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| <b>Job title:</b> Early Childhood Teacher Whitehorse Early Learning Services |  |
| <b>Classification:</b> Band 5  | <b>Effective Date:</b> November 2022   |
| <b>Reports to:</b> Director Whitehorse Early Learning Services               | <b>Tenure:</b> Permanent and Temporary |

### About us:

At Whitehorse City Council, community is at the heart of everything we do.

We aspire to be a healthy, vibrant, prosperous and sustainable community. We enable this through strong leadership and community partnerships.

We strive to stay ahead of evolving changes and needs of our community.

Our five key principles empower our employees to be innovative and to provide an excellent customer experience. We are a resilient organisation where everyone belongs.



**Excellent Customer  
Experience and  
Service Delivery**



**Great  
Organisational  
Culture**



**Innovation  
and Continuous  
Improvement**



**Good Governance  
and Integrity**



**Long Term  
Financial  
Sustainability**

### We value:

Our shared values and behaviours are integral to how we go about our work, interact with each other and our community. It is expected that all employees 'live' these shared values. In living these values we also ensure that everyone has a voice and that everyone matters.

#### Collaboration

We work flexibly together to achieve outcomes and solve problems.

#### Respect

We actively listen, value diversity and care.

#### Excellence

We adapt, respond, learn and grow.

#### Accountability

We take responsibility and follow through on our promises.

#### Trust

We act with integrity and are empowered to make decisions.

## Goal Statement

This position will deliver and lead a quality kindergarten program that improves the educational and developmental outcomes for children. It will foster collaborative and positive relationships with educators, families and the community to meet the needs of children and service improvements.

## Key Responsibilities

### *Position Specific Responsibilities*

- Ensure knowledge and compliance with relevant frameworks, standards, legislation, council's corporate and Early Childhood Services and other policies and procedures relating to licensed education and care services.
- Assess children's learning by collecting and reviewing information about what individual children know, understand and can do.
- Critically reflect and plan the educational program and practice including routines that enhance each child's learning and development based on their interests and scaffold their learning.
- Plan, document and evaluate children's learning to underpin the educational program and critically think about what is offered and why.
- Collaborate, communicate and share with parents and other professionals (as required), the educational program, assessments and evaluations of their child's development needs, interests, experiences and participation in the program and assessments of the child's progress against the learning outcomes.
- Respect the diversity of colleagues, families and children.
- Continually review pedagogy to ensure best practice.
- Provide learning environments for children to interact and develop respectful and positive relationships with each other, educators and others.
- Support effective transitions for children going to school through a collaborative approach that includes the children, families and other relevant professionals.
- Ensure all children are adequately and actively supervised, at all times.
- Ensure the development and maintenance of accurate appropriate written records, reports and information.
- High level of written and verbal communication.
- Guide other educators in their planning and reflection, and mentor colleagues in their implementation practices in partnership with the Educational Leader.
- Take an active role in collaborating with the Director to market and promote WELS particularly the kindergarten program in the community.

- Be an active participant and contributor to the Quality Improvement Plan.
- Actively participate in staff meetings, training and networking opportunities.

#### *Corporate Responsibilities*

- Adhere to all Corporate Policies, Procedures and the Organisational Goals and Values in the current Whitehorse City Council Collective Agreement.
- Understand and adhere to the Risk Management Policy (as it relates to the employees work area) and related procedures that are designed to minimise injury and/or loss to individuals, assets and equipment.
- Report any matters that may impact on the safety of Council employees or citizens, assets and equipment.
- Support, enable and encourage strategies and actions identified in Council's Gender Equality Action Plan (GEAP) to improve workplace gender equality.
- Champion a safe environment for children and young people in accordance with Council's commitment to Child Safety.

## Authority

Budget: Nil

Staff responsibility: The position is responsible for the supervision, guidance and direction to educators and students on placement.

Decision Making:

- The position has the authority to make day to day decisions on the curriculum program to meet the requirements of Law Acts, Regulations, Standards, Frameworks, and Council policies and procedures.
- The position has the authority to take action to protect children from harm and any hazard likely to cause injury within the Law Acts, Regulations, Frameworks, Standards and Council policies and procedures.
- Guidance and direction should be sought from the Director on more complex matters.

## Key Relationships

- The position will liaise with all staff in the Early Childhood Services team and other Council employees.
- The position is required to maintain professional relationships with families, the early childhood industry, other relevant professionals and government departments.

## Skills and Attributes

### Qualifications/Certificates/Licences and Experience

- Bachelor of Early Childhood, or other qualification deemed by the Regulations to be equivalent or superior.
- Demonstrated experience in providing a kindergarten program.
- Demonstrated knowledge and experience of relevant frameworks, standards, legislation, council's corporate and Early Childhood Services and other policies and procedures relating to licensed education and care services.
- Professional experience in building and nurturing relationships, curriculum decision-making, teaching and learning.
- Ability to make professional judgements to facilitate children's learning.
- Ability to draw on creativity, intuition and imagination to help improvise and adjust practice to suit the time, place and context of learning.
- Working knowledge of different theories about early childhood to inform approaches to children's learning and development.
- Understanding of food safety practices. (Desirable)
- Victorian Institute of Teaching (VIT) registration
- Current National Criminal History Check
- Current Level 2 First Aid and CPR Certificate.
- Current Anaphylaxis and Auto Injection Pen Certificate.
- Current Asthma Certificate.

### Technology:

- Demonstrated knowledge and experience of relevant technology.

### Interpersonal:

- Excellent written and verbal communication skills to enable effective and professional communication with children, families, team and other relevant professionals.
- Ability to communicate learning outcomes to families.
- Ability to work collaboratively with children, families, team and other relevant professionals.
- Ability to discuss and resolve issues with families and team members. Refer any complex issues to the Director.

#### Leadership/management:

- Ability to manage own time and that of others under supervision, meet deadlines and outcomes.
- Ability to provide team members and students with direction in their planning and reflection, and mentor colleagues in their implementation practices.
- Ability to implement management directions as advised by Director.
- Ability to self-reflect and implement change and continuous improvement.

### Notes and comments

- The position will be required to attend staff meetings, training and networking opportunities outside of the children's services centre's hours of operation.
- It is a requirement of Whitehorse Early Learning Service that educators are assessed as Certified Supervisors.
- This position has been identified as an "at risk" role which may have a potential occupational exposure to a vaccine preventable, communicable disease. It is a requirement that the incumbent receives immunisation in accordance with the Council's Staff Immunisation Program.
- In addition to Council's Staff Immunisation Program it is a requirement that the incumbent is also double vaccinated against COVID-19 due to the vulnerability of the clientele they will work with.

### Key Selection Criteria

Has the relevant Qualifications, Certificates and Licences.

1. Demonstrated experience and achievements in early childhood teaching including staff and student management.
2. Successful organisation, planning and work prioritisation skills.
3. Professional experience in building and nurturing relationships, curriculum decision-making, teaching and learning.
4. Ability to draw on creativity, intuition and imagination to help improvise and adjust practice to suit the time, place and context of learning.
5. Demonstrate the capacity to discuss and resolve complex problems with families, team members and other professionals.
6. Demonstrated knowledge and experience of relevant technology.

## Physical Requirements

### PHYSICAL FUNCTIONAL DEMANDS (POSTURE AND MANUAL HANDLING)

| Physical Functional Demand  | Specific Tasks | Frequency/Duration of performance of task per day | Comments |
|---|----------------|---|----------|
| <b>Standing</b><br>Tasks involve standing in an upright position  |                | Performed often                                   |          |
| <b>Squatting</b><br>Tasks involve bending at the knees and ankles, full squat and semi squat posture.   |                | Performed often                                   |          |
| <b>Kneeling</b><br>Tasks involve bending at the knees and ankles.   |                | Performed often                                   |          |
| <b>Trunk rotation</b><br>Tasks involve twisting/rotation of the hips.   |                | Performed often                                   |          |
| <b>Walking</b><br>Tasks involve walking on even/uneven surfaces.<br><br>Tasks involve walking up/down steep inclines.   |                | Performed often<br><br>Performed rarely           |          |
| <b>Lifting (Floor to waist)</b><br>Tasks involve raising, lowering or transferring objects ( $\leq 9\text{kg}$ ) from one position to another, using the hands.             |                | Performed sometimes                               |          |
| <b>Lifting (Between waist and shoulder)</b><br>Tasks involve raising, lowering or transferring objects ( $\leq 9\text{kg}$ ) from one position to another, using the hands. |                | Performed sometimes                               |          |

| Physical Functional Demand   | Specific Tasks | Frequency/Duration of performance of task per day | Comments |
|--|----------------|---|----------|
| <b>Lifting (Overhead)</b><br>Tasks involve raising, lowering or transferring objects ( $\leq 9\text{kg}$ ) from one position to another, using the hands.              |                | Performed sometimes                               |          |
| <b>Heavy Lifting (Floor to waist)</b><br>Tasks involve raising, lowering or transferring objects ( $\geq 10\text{kg}$ ) from one position to another, using the hands. |                | Performed rarely                                  |          |
| <b>Carrying</b><br>Tasks involve moving objects ( $\leq 9\text{kg}$ ) from one position to another, using the hands.   |                | Performed sometimes                               |          |
| <b>Reaching forward</b><br>Tasks involve forward reaching with the arms extended.  |                | Performed sometimes                               |          |
| <b>Reaching above shoulder</b><br>Tasks involve reaching overhead with arms raised.  |                | Performed rarely                                  |          |
| <b>Pushing/Pulling</b><br>Tasks involve pushing objects away from the body or pulling objects towards the body (also includes striking or jerking).                    |                | Performed often                                   |          |

| Physical Functional Demand  | Specific Tasks | Frequency/Duration of performance of task per day | Comments |
|---|----------------|---|----------|
| <b>Hand/arm dexterity</b><br>Tasks involve use of hands and arms like wrist and/or elbow flexion and extension (i.e. typing, stacking). |                | Performed often                                   |          |
| <b>Handwriting</b><br>Tasks that require the production of written material to record or communicate information.                       |                |   |          |
| <b>Keyboard Duties</b><br>Tasks involve sitting at workstation and using computer.  |                | Performed often                                   |          |

#### ENVIRONMENTAL DEMANDS

| Environmental Demands  | Specific Tasks   | Frequency/Duration of exposure per day      | Comments |
|--|--|---|----------|
| <b>Hazardous substances</b><br>Tasks involve handling or transporting hazardous substances (e.g. gas.); explosive or flammable gases requiring precautionary measures. | Commercial dishwasher chemicals<br><br>Cleaning chemicals e.g. bleach for out breaks | Performed rarely<br><br>Performed sometimes |          |
| <b>Working outdoors</b><br>Exposure to sunlight, precipitation and/or wind is  |  | Performed often                             |          |



| Environmental Demands            | Specific Tasks | Frequency/Duration of exposure per day | Comments |
|----------------------------------|----------------|--|----------|
| required as part of work duties. |                |  |          |

### COGNITIVE AND PSYCHOSOCIAL DEMANDS

| Psychological Demand  | Required to perform roles and responsibilities of the job? (Tick appropriate option) |          |              |           | Comments |
|---|--|----------|--------------|-----------|----------|
|   | Unlikely   | Possible | Occasionally | Regularly |          |
| <b>Adaptability and flexibility</b><br><br>Ability to work effectively in the midst of change or rigid constraints. Adapts to changing needs, conditions and work responsibilities. |  |          |              | ✓         |          |
| <b>Decision making</b><br><br>The ability to work effectively when analysing problems, organising information, resolving issues or generating solutions.                            |  |          |              | ✓         |          |
| <b>Degree of Self-Supervision</b><br><br>The ability to work effectively without supervision.   |  |          |              | ✓         |          |

| Psychological Demand  | Required to perform roles and responsibilities of the job? (Tick appropriate option) |          |              |           | Comments |
|---|--|----------|--------------|-----------|----------|
|   | Unlikely   | Possible | Occasionally | Regularly |          |
| <b>Exposure to Confrontational Situations</b><br><br>Ability to work effectively when confronted by an individual or encountering confrontational situations requiring the employee to take action. |  | ✓        |              |           |          |
| <b>Problem Solving and Analysis</b><br><br>The ability to work effectively at solving problems and analysing situations and information.  |  |          |              | ✓         |          |

#### PHYSICAL FUNCTIONAL DEMANDS (SENSORY)

| Sensory Demand  | Required to perform roles and responsibilities of the job?                       |       |       | Comments |
|---|--|-------|-------|----------|
|   | Always   | Often | Never |          |
| <b>Vision</b><br>Tasks involve use of eyes as an integral part of task performance e.g. looking at computer screen, | Necessary in order to effectively and safely perform roles and responsibilities. |       |       |          |

| Sensory Demand  | Required to perform roles and responsibilities of the job?                       |   |       | Comments |
|---|--|---|-------|----------|
|   | Always   | Often   | Never |          |
| keyboard, etc., peripheral vision.  |  |   |       |          |
| <b>Hearing</b><br>Use of hearing is an integral part of work performance e.g. telephone enquiries.                      | Necessary in order to effectively and safely perform roles and responsibilities. |   |       |          |
| <b>Smell</b><br>Tasks involve the use of smell as an integral part of the task performance e.g. working with chemicals. |  | Needed in some instances to effectively and safely perform roles and responsibilities . |       |          |
| <b>Touch</b><br>Tasks involve the use of touch integral to task performance.  | Necessary in order to effectively and safely perform roles and responsibilities. |   |       |          |

**Mandatory Personal Protective Equipment:**

- Gloves
- Aprons
- Goggles (for handling cleaning chemicals)
- Closed-toes shoes

**Any other relevant comments:**

Exposure to noise – Performed often