

Chairo Christian School

ABN 12 451 824 370

CHAIRO PARENT GOVERNED CHRISTIAN EDUCATION LIMITED. Reg. No. A5753

POSITION DESCRIPTION

~ Kindergarten Teacher ~

Title	Kindergarten (Kinder) Teacher
Appointed by	The Executive Principal
Responsible to	The Executive Principal through the Head of Kindergartens

Role in the School

- The Executive Principal has responsibility, by delegation of the Board, for all the operations of Chairo Christian School, including the effectiveness of the educational practice and programs.
- The Head of Kindergartens assist the Executive Principal in his/her role as part of the ELT (Executive Leadership Team), particularly in relation to the delivery of Chairo's kinder / early learning programs and effective management of Chairo's kindergartens.
- The Kindergarten Coordinators are responsible for assisting the Head of Kindergartens by overseeing the regular day-to-day activities of each kindergarten.
- In conjunction with the relevant Kindergarten Coordinator, the **Kinder Teacher** ensures that his/her classroom is well-administered, curriculum is delivered, and the classroom is smoothly operated within the guidelines and policies set by the Board and Executive Management.
- The **Kinder Teacher** both assists and answers directly to the relevant Kindergarten Coordinator.

Main Qualities and Objectives

The Kinder Teacher is required to:

- be able to provide a godly example to fellow staff members and students through their teaching practice, manner, relationships and general lifestyle;
- be well-informed of current educational practices and philosophies both within the Christian school movement and alternative education systems;
- be able to demonstrate a sound knowledge of teaching from a Christian worldview perspective (encompassing biblical foundations that are consistent with our Articles of Faith) and be able to effectively implement such teaching practices;
- adhere to the Standards of Professional Practice as required by the Victorian Institute of Teaching (VIT); and
- have appropriate tertiary teaching qualifications (bachelor degree) and be trained in early childhood learning.

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General Responsibilities

The Kinder Teacher is required to:

Curriculum

- be responsible for the development of written programs for assigned groups;
- be responsible for devising and carrying out daily activities to fulfil the aims and objectives set out in the school's and kindergarten's educational policies and mission statement;

Communication

- actively initiate and engage in positive communication with students, parents and staff;
- use the online portal Educa to communicate program diary pages, information to parents regarding special events and respond to parent comments regarding their child's development.

Policies & Procedures

- function in a manner that is consistent with policies and procedures, exercise control and discipline within the kindergarten, and assist in outdoor discipline;

Trainee Teachers, Assistants, Aides & Voluntary Helpers

- supervise the activities and conduct of trainee teachers, assistants, aides and voluntary helpers within the kindergarten;

Neatness & Security

- maintain the neatness and security of assigned classrooms;
- keep classrooms and teacher offices rubbish-free and tidy; and
- ensure that windows, heaters, coolers, lights and electronic equipment are closed, turned off and locked before leaving the classroom.

Other Responsibilities

Personal & Professional Requirements

Demonstrate positive and appropriate Christian lifestyle, values and attitudes by:

- Be an active Christian who regularly and frequently attends a Christian church or fellowship and in addition be prepared to uphold the school's values and be supportive of, in agreement with, and willing to adhere to the Constitution of the Company.
- living a committed Christian life and being able to set an example for students;
- avoiding controversial doctrinal issues, and stressing a positive approach to teaching of the Scriptures;
- upholding Christian truth and principles, and communicating biblical truth with vitality;
- integrating constructive interpretation of Christian worldview in relation to curriculum areas;
- setting an example for students of recognition of responsibility, honesty and love, and of respect for Australia and its relationship in the world; and
- showing respect for constituted authority.

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Display personal attributes appropriate to the calling of a Christian teacher by:

- dressing and grooming appropriately according to the Staff Appearance Policy;
- setting an example of cleanliness, neatness, modesty and good taste;
- displaying a joyful, pleasant appearance and attitude;
- contributing to a range of kindergarten activities as a member of the school team;
- engaging in critical self-reflection of professional practices in order to improve the quality of teaching and learning;
- actively participating in professional development activities and programs;
- working within the framework of Chairo's mission, values, vision and policies, and applicable legislation;
- progressively demonstrating improved classroom practice;
- progressively taking a role in leading and managing the work of other teachers;
- positively promoting the school; and
- being involved in professional development and the Pathways interview program.

Teaching & Learning Content Requirements

- Have a thorough knowledge of the Victorian Early Years Learning Framework & Development, the seven areas of the Quality Improvement Framework and the eight Practice Principles.
- Have an understanding of the principles of teaching and learning, including characteristics of learners and strategies of classroom management and organisation.
- Have knowledge of the educational context, particular initiatives, early intervention and student support programs, and the curriculum goals of the school.

Teaching Practice Requirements

- Use a range of teaching strategies and styles appropriate to kindergarten students, such as following the children's interests and providing appropriate developmental planned activities.
- Be capable of maintaining a written program that demonstrates the interests of the students and applies developmentally appropriate learning to the program through a thoughtful reflective planning cycle.
- Structure learning tasks to provide for individual learning needs and the diversity of students' backgrounds.
- Use effective classroom management strategies that encourage students to take responsibility for their learning.
- Develop relationships with students that encourage positive attitudes to learning.

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- Respond effectively to the impact of students' varying physical and intellectual abilities on the learning process.
- Model effective organisation and use of time.
- Establish clear, challenging and achievable expectations for students.
- Provide pastoral care and welfare support for students.
- Have work programs and student information available for Casual Relief Teachers.

Assessment & Reporting of Student Learning Requirements

- Use assessment and reporting strategies in line with school policy, and that complement and support the learning process.
- Maintain accurate and comprehensive records of student progress and achievement.
- Provide feedback to parents regarding student performance in a way that builds confidence and capability and encourages continued effort.
- Use assessment data to improve student learning.

Interaction with the School Community

- Recognise the important role that the family plays in a child's learning, taking into account this important factor in appropriate ways.
- Communicate with parents or guardians, students and colleagues in a professional and constructive way.
- Work in partnership with students, families and colleagues to improve the learning environment of the kindergarten.
- Establish links with the broader community where this can improve learning outcomes for students.

Students

- Support encourage and nurture students.
- Participate in the life of the kindergarten and school through excursions, being involved in sporting or cultural activities and attending information nights and special events as required by the Kindergarten Director.
- Implement and monitor matters of student discipline and behaviour as outlined in relevant whole-school and sub-school policies and procedures and keep the relevant Kindergarten Co-ordinator informed.

Student Safety

The following responsibilities, qualifications, experience and attributes relate specifically to the School's child safety priority:

Responsibilities:

- All staff members are required to be familiar with the contents of Chairo's Child Safety & Wellbeing Policy and Child Protection Program, and with their legal obligations with respect to the reporting of child abuse. It is each individual's responsibility to be aware

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of key risk indicators of child abuse, to be observant, and to raise any concerns they may have relating to child abuse with one of the school's Child Protection Officers.

- All staff members are required to be aware of key risk indicators of child abuse, to be observant and to raise any concerns they may have relating to child abuse with one of the School's Child Protection Officers.
- All teaching staff members are responsible for the delivery of curriculum in a manner that caters for students with varied cultural and linguistic background needs, and for students with disabilities or other special needs, and to talk positively and encouragingly about individual differences.

Qualifications, experience and attributes

- Experience in working with children
- An understanding of appropriate behaviours when working with children
- Display a high level of integrity and trust
- Ability to role model the school's values
- Ability to identify and minimise risks to child safety
- Ability to adapt curriculum delivery methods
- Relevant professional development with regard to child safety, cultural awareness and understanding students with disabilities (desirable).