



Position Description

Position: Early Learning Centre (Early Childhood) Teacher

Appointed by: The Principal

Responsible to: ELC Director/Head of Junior School

Location: St Anne's Campus or Bairnsdale Campus

School Overview

Gippsland Grammar provides an outstanding contemporary, holistic education where our Community has a shared understanding of what we learn, how we learn and who we teach. Our School culture is centred around our core values of Compassion, Leadership, Excellence, Responsibility and Respect and develops people of character who act with integrity and wisdom.

At Gippsland Grammar responsibility for the protection of children is shared because children are safeguarded only when all individuals accept responsibility and work together and play their part in keeping children and young people safe from harm and abuse.

All staff are required to:

- Comply with the School's Student Protection Program (including the Student Protection and Safety Policy, Student Protection Staff Code of Conduct, and Make a Report Procedure), as well as their legal and professional obligations with respect to the prevention and reporting of actual or suspected child abuse and reportable conduct.
- It is each such staff member's individual responsibility to be aware of key risk indicators of child abuse or reportable conduct, to be observant, and to raise any concerns they may have with one of the Principal, the Executive Leadership Team, the School's Student Protection Officers (and/or with external agencies, where required). In this regard, staff are encouraged to voice their concerns, no matter how minor, trivial or insignificant.
- All contractors and volunteers involved in student-connected work are required to adhere to the School's Student Protection and Safety Policy and Student Protection Staff Code of Conduct and are responsible for contributing to the safety and wellbeing of students in the school environment. They too have obligations with respect to the reporting of actual or suspected child abuse or reportable conduct allegations.

Again, it is the School's expectation that contractors and volunteers are attuned to their individual responsibilities and act in accordance with their internal and external reporting obligations, and the School's policies and procedures (including the Student Protection Program).

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Position Overview

The ELC Teacher is responsible for inspiring, encouraging and supporting the learning of students, along with planning, preparing and delivering curriculum as well as general supervision duties, ensuring the implementation of a high quality educational program that reflects best pedagogical practice, Centre philosophy and School ethos. This is to be done in conjunction with the Director.

At Gippsland Grammar there is a zero tolerance for child abuse and the School is committed to acting in children's best interests and keeping them safe from harm. The School regards its child protection responsibilities with the utmost importance and as such, is committed to providing the necessary resources to ensure compliance with all relevant child protection laws and regulations and maintain a child safe culture.

1 Objectives:

That the students in your care maximise their learning opportunities and achieve their absolute best in everything they undertake at our School.

a. To implement the School's educational model- Academic Care at Gippsland Grammar

Principles of Academic Care at Gippsland Grammar

Academic Care at Gippsland Grammar promotes our five core values of compassion, leadership, excellence, respect and responsibility.

Academic Care, where students are understood not just as learners but as part of a caring community of learners, requires teachers to develop curriculum and approaches to teaching and learning that are made visible and **enhance student learning, well-being and resilience and to embed these in classroom experiences.**

Academic Care at Gippsland Grammar builds positive self-esteem, connectedness and self-efficacy through pedagogies and organisational structures, and through adults' relationships with students in and beyond the classroom.

Academic Care activates personal growth. This mindset enables one to cope with challenges and struggle; to endure and persist; and to create and develop a range of strategies and skills which can be used in a flexible way to flourish.

Academic Care is underpinned by our teachers' passion to the ongoing development of their professional learning, collegiality and collaborative practices, and their commitment to students at the centre of everything we do.

b. Curriculum

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The Gippsland Grammar educational model outlines curriculum implementation which ranges from the organisation to the practice of education. It is an engaging curriculum which seeks to meet the educational needs, interests, talents and aspirations of our students.

At Gippsland Grammar

- the Victorian Early Years Learning Development Framework provides our curriculum framework;
- a variety of programs and support structures meet diverse student needs;
- learning opportunities enable students to connect to virtual and real world situations and environments;
- students have service opportunities and collaborate to make a difference in both local and global contexts;
- ELC teachers are involved in an ongoing process of observing, planning, enacting and reflecting. This cycle is evident in all aspects of their curriculum planning and daily practice;
- observations of child progress are maintained and inform goal setting and planning for individuals and groups;
- engaging, stimulating, challenging and a diverse variety of co-curricular opportunities are available.

c. Teaching and Learning

The Gippsland Grammar educational model outlines best practice pedagogy in the classroom. At Gippsland Grammar

- we provide engaging and stimulating classroom environments where our students feel safe and willing to take risks in their learning;
- our classrooms are places where our students can succeed and there is an understanding between our students and teachers of what success looks like;
- learning is paramount and strategies are developed to intervene, extend or encourage our students to achieve their best;
- our teachers demonstrate expertise and lead our students to develop their own understandings, skills and knowledge;
- students benefit from effective and frequent feedback from their teachers, peers and others;

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- learning is challenging and our students are supported to become resilient and persistent learners;
- our classrooms are places where learning can be collaborative, creative and fun; and

d. Wellbeing

The School has a clearly defined educational model that outlines our best practice approach to student wellbeing. This Academic Care model seeks to promote wellbeing using positive education approaches and to ensure that it is evident across all areas from the ELC to Year 12. At Gippsland Grammar

- the inextricable connection between wellbeing and learning is evident in everything we do;
- students feel safe and supported by teachers;
- our students learn in a calm and focussed environment;
- there are clear and consistent behavioural and learning expectations made explicit to all students;
- behaviours and relationships are managed in a restorative way;
- relationships are respectful and characterised by positive dialogue and active listening;
- teachers know their students, and use positive education strategies in the classroom and beyond;
- a growth mindset is evident in all aspects of School life;
- students learn in spaces which reflect the enjoyment and value of learning; and

e. General and Administrative Duties

- Support the ethos and values of Gippsland Grammar in a professional manner.

2 Planning and documentation

- Plan and implement a high quality educational program that reflects best pedagogical practice, Centre philosophy and School ethos.
- Deliver the program according to term and weekly plans in a collaborative and collegial fashion.
- Ensure that all documents are of a high standard and reflect current practice in the Centre as designated by the Educational Leader (Director). An approved Early Years Learning Framework is to be used as the basis of all planning and documentation. A

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clear cycle of planning which links observations, reflection, evaluation and children's interests must be evident.

- Maintain regular documentation/observations that reflect individual and group abilities and interests.
- Develop a process for maintaining this documentation in conjunction with Co-educator, other ELC staff and Educational Leader.
- Ensure this documentation is available to families upon request.
- Negotiate shared time for program development with the Director/Approved Provider.
- Maintain enrolment records and all other records (e.g medical action plans) as required by the National Education and Care Regulations (2011) or by Centre/School policy.
- Ensure that such records are stored in an accessible location.
- Contribute effectively to development of Centre documents including policies, quality improvement plan and quality assessment process.
- Direct the day to day running of the program including scheduling work duties for Co-educators and including them in documentation process.
- Contribute effectively to development of Centre documents including policies, quality improvement plan and quality assessment process.

3 Family contact

- Conduct parent/teacher interviews, meetings, orientation days or other as directed by Director or Approved Provider (Principal/Heads of Junior School).
- Promote the School in a positive way to families, understanding the importance of marketing our service and supporting the Director as required in this role.
- Develop warm, respectful and inclusive relationships with children and families in the service.

4 Team Work and Leadership

- Direct the day to day running of the program including scheduling work duties for Co-educators including them in documentation process.
- Work collaboratively with Co-educators in an inclusive way.
- Support the Director as requested with any administrative tasks or enrolment issues that the Director may not be present to deal with.
- Transition teachers must work effectively with Early Years staff to ensure harmonious and smooth transitions to Foundation. A transition to school report is also required yearly by Transition group teachers.
- Work collaboratively with other educators, sharing cleaning and routine maintenance tasks. In the case of shared rooms the Educator leaving the room at the end of day must ensure a timely and clean pack up that allows incoming Teacher time to set up for next session.

5 Meetings

- Be available for regular after school and ELC staff meetings, school events or professional development as required.

6 Facilities, safety, purchasing

- Maintain a clean, safe and aesthetically pleasing environment in playroom and

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playground that reflects the philosophy of this service or as designated by the Educational Leader.

- Inform the Director and Approved Provider immediately of any accident or incident that requires medical intervention.
- Inform the Director of any purchasing requests or maintenance issues.
- Create and maintain a safe environment in which students may enjoy their participation

Child Safety

Staff are responsible for supporting the safety and wellbeing of the School's students as follows:

- Behave as a positive role model to students, including through words, conduct and actions.
- Actively promote the safety, welfare and wellbeing of students.
- Provide a learning experience which is consistent with the School's and relevant professional or occupational codes of conduct, which supports students to achieve their personal best, and takes into account individual learning and behavioural needs.
- Act consistently (both in person and in the online environment) with the School's student safety and wellbeing strategies.
- Be vigilant and proactive with regard to student safety and child protection concerns, and take all reasonable steps to protect students from such harm (examples of which include, but are not limited to bullying, discrimination, grooming, harassment, neglect, sexual misconduct, sexual offences, physical violence, reportable conduct and victimisation).
- Encourage and support students who raise safety concerns (including about actual and suspected child abuse or reportable conduct).
- Provide age-appropriate supervision for students.
- Comply with any directions, guidelines, policies, procedures and rules promoted by the School with respect to student safety.
- Knowledge, understanding and adherence to all School and staff obligations regarding student safety, including Ministerial Order 1359 – Child Safe Obligations other child safe requirements mandated by legislation (as amended from time to time).
- Commitment to providing a child safe environment and child safe conduct in all aspects of employment at the School.
- Comply with all aspects of the School's Child Protection Program, including the School's Child Safe Policy Statement and Child Safety Staff Code of Conduct.
- Willingness, understanding and ability to report student safety concerns in line with the School's policies (such as the Make a Report Procedure) and applicable mandatory reporting requirements.
- Complete annual training in Child Safety as required.

7 Professional Responsibilities

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- Actively seek pedagogical knowledge through own professional reading, research and collegial partnerships.
- Genuine interest in working with young people and learning about their education and development.
- Work collaboratively as a member of the relevant team to ensure best possible outcomes for students/staff/school.
- Actively engage in professional development activities and contribute to improved teaching methods, pastoral skills and knowledge.
- Actively engage in Team and Staff meetings.
- Adhere to and abide by the expectations set out in the Gippsland Grammar Guidelines for Professional Behaviour.
- All responsibilities attached to teaching class/es.
- Willingness to participate in and also encourage students to fully participate in the life of our School.
- Compliance with the School's OHS requirements and other requirements (including in respect to anti-discrimination), as mandated by legislation.

8 Co-curricular

Be routinely involved in the co-curricular program, which may include activities that extend beyond the 'normal' school day.

9 Key Selection Criteria:

The successful applicant must:

- a. Be committed to child safety
- b. Possess the ability and willingness to uphold and role model the School's values and Anglican ethos
- c. Hold qualification approved by the Australian Children's Education and Care Quality Authority (ACECQA) - Bachelor of Education (Early Childhood) along with current VIT registration
- d. Hold First Aid qualification HTLAID0004
- e. Be prepared to assume role of responsible person as directed by Director or Approved Provider (Principal)
- f. Be able to work harmoniously and collaboratively as a team member, reporting regularly to the Director, or Head of Junior School.
- g. Be fully conversant with all aspects of National Education and Care Act (2011) and National Quality Assessment and Centre and school policies.
- h. Be a passionate and inspirational teacher
- i. Be an effective and compassionate communicator
- j. Be willing to participate in and also encourage students to fully participate in the life of our school

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Statement of Commitment to Child Safety

Creating and maintaining a student safe culture requires input from the entire School community. Our aim, is to provide a safe environment that aligns with the core values of academic care at Gippsland Grammar; compassion, leadership, excellence, respect and responsibility.

To achieve this, we promote a model of education where students are understood not just as learners, but as an integral part of the School and broader community. As such, we value wellbeing and resilience, celebrate diversity, and embrace a growth mindset, through classroom experiences, and in our approach to academic care, practices policies and procedures.

The commitments, values and principles which guide the School are further outlined in the School's Child Protection and Safety Policy (a copy of which is available on the School's website).

Gippsland Grammar is a student safe environment. Every student has a right to be safe, and at the School, we take a zero-tolerance approach to any behaviours that jeopardise student safety and wellbeing (including child abuse and reportable conduct). As such, preferred applicants will be subject to child protection screening, background and reference checks, verification of identity checks and must adhere to the School's student safe practices, as outlined in the Student Protection Program policies on the School's website.

All prospective employees will be informed about the School's child safety and wellbeing practices, including the Student Protection Staff Code of Conduct.

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