Early Childhood Teacher - Position Description

POSTION TITLE	Early Childhood Teacher
DEPARTMENT / INDUSTRY	Children's Services
AWARD / AGREEMENT	Educational Services (Teachers) Award 2020
CLASSIFICATION / GRADE	Level 1 – Level 5

About YMCA South Australia

"We work together from a base of Christian values to provide opportunities for all people to grow in body mind and spirit" (our mission).

YMCA South Australia is a not-for-profit community organisation that has served the South Australian community for 175 years. With approximately 1,200 employees (and growing), we deliver programs and services across the state in settings including community recreation centres, swimming pools, health and fitness facilities, community centres, camps, early education and schools and youth services.

Our aim is to develop the whole person, helping all South Australians connect with a better life. Not only their physical fitness and capabilities, but also their sense of identity, purpose, hope and dignity; psychological health; resilience; social connectedness; lifelong learning; and their own contribution back into the community. All the elements that together constitute a full, healthy, productive, and satisfying life.

Our vision is to see **"lives enriched through wellbeing"** in this wider, and more integrated, sense across all of the South Australian communities in which we work.

The Y Factor

YMCA South Australia's culture is characterised by what we call "the Y Factor" – **"genuine care for the whole person, for every person."** This ethos runs deep at the Y, being evident in our rich history of positive change around the world. This kind of authentic concern for others opens the opportunity for deeper and more profound impact – both on the community's wellbeing and our own as staff and volunteers. The YMCA is an environment in which everyone is to be recognised and appreciated as the unique and inherently valuable person they are. A place in which every person can "grow in body, mind and spirit".

For further information regarding YMCA South Australia, please visit www.sa.ymca.org.au.

Position Summary and Requirements

"As a member of staff at YMCA South Australia, this position requires you to work as part of a team committed to goals and mission that actively fosters community participation and involvement."

Early Childhood Teachers are responsible for implementing high quality early childhood pedagogy and practice. The Early Childhood Teacher will collaborate with educators in the room and across the centre to ensure high quality education, care and developmental outcomes for each child, in line with an educational and developmentally appropriate program. As a key pedagogical leader at the centre, the Early Childhood Teacher will lead and provide ongoing support and assistance to the nominated supervisor to implement the National Quality Framework.

Areas of accountability	Key duties
Quality Education and Care	• Implement a play-based, inclusive program which supports the full participation of all children, in line with national and state-based learning frameworks. • Implement an early childhood planning cycle systematically to observe, plan and critically reflect on children's learning and development, including meaningful self-assessment of your teaching. • Assess the strengths and needs of individual children using a range of observation and assessment tools and methods to develop meaningful curriculum and appropriate learning goals with and for children. • Document children's learning and development systematically to inform the daily program and to assess children's learning and development across the year. • Regularly monitor and evaluate the effectiveness of the educational program to support a culture of reflective practice and continual improvement. • Design indoors and outdoors learning environments which are responsive to the children's age, interests, play schemas and developmental capabilities. • Actively identify moments for spontaneous learning and plan collaboratively with children and colleagues for meaningful learning experiences. • Actively engage with children in moments of teaching and learning to extend children's interests, knowledge and ideas. • Demonstrate positive behaviour guidance strategies suitable for the age and developmental capabilities of the allocated group of children. • Research and guide Educators on the theories and knowledge of early childhood education and inform Educators on best practice in accordance with these theories. • Engage in ongoing professional learning teacher accreditation/registration obligations and attend team meetings and professional development opportunities as required. • Maintain accurate record keeping related to centre-based procedures including incidents, medications, allergies, excursions, and other relevant activities.
Safety and Wellbeing	• Ensure your approaches to working with children uphold Australian laws and regulations, and practice expectations. • Ensure health, safety and wellbeing standards are always maintained at a high level, including the supervision of children.

	• Uphold organisational processes and mandatory reporting requirements for suspected instances of child abuse or neglect. • Adhere to stated policies and procedures relating to health, safety, and quality management. • Uphold the rights of children and young people as a primary consideration and always act in the best interests of the child. • Immediately intervene if actions are observed of a team member engaging in unsafe or prohibited actions. • Report and act on any behavioural complaints, concerns or observed acts in line with incident reporting and escalation policies. • Actively promote a culture of safety and inclusion. • Ensure all family situations are known and understood including Apprehended Violence Orders (AVO's) and custody details etc. Ensure to liaise with the Director to update all family situations regularly and inform Educators of updates.
Physical Environment	• Support Educators to understand how to set up an environment which fosters curiosity, learning and development. • Encourage, lead, maintain and support the high expectation to ensure furniture, resources and equipment in the service are safe, clean and well maintained. • Encourage, lead, maintain and support the high expectation to ensure the service is of a high presentation standard and employees adhere to safety, hygiene and accreditation regulations to ensure the environment is welcoming, loving and provides children the opportunity to experience both indoor and outdoor environments. • Encourage, lead, maintain and support the high expectation to ensure the physical environment is aligned to the educational programs being implemented with the view that this environment builds on the child's interests and awaken their curiosity.
Relationships with Children	• Support and role model how to guide and scaffold each child's learning. • Role model positive interactions, responsiveness, and questioning techniques to support children's learning. • Encourage every child to learn from and help others through collaborative learning opportunities. • Ensure that children's agency is supported through involvement and decision making in matters which affect them including preparing for mealtimes, assisting with cleaning, and being provided with choice where possible. Discuss routines with Educators and how to make them more effective learning experiences. • Lead and be a part of critical reflective discussions about practice and implementation of the EYLF.
Family and Community	• Nurture respectful relationships with children, families, and the community. • Collaborate with families and the community to inform curriculum design, development, and implementation. • Acknowledge and respect families as children's first and most important teachers, who you work with in partnership to deliver best outcomes for children.

	• Communicate reciprocally with families to share information about the curriculum and their child's interests, preferences and needs both face-to-face and via approved communication channels. • Develop and maintain connections within the centre's community to support the program, including building reciprocal partnerships with local Aboriginal and/or Torres Strait Islander communities. • Recognise children are active community members and initiate opportunities for excursions and visits from community members. • Work collaboratively within the Y network and with other community services, professionals and agencies including the regulatory authority, allied health professionals, and schools where appropriate.

Governance and Leadership	• Inspire, mentor, and encourage all Educators to lead quality practice through adhering to company policies and procedures, and follow service licencing requirements.
	• Lead and maintain a professional approach to work, which reflects the Service philosophy, policies, and procedures to ensure confidentiality and professionalism in all aspects of Service Operations.
	• Work with the Director in achieving the requirements of the NQF, including the Quality Improvement Plan (QIP) for the Service.
	• Support the service to ensure Child to Educator ratios (at a minimum) and ensure these ratios are always upheld within the service to ensure and promote best practice. Taking a leadership perspective to ensure the time is taken as an opportunity to role model practices within the rooms. Support the Director in managing talent of educators within the service, this includes:
	  ○ Participating in recruitment activities,
	  ○ Participating in employee performance conversations by having formal and informal meetings with Educators to discuss and evaluate programming and practice. Work with Educators to assess the needs of each child and plan for future goals and strategies for best practice.
	  ○ Support and provide recommendations to the Director of Educators to address identified gaps, by exploring and advocating internal opportunities for Educators within the service to ensure their individual onboarding and professional development opportunities are up to date, of high quality with the overall objective that all Educators are fully equipped and informed to deliver exceptional learning opportunities to children, including but not limited to alignment with the NQF, EYLF and Reggio Emilia approaches.
	• Contribute towards creating and maintaining a positive team culture. Inspire and motivate all Educators to think positively, and live and uphold to the company's values.
	• Actively participate and leading in team meetings, family activities, special events, employee development seminars and professional development related to employees, children, and families.
	• Work as a team with all the employees in the service, undertake any duty to relieve employees or cover in their absence where required.
	• Work collaboratively with the Director providing support to the service operations where and when required.

	• Carry out day-to-day management of the Service in the temporary absence of the Director. • Manage and comply with licencing and all statutory and quality assurance issues. • Record-keeping and other general administrative duties are likely. Requires knowledge of company OHS/Work Health and Safety programs, policies, procedures, and processes, as well as working knowledge of applicable regulatory requirements. • Demonstrate understanding and compliance to safety legislation by modelling desired attitude and exerting control in workplaces by; attending training; training employees; actively assessing risks and removing hazards in the work area and promoting safe work practices.

Key Relationships

Reporting to:	ELC Service Director
Direct Reports:	N/A
Key Internal Relationships:	ELC Directors ELC/OSHC Support Team
Key External Relationships:	Preschool Director or equivalent School Leadership Families

Selection Criteria

Qualifications and Licences – Essential

- Obtained or studying a Bachelor of Education (Early Childhood), Master of Teaching (Early Childhood), or equivalent.
- National Criminal History Records Check (NCHRC) (must be within 6 months of issue date).
- International police check (for applicants who have worked overseas in the last 5 years).
- DHS South Australian Employment Working with Children Check (WWCC).
- RRHAN-EC Masterclass – Responding to Risks of Harm, Abuse and Neglect – Education & Care.
- HLTAID009 Provide CPR.
- HLTAID012 Provide First Aid in an Education and Care setting.
- Food Handling certification.

Knowledge and Experience – Essential

- Knowledge of the National Quality Framework (NQF) and National Quality Standard (NQS).
- Capability to interact positively with children and families.
- Capability to guide children's behaviours using positive behaviour guidance.

- Capability to draw upon and apply literature and theory on how children learn and develop.
- Capability to contribute to the professional growth of educators centre-wide.
- A demonstrated commitment to ongoing professional learning.
- Capability to be flexible, adaptive, resilient and to work collaboratively with others.
- Sound written and verbal communication skills.
- Sound computer literacy skills.

Personal Attributes

- Demonstrates a commitment to the YMCA's mission and can role-model the "Y Factor" to others.
- Creates a fun and exciting work atmosphere that is hardworking, and goal orientated.
- Demonstrated ability to work effectively both independently and as part of a team.
- Creates a welcoming atmosphere by engaging all people in a friendly and approachable manner.
- Works as part of a team and shows professionalism.
- Punctual in both attendance on shift and attendance at staff meetings.
- Promptly responds to customers' needs or concerns.
- Recognises and acts on the need for support and will accept and delegate responsibility when required.
- Models, demonstrates, and teaches positive values like caring, honesty, respect, and responsibility.
- Maintains high standards of presentation and personal grooming.

Safeguarding Children and Young People

For young people to be inspired, they must Feel Safe and Be Safe. As part of our Safeguarding Strategy at the Y, we have developed our Safeguarding Framework which aspires to ensure that all Children and Young People are safe and feel safe at the Y, in their families and in their communities.

Our Safeguarding Framework aims to develop:

- A safe culture nationally which empowers Children and Young People by promoting Children and Young Person focused leadership and governance.
- Safe operations to ensure Y People have the right policies, processes and practices to keep Children and Young People safe; and
- Safe environments at the Y and in communities which empower Children and Young People to thrive.

All Y People are integral to ensuring the implementation of our Safeguarding Framework across the Y.
Y People in Direct Contact Roles will do this by:

- Upholding the rights of and always acting in the best interest of Children and Young People.
- Fulfilling your responsibilities under safeguarding legislation within your State, including declaring anything you become aware of through the course of your engagement with the Y which a reasonable person would consider could impede your suitability to have contact with Children and Young People.

- Supporting your colleagues, supervisors and/or direct reports to understand their responsibilities under safeguarding legislation.
- Participate in all required Safeguarding Children and Young People training for your role.
- Report any suspicions, concerns, allegations or disclosures of alleged child abuse or neglect in line with policies and procedures.
- Actively participate and contribute to continuous improvement of Safeguarding policies, procedures and practices.
- Maintaining appropriate vetting checks including, but not limited to, Working with Children Checks (or equivalent), National Police Check and International Police Check (as required).
- Support the facilitation of safe operations to ensure Y people have the right policies, processes, and practices to keep children and young people safe.
- Actively participate and contribute to continuous improvement of Safeguarding policies, procedures, and practices.
- Speaking up about any safeguarding risks and/or concerns to ensure that you are supporting the continuous improvement of our spaces and safeguarding practice.
- Complete appropriately detailed risk assessments to address any vulnerabilities to children and young people as required.
- Empower all children and Young People to have a voice particularly in matters that affect them.
- Actively educate, promote and advocate the protection and safety to all children and young people, families and their communities.

Work Health and Safety

You will be required to:

- Familiarise yourself with all policies, procedures, and work practices of YMCA South Australia.
- Maintain currency of knowledge in relation to work health and safety.
- Maintain a working knowledge and understanding of your centre's Emergency Action Plan.
- Take responsibility for your own health and safety and the safety of the work environment.
- Ensure that your actions and omissions do not adversely affect the health and safety of other persons.
- Comply with all reasonable instructions in relation to work health and safety, including YMCA South Australia's policies and procedures as amended from time to time.
- Assist YMCA South Australia to provide an inclusive workplace by adhering to YMCA South Australia's Access and Inclusion Policy and applicable equal opportunity laws as amended from time to time.
- Inform your manager of any issues or concerns that may affect your ability to perform your role safely.
- Promote a positive safety culture by contributing to the health and safety consultation, communication, and action.
- Respond to plant and building emergencies and act as chief warden in an emergency evacuating the Centre if required.

Approval of Position Description

Date created or revised:	9 January 2025
Approved by:	Annaleisa Hart – Head of People and Culture

Acknowledgement of Incumbent

I acknowledge that I have read and understood the requirements of this position.

Name:	
Signature:	
Date:	