



St Leonard's College

Teaching Staff

Position Description

POSITION TITLE:	Early Learning Educator
Prepared:	February 2019
REPORTS TO:	Director of Early Learning Centre (ELC)
Prepared by:	Head of Human Resources

POSITION PURPOSE

The role is for an Early Learning Educator who is inspired by the practices of Reggio Emilia.

POSITION STATUS

This is a contract full time position replacing a staff member on leave, commencing Monday 20 May 2019, currently for an approximate period of 12 months.

This position is full time and for or 2019 this role will be working with children in ELC4.

The Early Learning Educator will report to the Director of the Early Learning Centre, for day-to-day activities and to the Head of Junior School, but as with all positions at St Leonard's College, they are ultimately responsible to the Principal.

OVERVIEW OF THE POSITION

This position in the Early Learning Centre at the College will be working with students in either the ELC 3 or ELC 4. The program adheres to the Early Years Learning Framework and the International Baccalaureate Primary Years Program. The Early Learning Centre has been purpose-built for ELC education.

All Educators are expected to attend staff meetings and other meetings for staff as arranged. There is also an expectation that all members of the teaching staff (including ELC Educators) will attend the major school functions of the year which are: staff conferences (held at the beginning of the year, July and December), the Annual Community Day Fair traditionally held on a Saturday in March/April, professional learning and faculty days, the appropriate speech night(s), and the appropriate parent/teacher interview evenings and information sessions. In addition, Early Learning Educators are expected to attend professional and social activities associated with the Early Learning Centre.

The person will:

- be responsible for pastoral care and learning of each individual child
- create a positive learning environment, actively engage children in the learning process and use a variety of teaching strategies to cater for different learning styles
- display a supportive and respectful attitude to children and their families
- continue to develop understanding of the Reggio Emilia philosophy promoting a strong image of the child, with staff, parents and the St Leonard's community
- demonstrate best practice in provoking children's thinking in the form of research projects
- foster an environment that empowers children to convey their understandings through the many forms of expression
- share the importance of documentation in developing curriculum, assessment and making learning visible to parents and the community

- participate in an ethos of collaboration and teamwork amongst the children, the staff and the parents
- consider themselves to be a teacher, a learner and a researcher
- have a sound knowledge of the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011, reference www.acecqa.gov.au/national-quality-framework
- have a comprehensive understanding of the Early Years Learning Framework

The person will also listen actively and give appropriate responses to children and parents, demonstrate good interpersonal and negotiation skills, use developmentally appropriate management strategies, encourage cooperation between the children, motivate the children effectively, listen and respond to children's questions and answers and support problem solving and independent thinking in children. Establishing positive relationships with all children, interacting warmly with children, fostering an understanding, respect and acceptance of families' beliefs and values, valuing parental contributions to the program and working as a team member are also expected.

Duties and responsibilities

- To work cooperatively with colleagues in the Early Learning Centre.
- To carry out tasks which are important for cleanliness and organisation of the Centre.
- To carry out tasks which are important for the physical care of the children.
- To communicate with and support parents. This will be done through procedures such as 'Journal of the Day'.
- To provide active, caring and efficient supervision of children.
- To direct and supervise children in all aspects of behaviour management.
- To support a planned program which is inclusive of all children. Consideration must be given to factors such as culture, ethnicity, gender and additional needs. The program will be developmentally appropriate and include objectives for individual children.
- To work within the guidelines of the National Quality Framework and complete the necessary administrative work required for your program.
- To liaise with staff as necessary in the area of Music, Art, Sport, cultural awareness, creative movement and the Library.
- To maintain an up to date Professional Learning journal.
- Write an annual report for each child and/or a prep transition statement for each child in their class.
- To organise project celebrations at night so that they are more inclusive of the wider community.
- To attend all functions directly related to the Early Learning Centre.

Qualifications and salary

For employment as a teaching staff member in a licensed children's service you must hold an approved early childhood teaching qualification. A current list of approved early childhood teaching qualifications can be found in the Australian Children's Education and Care Quality Authority website; <http://www.acecqa.gov.au/Early-childhood-teaching-qualifications>.

Teachers in the Early Learning Centre are paid under the St Leonard's College Teachers' schedule.

GENERAL RESPONSIBILITIES

All staff are to be supportive of the St Leonard's College Mission Statement and to enhance the school's reputation as one which is a warm and caring environment, characterised by efficiency, professionalism and a willingness to meet the individual needs of those within its community.

It is a condition of employment that all ELC Educators provide an Early Childhood Victorian Institute of Teaching (VIT) registration before their position will be confirmed.

- The College:
 - is an equal opportunity employer;
 - complies with the requirements of the Privacy Act;
 - has a strong commitment to OH&S;
 - will not tolerate harassment of any kind.
- College Standards - all staff are expected to actively support the following standards:
 - Communication – effective, helpful and positive;
 - Confidentiality – Protect the privacy and confidentiality of all personal information (staff/families/students);
 - Teamwork – work together as a team to achieve the best results. Share information and collaborate across all sections of the College; trust, respect and support;
 - Accountability – we do our work with honesty, integrity and enthusiasm;
 - Performance – we perform to the best of our ability;
 - Initiative – looking for opportunities to improve the way we work; flexible, adaptable and efficient.

Teachers at St Leonard's College are dynamic, enthusiastic professionals who are committed to:

- the development of learning and teaching programs with clearly defined outcomes;
- the maintenance of effective assessment recording and reporting strategies;
- the integration of ICT into teaching and learning in the classroom;
- meeting all curriculum and assessment requirements;
- engaging in cocurricular and pastoral programs of the College.

CHILD SAFETY AND PROTECTION RESPONSIBILITIES

St Leonard's College is committed to the safety and wellbeing of our students.

The College has zero tolerance for child abuse and is committed to the protection of all children from all forms of child abuse. In this context, the College implements a comprehensive Child Safety and Protection programme across the entire College community.

All staff are responsible for understanding and applying the College's Child Safety and Protection Policy and procedures including being compliant with the Child Safety Code of Conduct and being proactive in reporting any concerns or identified risk.

Where students are under staff care, there is an obligation to take all practical steps to protect students where a risk to students' safety has been identified.