

Teacher

Position Description

Reporting to:	Team Leader	Work location:	Mooroopna
Department:	54 reasons	Budget holder:	No
Team:	Mooroopna Kindergarten	Direct reports:	Nil

About 54 reasons

54 reasons is Australia's leading child rights organisation, proudly part of the Save the Children Australia Group and global movement. We're here to make sure that everyone understands their rights. So that children and young people have their rights met and thrive, in all their diversity.

We champion the children, young people and families we work with. We are inspired by the curiosity and creativity of children, and motivated by the love of those who care for them. With the child's voice at the centre, we provide quality services to children and their caregivers, advocating with them so that children develop, learn, and are connected, safe and confident.

Our people are proudly local, and as diverse as the communities we serve - in every state and territory, and across regions, remote areas and capital cities. With operations in every state and the NT, our services span the early years and school engagement, youth justice, domestic and family violence and family support, and our practice is grounded in child rights and participation.

Role Purpose

The Mooroopna Kindergarten Teacher role provides leadership in the delivery of a high quality, inclusive program that aims to meet the needs of our children. The role requires a demonstrated comprehensive knowledge and practice of early childhood learning, including the provision of innovative approaches to curriculum development, assessment and evaluation process. The Teacher must have expert knowledge of the Early Years Learning Framework (EYLF) and relevant state-based curriculums, child development and learning to lead the kindergarten's education program and practice in order to meet the National Quality Standards. The role also contributes to raising the quality of the education program and practice provided to our children and families.

Working closely with other members of the team, the role will establish authentic and positive relationships with children and families to ensure positive outcomes for all children. The role will also contribute to the development of other educators to deepen their understanding of curriculum and pedagogy and to embed a culture of ongoing reflective practice, especially in the areas of Aboriginal Cultural Competency in provision of education, working with vulnerable or at-risk children with complex issues, and operating within a trauma-informed model of child and family wellbeing.

Key Areas of Accountability

Role responsibilities

- Support educators at the Mooroopna Kindergarten in the provision of a high quality, culturally appropriate Early Childhood Education program (3 year old and 4 year old kindergarten) in line with the National Quality Framework and the Victorian Early Years Learning and Development Framework
- Maintain contemporary knowledge of current research, educational theories and innovative practice and outcomes, and encourage constant practice review, reflection and improvement
- Share knowledge and expertise in best practice teaching approaches and child development with team members and parents
- Maintain expert knowledge of the National Quality Framework (NQF) in order to meet and/or exceed all National Quality Standards (NQS)
- Actively contribute to the implementation of the National Quality Framework (NQF) and the development of the Quality Improvement Plan (QIP) for continued improvement
- Deliver specific learning programs and practice within the kindergarten service to prepare children for their first year of formal schooling, in consultation with the Team Leader

- Support children to be active participants in their own learning through a holistic and integrated approach
- Maintain knowledge of individual children in the kindergarten and their learning styles so that educators' approaches can be differentiated to meet complex needs of children from a range of backgrounds and abilities. In particular, help ensure educational staff build strong relationships with children that are respectful and responsive to individual needs
- Complete all reporting obligations (Save the Children Internal reporting, and reporting requested by the Department of Education and Training, including KIMS management) as directed and in a timely manner
- Actively support every child to participate in the program, promoting their agency, choices and influence
- Model and support team members to utilise a range of teaching strategies, intentional teaching, positive and respectful behaviour guidance and reflective practice in daily work

Health, safety, security and risk management

- Be a role model for safety and security and comply with all workplace safety policy, procedure, work instructions and training
- Act safely at all times
- Report all incidents, injuries and potential hazards in a timely manner
- Participate in, and contribute to, health and safety awareness and improvements
- Be aware of, document and manage the risks associated with your team's programs and workplaces and ensure appropriate elimination or mitigation measures are applied

Child protection and safeguarding requirements

- Maintain a child safe environment at the workplace and safeguard children's rights, acting in the best interests of children at all times
- Comply with the Child Safeguarding Code of Conduct and child safeguarding and protection policies and standards (click [here](#) to view further details)
- Demonstrate the highest standards of behaviour towards children in both your private and professional life
- Never abuse the position of trust that comes with being a part of the Save the Children family
- Maintain a safe and positive relationship at all times when working with children and young people
- Respond to any concerns for the safety or wellbeing of a child in a program in accordance with internal reporting processes

Person Specification

Essential knowledge or experience

- Demonstrated understanding of the Early Years Learning Framework (EYLF), National Quality Standards (NQS) and the Quality Improvement Plan (QIP) and how they influence teaching and learning
- Demonstrated ability to plan, document, monitor and access child learning and to use this data to inform educational programs and practices for improved child guided learning
- Highly developed knowledge of trauma informed practice
- Ability to effectively use information technology and log required reports and data on relevant systems (e.g. KIMS)
- Demonstrated ability to develop relationships with families that support and value families' expertise and beliefs, and allow for families to be involved with, and contribute to, decision making about their child's learning and wellbeing
- High level interpersonal skills including the capacity to establish and maintain collaborative relationships with other employees and the broader community to focus on children's learning, wellbeing and engagement
- Commitment to continually improving teaching quality and capacity through the application of knowledge, skills and expertise derived from ongoing professional development and learning

Required qualifications and/or accreditations

- A minimum of a Bachelor's Degree in Early Childhood Education, or a qualification that ACECQA has determined to be an equivalent early childhood teacher qualification
- Current Teacher Registration (VIT)

Additional Information

- Any offer of employment at 54 reasons will be subject to a satisfactory National Police Record Check and, where required, a Working with Children Check
- Employees must sign on to Save the Children Australia's Child Safeguarding Policy and Code of Conduct
- Ongoing performance and employment will be measured against KPIs, values and demonstrated behaviours outlined above
- 54 reasons is an Equal Opportunity Employer

Driver's Licence:

Required

Travel:

Local travel

Working with Children Check:

N/A (VIT registration required)

Assets:

Laptop/phone