



POSITION TITLE	Kindergarten Teacher
AWARD AND CLASSIFICATION	Early Education Employees Agreement 2020
DIRECTORATE	Corporate and Community
BUSINESS UNIT	Kindergarten Teachers
REPORTS TO	Educational Leader Team Leader Early Years
SUPERVISES	Kindergarten Educators Students Volunteers
EMPLOYMENT STATUS	
DATE	
EMPLOYEE NAME	

ORGANISATIONAL CONTEXT

Wodonga Council’s vision for the city is to be seen as a ‘progressive, well-planned city that is affordable, offers an abundance of opportunities and is led by strong, empathetic stewardship’. This vision will support us to realise our mission ‘to strengthen the community in all that we do’.

POSITION OBJECTIVES

The Kindergarten Teacher will plan, supervise, implement and evaluate a quality kindergarten program. They will maintain the smooth running of the centre in accordance with the National Quality Framework 2012 and the National Care and Education Regulations 2011. They will provide a safe, educational and caring environment where kindergarten children can be encouraged to reach their individual potential in all areas of child development.

ACCOUNTABILITY AND EXTENT OF AUTHORITY, INCLUDING DUTIES

our values

TRUST - RESPECT - INTEGRITY - LEARNING

our mission

WE WILL STRENGTHEN THE COMMUNITY IN ALL THAT WE DO

Programming

- Deliver a stimulating, quality and educational program to children according to the National Quality Framework Standards and regulations, funding agreement with Department of Education and in accordance with quality performance indicators of best practice;
- Implement effective school transition programmes in collaboration with co-workers, teachers, school personnel and families;
- Plan, implement and evaluate the program's effectiveness in catering for individual and group needs of children by recording child's progress, learning and development and reflecting on group's progress at the end of each term;
- Encourage and involve parents in all aspects of their child's kindergarten experience by encouraging and involving them in the kindergarten program and through the kindergarten's parent group;
- Keep all parents informed of the kindergarten program by documenting and displaying the program, outlining the learning objectives and goals of the program and actively seeking input from parents into program development;
- Accept and work with children with additional needs and other professionals in integrating and supporting both the child and their family into the service system;
- Improve professional knowledge and skills by attending relevant training programs throughout the year, ensuring implementation of increased skills; and
- Provide a safe, nurturing and stimulating environment for all children attending the kindergarten.

Management

- Assist in administering and managing the kindergarten service on a day-to-day basis;
- Assist the parent group to maximise parental involvement in the kindergarten program, with fundraising and attending meetings as required;
- Prepare reports for the Educational Leader on the kindergarten program and attend meetings as required;
- Ensure that any equipment or material requiring repair or replacement or is unsafe for children attending centre is attended to immediately;
- Ensure the registering and administering of medication in accordance with children's services regulations;
- Ensure all records in relation to accident/injury/trauma and medication are kept in accordance with children's services regulations, acts and council policy;
- Report any incident at the service to the Educational Leader according to children's services regulations, acts and council policy;
- Ensure that the kindergarten is managed in accordance with the children's services regulations, acts and council policy, and to act as primary nominee at the kindergarten on behalf of Wodonga Council;
- Work in consultation with the risk officer and appropriate staff to report and analyse incidents, damage and hazards occurring at the site;
- Responsible for working with risk officer to develop and manage a contingency plan for the site;
- Encourage the public to respect council property; and
- Ensure appropriate processes are in place to secure the building and assets.

Administration

- Maintain accurately each child's records including child's family and medical history, child progress, learning and development to assist in planning for child's individual needs;
- Perform the day-to-day administration of the kindergarten;
- Keep all records and information contained in the client records confidential according to children's services regulations, acts and council policy;
- Accurately keep and maintain an attendance, medical and accident book;
- Inform the council within 48 hours of vacancy within the kindergarten and follow it up with a written deletion form;

- Ensure all requirements of children’s services regulations, acts and council policy are administered with due care and diligence;
- Report to the Team Leader Early Years any new equipment needed for use in the future development of the kindergarten service; and
- Maintain an adequate supply of equipment and materials, as per the purchasing procedural guidelines.

Supervision

- Supervise and direct educators in appropriate work with children, and in the preparation and maintenance of the kindergarten’s surrounds and equipment;
- Supervise and direct students on placement and liaise with educational facility on their progress;
- Attend meetings, raise issues and concerns, and keep the Team Leader Early Years informed of the kindergarten service progress throughout the year; and
- Conduct professional development and enhancement programs and annual reviews with kindergarten educators twice a year, or as required.

Community development

- Liaise with the Educational Leader and other family/children services in Wodonga on a regular basis to ensure the smooth transition from one service to another;
- Participate in planning and evaluating early childhood services as necessary;
- Attend meetings related to children's services as requested by the Team Leader Early Years;
- Undertake education to keep abreast of current early childhood theories, research and practices; and
- Ability to consult and collaborate with a range of stakeholders to deliver experiences and opportunities for children and families that enhance their sense of belonging and improve access to a range of support services

The position is accountable for:

- Ability to work within a variety of early years settings;
- The efficient and effective delivery of a quality kindergarten program in accordance with the curriculum guidelines and ensuring that the National Quality Framework and regulations are adhered to at all times;
- Complying with the National Quality Framework Standards and National Care and Education Regulations 2011, the Victorian Early Years’ Learning and Development Framework 2009, and the National Belonging , Being and Becoming - The Early Years Learning Framework for Australia, 2009; and,
- The supervision and direction of the kindergarten educator.

The position is authorised to:

- Sign letters to parents regarding the kindergarten program;
- Make recommendations on policies and procedures regarding the kindergarten service;
- Make recommendations regarding children’s progress, children requiring a second year of preschool, and any additional resources required for a child; and,
- Engage relief staff.

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

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

- Be organised and prioritise daily and weekly activities.
- Determine appropriate action, perform tasks according to established practices and procedures and escalate issues appropriately.
- Sound judgement and decision-making skills with the ability to select the particular method, technology, process or equipment to be used to undertake tasks;
- Ability to problem solve, using procedures and guidelines and by applying professional and technical knowledge; and
- Ability to use creativity and originality to solve problems that are occasionally of a complex or technical nature and that may not have been encountered previously.

SPECIALIST KNOWLEDGE AND SKILLS

- Sound knowledge of current child development and the planning and assessment of children;
- Excellent understanding of policies, principles and regulations relevant to the provision of the service;
- Sound knowledge of local community services, programs and services relevant to young children and families;
- Sound knowledge of the issues and needs that affect young children and families;
- Sound child negotiation and conflict resolution skills;
- The ability to ensure all equipment is at all times safe and well maintained;
- The ability to identify children's needs and provide an educational environment and age/stage appropriate program for all children in care;
- Sound administration skills;
- The ability to adapt to new concepts and ideas in relation to the early years team;
- The ability to use initiative to improve the operation of the preschool and contribute to the future direction of the early years team through recommendations to the team leader on opportunities for improvement;
- The ability to work without supervision;
- The ability to manage an integrated information and administration system;
- The ability to manage queries and requests from families and students and advise on operational issues and regulations;
- Experienced in the use of IT systems and processes to foster business unit and workplace objectives; and
- Understanding of the importance of good record keeping and the ability to effectively use the council's document management system.

MANAGEMENT SKILLS

- Good time management and the ability to prioritise tasks.
- Meet deadlines, as discussed with the supervisor.
- Receive and follow directions from a supervisor and seek workload management support when required.
- Be honest and transparent in all dealings, and report suspected fraud or corruption.
- Understand risk and consider it when performing work
- Take care of own safety and wellbeing and that of other staff, and follow OHS procedures.
- Report hazards, risks and behaviours that may not comply with organisational or legislative requirements.
- Manage own time effectively, and work to deadlines.
- Maintain personal hygiene and meet dress standards set for the position, including to wear any uniform and use any personal protective equipment prescribed for the position and particular work duties.
- Ability to manage own time, set priorities and plan and organise one's own work to achieve specific and set objectives in the most efficient way possible within the resources available and within a set timetable;
- Ability to manage the time, set priorities and plan and organise the work of supervised employees;
- Knowledge of personnel practices applicable to the employees being supervised and the work being performed; and
- Ability to provide employees under supervision with on-the-job training and guidance.

INTERPERSONAL SKILLS

- Work cooperatively as part of a team.
- Maintain confidentiality as required.

- Document work according to established practices.
- Communicate effectively with other employees and external stakeholders.
- Gain cooperation and assistance from others (including other employees).
- Advanced verbal communication skills to communicate with clients, members of the public, and other employees, and enable the resolution of moderately complex problems;
- Advanced written communication skills to communicate with clients, members of the public, and other employees and enable the preparation of routine correspondence and reports in field of expertise;
- Ability to gain co-operation and assistance from clients, the public and other employees in the administration of well-defined activities, and employees in the supervision of these employees;
- Ability to liaise with counterparts in other organisations to discuss specialist matters, and with other employees outside work unit to resolve intra-organisational problems; and
- Ability to motivate and develop employees.

INFORMATION TECHNOLOGY SKILLS

Be computer literate and have the ability to quickly learn and adopt software programs used by the organization relevant to the position.

CUSTOMER SERVICE SKILLS

Meet customer service expectations to:

- Be honest, ethical and professional.
- Be helpful and courteous.
- Listen with respect and understand the customer's issues.
- Meet commitments made.
- Keep the customer informed.
- Ensure that the customer understands what is being said.
- Apologise if a mistake is made and attempt to make it right.
- Assist customers with physical, sensory or intellectual disabilities, to achieve equitable access to council services.

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

- Early childhood teaching qualification – preferred four years tertiary, three years minimum tertiary as approved by the Victorian Department of Education.

LICENCES AND MANDATORY REQUIREMENTS

- Current Drivers License
- National Police Check (required to be supplied by the employee or prospective employee prior to commencement)

- Victorian Institute of Teaching registration
- Current First Aid and CPR Certification

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. Successful completion of a Bachelor of Education (Early Childhood).
2. Sound knowledge of current child development and assessment of children.
3. Excellent understanding of, and ability to apply and adopt, relevant policies, standards and regulations, into the teaching program.
4. Sound knowledge of the issues and needs that affect young children and families, and experience in applying strategies that are inclusive of all children and encourage them to reach their individual potential in all areas of child development.
5. The ability to demonstrate a positive and flexible approach in order to adapt to new concepts and ideas in relation to the early years team.

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.	<ul style="list-style-type: none"> • 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
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Build and Enhance Relationships

Works co-operatively and effectively with others.	<ul style="list-style-type: none"> • 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
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Plan, Organise, Deliver

Organises and prioritises own work to meet work commitments.	<ul style="list-style-type: none"> • 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
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Future Focus	
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<p>Looks for improvements and is adaptable to change.</p>	<ul style="list-style-type: none"> 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
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People Development	
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<p>Welcomes opportunities for learning and self-development.</p>	<ul style="list-style-type: none"> 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
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Manage Health and Wellbeing	
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<p>Takes responsibility for self-care and managing work-life balance.</p>	<ul style="list-style-type: none"> 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
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Safety and Risk Management	
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<p>Takes responsibility for personal actions and reports safety and compliance concerns.</p>	<ul style="list-style-type: none"> 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
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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	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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			