularly review to ensure it remains contemporary
- Provide pedagogical leadership to the team to ensure the provision of contemporary, quality and diverse educational program on an approved curriculum framework
- Ensure that children's agency, choice and influence are promoted, so that the programs meet the interests and abilities of each child.
- Ensure educators document and analyse children's learning in line with an approved curriculum framework.
- Ensure the active engagement with every child to participate in the programs.
- Ensure that educators utilise a variety of teaching strategies including intentional teaching and reflective practice in their daily work
- Develop, in consultation with parents, educators and educational leader, an educational program that is culturally respectful, inclusive of all abilities and appropriate to the individual developmental needs and interests 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
- Develop and implement daily routines and use these as learning opportunities
- Implement a play-based learning environment responsive to children's interest, strengths, and abilities
- Plan and implement programs which reflect cultural backgrounds and the emerging skills and interests of children
- Document children's learning in a variety of ways that makes their learning visible
- Maintain ongoing records of the children's development and assessments against learning outcomes
- Critically reflect on and evaluate children's learning, using this as a primary source of future planning
- Display the educational program, updated every fortnight at a minimum
- Develop, record and maintain specific objectives for individual children based on regular written observations across all aspects of the child's development and share this information with parents as appropriate
- Link specific objectives for individual children into the program plan
- Complete Transition Statements in accordance with funding requirements
- Provide a safe, healthy, and welcoming environment and ensure that children are supervised at all times
- Discuss with relevant service staff, such as other educators working with the Early Childhood teacher, the educational program, needs of families and children attending the service so that they can carry out their duties effectively

### Children's Health and Safety

- Immediately address any concerns regarding the health, safety or wellbeing of a child
- Ensure that children are always safe and adequately supervised
- Ensure the provision of a safe and stimulating physical environment where all children are protected from harm or hazards.
- Ensure that children's health, wellbeing and physical needs are met.
- Ensure that all children have access to nutritious food and fresh drinking water that meets the children's specific dietary and allergy requirements inclusive of culture and families choices.
- Protect and uphold the rights and dignity of children attending the service

## Position Description

### Lead Early Childhood Teacher (including Nominated Supervisor)

- Ensure that the environment is safe, supportive, stimulating and educational for children
- Respond appropriately and consistently to cultural background, children's additional needs and requirements (e.g. developmental, diet/allergies).
- Ensure that all team members demonstrate effective health and hygiene practices and ensure a high standard of hygiene is maintained in compliance with Uniting and the service's policies and procedures
- Administer First Aid and medication in compliance with the service's policies and procedures
- Keep accurate and detailed records of injury/accident/trauma and medication
- Be familiar with all the service's health and safety policies
- Support children's safety, wellbeing and comfort in sleep, rest, and relaxation
- Adhere to the service's Child Protection Policy:
  - Inform the Nominated Supervisor of any allegations or convictions of a child protection nature, of which you become aware, against any other employees,
  - Act as a mandated reporter which requires reporting to the appropriate authority where there are reasonable grounds to suspect that a child is at risk of significant harm

### Physical Environment

- Develop an environment for children which fosters curiosity, exploration, and problem solving
- Maintain supplies and equipment levels for the room or service in accordance with the service's policies and ensure the team maintains the aesthetics of the environment
- Facilitate timely repairs and maintenance
- Ensure effective processes are in place to meet Workplace Health and Safety requirements
- Ensure the service strives towards embedding environmental sustainability across all areas of the service's operations, including the educational program.
- Conduct scheduled workplace inspections and risk assessments (e.g. opening or closing checklist, resources and equipment cleaning checklist, safe building checks)
- Support children to become environmentally responsible
- Assume and promote across the team an equal share of cleaning duties

### People and Teams

- Ensure staff have a working knowledge of the National Quality Framework, in particular the Education and Care Services National Regulations 2011, and the National Quality Standard for Early Education and Care, and meet these requirements in their work practices
- Lead educators in a cooperative, ethical and respectful manner to ensure delivery of high quality services for children and families.
- Demonstrate the Early Childhood Australia Code of Ethics in all interactions and relationships
- Maintain professional and ethical standards when dealing with families, educators, students, volunteers and children
- Ensure staff qualifications and ratios meet the needs of the service in accordance with the Education and Care Services National Regulations 2011
- Support and supervise all staff in their daily routines and regularly monitor the performance of educators, students and volunteers providing feedback, guidance and support
- Facilitate the development of educators' skills and knowledge and address and manage any performance issues immediately if they arise
- Delegate tasks within the team as appropriate
- Promote a healthy team environment and develop positive channels of communication to ensure a smooth-running service
- Lead, guide and support staff to plan, implement and evaluate programs suitable to the individual needs, emerging skills and interests of children
- Lead, guide and support staff to create a safe, supportive, stimulating and educational environment for the children
- Lead, guide and support staff to maintain ongoing records of the child's development and daily information
- Participate in ongoing professional development and training programs and supervise staff through this process
- Conduct and document regular staff appraisals, and develop and document individual and team plans which enhance staff abilities and practices
- Lead team and family meetings, and attend management meetings as required

## Position Description

### Lead Early Childhood Teacher (including Nominated Supervisor)

- Implement the service's Workplace Health and Safety Policy
  - Ensure Workplace Health and Safety procedures are followed
  - Investigate workplace hazards and ensure any required changes to policies, procedures and practices are made
  - Provide a consultative process for communication of Workplace Health and Safety information allowing staff input into Workplace Health and Safety issues
  - Ensure staff are appropriately trained in Workplace Health and Safety, standard work method statements and risk assessments
  - Provide staff with pertinent Workplace Health Safety information and updates
- Plan and monitor Return to Work Plans for injured employees
- Provide authentic team leadership and the highest level of professional conduct in alignment with Uniting's values

### Relationship's with Children

- Ensure each child has a sense of belonging, being and becoming
- Always maintain respectful, equitable and genuine relationships with each child
- Respect each child as competent, capable learners and engage them in meaningful interactions through shared decision making
- Support each child to manage their behaviour and encourage this with positive behaviour guidance strategies
- Role model positive interactions and behaviour guidance strategies
- Respect each child's similarities, differences, cultures, and diversities
- Maintain the rights and dignity of each child
- Respond to the emotional, social and well-being needs of each child
- Provide physical care, assisting children in toileting, dressing and mealtimes
- Form positive, trusting, comforting and nurturing relationships with children
- Maintain up-to-date records of your group's children

### Collaborative Partnerships with Families and Communities

- Promote clear communication between the organisation, managers, staff and families
- Build effective local networks within the local area including relevant community organisations and government agencies
- Ensure the service is knowledgeable and sensitive to the needs of families and the community
- Develop and maintain positive and respectful relationships with families
- Share information with families relating to their child and the daily activities of the service
- Create a safe, supportive and informative environment for families
- Act as a resource person for families
- Encourage families to contribute to the community of the service
- Maintain current information which assists families to access resources within the local and wider community
- Be an advocate for high quality services for children in our community and positively promote and market the service to families and the community
- Manage events and experiences with children which promote awareness of their community and reflect child-centred learning
- Ensure students on placement and volunteers engaged in the service are positively welcomed, supported and effectively supervised
- Implement evaluation strategies (e.g. satisfaction survey) to obtain parents' input for planning for any improvements

### Leadership and Service Management

- Assess and approve employee timesheets in a timely manner ensuring deadlines are met
- Attend and actively participate in educator and network meetings and professional development opportunities as appropriate or as directed by the Early Learning Coordinator
- Ensure the maintenance of day to day operations and administration of the service and review and update procedures as required
- Ensure accurate records are documented and maintained to meet legislative requirements inclusive of the Child care Subsidy reporting guidelines

## Position Description

### Lead Early Childhood Teacher (including Nominated Supervisor)

- Form and support the parent partnership group (PPG) using these as an opportunity to provide program updates ,share and receive feedback in relation to quality improvement and collaborate with the PPG to identify fundraising/grant opportunities
- Assist with other administrative duties as requested
- Undertake regular supervision and performance review with line manager, providing feedback to promote collaborative working relationships
- Maintain current knowledge of developments in early childhood education and care, and engage in appropriate professional development opportunities
- Work in a cooperative manner with Uniting Early Learning leadership, ensuring open communication on all issues pertaining to employment, management, finances, program and regulatory requirements of the service
- Support the Early Learning Coordinator to;
  - Oversee the service's compliance with the requirements of the Child Care Management System and any other government funding received
  - Provide regular reports to the organisation on the operation of the service
  - Provide financial information, on request, to the organisation to inform the preparation of the service's annual budget
  - Be conversant with the service's budget and take all steps to ensure the service works within that budget
  - Ensure the organisation is informed of current issues within the service
  - Ensure the organisation is informed of any problem which would affect the children, service approval or quality assurance rating, regulatory and legal compliance, or the smooth running of the service
  - Lead the service in advocacy for children and their families
  - Positively promote and market the service to the community, governments and other agencies, and facilitate staff involvement in promotional activities
  - Ensure effective enrolment procedures and bookings
  - Possess a sound knowledge of Family Assistance Law as it relates to Child Care Benefit and an ability to report through the Child Care Management System
  - Understand processes to access additional funding and/or subsidies
  - Monitor the service's financial performance and make necessary adjustments to ensure compliance with service's financial plans and budget
  - Closely monitor utilisation rates and ensure vacancies are addressed immediately
  - Prepare reports, documents and attend meetings as directed
  - Organise documentation of meetings held within the service
  - Be aware of and develop skills relating to the administrative functions of the service

### Personal accountability

- Team members are required to read, understand and comply with all the service's policies, procedures and reasonable direction, whilst demonstrating professional workplace behaviours in accordance with the service's Code of Conduct.
- Compliance 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
- 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 and implement immediate action for identified hazards if able to do so
- Attend mandatory training sessions (i.e. equal employment opportunity, health, and safety) and mandatory training specific to the position.

## Position Description

### Lead Early Childhood Teacher (including Nominated Supervisor)

## 5. Person specification

### Qualifications

- Early Childhood Teaching Degree (or equivalent as approved by Australian Children's Education and Care Quality Authority)
  - Be registered as an Early Childhood Teacher with the Victorian Institute of Teaching, and continue to renew/maintain the registration during the course of employment
  - Written acceptance of role of Nominated Supervisor under the *Education and Care Services National Law Act 2010*, and Education and Care Services National Regulations 2011
  - Current First Aid, CPR, Anaphylaxis and Asthma Certificates\*
  - Current Employee Working with Children Check / Working with Vulnerable Persons Check\*
- \*Must be applicable for the State in which the service operates

### Experience

- Comprehensive knowledge of theory relating to childhood education and care, professional standards and approved learning frameworks, and contemporary understanding of evidence based best practice approaches to teaching and learning Have a sound knowledge and understanding of contemporary early childhood learning and development theories and learning styles
- Knowledge of leadership theory and the use of a range of leaderships styles and the ability to research and disseminate information to others in a manner that is easily understood
- Have a sound knowledge of legislation governing the operation of children's services, as well as a solid understanding of the quality areas under the National Quality Standard
- Have a thorough understanding of the Early Childhood Australia (ECA) Code of Ethics, Victorian Institute of Teaching (VIT) Code of Conduct and the service's Code of Conduct and be able to support other staff in their understanding of these Codes
- Ability to coach and mentor early childhood teachers and educators in the development of a robust educational program
- Ability to facilitate professional discussions and lead and support critical reflection in all aspects of program delivery across the service in consultation with relevant stakeholders
- The ability to plan, work and manage time effectively with minimal supervision
- Ability to challenge and support early childhood teachers and educators to improve their approach to teaching children
- Well-developed leadership and self-motivation skills
- Ability to identify and utilise people's strengths and build relationships

### Core selection criteria

- **Values alignment:** ability to demonstrate and authentically promote Uniting's values respect the uniqueness and value of every individual; establish and maintain right relationships that enable people to be influential in their own support arrangement and ensure they are treated with dignity and respect; build on strengths and abilities of all; demonstrate transparency and accountability
- **Communication:** Strong and clear communication skills with the ability to build positive professional relationships with families, educators and other professionals; excellent interpersonal skills; high level written and verbal communication skills
- **Teamwork:** cooperates and works well with others in pursuit of team goals; collaborates and shares information; shows consideration, concern and respect for others feelings and ideas; accommodates and works well with the different working styles of others; encourages resolution of conflict within the group; willingness to be proactive and help others; contributes to the continuous improvement of a positive, collaborative and effective work environment
- **Quality Assurance:** ability to support the development and implementation of a developmentally appropriate educational program for children; committed to continuing individual learning and development and improvement of inter-professional practice; ability to operate in an inclusive and supportive learning environment

## Position Description

### Lead Early Childhood Teacher (including Nominated Supervisor)

- **Problem Solving:** demonstrates creativity and innovation; can be flexible and resilient and quickly adapt to the work environment; be aware of , and working with, the different strengths of each child; have developed skills in engaging children and families in a number of ways
- **Leadership** – Strong leadership skills and knowledge; ability to lead program planning and ensure the achievement of goals; ability to build strong, high functioning teams and align teams with the organisational values and goals, particularly those related to consumer-centricity; role modelling expected behaviour; strong ability to establish credibility with staff and inspire a shared vision

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## 6. 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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## 7. Acknowledgement

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

### Employee

Name:

Signature:

Date: