



Position Description

Position:	Early Learning Teacher
Position Status:	Full-time (1.0 FTE), ongoing
Classification:	In accordance with the Presbyterian Ladies' College Teachers Agreement 2026
Reports to:	Head of Early Learning Centre. All positions in the College ultimately report to the Principal.

Presbyterian Ladies' College

Established in 1875, Presbyterian Ladies' College (PLC) is a leading Christian independent school for girls from Kindergarten to Year 12, with onsite boarding available from Year 7.

The campus is situated in the east of Melbourne on a 16-hectare site, creating a unique environment of a school in a park.

Our core values, underpinned by our Christian Ethos, are Integrity, Empathy, Courage, Delight and Service, and these provide an enduring foundation for dynamic learning.

The College Mission is to provide an outstanding education within a Christian context that:

- prioritises care
- promotes holistic development and growth
- personalises learning
- provides enriching opportunities
- perpetuates principled living and a service ethic
- prepares students for their time as scholars, thinkers, citizens, advocates, and leaders

PLC seeks to appoint staff who are passionate about education, with the highest professional skills who will actively support the Christian teachings and ethos of the College, and possess a willingness to make a positive difference to the lives of PLC students. This will be visibly demonstrated through their behaviours, attitudes and role-modelling of the four PLC values: truth and excellence, character and integrity, service, care and respect. All staff must also commit to a culture that supports and embraces Child Safe Standards.

Our consistently impressive academic results reflect the high-quality teaching, dedication of the students and visionary leadership for which the College has long been renowned.

We value and nurture the individual strengths and passions of the students. The personal development of our students is our priority with extensive age-appropriate learning, care and wellbeing programs. The students' talents and interests are nurtured within a rich curriculum program, as well as through extensive co-curricular offerings.

Our ultimate goal is to develop students who are fully prepared and will flourish in their life and work well beyond school as they contribute in meaningful ways to their community as scholars, thinkers, citizens, advocates and leaders.



Context of the Role

The Early Learning Centre provides exceptional early childhood programs for children from 6 months to school age in a spacious, state-of-the-art Centre. The Centre operates for 48 weeks each year, closing for 4 weeks during the New Year period.

Position Overview

The Early Learning Teacher will be responsible for teaching at Pre-Prep / Kindergarten level, and is part of a passionate, highly collaborative team of educators committed to providing an exceptional educational program for the children within their care.

An understanding of the Reggio Emilia approach to Early Childhood Education would be viewed favourably.

Key Responsibilities:

Examples of duties include but are not limited to:

- planning, implementing, assessing and evaluating a high-quality and diverse educational program based on the VEYLDF and EYLF frameworks, which reflects children's strengths, interests, ideas and individual learning needs
- actively supporting every child to participate in the program, ensuring that children's agency, voice, interests and ideas are valued, respected and promoted
- ensuring that all practices are in accordance with the National Quality Framework and reflect the philosophy, policies and procedures of the ELC
- ensuring that the program reflects the needs, interests and context of the school community
- implementing effective health and hygiene practices, including meeting all early childhood regulations relating to medical management plans, risk management plans, policies and procedures
- developing and maintaining warm, respectful, supportive, collaborative and responsive relationships with College staff, families and children
- informing parents about their children's care, learning and educational program, and supporting open and positive communication about the Centre's operation
- supporting and encouraging parents' interest and facilitating their involvement in the Centre, recognising families as valued partners in their children's learning and development
- working cooperatively and collaboratively with other staff to provide a caring, welcoming, inclusive and stimulating environment where every child feels safe, valued and a strong sense of belonging
- participating in regular collaborative planning with colleagues to share ideas, contribute to program development, reflect on practice and support consistent approaches across the Centre
- participating in staff development, professional growth and training opportunities, with a commitment to continually strengthening professional knowledge and practice
- contributing to the Centre's continuous improvement through reflective practice and as directed by the Head of Early Learning, Deputy Head of Early Learning and the Educational Leader
- having responsibility for the day-to-day supervision of staff who participate in the implementation of the program, fostering a positive, respectful and collaborative team environment
- promoting and upholding the 11 Child Safe Standards, ensuring children's safety and wellbeing are at the heart of everyday practice, and that children are listened to, respected and supported to have a voice in matters that affect them
- creating an environment where children feel safe to speak up, where their concerns are taken seriously, and where staff understand and respond appropriately to signs of harm or abuse
- ensuring that child safety and wellbeing are embedded across the Centre's practices, relationships, decision-making and continuous improvement, with particular attention to inclusion, cultural safety and the participation of children and families
- complying with all current Early Childhood legislation and ELC policies and procedures



- actively contributing to a broad range of school activities and having flexibility to attend after-hours commitments when required
- ensuring the confidentiality and privacy of members of the College community is respected
- adhering to the ELC Code of Conduct Policy
- being willing to act in the position of 'Person in Day-to-Day Charge' of the Centre, as required
- ensuring that equipment and resources are maintained at an optimum level, providing children with safe, engaging and meaningful opportunities for learning and play

Other Duties

- as directed by the Head of Early Learning Centre or the Principal
- maintain up-to-date understanding and support of the College's commitments to Child Safety, Health & Safety, and Policy & Compliance

Key Relationships:

- Head of Early Learning Centre
- Early Learning Centre staff
- Families of students

Mandatory Qualifications / Registrations / Certifications:

- relevant qualification in Early Childhood Teaching
- current Victorian Institute of Teaching (VIT) registration
- current DoFoodSafely certificate, or willingness to obtain
- current certification, or willingness to obtain certification, through PLC-run programs:
 - Provide First Aid (HLTAID012) and CPR (HLTAID009) certificates
 - Asthma First Aid certificate
 - Anaphylaxis Management certificate
 - EC Protect - Protecting Children - Mandatory Reporting and other Obligations Early Childhood
 - National Child Safety Training (Foundations and Advanced Training)

Please note: Staff are required to maintain current certification and compliance training as required

Knowledge, Skills and Experience:

- a sound understanding and knowledge of early childhood development, the National Regulations, National Law, the EYLF and the VEYLDF, and Child Safety and Protection
- manage own workflow in an efficient and effective manner
- administrative and workload management skills
- excellent interpersonal skills and an ability to communicate effectively and professionally with parents, co-educators and other Centre staff
- actively support the College's mission, values and goals in all dealings with members of the school family and wider community

Key Attributes:

- a warm, positive, and considerate manner
- calm under pressure
- excellent interpersonal skills and a positive approach to working with children, families, educators, other professionals, and the community
- manage own workflow in an efficient and effective manner



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- ability to effectively prioritise and multi-task
- ability to work independently and collaboratively as required
- a commitment to ongoing professional learning and growth
- actively support the College's mission, values and goals in all dealings with members of the school family and wider community

Workplace Health and Safety

PLC is committed to fostering a safe, healthy and respectful environment for all members of the College community. All staff share responsibility for contributing to a positive workplace culture by complying with the College's OHS policies, procedures and practices, taking reasonable care for their own health and safety and that of others, and supporting an environment where wellbeing, safety and respect are valued and prioritised.

Child Protection

PLC is committed to being a Child Safe organisation where the safety, wellbeing and best interests of children and young people are at the centre of all we do. All staff share responsibility for creating and maintaining a child safe culture by complying with applicable child protection legislation and the College's Child Safe policies, procedures and practices. This includes actively supporting student wellbeing, promoting inclusion, respect and empowerment, taking action to keep children and young people safe from harm, and raising any concerns regarding child safety. The College has zero tolerance for child abuse.

Dr Emma Burgess

Principal

August 2026

The purpose of this position description is to provide a general overview of the key responsibilities of the position and is not intended to represent the entirety of the position nor is it intended to be all-inclusive