

# Teacher Position Description

## Overview

---

The Teacher <sup>1</sup> provides leadership in delivering high quality, inclusive programs within the Centre using the Goodstart Practice Guide. You will have expert knowledge of Early Years Learning Framework (EYLF) and relevant state based curriculums, child development and learning to lead the room's education program and practice as well as the Centre practice to meet or exceed the National Quality Standard. You will also contribute to the professional identity of the Centre, raising the quality of the education program and practice.

Working closely with the Centre Director and Education Leader, you will establish authentic and positive relationships with children and families to ensure positive outcomes for all children. You will coach and supervise the room's Educator and the Centre team to deepen their understanding of curriculum and pedagogy and to embed a culture of ongoing reflective practice.

Ideally you will work with the group of children in their final year before formal schooling or be appointed to a position designated as requiring a university qualification for the purpose of complying with regulatory requirements.

In your role of a Teacher you will commit to maintaining professional work standards at all times.

### Key deliverables:

- Use and implement the Goodstart Practice Guide to ensure the education program and practice meets or exceeds the National Quality Standard.
- Model effective application of pedagogy in teaching practice.
- Assess children's learning and development and apply pedagogical expertise to inform curriculum decisions.
- Build and maintain strong, positive relationships with children and families.
- Support a culture of reflective practice and continuous improvement.
- Seek and share best practice examples to improve the education program.
- Maintain a safe environment for children, families and team members.
- Contribute to a professional and positive work culture.

### Reporting Lines

**Department:** Operations

**Reports to:** The Centre Director

**Direct reports:** Educators (where allocated)

**Internal relationships:** The Centre Team, Early Learning Consultants, Area Manager, Early Childhood Teacher Program Manager, Professional Learning Consultants, Social Inclusion Coordinator, The Centre Support Office

**External relationships:** Children and families, community partners, government agencies and departments, Employee Assistance Program

### The Goodstart Team

---

As one of the largest social enterprises in Australia, the Goodstart team cares for 73, 00 children from 61, 000 families across 644 the Centres in all states and territories of Australia. Our people are our

---

<sup>1</sup> This Teacher position aligns to Goodstart's EA Teacher definition, defined as a person who holds a relevant university qualification and performs duties including: developing and delivering an education program, assessing student participation in an education program, administering an education program and performing other duties incidental to the delivery of the education program.

---

foundation; together we are working to ensure children have the learning, development and wellbeing outcomes they need, for school and life.

## **Accountabilities**

---

### **1. Safety: Ensure a safe environment and culture.**

- Maintain and ensure a healthy and safe environment and comply with Goodstart’s safety systems and relevant legislation to recognise and respond appropriately to risks and non-compliance in the Centre.
- Escalate issues to the Centre Director and collaborate to develop and implement actions to resolve and prevent the re-occurrence of incidents.
- Actively champion and maintain a safety culture, in line with Workplace Health and Safety requirements.
- Maintain thorough knowledge of relevant Child Protection Law matters applicable to the jurisdiction and proactively respond to child protection matters.

### **2. Quality: Raise the quality of early learning.**

- Maintain expert knowledge of the National Quality Framework (NQF) and support the Centre performance to meet and/or exceed all National Quality Standards (NQS).
- Comply with Goodstart’s Policies, Procedures and Requirements.
- Actively contribute and support the Centre’s continuous improvement through the Quality Improvement Plan (QIP).
- Deliver specific learning program and practice within long day care and/or kindergarten services to prepare children for their first year of formal schooling.
- Use and implement the Goodstart Practice Guide and apply knowledge of Early Childhood Education and Care (ECEC) to deliver high quality kindergarten education program and practice in consultation with the Education Leader and Centre Director.
- Develop meaningful pedagogical documentation and reflective practice.
- Reflect the Centre’s ‘Statement of Philosophy’ and ‘The Centre Vision’ in everyday practice.

### **3. Business: Apply strong business and finance discipline.**

- Contribute to the Centre targets through effective room management.
- Maintain a sound understanding of requirements for universal access to every child’s education, particularly as it applies to the group of children in the final year before formal schooling (if relevant to your state).
- Effectively lead and manage the room and resources and prioritise and direct activities to maximise an effective learning environment.
- Maintain a strong organisational knowledge of Goodstart and the Centre to deliver high quality education program and practice in the room (where relevant).
- Contribute to the development, implementation and review of the Centre plans.

#### **4. People: Support attraction, retention and engagement of great people.**

- Lead and model effective application of pedagogy in teaching practice.
- Contribute to a professional learning community in the Centre and the wider Goodstart network.
- Lead and mentor Educator/s and the Centre team to build and sustain a constructive teaching environment and identify professional development opportunities and manage performance (where relevant).
- Seek examples of best practice to build capability and contribute to the Centre’s performance.
- Lead, role model and communicate best practice to Educator/s and the Centre team to encourage high performance and maintain a positive team environment.

#### **5. Partnerships: Create and maintain productive and purposeful relationships.**

- Build and maintain positive and reciprocal relationships with families and children to respond to individual child and family needs.
- Proactively respond to child and family needs and offer strategies and advice to parents on potential supports available to help with parenting.
- Develop internal partnerships and purposeful networks to respond appropriately to child and family needs.
- Support the Centre Director to establish and maintain purposeful links with the community and external partnerships to deliver best outcomes for families and children.
- Develop and maintain collaborative partnerships and purposeful networks with local schools to assist children’s transition to school (where applicable).

#### **6. Inclusion: Support access, active participation and inclusion of all children and families.**

- Support the Centre’s commitment to Goodstart’s inclusion goal to ensure access for all children and families.
- Support the Centre Director to ensure families and children especially those experiencing vulnerability can meaningfully participate within the program.
- Ensure timely support and follow up is provided in collaboration with families.

#### **7. Change: Support change to realise Goodstart’s Vision.**

- Support and promote change initiatives throughout the room and within the Centre.
- Maintain currency of early years knowledge and apply the knowledge to support the continuous improvement agenda for the room and the Centre.

## Behavioural Expectations

<b>Professional Work Standards</b>	<ul style="list-style-type: none"><li>– Demonstrate the highest levels of honesty and integrity.</li><li>– Reflect the expected standards of behaviour as described in the organisation’s principles and Code of Conduct.</li><li>– Comply with the Early Childhood Code of Ethics.</li><li>– Observe professional boundaries and standards.</li><li>– Seek assistance with ethical dilemmas.</li></ul>
<b>Accountability</b>	<ul style="list-style-type: none"><li>– Take responsibility for personal work outcomes.</li><li>– Enact authority.</li><li>– Assist others to understand the role and responsibilities.</li></ul>
<b>Interpersonal Skills</b>	<ul style="list-style-type: none"><li>– Effectively communicate with individuals and groups.</li><li>– Establish meaningful relationships.</li><li>– Model appropriate self-awareness, self-management and social awareness.</li></ul>
<b>Creativity &amp; Innovation</b>	<ul style="list-style-type: none"><li>– Look for ways to improve current work practice and processes.</li><li>– Encourage new ideas. Support the implementation of improved service models.</li><li>– Take responsibility for personal improvement and development.</li><li>– Help others to adapt to change.</li></ul>
<b>Resilience</b>	<ul style="list-style-type: none"><li>– Respond positively to changing circumstances.</li><li>– Recover from setbacks and overcome obstacles and impediments.</li><li>– Persist and focus on achieving organisational objectives through periods of extreme pressure.</li><li>– Monitor own emotional reactions and seek support as needed.</li><li>– Display a positive outlook in difficult situations.</li></ul>

## Qualifications

- Education or Early Childhood Teaching qualification (3, 4 or 5 years) as approved by ACECQA (essential)
- Current First Aid Qualification in accordance with ACECQA guidelines
- If applicable, Teachers Registration as governed by the relevant state or territory
- Open driver’s license (if responsible for bus driving)

## Checks

- Relevant Working with Children Check (Blue Card – QLD)

*NOTE: in some States Teacher Registration has relevant working with children check as part of registration.*

## Delegations

- Nil