



# Sheldon College POSITION DESCRIPTION



## Early Learning Educational Leader

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**Position:** Early Learning Educational Leader

**Department:** Early Learning

**Responsible to:** Principal

**Reports to:** Director of Early Learning

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### About Sheldon College

Sheldon College is an independent, co-educational, non-denominational College situated in Redland City, catering for students from 15 months of age through to Year 12. We provide a first-class curriculum in the academic, sporting and cultural arenas with access to state-of-the-art classrooms, laboratories, resource centres and studios, as well as cultural, performing arts and sporting facilities.

Our staff are our most valuable investment. Every member of our team plays a key role in delivering excellence in education. We deliver on our commitment to provide outstanding education in a safe, secure learning environment, underpinned by our philosophy of **Love, Laughter** and **Learning**.

### Position Overview

The successful candidate, as part of the Early Learning Leadership team will lead the pedagogical practice within the whole of Early Learning Centre. The successful candidate will have a Bachelor of Early Childhood Education and demonstrated experience meeting the requirements of the National Quality Standards. Further the will be responsible for:

- Effectively leading the educational program of Children aged 15 months – 5 Years for Early Learning and School-age for Our Place under the direction of the Director of Early Learning.
- Collaborate with the Director of Early Learning and other Centre leaders to uphold quality of service delivery.
- Be the Kindergarten Nominated Supervisor.





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## Duties and Responsibilities

### Pedagogical Practice

- Lead and support pedagogical excellence by ensuring deep and authentic implementation of the Early Years Learning Framework (EYLF), Queensland Kindergarten Learning Guideline (QKLG), Reggio Emilia principles, and the School's inquiry-based approach.
- Upholds a view of children being capable and curious, advocating for their agency and participation.
- Ensure environments and interactions promote dignity, respect and equity.
- Collaborate with teams to ensure environments are inclusive, promoting safety and wellbeing.
- Facilitate processes where children's ideas, theories and questions inform curriculum decisions. Ensure documentation across the Centre shows visibility to the planning cycle with inclusion of the child's voice.
- Embed strategies for responsive documentation that makes learning visible.
- Lead a collaborative, inquiry-driven approach to curriculum that embraces sustained investigation and research.
- Cultivate a warm, relational pedagogical culture grounded in trust, reciprocity and shared responsibility ensuring Educators are empowered and supported in their delivery of quality practice.
- have practices put in place that are delivered on a daily basis.
- Strengthen connections with families through transparent, participatory processes.
- Seek out and facilitate community involvement, recognising the significance of partnerships to support place, culture and Country.
- Maximise opportunities for the outdoor spaces to be active learning environments.
- Support the orientation and transition processes of children and families.

### Strategic and Reflective Leadership Responsibility

- Contribute to service-wide strategic visioning, planning and evaluation as part of the Early Learning Centre Leadership Team.
- Utilise reflective tools, data and documentation to support continuous improvement.
- Support the ongoing growth of a service wide strong pedagogical identity.
- Lead ongoing, relevant professional learning, responsive to the team's growth in pedagogy, competence and reflective capacity.
- Lead the Growth Learning Review process alongside the Centre Director through meetings, mentoring and reflective practice.
- Foster a culture where educators see themselves as researchers and contributors to the collective community of learning.
- Attend regular professional learning opportunities to continue to expand on your own skill set.





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- Participate in and promote ongoing Leadership training and create a culture of life long learning.
- Seek out and regularly attend professional groups beyond Sheldon College (local network groups / events).

### Ethical and Compliant Practice

- Ensure all practices meet and exceed the requirements of the National Quality Framework, Queensland Kindergarten Learning Guidelines, service policies and ethical codes.
- Model high standards of professionalism, confidentiality, safety and equity.
- Lead a collaborative Quality Improvement Plan for Kindergarten and Wonderland, ensuring they reflect the excellence of practice and voices of all stakeholders.
- Ensure effective processes regarding lines of communication, escalation and reporting are adhered to.
- Work with ELC Leadership (Centre Manager) to ensure regular collaborative policy review occurs.
- Meet regularly with Teachers, Lead Educators and Educators including weekly meetings and Studio Meetings, ensuring a collaborative planning process is embedded.
- Lead the embedding of reconciliation across all age groups and be an active member of the Reconciliation Action Plan (RAP) Committee.

### General Responsibilities

- Support the Director of Early Learning with the recruitment and induction of Early Learning staff in consultation with the College's Human Resources team.
- Action effective Induction processes for all staff, students and volunteers on commencement.
- Adhere to all policies and procedures within the ELC to meet licensing requirements.
- Read and understand all relevant ELC and College policies and related documents.
- Work with all members of staff in line with the Sheldon College Staff Code of Conduct.
- Carry out all professional duties as required under the direction of the College Principal.





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## Qualifications and Experience

- Minimum Bachelor of Early Childhood or equivalent.
- Hold current QCT registration or minimum Qld Blue Card.
- Ability to effectively communicate with children, families, staff, and the College and wider community with excellent facilitation, presentation, verbal and written communication skills.
- Ability to form strong, positive and respectful relationships with children and families.
- Ability to be innovative and creative in striving for continual improvement in education outcomes.
- Highest standards of integrity and professionalism in line with the Sheldon College Staff Code of Conduct.
- Highly developed interpersonal skills – collaborative, diplomatic, resourceful and adaptable.
- Excellent time management, organisational and planning skills, with the ability to be flexible, adapt to varying workloads, and to effectively manage multiple tasks.
- Ability to prioritise and establish own work schedule to achieve designated personal and Centre goals.
- Proficiency in Microsoft office suite and exposure to other school systems such as StoryPark and Schoolbox.
- Demonstrated ability to learn and work with new systems.
- Expert knowledge of the National Quality Standards and ability to take the lead role in the Centre's compliance and lead the Centre's Quality Improvement Plan.
- Completion of an approved child protection training course in compliance with Section 162A of the National Law, effective 1 April 2025. This includes one of the following units delivered by a registered training organisation (RTO):
  - CHCPRT025 – Identify and report children and young people at risk
  - CHCPRT001 – Identify and respond to children and young people at risk\*
  - CHCPRT026 – Support the rights and safety of children and young people
  - CHCPRT002 – Support the rights and safety of children and young people\*
  - CHCECE057 – Use collaborative practices to uphold child protection principles

\* Superseded courses still accepted during the transitional period.

