



PENLEIGH AND ESSENDON GRAMMAR SCHOOL

POSITION DESCRIPTION

POSITION: Early Childhood Educator

REPORTS TO: Director of Kindergartens

LOCATION: Essendon Campus

PURPOSE

To provide the best possible quality of early childhood education for each child in line with the School's values and educational objectives, and implementing educational programs where:

- Children are invited to be curious, courageous and equipped to meet the challenges of the next steps in their learning journey
- The joy in learning is cultivated, valued and celebrated
- Learning is intentionally developed to challenge young minds and respond to each child's needs and interests
- Each educator uses adaptive teaching methods that are informed by comprehensive research in early childhood education
- Children are provided with opportunities to use their voice and be active in their own learning
- Children are given choice in purposeful learning experiences and to foster the confidence to think critically, ask questions and take risks
- Children build their identity and develop an awareness of the role they play in the community, both locally and as citizens of the world
- There is connection to the vibrant, diverse and inclusive PEGS community
- Everyone is part of a community of lifelong learners.

SCHOOL OVERVIEW

Penleigh and Essendon Grammar School is a school for boys and girls from Kindergarten to Year Twelve and is associated with the Uniting Church. The school operates on three campuses with a student population of over 3,000. The Kindergartens and Junior School (boys) are located in Essendon, the Junior School (girls) in Moonee Ponds and Gottliebse House Middle School (boys), McNab House Middle School (girls) and the Larkin Centre (coeducational Senior School) are located in Keilor East.

The school has an excellent record for the academic achievement of its students in all areas. The curriculum is designed to challenge students intellectually, to develop their knowledge within particular disciplines and to gain an appreciation of contemporary society and its history. The academic programme is complemented by a diverse co-curricular programme of Drama, Dance, Music and Sport.

The school actively promotes the safety, wellbeing and participation of all students, including supporting children from culturally diverse backgrounds and those with individual needs and encourages every student to thrive in the classroom and beyond.

SCHOOL VALUES: REACH

RESPECT: We acknowledge the dignity and intrinsic worth of individuals and our world. We demonstrate fairness, kindness, and an awareness of diverse perspectives, recognizing the impact of our actions on others.

EXCELLENCE: In education and all that we do, we pursue the highest standards with focus and a commitment to continuous growth. We embrace challenges, learn from mistakes, and cultivate a culture of mastery and exceptional outcomes.

ACCOUNTABILITY: We act with integrity and take responsibility for ourselves, others, and the world around us. We demonstrate honesty, reliability, and ethical behavior in all we do.

CURIOSITY: We learn and grow through questioning, exploring, and deepening understanding, simulating wonder and innovation. We value intellectual engagement and lifeline learning.

HEART: We show kindness, courage, and empathy in our actions and relationships. We stand for what is right, support others, and build meaningful connections based on trust and compassion.

POSITION CONTEXT

The Early Childhood Educator is at all times responsible to the Kindergarten Teacher and the Director of Kindergartens. The incumbent is expected to support the school's

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values, policies and procedures and the philosophy of an independent school associated with the Uniting Church and support Equal Employment Opportunity principles, including support for an equitable, safe, and productive environment for all staff and students and treating all school community members with dignity and respect.

POSITION GUIDELINES

Practice

- Sound knowledge and implementation of the Approved Learning Frameworks, National Quality Standards, Early Childhood Australia's Code of Ethics and the United Nations Convention on the Rights of the Child
- Knowledge of 21st century learning principles and innovative pedagogical practice
- Actively participate in the design and implementation of an inquiry based curriculum that integrates technology, project based learning and real world connections to enhance children's learning
- Support the creation of and maintain a positive, dynamic and engaging learning environment that fosters creativity, curiosity, critical thinking, collaboration and a love for learning
- Commitment to individual differentiation, social-emotional development, and inclusive practices to support the diverse needs of all children.
- Develop and role model respectful relationships and support children to navigate their choices and decisions in a positive, constructive manner.

Student welfare

- Adherence to the Child Safe Standards and Reportable Conduct Scheme
- Actively support and promote school policies and procedures relating to student welfare
- Monitor and report on children's wellbeing, and follow school procedures if concerns arise
- Liaise with leading teacher and if applicable, caregivers in relation to children's concerns as required
- Support and empower children to navigate any concerns or challenges that they may be facing

Curriculum and resource development

- Contribute to the documentation of the educational program, including observations, analysis, learning goals/intentions, and reflection for both group and individual learning
- Actively participate in weekly team pedagogical meetings
- Actively participate in team meetings as required

Professional learning

- Commitment to ongoing professional development and growth
- Develop a professional learning plan annually in accordance with the school's priorities, kindergarten vision and your individual learning needs
- Actively participate in professional learning on an ongoing basis to keep abreast of current and innovative early childhood research and practice
- Continually evaluate the effectiveness of one's practices and develop strategies for ongoing improvement

General, administrative and other activities

- Consult with the leading teacher and/or Director of Kindergarten as necessary
- Strong communication, collaboration and team skills
- Collaborate with colleagues, parents and the community to create a supportive and enriching network/environment
- Uphold integrity as well as ethical and professional standards in all interactions with students, colleagues, families and the wider community
- Participation and contribution in the Assessment and Rating process including the review and implementation of our service Quality Improvement Plan
- Maintain confidentiality of all information at all times, including the secure storage of any records or documentation that you are responsible for
- Attend and contribute to all staff meetings
- Attend and contribute to all other required meetings
- Attend and support a range of school events as required, including but not limited to parent information sessions, thinking seminars, open days, etc.
- Actively support, review (as required) and promote all school policies and procedures
- Adherence to the Education and Care Services National Regulations 2011 and the Education and Care Services National Law Act 2010
- Support your colleagues in their professional growth and effective contribution to the educational program
- Actively participate in the building of a positive culture within the team

CONDITIONS

Salary according to qualifications and experience, and as per the *Penleigh and Essendon Grammar School (Teacher, Kindergarten Teacher, Kindergarten Assistant and School Assistant Staff) Agreement 2022*.

SELECTION CRITERIA

The incumbent will demonstrate the following attributes:

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- Appropriate qualifications, eg Certificate III or Diploma in Children's Services
- Relevant experience working within a kindergarten
- Effective interpersonal and communication skills
- The ability to work effectively in a team
- A patient and caring approach with children
- Adaptability and the ability to prioritise tasks
- First aid, asthma and anaphylaxis training
- National Criminal Record Check and Working With Children Check
- A commitment to child safety, demonstrating an understanding of appropriate behaviours when engaging with children with diverse needs and backgrounds

CONCLUDING REMARKS

The position description should not be seen as limiting and is open to review, by negotiation, by either party.