

# Position Details

## Early Years Kindergarten Co-Educator

At Strathcona Girls Grammar, we are committed to being a learning community that is Unstoppable Together, advancing the connections that inspire excellence, opportunity and impact for every student, grounded in optimism and the joy that shapes a purposeful life well lived.

Our mission, Empowering Minds, Enriching Community, Transforming the Future, underpins every aspect of school life. We believe that exceptional teaching has the power to transform lives. Through a culture of high expectations, curiosity, innovation and continuous improvement, we empower students to become confident, capable and future - focused learners who are prepared to thrive in an increasingly complex world.

As emerging technologies continue to reshape the ways we learn, work, communicate and create, Strathcona is committed to ensuring that every student develops the knowledge, skills and dispositions required to thrive in a digital and AI -enabled future. We believe that digital capability extends beyond technical proficiency to include creativity, critical thinking, ethical decision-making, problem solving, collaboration and responsible participation in an increasingly connected world. The School is committed to fostering digitally fluent learners who can confidently navigate complexity, evaluate information critically, harness emerging technologies thoughtfully and contribute positively to their communities.

Strathcona Girls Grammar is a school where the dignity of each person is recognised, respected and fostered. Our school takes an integrated and collaborative approach to building and strengthening safe and respectful school communities which are child safe .

### Primary Purpose of the Position

The primary purpose of the position is to work collaboratively with the classroom teacher to support the kindergarten program. This role helps create a warm, engaging, and child-centered learning environment that fosters development across all domains, in line with the Victorian Early Years Learning and Development Framework (VEYLDF) and the National Quality Standards (NQS).

**Authorised by:** Principal  
**Last reviewed:** October 2026

| Responsibilities                                   | Outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Promote and enable the Strathcona Strategic Vision | <ul style="list-style-type: none"><li>• Observable behaviours and professional practice of all staff at Strathcona.</li><li>• Strathcona's vision is "To be a learning community that is unstoppable together, advancing the connections that inspire excellence, opportunity and impact, for every student, grounded in optimism and the joy that shapes a purposeful life well lived."</li><li>• Underpinning this vision are the core values of Courage, Respect, Integrity, Compassion, and Empowerment.</li></ul> |

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|---------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Provide students with a child-safe environment.                                             | <ul style="list-style-type: none"> <li>• A demonstrated understanding of appropriate behaviour and legal obligations relating to child safety.</li> <li>• Be familiar with and comply with the School's Child-Safe Policy and Code of Conduct, and any other policies or procedures relating to child safety pertaining to Strathcona Early Years.</li> </ul>                                                                                                                                                                                                                         |
| To model observable professional behaviour and professional courtesy                        | <ul style="list-style-type: none"> <li>• An environment of professional trust, empowerment and learning is fostered.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Provides support for each child's health and wellbeing needs.                               | <ul style="list-style-type: none"> <li>• Duty of care is exercised at all times in relation to the health and well-being needs of each child.</li> <li>• Build a positive relationship with children and families.</li> </ul>                                                                                                                                                                                                                                                                                                                                                         |
| Provide support for the development and implementation of the teaching and learning program | <ul style="list-style-type: none"> <li>• A safe, clean, ordered, welcoming and stimulating environment for children, families and colleagues always exists.</li> <li>• Contribution to documentation and displays.</li> <li>• Assist with daily planning, learning experiences, and small-group or individual learning support.</li> <li>• Suitable materials, resources and equipment are gathered for learning</li> <li>• The indoor and outdoor learning environments, including provocations, are set and maintained in an aesthetically pleasing and inviting manner.</li> </ul> |
| Fostering a culture of collegiality and collaboration                                       | <ul style="list-style-type: none"> <li>• Engagement in collaborative curriculum planning with classroom teachers and team projects.</li> <li>• Professional courtesy is demonstrated at all times.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                         |
| Professional development                                                                    | <ul style="list-style-type: none"> <li>• Participation in relevant professional and community networks and forums.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Other duties as required                                                                    | <ul style="list-style-type: none"> <li>• Administrative duties are attended to efficiently and effectively.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

### Reporting Relationships

|                           |                                                                                                                           |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------|
| Reports to                | <ul style="list-style-type: none"> <li>• Director of Early Years Kindergarten</li> <li>• Head of Junior School</li> </ul> |
| Associated Relationships: | <ul style="list-style-type: none"> <li>• Principal</li> <li>• Other authorities as appropriate</li> </ul>                 |

### Key Challenges

- Build on the School's reputation as a centre of excellence in education.
- To improve student engagement and learning through differentiation and student ownership.
- To promote the learning area they support.
- To work collaboratively with colleagues to attain consistent and appropriate expectations of student achievement and conduct.

### Selection Criteria – Knowledge and Skills

#### Essential:

- Knowledge of child safety and safeguarding responsibilities.
- Follow service policies and procedures relating to child safety, wellbeing, supervision, and emergency management.
- Highly developed verbal and written communication skills.
- Capacity to maintain high level confidentiality in all dealings with staff and students.
- Attention to detail and able to meet deadlines.
- Time management and coordination skills.

### Selection Criteria – Education and Experience

#### Essential

- Diploma of Children Services or equivalent
- First Aid Certificate – Level 2
- Completion of the National Child Safety Training (Foundation Courses).

- Completion of Victoria's Protecting Children: Mandatory Reporting and Other Obligations for Early Childhood (EC PROTECT) training.
- Current Working with Children Check
- Experience and understanding of the principles and practices of the Early Years Learning Framework (EYLF)
- Experience with or interest in pedagogical documentation.
- Understanding of Education and Care Services National Law and Regulations and the National Quality Standard.
- Basic knowledge of Microsoft Office

**Selection Criteria - advantageous:**

- Understanding of current theory and research relating to Early Childhood Education including the principles and practices of the Reggio Emilia Educational Approach.

**Personal Qualities**

- Capacity to work both independently and as part of a team towards a common goal with a high level of professionalism.
- Excellent personal presentation and manner with highly developed interpersonal skills.
- Committed to continual personal and professional growth, enthusiastic and conscientious.
- Be a suitable person to engage in child-connected work.
- Supportive of the ethos of the Christian tradition.
- Highly developed verbal and written communication skills.
- Demonstrated ability to work with others towards a common goal.
- Personal resilience, enabling effective management of multiple and conflicting demands.

**Child Safe Standards**

The School is committed to ensuring child safety. The School has zero tolerance for child abuse, including discrimination and racism, and will treat very seriously all allegation and concerns. In line with this commitment to child safety, the School has put in place policies and procedures to uphold the Victorian Child Safe Standards. These standards aim to promote child safety, prevent child abuse and set up processes to properly respond to allegations of child abuse.