



## Teacher – Early Childhood

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**Department:** Kindergarten

**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. Our Mission is “to provide a quality educational experience in an environment that encourages and enables our students to succeed in a constantly changing world”. This role is a key stakeholder in the College realising that mission.

### Child Safety and Wellbeing

Sheldon College has a zero-tolerance approach to any behaviours that compromise student safety and wellbeing, including child abuse. The College prescribes to the Universal Principle that all children have the right to feel safe, respected, and heard, protected from all forms of abuse, harm, and neglect in a culturally safe environment.

All staff are required to uphold the College's Child Safety and Wellbeing framework, including the Child Safety and Wellbeing Policy, Staff Code of Conduct, and Raising and Responding to Concerns Policy. It is an inherent requirement of all staff members' employment to meet mandatory reporting obligations. Staff must apply a culturally sensitive and trauma informed approach in all Child Wellbeing related activities and Child Safety investigations across all areas of the College.

Successful applicants must demonstrate a commitment to child safety and will be required to complete all mandatory training and compliance requirements prior to undertaking duties.





# Sheldon College POSITION DESCRIPTION



## Position Overview

The Kindergarten Teacher delivers a high-quality early childhood program aligned with the philosophy of the Sheldon College Early Learning Centre, supporting children's learning, development and wellbeing within a safe and inclusive environment.

The role applies the Early Years Learning Framework (EYLF), Queensland Kindergarten Learning Guideline (QKLG) and National Quality Standard (NQS) to implement a responsive, play-based and inquiry-led approach to learning.

Working collaboratively with the Director, Educational Leader and colleagues, the teacher builds strong relationships with children and families to support positive outcomes for all children.

## Duties and Responsibilities

### Educational Program and Practice

- Design, implement, document and evaluate engaging, play-based and inquiry-led learning programs aligned with the Early Years Learning Framework (EYLF), Queensland Kindergarten Learning Guideline (QKLG), National Quality Standard (NQS);
- Apply intentional teaching strategies that recognise children as capable and active participants, using their interests and ideas to inform curriculum decision-making;
- Observe and document children's learning in line with the Centre's pedagogical philosophy to understand their thinking and inform ongoing planning;
- Create inclusive learning environments that support participation, engagement and a strong sense of belonging for all children;
- Establish indoor and outdoor environments that promote exploration, creativity and problem-solving;
- Reflect on teaching practices and work collaboratively with colleagues to support continuous improvement and high-quality educational outcomes;

### Children's Health, Safety and Wellbeing

- Maintain a safe, secure and well-managed environment for children across all indoor and outdoor learning spaces;
- Provide active supervision at all times, supporting children's safety while allowing for appropriate challenge, risk-taking and exploration;
- Identify, assess and respond to risks and hazards in a timely and proactive manner in line with WHS requirements;





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- Demonstrate a strong commitment to child safety and wellbeing by upholding the College's Child Safety and Wellbeing Framework;
- Support children's health and wellbeing through responsive daily practices, including rest, hydration, sun safety and appropriate use of indoor and outdoor environments;
- Cater for individual health, medical, dietary and developmental needs, including the implementation of medical management plans;
- Maintain high standards of hygiene and safe food handling practices in line with service policies;
- Monitor and respond to signs of illness, implementing appropriate management and exclusion procedures as required.

## Engagement and Interaction with Children

- Build secure, respectful, and responsive relationships with all children, fostering a strong sense of belonging and wellbeing;
- Engage with children in a warm, attuned and meaningful way, responding to their cues, interests and emotional needs;
- Support children's social and emotional development through positive guidance strategies, including co-regulation, modelling, and respectful interactions;
- Foster children's confidence, independence, and agency through supportive and consistent interactions;
- Respect and respond to the diverse backgrounds, abilities and experiences of each child, ensuring inclusive practices that support participation and engagement;
- Maintain professional boundaries in all interactions with children, in line with the College's Child Safety and Wellbeing policies.

## Partnerships with Families and Community

- Build respectful and collaborative partnerships with families, recognising them as children's first teachers;
- Maintain open and professional communication with families, sharing relevant information to support children's learning, development and wellbeing;
- Value and incorporate family perspectives, knowledge and aspirations into planning and practice;
- Engage with the wider College community and external services where relevant to support children's learning and wellbeing.

## Professional Practice and Contribution

- Contribute to the effective daily operation of the Centre, demonstrating flexibility and a willingness to support the broader needs of the service including active participation in meetings and planning discussions;





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- Participate in continuous improvement processes, including the Quality Improvement Plan (QIP) and Assessment and Rating requirements;
- Engage in ongoing professional learning and development to maintain and enhance professional practice;
- Undertake other duties as reasonably directed by the Director of Early Learning or Deputy Principal.

## Qualifications, Experience and Capabilities

### Essential:

- Bachelor of Early Childhood Education (or ACECQA-approved equivalent);
- Current registration with the Queensland College of Teachers (QCT);
- Valid Working with Children Check (Blue Card);
- Current First Aid, CPR, Asthma and Anaphylaxis qualifications;
- Demonstrated understanding of the Early Years Learning Framework (EYLF), Queensland Kindergarten Learning Guideline (QKLG) and National Quality Standard (NQS)
- Ability to design and deliver high-quality, play-based and inquiry-led learning programs
- Strong communication and interpersonal skills
- Ability to work collaboratively within a professional team environment.

### Desirable:

- Experience in a Reggio Emilia-inspired or inquiry-based learning environment
- Experience using digital platforms to support documentation and communication
- Demonstrated commitment to ongoing professional learning and development

### Child Safety, Wellbeing and Duty of Care

- Demonstrated understanding of child safety, wellbeing, and duty of care responsibilities within an early childhood setting;
- Adhere to and uphold the College's Child Safety and Wellbeing policies and procedures at all times;
- Comply with all legislative and regulatory requirements relating to child protection, including mandatory reporting obligations;
- Completion of approved Child Protection training, including the Department of Education's GECKO Child Protection Training, prior to commencing duties;
- Work in alignment with the National Principles for Child Safe Organisations, promoting a culture of child safety and wellbeing;

