

MARYMEDE EARLY LEARNING CENTRE EARLY CHILDHOOD TEACHER ROLE DESCRIPTION

We at Marymede Early Learning Centre pride ourselves on not only providing three and four year old children with an enjoyable and enriching Kindergarten education, but also preparing students adequately for their ensuing Primary education. We understand that all stages of education are important but in particular the early transition years, as they can place extra challenges on students and their families.

ROLE:

The ECT will be responsible for creating a high quality kindergarten program that is reflective of Marymede Early Learning Centre's philosophy and approach to early education and care. Such program will be created in order with current legislations and standards. The ECT will also ensure that their program is one that includes both the childrens' interests as well as the developmental abilities of each and every child. Marymede ELC requires the successful applicant to commit to creating a safe and secure learning environment for all children enrolled at our service whilst aligning with the Early Years Learning Framework of Australian as well as the Victorian Early Years and Development Framework. The ECT will work with their co-educator to ensure that all educators within the room are across the expectations and focuses of the curriculum. The co-educator will assist the ECT in developing as well as implementing the high quality program.

The ECT will be required to:

- Work as a team in a positive and friendly manner ensuring that child health and safety is first and foremost the main focus of each session
- Comply with both Marymede ELC's procedures and policies as well as complying with legislative requirements under the Education and Care Services National Law Act 2010, and the Education and Care National Regulations 2012.
- Maintain a professional behaviour as well as privacy and confidentiality of all children, staff, families and visitors at Marymede ELC
- Assist in developing and implementing a high quality educational curriculum in line with the EYLF and the NQF
- Role model positive behaviour and support other centre staff with adhering to start, finish as well as break times (where appropriate)
- Ensure that written information regarding the program and planning curriculum is available to parents on a daily basis – this includes even if daily journals are not completed on the day
- Ensure that all resources are treated with respect and that children are modelled how to look after both their learning environment as well as the natural environment outside
- Report directly to the Centre Director
- Will be ready, willing and qualified to act in the position of Certified Supervisor in the temporary absence of the Centre Director



- May be required to work collaboratively with the Prep Transition Co-ordinator from Marymede Catholic College

Early Childhood Teachers will assist in creating an environment where:

- Children have a strong sense of identity
- Children feel safe, secure, and supported
- Children develop their emerging autonomy, inter-dependence, resilience and sense of agency
- Children develop knowledgeable and confident self-identities
- Children learn to interact in relation to others with care, empathy and respect
- Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
- Children respond to diversity with respect
- Children become aware of fairness
- Children become socially responsible and show respect for the environment
- Children become strong in their social and emotional wellbeing
- Children take increasing responsibility for their own health and physical wellbeing
- Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
- Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating
- Children transfer and adapt what they have learned from one context to another
- Children resource their own learning through connecting with people, place, technologies and natural and processed materials
- Children interact verbally and non-verbally with others for a range of purposes
- Children engage with a range of texts and gain meaning from these texts
- Children express ideas and make meaning using a range of media
- Children begin to understand how symbols and pattern systems work
- Children use information and communication technologies to access information, investigate ideas and represent their thinking

ROLE RESPONSIBILITIES

The role responsibilities draw upon the Victorian Institute of Teaching. The role revolves around a demonstrated commitment to professional knowledge, professional practice and professional engagement. The successful applicant must also hold a Bachelor of Early Childhood or equivalent, a current Victorian Institute of Teaching registration, current Level 2 First Aid, current Asthma and Anaphylaxis certificates as well as a current WWCC.



HEALTH & SAFETY

All staff are expected to:

- Adhere to and implement safe work practices and procedures in accordance with Marymede Early Learning Centre policies
- Work safely and report any hazards in accordance with Centre procedures
- Monitor and take full care of the health and safety of others
- Participate when required in the resolution of safety issues.