



Position Description

Position:	Director of Early Learning Centres
Appointed by:	The Principal
Responsible to:	The Principal
Location:	St Anne's and Bairnsdale Early Learning Centres

School Overview

Gippsland Grammar provides an outstanding contemporary, holistic education where our Community has a shared understanding of what we learn, how we learn and who we teach. Our School culture is centred around our core values of Compassion, Leadership, Excellence, Responsibility and Respect and develops people of character who act with integrity and wisdom.

At Gippsland Grammar, responsibility for the protection of children is shared because children are safeguarded only when all individuals accept responsibility and work together and play their part in keeping children and young people safe from harm and abuse.

All staff are required to:

- Comply with the School's Student Protection Program (including the Student Protection and Safety Policy, Student Protection Staff Code of Conduct, Staff and Student Professional Behaviours policy and procedures and Reporting and Responding to and Reporting Child Safety Incidents or Concerns Policies and Procedures), as well as their legal and professional obligations with respect to the prevention and reporting of actual or suspected child abuse and reportable conduct.
- It is each such staff member's individual responsibility to be aware of key risk indicators of child abuse or reportable conduct, to be observant, and to raise any concerns they may have with one of the Principal, the School Leadership Team, the School's Student Protection Officers (and/or with external agencies, where required). In this regard, staff are encouraged to voice their concerns, no matter how minor, trivial or insignificant.
- All contractors and volunteers involved in student-connected work are required to adhere to the School's Student Protection and Safety Policy and Student Protection Staff Code of Conduct and are responsible for contributing to the safety and wellbeing of students in the school environment. They too have obligations with respect to the reporting of actual or suspected child abuse or reportable conduct allegations.

Again, it is the School's expectation that contractors and volunteers are attuned to their individual responsibilities and act in accordance with their internal and external reporting obligations, and the School's policies and procedures (including the Student Protection Program).

Position Overview

The Director of Early Learning is responsible for the overall management and day-to-day operations of both services. The Director of Early Learning will lead in building effective partnerships, developing organisational culture, and advancing pedagogical and curricular development, as well as ensuring compliance with all applicable national and state laws.

Organisational Relationships

Reports to:	Principal And then ultimately to the Board
Direct Reports:	Early Learning Centre Teachers Early Learning Centre Administration Assistant Early Learning Centre Co-Educators
Internal Relationships:	Students Student families Leadership Team Administration Staff Facilities Team All Gippsland Grammar staff
External Relationships:	Department of Education ACECQA Tertiary Institutions Allied health professionals External providers Contractors

Requirements, Duties and Responsibilities:

Assume role of Nominated Supervisor and Educational Leader. Ensure service operates under the Educational and Care National Law Act and Regulations and National Quality Framework (NQF) and associated State laws and regulations.

Planning and Implementation of Educational Programs

- Oversee the planning, implementation, assessment and review of high-quality and diverse educational programs for students based on appropriate curriculum frameworks (VEYLDF) and with reference to the National Quality Framework, considering the developmental needs, interests, perspectives and abilities of all the children attending the Early Learning Centre.
- Ensure that these programs reflect Early Learning Centre policies and philosophy and are culturally appropriate and reflect the needs of the community.
- Actively support children to participate in the program and assist in ensuring that the Early Learning Centre's programs promote children's inclusion, agency, choices and influence.
- Oversee the documentation of children's learning in accordance with the Early Learning Centre philosophy.
- Oversee the completion of Transition Statements.
- Responsibility for adherence to the on-site regulatory requirements of the Centre.
- Oversee the maintenance and storage of all necessary documentation and records of children, programs and planning.
- Develop and maintain a healthy, safe and welcoming environment for children, parents and staff.
- Provide guidance and support to families, especially in relation to enrolments, programs and child development.
- Develop, implement and review annual school transition activities and procedures with staff, the Heads of Junior School and appropriate Junior School Teachers.
- Provide ongoing evaluation of teaching tasks, planning for children with additional needs, and consultation with support staff and parents about individual children.
- Co-ordinate all excursions and special events outside of the normal program where appropriate.
- Co-ordinate all specialist programs, excursions and special events outside of the normal program where appropriate ensuring that appropriate risk minimisation strategies are followed.

Strategic Development

- Responsibility for the efficient and effective strategic co-ordination of the Centre on a day-to-day basis within the confines of budget, regulatory requirements and Early Learning Centre policies.

- To develop, review and adhere to Early Learning Centre Policies and Procedures
- Provide strategic and operational advice to the Principal and the Board (Approved Provider) pertaining to the effective operation of the Centre, in line with the School's strategic plan. To advise the Person with Management and Control (PMC) immediately of any non-compliance issues.
- Provide an annual review to the Principal.
- Consult with the Heads of the Junior Schools on matters related to transition programs, children and their families to ensure a smooth integration throughout the School.

Health and Safety

- Ensure staff and children utilise effective health and hygiene practices, including meeting all regulations relating to food safety, medical management plans, and risk management plans, policies and procedures.
- Ensure that all children have access to nutritious food and fresh drinking water.
- Promote the health, wellbeing and physical exercise in the service.
- Oversee the provision of a safe and stimulating physical environment where all staff and children are protected from hazards or harm.
- Support staff in daily program preparation, general cleaning, safety and packing away of equipment and materials.
- Facilitate and review regular evacuation and containment drills.
- Monitor the effectiveness of all Early Learning Centre safety procedures to ensure the safety and wellbeing of children and staff.
- Be responsible for the health and safety of children and their families whilst engaging in Early Learning Centre programs within the Centre and on approved activities outside the Centre.

Staff Leadership

- Whilst working as a collaborative member of the Early Learning Centre team, provide Educational Leadership and support for Early Learning Centre staff at both campuses, to ensure the provision of appropriate educational programs for the children at the Early Learning Centre that reflect best practice.
- Facilitate the development of a co-operative team within the Centre, aiming for individual staff to have a high level of satisfaction and a clear understanding of the goals, policies and philosophy of the Early Learning Centre.
- Be responsible for the communication processes with all staff on all issues pertaining to employment, management, finances, programming and regulatory requirements.
- Conduct thorough induction processes for all new staff, students and volunteers to ensure they feel welcomed, are well informed, and are adhering to regulations and policies relating to Gippsland Grammar and the Early Learning Centre.
- Provide expertise in children's developmental areas and act as a coach in supporting staff to develop strategies for children and families that meet their individual and developmental needs.
- Model and support all Early Learning Centre staff to utilise a variety of teaching strategies including intentional teaching and reflective practice in daily work.
- Work cooperatively, ethically and respectfully with other educators, and support each other's professional development.
- Supervise workplace students and volunteers, when required.
- Attend and contribute to relevant meetings and professional development sessions, both within the School and externally.
- Encourage staff to participate in relevant professional development opportunities to keep abreast of current issues.
- Consult, where appropriate, in developing the professional learning program and staff day information.
- Approve staff participation in external professional development and manage all aspects of the School Readiness Funding process (SRF).
- Conduct regular staff reviews, including developing and reviewing position descriptions, goals and objectives.
- Co-ordinate recruitment processes in conjunction with Human Resources, including advertising vacancies, shortlisting, interviewing, reference checks, and offers of employment.
- Implement performance management strategies to work with staff to meet the requirements of their roles within the Centre, when necessary.
- Ensure all staff are kept abreast of any updates and changes relating to Early Learning Centre operational requirements, policies and procedures, regulations and legislation.
- Ensure that staff rosters and relief placements keep the service compliant with required ratios.

Positive Relationships - Families

- Develop and maintain trusting, respectful, supportive, collaborative and responsive relationships with children and their families.
- Support educators and parents in relation to children's developmental needs in an appropriate and informative manner.
- Ensure the orientation of new families and the active encouragement of parent involvement.
- Be the second point of call for parents, after the child's teacher, in matters relating to each child's progress and satisfaction with the programs.
- Provide relevant parent education, discussion items and written communication such as newsletters, notices, reports and information about the Centre's programs.
- Develop and maintain a healthy, safe and welcoming environment for children, parents and staff.
- Provide guidance and support to families, especially in relation to enrolments, programs and child development.
- Ensure that families are provided opportunities to volunteer or participate in ELC and school activities such as excursions, rostered helpers, and a variety of other events.

Budget and Administration

- In conjunction with the Finance Team, monitor the payment of Early Learning Centre fees and payments.
- Formulate and provide the Finance Team with the annual capital and recurrent budgets for the Centre.
- Monitor these Early Learning Centre budgets to ensure expenditure is appropriate.
- Monitor and acquit external grants and funding allocations such as SRF in conjunction with the Business Manager.
- Organise the ordering of supplies and equipment.
- Be responsible for the collection of data, medical or other records, required in a timely manner.

Marketing and Enrolments

- Assess and allocate child enrolments into the Early Learning Centre.
- Supervise the workflow of the ELC Administration Assistant to ensure that all potential enrolments are followed up in a timely and efficient manner.
- Liaise regularly with the School's Admission team to ensure a smooth enrolment process, including a focus on retention at the school.
- To positively promote the service through events such as Centre Tours, Open Days, Expos etc.
- To work cooperatively with the marketing team to ensure promotion of the ELC by supporting them in the creation of content for a variety of platforms.

Other

- Contribute to the continuous improvement of the service through reflective practice.
- Other duties as requested by the Principal.
- Adhere to and abide by the expectations set out in the School's policies and procedures, including Gippsland Grammar's Guidelines for Professional Behaviour.
- Compliance with the School's WHS requirements and other requirements (including in respect to anti-discrimination), as mandated by legislation.

Professional Responsibilities

- Work collaboratively as a member of the Early Learning Centre team to ensure best possible outcomes for students/staff/school.
- Actively engage in professional development activities and contribute to improved professional skills, pastoral skills and knowledge.
- Actively engage in Team and Staff meetings.
- Adhere to and abide by the expectations set out in the School's policies and procedures, including Gippsland Grammar's Guidelines for Professional Behaviour.
- Compliance with the School's OHS requirements and other requirements (including in respect to anti-discrimination), as mandated by legislation.

Child Safety

Staff are responsible for supporting the safety and well-being of the School's students as follows:

- a. Behave as a positive role model to students, including through words, conduct and actions.
- b. Actively promote the safety, welfare and wellbeing of students.
- c. Provide a learning experience which is consistent with the School's and relevant professional or occupational codes of conduct, which support students to achieve their personal best, and considers individual learning and behavioural needs.
- d. Act consistently (both in person and in the online environment) with the School's student safety and wellbeing policies and procedures.
- e. Be vigilant and proactive with regard to student safety and child protection concerns, and take all reasonable steps to protect students from such harm (examples of which include, but are not limited to bullying, discrimination, grooming, harassment, neglect, sexual misconduct, sexual offences, physical violence, reportable conduct and victimisation).
- f. Encourage and support students who raise safety concerns (including about actual and suspected child abuse or reportable conduct).
- g. Provide age-appropriate supervision for students.
- h. Comply with any directions, guidelines, policies, procedures and rules promoted by the School with respect to student safety.
- i. Knowledge, understanding and adherence to all School and staff obligations regarding student safety, including Ministerial Order 1359 – **Implementing The Child Safe Standards – Managing The Risk Of Child Abuse In Schools And School Boarding Premises** Child Safe Obligations other child safe requirements mandated by legislation (as amended from time to time).
- j. Commitment to providing a child safe environment and child safe conduct in all aspects of employment at the School.
- k. Comply with all aspects of the School's Child Protection Program, including the School's Student Protection and Safety Policy and all associated policies and procedures.
- l. Willingness, understanding and ability to report student safety concerns in line with the School's policies and procedures and applicable mandatory reporting requirements.
- m. Complete annual School compliance training, including all student safety modules

Key Selection Criteria

Qualifications

- Bachelor of Early Childhood Education or equivalent.
- VIT Registration as an Early Childhood Teacher.
- First Aid Certificate HTLAID 012, including Anaphylaxis and Asthma Management.
- Protecting Children - Mandatory Reporting and other obligations

Essential Criteria

- a. Experience leading and motivating a team of employees.
- b. A comprehensive knowledge of the Education and Care Services National Law Act 2010 and National Quality Standards /Framework.
- c. Demonstrated knowledge and understanding of appropriate Early Learning curriculum frameworks, legislation and regulations, and an ability to assist in the development and implementation of a high-quality educational program that reflects the diverse nature of the centre, local and wider community.
- d. Excellent knowledge and understanding of the developmental needs of children aged 6 months to 6 years, including children with additional needs.
- e. Significant experience in the education and care of children aged 6 months to 6 years.
- f. Demonstrated ability to plan, implement and communicate a quality education and care program.
- g. Demonstrated experience and ability to establish warm, nurturing and supportive relationships with children and to sensitively meet their needs.
- h. Thorough knowledge of Child Protection and Mandatory Reporting procedures.

Skills and Attributes

- Ability to demonstrate and authentically promote Gippsland Grammar's values.
- Ability to maintain confidentiality to the highest level.
- Ability to actively adhere to and promote the School's Student Protection and Safety Policies and Procedures
- Ability to collaborate, engage and inspire others in a positive manner.
- Excellent verbal and written communication skills.

- Excellent interpersonal skills, including the ability to display compassion, patience and flexibility.
- Excellent proofing skills, with a high level of attention to detail and accuracy.
- A proven ability to work effectively, constructively and collaboratively within a team.
- Be highly motivated with the ability to display initiative.
- Well-developed organisational skills, including the ability to manage own workload and meet deadlines.
- Demonstrated ability to manage and monitor budgets and funding allocations/models.
- A commitment to professional and lifelong learning.
- Ability to navigate and apply sound reasoning to complex and diverse issues.
- Be highly motivated, with a growth mindset.
- Be an advocate and contributor to early years learning development.
- Ability to coach and guide others in their Educator journey, whilst also adhering to the Centre's philosophy and values.
- Demonstrated ability to work with families, children and educators in a culturally competent manner.

Accountability

- Undertake work and duties under limited direction and with integrity.
- Work to timeframes and within relevant delegations of authority.
- Actively engage in reflective practice and a culture of continuous learning and development.
- Participate in supervision with your responsible manager and actively lead your own professional development in line with the organisational objectives and those set with your manager.
- The Principal is available for guidance and advice.

Statement of Commitment to Child Safety

Creating and maintaining a student safe culture requires input from the entire School community. Our aim is to provide a safe environment that aligns with the core values of academic care at Gippsland Grammar: compassion, leadership, excellence, respect and responsibility.

To achieve this, we promote a model of education where students are understood not just as learners, but as an integral part of the School and broader community. As such, we value wellbeing and resilience, celebrate diversity, and embrace a growth mindset, through classroom experiences, and in our approach to academic care, practices, policies and procedures.

The commitments, values and principles which guide the School are further outlined in the School's Student Protection and Safety Policy (a copy of which is available on the School's website).

Gippsland Grammar is a student-safe environment. Every student has a right to be safe, and at the School, we take a zero-tolerance approach to any behaviours that jeopardise student safety and wellbeing (including child abuse and reportable conduct). As such, preferred applicants will be subject to child protection screening, background and reference checks, verification of identity checks and must adhere to the School's student safe practices, as outlined in the Student Protection Program policies on the School's website.

All prospective employees will be informed about the School's child safety and wellbeing practices, including the Student Protection Staff Code of Conduct and Staff and Student Professional Boundaries Policies and Procedures.

This Position Description is a guide only, and is not intended to be an exhaustive or exclusive list of duties for this position.