



## POSITION DESCRIPTION

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### **EARLY LEARNING TEACHER (Part Time 0.4 FTE, Fixed Term)**

In a natural, sustainable environment Billanook College aspires to provide an accessible, uniquely caring learning community in which students confidently create and navigate their own learning pathways. We do so with respect and appreciation of diversity, equity, justice and our place in a changing world.

At Billanook, our staff are central to our mission. We aim to recruit and sustain a workforce focused on the shared vision of Billanook College.

#### **POSITION OUTLINE**

This part-time (0.4 FTE), fixed term position, commencing at the start of Term 2, 2026 until the end of Term 1, 2027 (from 20 April 2026 until 25 March 2027, on Thursdays and Fridays, non-negotiable), will involve working in tandem with another teacher and co-educator in our 3 year old and/or 4 year old program. Therefore, the ability to team-teach and a preference for team work is essential in this role. The program is designed on the Early Learning National Quality Framework and invites children to participate in an open learning community. Being able to comfortably operate in such an environment is critical to success in this role. You will work under the direction of the Head of Primary School, who will also provide support and guidance.

The Primary School offers a strong collegiate environment and encourages innovation. Teachers work co-operatively in program and curriculum development, as well as working together at a whole School level on pastoral and curriculum initiatives. There is a strong focus on individual differences, personalised learning and pastoral care and a range of specialist learning areas are provided: Physical Education, Languages, Visual Arts, Performing Arts, Library, STEM and Individual Music tuition.

Adaptability, flexibility, plenty of energy and a sense of fun must be coupled with foundational knowledge of early childhood development. The ability to provide a nurturing, stimulating learning environment as an appropriate context for a program fostering independence, inquiry and learning progression is a given.

#### **RESPONSIBILITIES AND DUTIES**

##### **Professional Knowledge**

- Teach the agreed curriculum and adhere to all Department of Education training requirements as appropriate.
- Respond to the needs of students within their educational contexts.
- Know students well, including their diverse academic, linguistic, cultural and social backgrounds.
- Structure lessons to meet the physical, social and intellectual development and characteristics of students.
- Know the content of subjects and curriculum, and understand the fundamental concepts, structure and enquiry processes relevant to the programs taught.
- Understand what constitutes effective, developmentally appropriate strategies in learning and teaching programs and use this knowledge to make content meaningful to students.
- Develop students' literacy and numeracy within their subject areas, and use information and



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communication technology to contextualise and expand students' modes and breadth of learning.

#### **Professional Practice**

- Operate effectively at all stages of the teaching and learning cycle, including planning for learning and assessment, developing learning programs, teaching, assessing, providing feedback on student learning and reporting to parents.
- Make learning engaging, valued, and create and maintain a safe, inclusive and challenging learning environment and implement fair and equitable behaviour management plans.
- Use sophisticated techniques to foster unique learning experiences for students by differentiating instruction
- Utilise a repertoire of effective teaching strategies and implement them to offer well-designed teaching programs and lessons.
- Evaluate all aspects of teaching practice to ensure they are meeting the learning needs of students.
- Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.

#### **Professional Engagement**

- Adhere to all School policies and procedures.
- Model effective learning by identifying own learning needs and analyse, evaluate and expand professional learning, both collegially and individually.
- Demonstrate respect and professionalism in all interactions with students, colleagues, parents and the community.
- Display sensitivity to the needs of parents and communicate effectively with them about their children's learning.
- Value opportunities to engage with the school community within and beyond the classroom to enrich the educational context for students.
- Contribute to collegial discourse and apply constructive feedback from colleagues to improve professional knowledge and practice.
- Embrace pastoral care responsibilities as determined by the Head of School.
- Actively participate and attend College events as required such as information evenings, presentation nights, productions and other special events.
- Undertake excursions, competitions and other relevant curricular and co-curricular activities.
- Attend School assemblies and staff meetings, and be responsible for all required student supervisory duties.
- Other duties as assigned from time to time by the Head of School, Deputy Principal or Principal.

#### **Child Safety**

- Provide a safe and welcoming environment for all Billanook students and any young people who visit Billanook to engage in College approved activities.
- Promote the safety and wellbeing of children and young people to whom Billanook College provides services.
- Ensure that all interactions with students are positive and safe.
- Provide adequate care and supervision of all students, not only on the campus but whenever students are involved in Billanook College approved activities.



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- Act as a positive role model at all times for students.
- Be aware and observant of key indicators of child abuse, neglect and harm with your students.
- Listen and respond to the views and concerns of children, particularly if they are telling you that they or another child has been abused and/or are worried about their safety or the safety of another.
- Report any suspicions, concerns, allegations or disclosures of alleged abuse to a Child Safety Officer. Follow the College guidelines *Responding to Concerns about Child Abuse, Harm and Safety (available on MyConnect)*.
- Maintain valid VIT or WWCC (Employee) documentation.
- Report to the Principal any criminal charges or convictions received during the course of employment or volunteering that may indicate a possible risk to children and young people, including any such charges or convictions prior to employment.
- Participate in Child Safety and Wellbeing training.

### Occupational Health and Safety

- Participate in OHS related training.
- Adhere to Billanook College's OHS policies and procedures.
- Comply with instructions given for the health and safety of themselves and of others and adhere to safe work procedures.
- Actively participate in the development of risk assessment and / or job safety analysis, identifying, assessing and controlling hazards.
- Report all hazards, injuries, incidents and near misses via *Complispace* and to the Chair of the OHS Committee.
- Assist with workplace inspections.
- Co-operate with management in its fulfilment of its OHS legislative objectives.
- Take reasonable care to ensure their own health and safety and that of others, and to abide by their duty of care provided for in the legislation.

### KEY SELECTION CRITERIA

- Supportive of the values of Billanook College and Independent School education.
- Bachelor of Education (Early Childhood) or other appropriate qualifications which meet the requirements of the National Quality Framework and Education and Care Services Regulations and the Australian Children's Education & Care Quality Authority (ACECQA).
- Teaching experience in Early Childhood education.
- Sound knowledge of the Early Years Learning Framework.
- Knowledge of theories of learning and development.
- Knowledge of curriculum approaches and the strengths and weaknesses of each approach in particular settings or with particular children.
- Knowledge of current research about curriculum and a desire to guide others in reflecting on their practice.
- Demonstrated capacity to accommodate different learning styles and mixed ability groups.
- Comfortable with and confident in utilising appropriate technologies for learning. Familiarity with an eLearning environment essential.
- Innovative in approach, able to enthuse and generate a passion for learning.
- Preparedness to participate in the pastoral, sporting and co-curricular program.
- Sound knowledge of current OH&S legislation and guidelines and a commitment to ensuring a safe working environment.



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- Current first aid qualifications including Anaphylaxis Management and Emergency Asthma Management training preferable.
- Sound understanding of the Child Safe Standards and other mandatory reporting requirements as they apply to Victorian Schools, and a strong commitment to providing a child safe environment at all times.
- Commitment to the College's Child Safety Policy and Code of Conduct.
- Commitment to the principles of equal opportunity and equity in education.
- Current registration with the Victorian Institute of Teaching (VIT).

### TERMS AND CONDITIONS

The terms and conditions of employment are set out in the *Billanook College (Teachers) Enterprise Agreement 2023* and the *Educational Services (Teachers) Award 2020*.

Billanook College is committed to the principles of Equal Opportunity Employment and the principles of merit-based selection, equity, diversity and procedural fairness in our recruitment process.

### CHILD SAFETY SCREENING

Billanook College is committed to the safety, wellbeing and inclusion of our students. The College has no tolerance for child abuse and is a child safe employer.

All potential employees and volunteers will be required to comply with the College's Child Safety and Wellbeing Policy and Code of Conduct, which are available on our website. Billanook College performs thorough assessments of potential and existing employees in accordance with the legislated Child Safe Standards. The assessments will be used to ascertain whether the potential or existing employee is a fit and proper person and is suitable for child related work in a school environment. The screening process includes, but is not limited to, the checking of potential and existing employees' qualifications, identity, references, VIT registration, criminal record and Working with Children checks.