



Flinders Christian Community College Casual Relief Kinder Teacher

1. POSITION IDENTIFICATION

Title	Casual Relief Kinder Teacher
Campus	Carrum Downs

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.

It is an inherent requirement that all persons employed at Flinders Christian Community College must 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.

All casual relief teachers must declare their unconditional agreement with FCCC:

- Purpose, Vision, Values, Philosophy of Christian Education, Goals
- Biblical Foundations and
- Biblical Beliefs and Principles
- Nicene Creed
- Apostles Creed.

The incumbent must have an in depth knowledge of the ethos of the College and the principles by which it operates and must be willing to support these unreservedly.

3. CULTURE AND VALUES

Ethos

All casual relief teachers are expected to:

- Uphold at all times the practical demonstration of Faith in Christ and the College's underlying Christian beliefs and ethos in dealing with others
- Comply with Biblical standards of equity, justice, fairness and compassion in dealing with others within and beyond 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 individuals personal interest and their duty to the College

You must support the College values conduct yourself in a way which is consistent with the ethos of Flinders Christian Community College.

Specific expectations of casual relief teachers with Flinders Christian Community College are detailed in the College Policy Handbook which is attached electronically and also located on the Colleges' Moodle intranet. You must support the Flinders Christian Community College policies and conduct yourself in a way which is consistent with the policies and practices of the College.

4. RISK AND COMPLIANCE

It is the responsibility of every staff member to actively participate in the management of risk and to ensure a safe work environment for themselves, their co-workers, students and the college. This position description is subject to the Risk Management Strategy/Policy and OHS Policy. The employee must ensure that prescribed tasks are performed subject to established risk assessments and safe work practices. To that end the following are also requirements of this role:

- a. Report all hazards observed including any potentially unsafe work practices;
- b. Report all incidents of injury or near miss;
- c. Actively Participate in all professional development and training regarding Risk management and OHS;
- d. Cooperate with any reasonable request for action to ensure the safety of self and others and the mitigation of risk to the College;

5. CHILD SAFETY

Our College is committed to child safety. We have zero tolerance of child abuse. Our robust People and Culture practices are strictly adhered to ensure that all employees 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 role of the qualified Kinder Teacher is to ensure the provision of a high quality Pre-school program to facilitate each child's development to their maximum potential. He/she needs to attend to the learning needs and pastoral care of each child under his/her supervision. He/she needs to provide a warm, caring and safe environment for children in which all children's physical, emotional, cognitive and language development is nurtured.

7. WORKING RELATIONSHIPS

Reports to: Kinder Director

Responsible for: Kinder Assistant

8. BRIEF SUMMARY OF ACCOUNTABILITIES AND RESPONSIBILITIES

All key responsibilities are based on the National Law and Regulations, the Principles, Practices and outcomes detailed in the EYLF, VEYLDF and FSAC, and the NQF Quality Areas, Standards and Elements. All educators are expected to have a working knowledge of these documents, which should underpin their pedagogy and, together with the Pre-School philosophy, directly reflect their relationships with children, families and co-educators.

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 the Room Educators to 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 Pre-School.</p> <p>1.2 Actively support every child to participate in the program and ensure that the program promotes children's agency, choices and influence.</p> <p>1.3 Deliver and guide Room Educators 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 Room Educators to utilise a variety of teaching strategies including intentional teaching and reflective practice in daily work.</p>	<p>Measurable outcomes</p> <ul style="list-style-type: none"> • A quality program, appropriate to the individual developmental needs and interests of the children, is developed and delivered in consultation with families, the Director and Pre-School Educators. This program reflects the needs of the community and is culturally appropriate and respectful. • The principles of The Early Years Learning Framework (EYLF) are followed and supported by Educators.
<p>OUTCOME: 2. PROMOTE THE HEALTH AND SAFETY OF ALL STAFF AND CHILDREN (NQS Quality Area 2: 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 Promote 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>	<p>Measurable outcomes</p> <ul style="list-style-type: none"> • Ensure Children are safe and supervised at all times. 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 for the personal health and safety of the children and staff are adhered to.
<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>Measurable outcomes</p>

<p>3.1 Work cooperatively, ethically and respectfully with other educators, and support each other's professional development.</p> <p>3.2 Develop and maintain respectful, supportive, collaborative and responsive relationships with children and their families.</p> <p>3.3 Establish and maintain links with the local networks, resource agencies and other relevant organisations.</p> <p>3.4 Supervise workplace students and volunteers, as directed.</p> <p>3.5 Ensure an effective induction and orientation process for new families, children and educators, including workplace students and volunteers.</p>	<ul style="list-style-type: none"> • Positive relationships are developed and maintained with all families. • Family involvement in the Pre-School is sought to assist in developing and implementing the program and various activities. • Positive relationships are developed and maintained with colleagues that are professional, supportive and respectful.
<p>OUTCOME: 4. CONTRIBUTE TO THE EFFECTIVE MANAGEMENT OF THE SERVICE (NQS Quality Area 7: Leadership and Service Management)</p> <p>4.1 Ensure all practices are in accordance with the NQS and reflect the philosophy, policies and procedures of the service.</p> <p>4.2 Attend professional development opportunities and network meetings as appropriate or as directed by director/coordinator.</p> <p>4.3 Lead and promote an understanding of the NQS, the NQF and the curriculum framework documents within the team/room.</p> <p>4.4 Contribute to the continuous improvement of the service through reflective practice and as directed by the director/coordinator and educational leader.</p> <p>4.5 Complete any collection of data, medical or other records required in a timely manner, and in accordance with the service's policies and procedures and the NQS.</p> <p>4.6 Assist the Director in matters relating to leadership, pedagogical leadership, management support, service administration, as directed.</p> <p>4.7 Be ready, willing and qualified to act in the position of certified supervisor in the temporary absence of the Kinder Director.</p>	<p>Measurable outcomes</p> <ul style="list-style-type: none"> • Assists in the implementation of the services goals and objectives. • All Government Regulations and guidelines, school policies and procedures are adhered to. • Supports the Director/Assistant Director where necessary with the management and running of the Pre-School. <p>Attends and contributes to meetings and in-service programs</p>
<p>9. WORK RELATED REQUIREMENTS / SELECTION CRITERIA</p>	
<p>Essential knowledge:</p> <ul style="list-style-type: none"> • Diploma in Children's Services or equivalent, Bachelor of Early Childhood Education. • 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.
- 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 working knowledge and understanding of the developmental needs of children who attend the Kinder.
- A working knowledge of the National Quality Standards, the Education and Care Services National Law Act 2010 and the Education and Care Services National Regulations 2011
- 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
- Knowledge of child protection procedures

Skills

- Well-developed interpersonal and communication skills with both children and adults
- 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.

Attributes

Living the vision and values:

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

10. POSITION DIMENSIONS

NUMBER OF STAFF DIRECTLY REPORTING TO POSITION	One
EXTENT OF DELEGATED AUTHORITY	Operates with a high level of autonomy under broad direction
LOCATIONS	Carrum Downs
ALLOWANCES/SPECIAL CONDITIONS	
SPECIALISED EQUIPMENT/SPECIAL LICENCE REQUIREMENTS	Current Working with Children Check Up to date First Aid qualification (Level 2)
OTHER IMPORTANT DIMENSIONS	