

BACKGROUND

BPA Children's Services (BPA) is a not-for-profit organisation that works in partnership with parent advisory groups and committees, to manage kindergartens and child care centres. BPA aims to provide a stable professional employment situation for staff.

BPA is committed to the right of every child to have access to quality early childhood educational programs. BPA believes that the principles of equity, access and cultural relevance must be developed and implemented for the benefit of the children and their families, participating in these programs.

BPA is committed to rights of all children to feel safe, and be safe at all times, including:

- promoting the cultural safety of Aboriginal children
- promoting the cultural safety of children from culturally and linguistically diverse backgrounds
- promoting the safety of children with a disability

POSITION OBJECTIVE

The objectives of the position are as follows:

- Develop and provide a high quality developmentally appropriate program for the children based upon the principals and practices of both the National and Victorian Early Years Learning Frameworks. The program is to be developed in consultation with BPA and the parents of children attending, and be responsive to the needs of the community.
- Provide educational leadership while working as a member of a collaborative service team, to provide a developmentally appropriate educational program.
- Operate in a professional manner at all times and ensure that the service meets the requirements of the Department of Education and Training (DET) Victorian Kindergarten, Policy, Procedures and Funding Criteria, the *Education and Care Services National Law 2010 and Regulations 2011* and functions in line with BPA approved policies and procedures.

ORGANISATIONAL RELATIONSHIP

The early childhood Teacher is accountable to, reports to and takes direction from BPA.

RESPONSIBILITIES AND DUTIES

General responsibilities

- Be responsible to BPA for the operation and management of the service.
- Undertake all responsibilities and activities associated with being a Nominated Supervisor/Certified Supervisor in day-to-day charge, and act on behalf of the Approved Provider (BPA) to manage the service in the Approved Provider's absence in accordance with the *Education and Care Services National Law 2010 and Regulations 2011*.
- Act in accordance with the authority delegated by BPA in dealing with situations of an urgent nature requiring immediate action, ensuring compliance with the Act and the Regulations.

POSITION DESCRIPTION – EARLY CHILDHOOD TEACHER

- Operate within the requirements of the service's policies and procedures, as well as funding and regulatory requirements.
- Have a sound knowledge of the National Quality Framework (NQF), National Quality Standards (NQS), the service Self Assessment and Quality Improvement Planning (QIP) process.
- Undertake a leadership role while working as a member of a collaborative service team, in assessing the service against the NQS to identify which practices can, or should, be improved upon and included in the service QIP.
- Operate within the limits of the service budget allocation.
- Encourage enrolments and provide relevant written information and referrals in accordance with the enrolment policy and procedures, as specified by BPA.
- Respect the confidentiality of information relating to parents and children, and comply with the kindergarten's privacy policy.
- Other duties as directed by BPA from time-to-time.

Specific responsibilities

Children

- Have a sound knowledge of both the National and Victorian Early Years Learning Frameworks and develop, in consultation with parents and staff, an educational program that is appropriate and inclusive that caters to the individual developmental needs and interests of the children. The program will reflect the service's policies and the needs of the community, and be culturally appropriate.
- BPA have specific criteria for planning in our services. There should be a blend of emergent curriculum and intentional teaching. All program documents need to show evidence of the planning cycle (*EYLF Educators Guide Page 11*).
- 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, including Transition Statements.
- Link specific objectives for individual children into the program plan.
- Arrange support group meetings for children with additional needs. These meetings should be held regularly (termly) and include all professionals working with the children (*KIS workers and/or EI services*) and parents. The child's progress should be reviewed at these meetings and new goals should be set.
- Provide a healthy, safe and welcoming environment and ensure that children are supervised at all times.
- Discuss with relevant service staff, such as the assistant, the needs of families and children attending the service so that they can carry out their duties effectively.

Parents

- Actively encourage parental involvement in developing and implementing the program at the service.
- Provide regular information about the program, the operation of the service and child development for parents in the form of newsletters, posters and notices.

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- Communicate with parents on their child's development and progress at the kindergarten.
- Ensure that new families are appropriately enrolled and orientated at the service.

Staff

- Be responsible for the day-to-day supervision of staff performing duties related to the group/s for which the position is directly responsible.
- Hold or attend regular staff meetings, to facilitate effective communication, internal staff development and discussion on management and programming for the service. The frequency of staff meetings will be determined by BPA, from time-to-time, following consultation with the staff.
- Provide leadership while working as a member of a co-operative team and encourage staff who are involved in the program to contribute to the planning and implementation of the educational program.
- Share housekeeping tasks of preparation, packing, hygiene, and safety related to the program, with other staff.
- Work co-operatively with BPA and all staff to ensure the service operates in a safe work environment and that staff follow safe work practices.
- Participate in annual staff review/performance development review process.
- Keep abreast of current issues relating to children's services and liaise with relevant early childhood services and other professional services and organisations within the community.
- Comply with the professional development requirements in any industrial award or agreement, such as the Professional Development and Enhancement Program (PDEP) under the VECTAA and VIT requirements.
- Recommend and participate in professional development of staff in consultation with BPA, including the orientation and formal appraisal of staff for whom the position is responsible.
- Adhere to all service OHS safety procedures.

BPA

- Work in a co-operative manner with BPA, ensuring open communication on all issues pertaining to employment, management, finances, program and regulatory requirements of the service.
- Support BPA's role as Approved Provider of the service by providing information relevant to meet the regulatory requirements of the service.
- Prepare written reports concerning the educational program and any issues relating to the service as requested by BPA.
- Complete, within agreed time lines, all relevant program related reports and data collections required by BPA.
- Notify BPA of staff absences and complete and forward necessary paperwork in a timely manner.
- Attend committee/parent group meetings as required.

POSITION DESCRIPTION – EARLY CHILDHOOD TEACHER

- Report to BPA on urgent and ongoing maintenance at the service.
- Report to BPA on equipment and materials needed and purchase of approved supplies.

MANAGEMENT SUPPORT/ANCILLARY FUNCTIONS

Undertake management support/ancillary functions as delegated by BPA.

Accountability and extent of authority

- The teacher is directly accountable to BPA.
- The teacher has the authority to take such action as is necessary to ensure that the health, safety and well being of children and their families are maintained within the service and on approved activities outside the service.
- The teacher is responsible for making recommendations to BPA on matters relevant to the educational program and its impact on the operation of the service.

ESSENTIAL SKILLS AND COMPETENCIES

Specialist skills and knowledge

- Have a sound understanding and knowledge of early childhood development and education.
- Ability to develop, document and implement a developmentally appropriate education program for kindergarten children in consultation with relevant stakeholders.
- The ability to plan, work and manage time effectively with minimal supervision.

Interpersonal skills

- Excellent interpersonal skills and an ability to communicate effectively with BPA, parents, other staff and professionals.
- Ability to work in a co-operative, flexible and professional manner with children, parents, staff and BPA.
- Well developed leadership and self motivation skills.
- Ability to ensure confidentiality of information.

Essential requirements

- Qualifications suitable for a teacher under the *Education and Care Services National Law 2010 and Regulations 2011* and the DET Victorian Kindergarten, Policy, Procedures and Funding Criteria.
- Be a fit-and-proper person for, and be registered by the service as appropriate in, the position of Nominated Supervisor/Certified Supervisor in day-to-day charge under the *Education and Care Services National Law 2010 and Regulations 2011*.
- Hold a current Working with Children assessment notice, which demonstrates suitability for employment in a children's service, on commencement of employment.
- Hold and maintain a current first aid qualification including management of anaphylaxis and asthma, annual CPR and administration of EpiPen training in accordance with current legislation.