



FLINDERS

CHRISTIAN COMMUNITY COLLEGE

Hope & Purpose through Christian Education

Flinders Christian Community College Kindergarten Teacher

1. POSITION IDENTIFICATION

Title	Kindergarten Teacher	Level	<i>Refer Schedule A – Flinders Christian Community College – Enterprise Agreement Teaching Staff</i>
Campus	Mount Martha or Carrum Downs	Agreement/Award	<i>Flinders Christian Community College – Enterprise Agreement Teaching Staff 2017-2021</i>
Reporting To	Kindergarten Director	Date effective	January 2025
Last updated	October 2023	Position No.	PC127.2

2. INHERENT REQUIREMENT

Purpose

We bring hope and purpose to our community through Christian education.

Vision

To be a Transformative Christian Learning Community.

Values

We value:

- Love, Faith, Integrity, Humility, Grace, Excellence, Perseverance.

All staff at Flinders Christian Community College model and demonstrate the reality of the Gospel by the way they undertake their employment responsibilities and by the way they live. Every activity undertaken by the College must be characterised by love, mercy, forgiveness, reconciliation, humility and justice, all elements demonstrated by Christ's life, death and resurrection, which is the core of the Gospel.

Employees must agree with the College's:

- Vision, Mission, Values, Philosophy of Christian Education;
- Statement of Identity;
- Statement of Faith;
- Nicene Creed and Apostles Creed.

Employee shall have an in-depth knowledge of the ethos of the College (below) and the principles by which it operates, and must be willing to support these unreservedly.

3. CULTURE AND VALUES

Ethos

Employees are expected to:

- Uphold the practical demonstration of Faith in Christ, and the College's underlying Christian beliefs, in dealing with others
- Comply with Biblical standards of equity, justice, fairness and compassion in dealing with others inside and outside the College
- Act responsibly to protect the safety and security of our students and other staff at all times
- Encourage positive behaviours and attitudes in students and others that demonstrate respect for all
- Perform duties in a responsible and professional manner, with due regard for the College's policies and other legal requirements and obligations
- Exert responsible stewardship of College resources
- Promote and protect the College's reputation in the wider community
- Act appropriately when a conflict arises between the individual's personal interest and their duty to the College.

Employees must support the College values and policies, and conduct themselves in a way which is consistent with this ethos. Specific expectations of employees are detailed in the College's Policy Handbook which is located on the Colleges' intranet.

4. RISK AND COMPLIANCE

It is the responsibility of every staff member to actively participate in the management of risk and to ensure a healthy and safe work environment for themselves, their co-workers, students and 'other persons' (including, visitors and members of the public).

It is a requirement of this position that the Kinder Teacher participate, promote and support the College risk management and OHS practices, by:

- Reporting all hazards observed including any potentially unsafe work practices.
- Reporting all incidents, accidents or near misses.
- Taking ownership of the management of risk and OHS.
- Investigating reported hazards, risks, incidents, accidents and near misses.
- Actively participate in all professional development and training regarding risk management and OHS.
- Cooperating with any reasonable request or direction given by the College to ensure your health and safety and that of others and to ensure the College mitigate health and safety risk.

5. CHILD SAFETY

Our College is committed to child safety and has zero tolerance to child abuse.

Our People and Culture has developed robust practices which are to be strictly adhered to by all employees and, with the expectation that employees are familiar and understand their obligations with respect to child protection and the College's commitment to keeping our children safe.

6. PURPOSE OF POSITION

The primary purpose of the Kindergarten Teacher role is for the incumbent to provide high quality Kindergarten program, to facilitate and ensure the health, safety and wellbeing of children, improve the educational and developmental outcomes, interests and experiences of children taking into account the individual differences of each child, promote continuous improvement in the provision of quality education and care services in line with the approved national framework. This position may also incorporate duties associated with the Outside Hours Care Program.

7. WORKING RELATIONSHIPS

Reports to: Kindergarten Director

Responsible for: Kindergarten Assistant(s) in conjunction with the Kindergarten Director.

8. SUMMARY OF ACCOUNTABILITIES AND RESPONSIBILITIES

All key accountabilities and responsibilities of this role are based on the National Law and Regulations, the Principles, Practices and outcomes detailed in the applicable laws, Standards and Elements. All educators are expected to have a working knowledge of these documents, which underpin their pedagogy and, together with the Pre-School philosophy, directly reflect their relationships with children, families and co-educators. A sound understanding of the principles, pedagogy and practices of a Reggio Emilia inspired approach.

The Kindergarten Teacher must:

- be a 'fit and proper person' and meets the prescribed minimum requirements for qualifications, experience and management capability under the applicable laws and as required by the Regulatory Authority;
- hold a current Working with Children Check;
- be a qualified and registered teacher with the ability to lead, create and teach a comprehensive, quality educational program; and
- perform the administrative duties required to support the program and fulfil the requirements of the National Quality Frameworks, ACECQA and DET.

In addition to carrying out duties as delegated by the Kindergarten Director or delegate, this role also includes the following areas of responsibility:

Spiritual Leadership

- Model the ethos and values of the College.
- Lead in a godly, wise manner.
- Be committed to expressing Christian leadership in the performance of all tasks.
- Ensure that regular devotions with staff and children occur in accordance with the values and culture of the College.
- Provide pastoral care for staff, children and families in your care.

Children

- Provide for quality educational program to support and enrich each child's development.
- Assist Kindergarten Staff to identify children with additional needs and to make recommendations as needed to Early Intervention Professionals in consultation with Education Support Coordinator.

Curriculum

- In consultation and collaboration with the Kindergarten Director, Head of Teaching and Learning – Early Years and Head of Primary School, develop a quality curriculum that reflects the principles, pedagogy and practices of a Reggio Emilia inspired approach.
- Develop educational program and practice strategies that are focused on safeguarding and promoting children's health and to ensure the physical environment is safe, suitable and provides a rich and diverse range of experiences that promote children's learning and development and; to oversee the implementation of these educational programs via team planning meetings, observations and viewing of work programs within the Kindergarten.
- Develop strategies for staffing arrangements to ensure qualified and experienced educators, co-ordinators and nominated supervisors are able to develop warm, respectful relationships with children, create safe and predictable environments and encourage children's active engagement in the learning program.
- Develop strategies which focuses on collaborative relationships with families that are fundamental to achieving quality outcomes for children and community partnerships that are based on active communication, consultation and collaboration.
- Assist the Kindergarten Director in overall curriculum development within the College.
- Participate in Kindergarten Team meetings at a minimum on a quarterly basis to ensure effective communication regarding curriculum between staff and to discuss the operations of the service, all grievances or complaints are addressed, investigated fairly and documented in a timely manner.
- Participate in reflection and evaluation meetings within the Kindergarten to reflect on the effectiveness of the current curriculum and discuss recommendations for continuous improvement.
- Ensure that appropriate documentation and feedback to parents is being provided on a regular consistent basis.
- Ensure that quality learning and teaching takes place in the Kindergarten classes.

Leadership and Management

- To ensure appropriate governance arrangements are in place to manage the service
- To ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning, in liaison with the Kindergarten Director
- Participate in team meetings with Kindergarten Staff
- Develop Kindergarten staff knowledge, skills and attributes in accordance with industry practice
- Assist with the organisation of excursions, incursions and special events within the Kindergarten.
- Oversee classroom planning, learning experiences and management within the Kindergarten.
- Assist the Kindergarten Director or delegate in planning of special whole Primary School programs as appropriate.

The Kindergarten Teacher is also expected to:

- Attend to the learning needs and pastoral care of each child under his/her supervision.
- Provide a warm, caring, healthy and safe environment for children in which all children's physical, emotional, cognitive and language development is nurtured.
- Attend to the administration and day to day operations of the Kindergarten.

Authority

The Kindergarten Teacher is authorised to:

- Oversee all staff within the Kindergarten in liaison with the Kindergarten Director
- Foster restorative practice within the Kindergarten context, in accordance with College policy
- Discuss with the Kindergarten Director concerns pertaining to staff or students within the Kindergarten.
- Ask for information from staff regarding students and their progress in all areas.

- Recommend new initiatives to the Kindergarten Director and/or Head of Primary School as appropriate.

Extra Curricula Activities

- Assist with community events such as Open Days, Information Evenings and Transition programs as required.
- Attend meetings and professional development as required.
- Other tasks as directed by Kindergarten Director and/or Head of Junior School as per operational requirements.

Accountability

- The Kindergarten Teacher is directly accountable to the Kindergarten Director, and has an indirect accountability to the Principal and Head of Primary School.

Teaching allocation

- The Kindergarten Teacher role incorporates both teaching and administration responsibilities.

9. KEY PERFORMANCE INDICATORS

ACCOUNTABILITIES AND RESPONSIBILITIES	KEY PERFORMANCE INDICATORS
<p>OUTCOME: 1. PLAN AND IMPLEMENT A QUALITY EDUCATIONAL PROGRAM (NQS Quality Area 1: Educational program and practice)</p> <p>1.1 Lead, plan, implement, assess and review a high quality and diverse educational program based on appropriate curriculum frameworks and with reference to the NQS, considering the developmental needs, interests and abilities of all the children attending the Kindergarten.</p> <p>1.2 Is responsible for the active support of every child so that they participate in a program that enhances and promotes children's learning development.</p> <p>1.3 Deliver and manage Kindergarten Staff to deliver effective and valuable documentation of children's learning in accordance with the centre philosophy and the Learning Outcomes (EYLF, VEYLDF and FSAC).</p> <p>1.4 Model and support the use of a variety of teaching strategies including intentional teaching and reflective practice in daily work.</p>	<ul style="list-style-type: none"> • A quality program, appropriate to the child's developmental needs and interests and is developed and delivered in consultation with the Kindergarten Director, Head of Primary School and Early Years HOTL. This program reflects the needs of the community and is culturally appropriate and respectful. • The principles of The Victorian Early Years Learning Framework & Development (VEYLDF) are followed and supported by Kindergarten Staff. • Curriculum documentation and regular planning is consistently developed and available for parents to see. Kindergarten staff are actively involved in program and documentation development that is in accordance with Kinder philosophy and Learning Outcomes.
<p>OUTCOME: 2. PROMOTE THE HEALTH AND SAFETY OF ALL STAFF AND CHILDREN (NQS Quality Area 2:</p>	

<p>Children's health and safety; Quality Area 3: Physical environment)</p> <p>2.1 Ensure staff and children utilise effective health and hygiene practices, including meeting all regulations relating to food safety and preparation, medical management plans, risk management plans, policies and procedures.</p> <p>2.2 Ensure that all children have access to nutritious food and fresh drinking water.</p> <p>2.3 Responsible for the promotion of health, wellbeing and physical exercise in the service.</p> <p>2.4 Ensure a safe and stimulating physical environment where all staff and children are protected from hazards or harm.</p>	<ul style="list-style-type: none"> ● Children are safe and supervised at all times in accordance with College policy and VIT Standards. Educators are responsive to the children's additional needs/requirements i.e. cultural, physical, emotional, medical or dietary. ● All policies and guidelines relating to the maintenance and cleanliness of the service, and the personal health and safety of the children and staff, are consistently adhered to. ● Student health, wellbeing and physical exercise is inherent.
<p>OUTCOME: 3. BUILD POSITIVE RELATIONSHIPS WITH ALL STAKEHOLDERS (NQS Quality Area 4: Staffing arrangements; Quality Area 5: Relationships with children; Quality Area 6: Collaborative partnerships with families and communities)</p> <p>3.1 Work cooperatively, ethically and respectfully with other educators, and oversees Kinder staff professional development, in accordance with the College values</p> <p>3.2 Develop and maintain a respectful, supportive, collaborative and responsive relationship culture between children, their families and Kinder staff.</p> <p>3.3 Establish and maintain links with the local networks, resource agencies and other relevant organisations.</p> <p>3.4 Manage workplace students and volunteers, as directed.</p> <p>3.5 Develop and oversee an effective induction and orientation process for new families, children and educators, including workplace students and volunteers in consultation with the Head of Primary School, Campus Principal and People and Culture Department.</p>	<ul style="list-style-type: none"> ● Positive relationships are developed and maintained with all families ● Family involvement in the Kindergarten assists in the development and implementation of the program and activities. ● Collegial relationships are developed and maintained in a professional, supportive and respectful manner.

OUTCOME: 4. CONTRIBUTE TO THE EFFECTIVE MANAGEMENT OF THE SERVICE (NQS Quality Area 7: Leadership and Service Management)

- 4.1 Manage and oversee all practices to ensure that they are in accordance with the NQS and reflect the philosophy, policies and procedures of the service.
- 4.2 Identify and attend professional development opportunities and network meetings in line with strategic objective or as directed by the Kindergarten Director, Head of Primary School or Campus Principal.
- 4.3 Responsible for reading and promoting an understanding of the NQS, the NQF and the curriculum framework documents within the team/room.
- 4.4 Contribute to the continuous improvement of the service through reflective practice and as directed by the Kindergarten Director, Head of Primary School and Campus Principal.
- 4.5 Work collaboratively with Kindergarten Staff to ensure that any collection of data, medical or other records required occurs in a timely manner, and in accordance with the service's policies and procedures and the NQS.
- 4.6 Work collaboratively with the Kindergarten Director, Head of Junior School or delegate in matters relating to leadership, pedagogical leadership, management support, service administration, as directed.

- All Government Regulations and guidelines, school policies and procedures are consistently and visibly adhered to.
- Attends and contributes to meetings and in-service programs that align with strategic objectives.
- The NQS, NQF and curriculum framework documents are used to inform teaching and learning in the Kinder
- Services goals and objectives are met
- Staff use reflective practice to inform continuous improvement
- Staff in leadership work collaboratively to identify, communicate and deliver strategic objective in relation to staffing, pedagogy, management and service.
- Data is collected in a timely and effective manner in accordance with legislative, funding and College requirements.

10. WORK RELATED REQUIREMENTS / SELECTION CRITERIA

Essential knowledge:

- Bachelor of Early Childhood Education. Victorian Institute of Teaching Registration - Early Childhood Teacher Division 3A
- Current First Aid training as prescribed in the Education and Care Services National Law Act 2010.
- Anaphylaxis and Asthma management training as prescribed Education and Care Services National Law Act 2010.
- Current Victorian Institute of Teaching Registration (ECT status).
- A working knowledge of appropriate curriculum frameworks and an ability to assist in developing and implementation of a high quality educational program that reflects the nature of the centre, local and wider community, based on the curriculum frameworks.
- A sound understanding of the principles, pedagogy and practices of a Reggio Emilia inspired approach.
- An understanding of the planning and implementation of a curriculum based on Christian Worldview

- A working knowledge and understanding of the developmental needs of children who attend the Kinder
- A working knowledge of the applicable laws including but not limited to: National Quality Standards, the Education and Care Services National Law Act 2010 and the Education and Care Services National Regulations 2011
- Demonstrated experience of directing a quality Kindergarten/Pre-School service.
- Demonstrated experience in the education and care of children aged 3 - 5
- Demonstrated experience and ability to establish warm nurturing and responsive relationships with children and to sensitively meet their needs
- Demonstrated ability to work with families, children and educators in a culturally competent manner
- Proficient with requirements under the Mandatory Reporting under the Children, Youth and Families Act 2005, Crimes Act 1958, Education Training and Reform Act 2008, and Victorian Institute of Teaching Act 2001, and in accordance with College policy.

Skills

- Well-developed interpersonal and communication skills with both children and adults
- The ability to incorporate the Christian Faith and Worldview into teaching and interactions with families.
- The ability to work cooperatively and flexibly within a team environment
- Well-developed organisational skills
- High level of initiative is used in order to anticipate the needs of the teacher and/or students.
- Computer /IT skills to support record keeping and documentation.
- The ability to work with Health and Early Intervention Professionals in the diagnosis and support of children with additional needs.

Attributes

Living the vision and values:

Keeping the vision and values of Flinders Christian Community College at the forefront of decision-making and action.

11. POSITION DIMENSIONS

NUMBER OF STAFF DIRECTLY REPORTING TO POSITION	Two
EXTENT OF DELEGATED AUTHORITY	Operates with a high level of autonomy under broad direction
LOCATIONS	Mount Martha or Carrum Downs
ALLOWANCES/SPECIAL CONDITIONS	In accordance with <i>Flinders Christian Community College Enterprise Agreement Teaching Staff</i>
SPECIALISED EQUIPMENT/SPECIAL LICENCE REQUIREMENTS	Current ECT VIT registration Evidence of COVID 19 Vaccination
OTHER IMPORTANT DIMENSIONS	NA