

# POSITION DESCRIPTION

<b>POSITION</b>	<b>POSITION NUMBER</b>
Early Childhood Teacher	
<b>CLASSIFICATION</b>	<b>LOCATION</b>
Band 5	Rowan View Children's Centre
<b>DEPARTMENT</b>	<b>DIVISION</b>
Family, Youth and Children's Services	Community Wellbeing

## 1. SAFE HAVEN PROGRAM OBJECTIVES

Rowan View Children's Centre was selected by the Department of Education and Training (VIC) as one of two sites in Victoria for delivering the Safe Haven program based on the Early Years Education Program Model (the Safe Haven program) as part of their safe haven budget initiative. Rowan View Children's Centre will deliver this model alongside 3- and 4-year-old Kindergarten.

The Safe Haven program is designed around a set of core integrated elements that work in synergy to redress the negative impacts of toxic stress on children's learning and development. Early results from the randomised control trial indicates the program's effectiveness in improving children cognitive and language development.

The program is designed to accommodate between 36 and 48 children aged from birth to age three. The key features, include high staff/child ratios, highly qualified and experienced educators (Bachelor and Diploma qualified) and an infant mental health consultant and a family support worker as members of the multi-disciplinary staff team. The Safe Haven program uses a rigorous relationship-based curriculum informed by trauma and attachment theories and early learning theories.

The objective of the Early Years Education Program model (the program) is that children living with significant adversity will experience a stable and enriching early learning and care program and enter school as confident and successful learners who are developmentally equal to their peers. The long-term objective of the Safe Haven program is that these children will enjoy the same life trajectories as their peers.

## POSITION OBJECTIVES

Under the direction of the senior leadership team including the Centre Coordinator, Infant Mental Health Consultant, Family Support Worker and Pedagogical Leader, the Early Childhood Teacher commits to supporting the effective implementation of the Safe Haven program.

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The early childhood teacher collaborate closely with the pedagogical leader, infant mental health consultant and family support worker, and with other early childhood teachers and educators in a room-based team of early childhood professionals, within the service philosophy, National Quality Framework including National Law and National Regulations, National Quality Standard and The Victorian Early Years Learning and Development Framework (VEYLDF) to:

- Deliver the Safe Haven Early Years Program with a significant emphasis on trauma informed practice
- Provide quality education and care in a safe, secure, stimulating and healthy environment
- Ensure the developmental needs, interests and experiences of each child in care are being met
- Treat each child with respect and dignity and acknowledge the individual values of their families

## **KEY RESPONSIBILITY AREAS**

### ***Provision of responsive early childhood education and care:***

Early Childhood Teachers must demonstrate a genuine interest in meeting the needs of children and their families through the provision of quality education and care which reflects an awareness of the wellbeing of each child. This includes the development, implementation and active participation in an educational program which is:

- Based on and delivered in a manner that accords with the Victorian Early Years Learning and Development Framework (VEYLDF)
- Delivered in a manner that accords with the Safe Haven program, including the implementation and maintenance of the primary educator model where each teacher or educator is the primary educator for three to six children
- Based on the individual developmental needs, abilities, ideas, interests, and experiences of each child
- Inclusive of all children and families
- Guided by the Early Years Learning Program model outline
- Guided by the service philosophy and the City of Ballarat Children's Services Practice Guide for Educators
- Directed by information derived through summative assessments and observations
- Delivered by using intentional and relational teaching, flexible routines and is responsive to diverse needs of families and the broader community

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- Critically reflected upon with educators within the education and care environment

## ***Professional Relationships***

- Delegate tasks within the team and manage any issues as they arise in consultation with the senior leadership team
- Support and guide educators across all aspects of service provision
- Undertake fortnightly supervision and regular performance management processes linked to key performance indicators
- To contribute to a positive sense of teamwork through effective communication with all team members, including the infant mental health consultant and family support worker and the coordinator including sharing expertise in collaborative and respectful ways and committing to the program and the Children's Services Practice Guide expectations
- Positive role modelling of best practice to educators, team members students and volunteers that is consistent with trauma informed practice and attachment focused practices.
- Liaise with centre coordinator, other educators, infant mental health consultant, family support worker and resource agencies in regard to the needs and development of individual children
- Maintain a cooperative and flexible attitude towards the development of a motivated and professional team
- Guide room/team educators to deliver effective and valuable documentation of children's wellbeing, learning and development
- Establish and maintain external professional relationships as required

## ***Relationships with Families***

- To build respectful, non-judgemental relationships with families and support the 12 weekly goal setting meetings with families in recognition of their role as children's first and most important educators
- Develop reciprocal relationships with families, sharing and collaborating about information relating to their child's learning, development and wellbeing
- Encourage families to contribute to building a sense of community in the service
- Create a welcoming, safe, supportive, and informative environment for families.

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- To maintain confidentiality of information concerning families
- Assist and participate in consultation with relevant referral agencies and specialist working with children and families
- Act as a resource to families and the community through maintaining an awareness of community and support agencies

## **Safety and Compliance**

- To ensure the provision of optimum health and safety conditions by maintaining an attractive, safe and hygienic indoor and outdoor environment
- To follow all City of Ballarat Children's Services policies and procedures.
- Complete risk assessments as needed

## **Professional Development**

- To attend and actively participate in professional development and team meetings to ensure ongoing skills development and to keep up with best practice, with a focus on trauma informed practice.
- Continue to improve upon professional knowledge and a willingness to share such knowledge with other educators.
- Complete the required hours of professional development to ensure the renewal of VIT registration

## *All Employees and Volunteers*

- Report hazards and incidents as soon as possible.
- Constructive participation in investigations and assistance in implementing corrective actions.
- Wear PPE and follow safe work procedures as directed.
- Constructively participate in team meetings.

<b>REPORTS TO:</b>	<b>DIRECT REPORTS:</b>
Centre Coordinator	<ul style="list-style-type: none"> <li>• Early Childhood Educators</li> <li>• Relieving staff</li> <li>• Volunteers and students</li> </ul>
<b>ORGANISATIONAL RELATIONSHIPS</b>	
Internal: <ul style="list-style-type: none"> <li>• Centre Staff</li> <li>• Education and Engagement Leader</li> <li>• Council Employees</li> </ul>	External: <ul style="list-style-type: none"> <li>• Client Families and children</li> <li>• Students / Volunteers</li> <li>• Referring agencies</li> </ul>

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| <ul style="list-style-type: none"> <li>All teams within the Family Youth and Children's business unit</li> </ul> | <ul style="list-style-type: none"> <li>Department of Education and Training</li> <li>Australian Children's Education and Care Quality Authority (ACECQA)</li> <li>Department of Families, Fairness and Housing (DFFH)</li> <li>Other community service organisations as required</li> </ul> |
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## ACCOUNTABILITY AND EXTENT OF AUTHORITY

- Responsible for the provision of a safe, caring environment.
- Under the direction of the Pedagogical Leader, Early Childhood Teacher and Centre Coordinator, responsible for the effective planning, implementation and evaluation of child focused programs within the service.
- Responsible for informing the Coordinator of any serious incidents, issues, difficulties and opportunities that may arise in relation to the service.
- Maintain records of appropriate educational programs based on written observations and evaluations of children's development, interests and needs.
- Undertake duties in accordance with all legislative requirements and Council policies.
- Create a welcoming environment for families using the service.
- Participate in consultations with case management meetings and practice discussions with relevant external professionals in collaboration with the Coordinator and families.
- Maintain positive and effective communication with parents, colleagues, management, visitors, other agencies and government departments.
- May also supervise resources including other employees, students and/or regulate clients.

## JUDGEMENT AND DECISION MAKING

- Ability to act responsibly, promptly when emergency care is needed, or to protect children from hazards.
- Demonstrated use of initiative to achieve specific objectives efficiently.
- Proven ability to deal with sensitive and complex issues in a confidential manner.
- The objectives of the work are well defined, but the particular method, process or equipment to be used must be selected from a range of available alternatives.
- Guidance and advice are always available within the time available to make a choice.

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## SPECIALIST SKILLS AND KNOWLEDGE

- Thorough knowledge of the National Quality Framework, including the National Children's Services Regulations 2012, the National Quality Standards and the Victorian Early Years Learning and Development Framework.
- Demonstrated knowledge of child development, innovative program planning and issues affecting families in contemporary society including trauma informed practice and relational pedagogy.
- Knowledge and understanding of the early developmental needs of young children, families, and delivery of professional services.
- Knowledge and experience in working with families experiencing who have experienced trauma and vulnerability
- Ability to operate a standard suite of Windows based applications to support effective communication and delivery of programs to educators and families

## MANAGEMENT SKILLS

- Effectively develop and implement an appropriate program for children
- Effectively utilise resources - personnel, equipment and materials.
- Manage time effectively
- Ability to support the professional development requirements of team members and encourage opportunities for these to be achieved

## INTERPERSONAL SKILLS

- Develop and model positive and open channels of communication with all staff and families
- To be enthusiastic and self-motivated in the role early childhood teacher
- To be able to effectively convey a feeling of security, care and flexibility towards children and families with complex needs
- To contribute to a positive sense of teamwork through effective communication with families, other team members and the coordinator.
- Ability to gain co-operation and assistance from clients, members of the public and other employees in the administration of well-defined activities and in the supervision of employees where applicable

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- Require skills in written communication to enable the preparation of routine correspondence and reports if required
- Demonstrated ability to maintain confidentiality at all times
- An understanding of and respect for diverse social and cultural values and attitudes in relation to parenting and caring for children

## QUALIFICATIONS AND EXPERIENCE

- Minimum Bachelor's degree in early childhood (or equivalent as approved by Australian Children's Education and Care Quality Authority)
- Proven experience in early childhood education and care
- Demonstrated experience and understanding of relevant government policies, legislation, regulations and standards and programs associated with the provision of early childhood services.
- Experience and understanding about working with parents, vulnerable communities, local community groups, residents, and external agencies.
- Satisfactory Police and Current Victorian Institute of Teaching Registration
- Current First Aid, CPR and Anaphylaxis certification (or willing to obtain)
- Current drivers' licence

## SELECTION CRITERIA

1. Minimum Bachelor's degree in early childhood (or equivalent as approved by Australian Children's Education and Care Quality Authority)
2. Demonstrated experience in delivering a high-quality learning environment that is inclusive and meets the needs of all children in line with the National Quality Framework.
3. Demonstrated experience in developing and implementing a play-based educational program and assessment and planning cycle.
4. Demonstrated experience of working with children living with significant social disadvantage, family stress and risk factors within a child-centered, trauma informed, family-focused framework.
5. Highly developed interpersonal skills with demonstrated ability to engage and work with a diverse range of stakeholders including parents, colleagues and local community members

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6. Ability and willingness to support and direct a team of Early Childhood Educators
7. Knowledge and understanding of health and safety issues relevant to work activities and work area.