



POSITION TITLE	Kindergarten Teacher
AWARD AND CLASSIFICATION	Early Education Employees Agreement 2020
DIRECTORATE	Community Development
BUSINESS UNIT	Child and Family Services
REPORTS TO	Kindergarten Service Leader
SUPERVISES	Kindergarten Educators Students Volunteers
EMPLOYMENT STATUS	
DATE	
EMPLOYEE NAME	

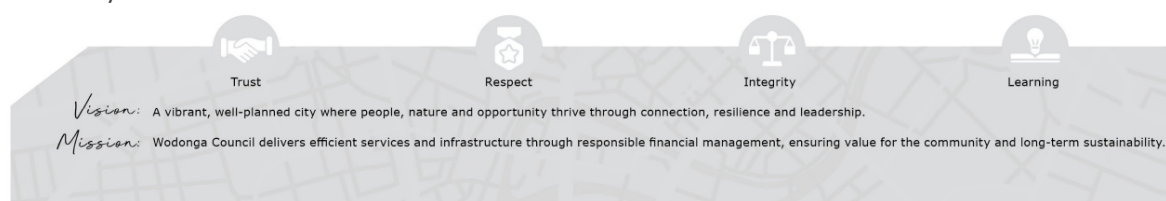
ORGANISATIONAL CONTEXT

Wodonga Council's vision is to be a vibrant, well-planned city where people, nature and opportunity thrive through connection, resilience and leadership. This vision underpins our mission to deliver efficient services and infrastructure through responsible financial management, ensuring value for the community and long-term sustainability.

Wodonga Council is committed to sustainable economic growth, responsible resource management and creating opportunities that enhance wellbeing, environmental sustainability and community connection.

Governance is provided by seven elected councillors, with the Chief Executive Officer (CEO) responsible for implementing Council decisions. The CEO is supported by an organisational structure comprising three directors and more than 300 staff who work collaboratively to deliver a broad range of services that meet the evolving needs of our community.

The Community Services Directorate delivers a broad range of early years programs that support children and families during the critical stages of growth and development. Through high-quality kindergarten services, Council promotes school readiness, inclusion, wellbeing and lifelong learning by creating safe, engaging and developmentally appropriate educational environments that respond to the needs of children and the community.



The Kindergarten Teacher plays a pivotal role in delivering high-quality, play-based educational programs that foster children's learning, development and wellbeing. Working collaboratively with educators, families, schools and community services, the position leads educational practice within the kindergarten, supports positive outcomes for every child and ensures services are delivered in accordance with the National Quality Framework, legislative requirements and Council's commitment to excellence in early childhood education.

POSITION OBJECTIVES

The Kindergarten Teacher delivers high-quality, play-based educational programs that support children's learning, development and wellbeing in accordance with the National Quality Framework, Victorian Early Years Learning and Development Framework and relevant legislation. The role leads educational practice within the kindergarten, supervises educators and students, creates safe and inclusive learning environments, and works collaboratively with families, schools and community services to promote positive developmental outcomes and successful transitions to school. The role supports the inclusion and participation of children with diverse and increasingly complex developmental, behavioural, medical and additional support needs within a high-quality kindergarten program.

ACCOUNTABILITY AND EXTENT OF AUTHORITY, INCLUDING DUTIES

- **Deliver High-Quality Educational Programs**
Plan, implement and evaluate engaging, play-based kindergarten programs that promote children's learning, development and wellbeing in accordance with the National Quality Framework, Victorian Early Years Learning and Development Framework and approved learning frameworks. Adapt educational experiences to meet the diverse needs, interests and developmental stages of individual children while fostering curiosity, confidence and a lifelong love of learning.
- **Assess, Document and Support Children's Learning**
Observe, assess and document each child's learning, development and wellbeing using contemporary early childhood assessment practices to inform educational planning, monitor progress and support individual learning outcomes. Develop and implement inclusive strategies that respond to children's strengths, emerging needs and varying developmental, behavioural, medical and additional support requirements, working collaboratively with families and relevant support services to promote participation, wellbeing and positive learning outcomes.
- **Foster Safe, Inclusive and Child-Centred Learning Environments**
Create and maintain safe, inclusive and engaging learning environments that promote children's physical, emotional, social and psychological wellbeing. Implement child-safe practices, positive behaviour guidance and risk management processes while ensuring the kindergarten environment remains welcoming, developmentally appropriate and supportive of every child's participation and sense of belonging.
- **Build Partnerships with Families and the Community**
Develop and maintain positive, collaborative relationships with families, schools, allied health professionals and community services to support children's learning, wellbeing and successful transition to school. Encourage meaningful family participation through regular communication, shared decision-making and respectful engagement that strengthens educational outcomes and community connections.
- **Lead Educational Practice and Support Team Development**
Provide day-to-day educational leadership, supervision and professional guidance to kindergarten educators, students and volunteers to promote high-quality teaching practice, consistency and continuous improvement. Foster a collaborative team culture through mentoring, reflective practice, feedback and ongoing professional learning that enhances service quality and child outcomes.
- **Manage Kindergarten Operations and Legislative Compliance**
Coordinate the day-to-day operation of the kindergarten by ensuring compliance with legislation, regulations, funding requirements, Council policies and quality standards. Monitor the safety and maintenance of facilities, equipment and learning resources, manage operational documentation and contribute to quality improvement, risk management and service planning activities.

- Maintain Records, Reporting and Administrative Systems**
 Prepare, maintain and manage accurate educational, enrolment, attendance, medical and operational records in accordance with legislative and organisational requirements. Complete reporting, documentation and administrative activities that support regulatory compliance, informed decision-making, funding obligations and the effective operation of the kindergarten service.
- Contribute to Continuous Improvement and Professional Practice**
 Actively participate in professional learning, reflective practice, quality improvement initiatives and organisational projects to strengthen educational practice and service delivery. Remain informed of contemporary early childhood research, legislative changes and emerging best practice while contributing to innovation, continuous improvement and positive outcomes for children, families and the wider community.

COUNCIL EMPLOYEE VALUES AND BEHAVIOURS

You are expected to demonstrate the values in your everyday work and your interactions with colleagues and the community.

Trust	Talk straight – Say what you mean and mean what you say Create transparency – Do not withhold information unnecessarily or inappropriately Right wrongs Practice accountability – Take responsibility for results without excuses Extend trust – Show a willingness to trust others, even when it involves a measure of risk
Respect	Treat other people with courtesy, politeness and kindness, no matter what their position or opinion Listen first – Seek to understand others before trying to diagnose, influence or prescribe
Integrity	Tell the truth in an appropriate and helpful manner that does not compromise the organisation's objectives and values Keep confidences Do what you say you will do to the best of your ability Be open about mistakes Speak of those that are absent only in a positive way
Learning	Work together and learn from each other Continuously improve and innovate Be open to change There is a high degree of responsibility for results – delivery without excuses

CAPABILITIES AND BEHAVIOURS

Demonstrate competency in each of the 7 capabilities of an Officer, according to the People and Performance Framework in Attachment 1, and practice the corresponding behaviours indicated for each capability.

JUDGEMENT AND DECISION-MAKING SKILLS

- Applies professional judgement to plan, deliver and evaluate educational programs that respond to children's individual learning, development and wellbeing needs.
- Interprets and applies relevant legislation, regulations, policies and educational frameworks to support quality service delivery and compliance.
- Identifies emerging issues, assesses risks and implements appropriate solutions while escalating complex matters where required.
- Exercises initiative and sound decision-making when responding to the diverse needs of children, families and the kindergarten environment.

SPECIALIST KNOWLEDGE AND SKILLS

- Demonstrated knowledge of the National Quality Framework, Education and Care Services National Law and Regulations, Victorian Early Years Learning and Development Framework, and approved learning frameworks.
- Ability to design, implement and evaluate inclusive, play-based educational programs that support children's learning, development and wellbeing.
- Sound understanding of child development, observation, assessment and educational planning practices.
- Knowledge of child safety, wellbeing, inclusion and strategies that support children with diverse developmental, behavioural, medical, cultural and additional support needs..
- Ability to maintain accurate educational documentation, regulatory records and quality improvement processes.
- Commitment to contemporary early childhood practice through ongoing professional learning, reflective practice and continuous improvement.

MANAGEMENT SKILLS

- Effectively plans, organises and prioritises educational, operational and administrative responsibilities to meet service and legislative requirements.
- Coordinates the day-to-day operation of the kindergarten, ensuring a safe, organised and well-resourced learning environment.
- Provides guidance, mentoring and day-to-day supervision to kindergarten educators, students and volunteers to support consistent educational practice.
- Manages competing priorities while maintaining high standards of service delivery, documentation and compliance.
- Contributes to continuous improvement initiatives, quality assessment processes and service planning activities.
- Demonstrates accountability for resource management, workplace safety and the effective operation of the kindergarten program.

INTERPERSONAL SKILLS

- Builds positive, respectful and collaborative relationships with children, families, colleagues, schools and external support services.
- Communicates effectively with a diverse range of stakeholders using clear, professional verbal and written communication.

- Supports constructive teamwork by providing guidance, sharing knowledge and fostering a collaborative workplace culture.
- Demonstrates empathy, professionalism and cultural awareness when working with children, families and the broader community.

INFORMATION TECHNOLOGY SKILLS

- Competent in the use of Microsoft Office applications and digital technologies that support educational planning, communication and record management.
- Ability to use kindergarten management systems, child learning documentation platforms and Council information systems accurately and efficiently.
- Maintains accurate electronic records in accordance with legislative, organisational and privacy requirements.

CUSTOMER SERVICE SKILLS

- Delivers professional, responsive and child-focused customer service that promotes positive experiences for children, families and the community.
- Builds trusting relationships with families through open communication, collaboration and respectful engagement.
- Responds to enquiries, concerns and feedback in a timely, professional and solution-focused manner.
- Represents Council positively by providing high-quality service that reflects organisational values and supports community confidence.

EMERGENCY MANAGEMENT DUTIES

As and when required, assist in dealing with any emergency situation which affects the operation of the council and/or wellbeing of the community.

QUALIFICATIONS AND EXPERIENCE

Essential

- Bachelor of Early Childhood Education or an approved equivalent qualification recognised by the Victorian Department of Education.
- Current Victorian Institute of Teaching (VIT) registration.
- Demonstrated experience delivering high-quality kindergarten programs within an early childhood education setting.
- Sound knowledge of the National Quality Framework, Victorian Early Years Learning and Development Framework and relevant legislation.

Desirable

- Experience working within a local government early childhood service.
- Experience supporting children with diverse developmental, cultural and additional needs.

LICENCES AND MANDATORY REQUIREMENTS

- Current Victorian Driver Licence.
- Current Victorian Institute of Teaching (VIT) registration.
- First Aid in an Education and Care Setting Certification (HLTAID012)
- Current Protecting Children – Mandatory Reporting and Other Obligations for the Early Childhood Sector certification.
- Bachelor of Early Childhood Education or an approved equivalent qualification
- National Police Check.
- Evidence of the right to work in Australia.
- Pre-employment Functional Assessment.

EQUAL OPPORTUNITY EMPLOYER

Wodonga Council is an equal opportunity employer. We ensure fair, equitable and non-discriminatory consideration is given to all, regardless of age, sex, disability, marital status, pregnancy, sexual orientation, race, religious beliefs or other protected attribute. We recognise our proactive duty to ensure compliance with equal opportunity and to eliminate all forms of discrimination.

INHERENT REQUIREMENTS OF THE JOB

For details of the inherent requirements of the job, please see Attachment 2.

COGNITIVE JOB DEMANDS

The position is required to operate at the Officer level and will be required to demonstrate the personal competencies and behaviours detailed in the People and Performance Framework attached. The cognitive demands of the role include:

- Having difficult or uncomfortable conversations.
- Meet performance expectations.
- Working in a professional capacity within the work environment.
- Being willing and able to adapt to change.
- Demonstrating resilience under pressure, and in changing and challenging circumstances.

KEY SELECTION CRITERIA

1. Bachelor of Early Childhood Education (or approved equivalent) and current Victorian Institute of Teaching registration.
2. Demonstrated ability to plan, implement and evaluate high-quality, play-based kindergarten programs that support children's learning, development and wellbeing.
3. Sound knowledge of the National Quality Framework, Victorian Early Years Learning and Development Framework, Education and Care Services National Law and Regulations, and Child Safe Standards.
4. Demonstrated ability to build positive relationships with children, families, colleagues, schools and external support services to achieve positive educational outcomes.

5. Highly developed communication, organisational and leadership skills, with the ability to supervise educators, manage competing priorities and contribute to continuous improvement.

Staff member signature

People and performance framework

CUSTOMER SERVICE AND COMMUNICATION  Understanding and valuing our customer needs to make sure we provide quality customer service.		BUILD AND ENHANCE RELATIONSHIPS  Collaborating and working with our people and community.	PLAN, ORGANISE AND DELIVER  Performing work to the best of our ability to deliver successful outcomes for our people and community.
FUTURE FOCUS  Identifying ways we can do better and anticipating future opportunities.	PEOPLE DEVELOPMENT  Looking after the personal and professional growth of our people.	MANAGE HEALTH AND WELLBEING  Recognising the importance of staff health and wellbeing.	SAFETY AND RISK MANAGEMENT  Prioritising safe and ethical behaviour and decision-making in everything we do.

Customer Service and Communication	
Demonstrates commitment to a high standard of service to customers and the community.	• Is helpful, shows respect, courtesy and fairness with staff and customers • Demonstrates empathy and a willingness to assist • Communicates information clearly • Listens and asks questions to understand customer needs and point of view • Proactively seeks solutions and keeps customers informed of progress • Operates within council procedures and policies • Writes in a way that is logical and easy to follow

Build and Enhance Relationships	
works co-operatively and effectively with others.	• Demonstrates clear, open and honest communication • Works constructively to resolve conflict • Shows enthusiasm to help others • Listens and respects the value of different views, ideas and ways of working • Builds and sustains positive relationships with staff and customers • Actively participates in team and other activities • Keeps others informed and seeks clarification when required

Plan, Organise, Deliver	
Organises and prioritises own work to meet work commitments.	• Demonstrates effective use of time and resources to meet expectations and achieve outcomes • Understands what is required of the role and how this contributes to team priorities • Keeps appropriate people informed on progress of tasks and projects • Seeks information when required, demonstrates initiative • Undertakes to complete all tasks with a positive, can-do attitude

Future Focus	
Looks for improvements and is adaptable to change.	• Understands council vision and purpose and how their role fits in • Is willing to adapt to changing processes, systems, technology and environments • Looks for improvements and better ways of doing things • Seeks support and clarification when required

People Development	
Welcomes opportunities for learning and self-development.	• Displays council values • Reflects upon own performance • Seeks and acts upon feedback • Sets goals for personal and professional development • Finds ways to learn and improve in the completion of day-to-day tasks • Takes responsibility for own work and meeting job requirements

Manage Health and Wellbeing	
Takes responsibility for self-care and managing work-life balance.	• Demonstrates effective time management and prioritising of tasks • Is aware of, controls and expresses their own emotions appropriately • Recognises when support is needed • Accepts responsibility for their own actions and outcomes • Is aware of the importance of self-care

Safety and Risk Management	
Takes responsibility for personal actions and reports safety and compliance concerns.	• Remains vigilant in ensuring a safe working environment for self and others • Is aware of risk and takes action to prevent problems • Reports hazards, incidents (including near misses) and compliance concerns in a timely way • Understands the importance of honesty and transparency • Avoids and discloses conflicts of interest and guards against the misuse of council resources and assets • Complies with policies and procedures

ATTACHMENT 2

FREQUENCY	% OF WORK DAY / TASK
Rare (R)	0-5%
Occasional (O)	6-33%
Frequent (F)	34-66%
Constant (C)	67-100%

INHERENT REQUIREMENTS OF THE JOB

Wodonga Council will provide reasonable adjustments to assist a person with a disability to perform these inherent requirements of the job.

TASK	DESCRIPTION	INHERENT REQUIREMENTS	DEMAND	FREQUENCY			
				R	O	F	C
Management early years environment	Maintain the organisation and cleanliness of environment	- Setting up of educational play spaces - Maintain order and cleanliness of environment - Communication with teacher/senior educator - Decision making, independently and collaboratively - Time management - Work autonomously - Ability to use initiative	Sitting				X
			Standing				X
			Walking				X
			Lifting up to 20kgs			X	
			Carrying < 5kg			X	
			Bending			X	
			Twisting			X	
			Squatting			X	
			Kneeling		X		
			Reaching			X	
			Fine motor		X		
			Neck rotation				X
			Providing instructions		X		
			Sustained concentration				X
			Decision making		X		
			Simple problem solving			X	
			Supervision of children				X
			Interaction with others			X	
			Exposure to confrontation		X		
			Respond to change			X	
			Prioritisation			X	

TASK	DESCRIPTION	INHERENT REQUIREMENTS	DEMAND	FREQUENCY			
				R	O	F	C
Guidance and care of children	Meeting the care and educational needs of children.	- Effectively communicate with staff of all levels - Effective communicate with children 0-5 years of age. - Decision making, independently and collaboratively - Effective guidance strategies for children - Physical ability to meet needs of children - Adaptability - Ability to use initiative to meet requirements - Floor sitting	Sitting			X	
			Standing			X	
			Walking			X	
			Lifting up to 20kgs		X		
			Carrying < 20kgs			X	
			Bending			X	
			Twisting			X	
			Squatting			X	
			Kneeling			X	
			Reaching			X	
			Fine motor			X	
			Neck rotation				X
			Providing instructions			X	
			Sustained concentration				X
			Decision making			X	
			Problem solving			X	
			Supervision of others				X
			Interaction with others				X
			Exposure to confrontation		X		
			Respond to change			X	
			Prioritisation				X

TASK	DESCRIPTION	INHERENT REQUIREMENTS	DEMAND	FREQUENCY			
				R	O	F	C
Administration	Ensuring appropriate documentation is completed	- Effectively communicate with staff of all levels - Filing of children's forms ie: enrolment forms, medication forms etc. - Completion of administration duties to requirements of procedural guidelines and regulations. - Good written communication - Phone use - Rare computer use	Sitting		X		
			Standing			X	
			Reaching		X		
			Fine motor				X
			Neck rotations				X
			Providing instructions			X	
			Sustained concentration				X
			Decision making		X		
			Problem solving		X		
			Interaction with others			X	
			Respond to change		X		
			Prioritisation			X	

TASK	DESCRIPTION	INHERENT REQUIREMENTS	DEMAND	FREQUENCY			
				R	O	F	C
Customer care	Providing appropriate customer service to children and their caregivers	- Positive interactions with families as per the procedural guidelines - Support the settling of children upon arrival - Ensuring children's belongings are ready for collection - Communication of other relevant information as per the direction of teacher/senior educator. - Decision making, independently and collaboratively - Communicate all information from families to teacher/senior educator	Standing				X
			Walking			X	
			Lifting < 15kgs		X		
			Carrying < 10kgs			X	
			Bending			X	
			Twisting			X	
			Squatting		X		
			Kneeling		X		
			Fine motor		X		
			Neck rotation				X
			Providing instructions			X	
			Sustained concentration				X
			Decision making			X	
			Problem solving		X		
			Supervision of others			X	
			Interaction with others				X
			Exposure to confrontation		X		
			Respond to change				X
			Prioritisation				X