

Position title:	Early Childhood Teacher
Main purpose of the role:	To provide quality Christian education and care to children within the services faith and values framework implemented by the National Quality Framework.
Responsible to:	Direct of Early Learning Center. Significant relationships also exist with other members of the ELC team, along with the college.
Responsible for:	Children
<p>Key result areas: In partnership with colleagues and through the support of the Parklands Little Learners, the teacher is required to:</p> <ol style="list-style-type: none"> 1. <i>(Mission/Ethos)</i> Have an understanding of, commitment to, and support for the values and beliefs of Parklands Little Learners and the mission of the body of Christ. 2. <i>(Professional Practice)</i> Demonstrate, develop and maintain both effective practices in learning and teaching and positive relationships with children and colleagues. 3. <i>(Professional Engagement)</i> Foster and develop appropriate professional relationships with parents, carers and the wider community. 4. <i>(Professional Learning)</i> Commit to maintaining currency of professional knowledge and skills, and participate in the centres renewal processes. 	
<p>Statement of responsibility: The work of the Early Childhood Teacher will be consistent with the service’s mission and philosophy statement. Code of Conduct for employees; and published policies, procedures and practices. The Early Childhood Teacher uses appropriate knowledge and skills to ensure that children receive a quality education consistent with the Christian faith, achieved through effective planning, organisation and review.</p>	
<p>Scope of the position: <u>Mission/Ethos</u> A Early Childhood Teacher at Parklands Little Learners has an understanding of and commits to supporting the mission and ethos of Christian education within the centre by:</p> <ul style="list-style-type: none"> • Actively supporting the faith life of the service • Ensuring that the teachings, values and practices of the Christian faith form a foundation for learning, teaching and caring for others • Establishing positive relationships including engagement in the pastoral care of children and supporting their spiritual and moral development. <p><u>Professional Practice</u> A Early Childhood Teacher at Parklands Little Learners demonstrates effective pedagogical practices and supports the development and maintenance of positive relationships with children and colleagues by:</p> <ul style="list-style-type: none"> • Creating a nurturing play based learning environment which is child centered, supportive, cooperative and aligned with Queensland Kindergarten Curriculum guidelines and the Early Years Learning Framework. • Collaboratively developing and implementing quality curriculum programs and appropriate pedagogy; evaluating their effectiveness; assessing and reporting children's progress and learning outcomes; and reporting these to parents and guardians. 	

- Implementing effective, adaptive, inclusive and equitable practices and teaching strategies
- Proactively and collaboratively engaging in professional renewal practices to enhance children's outcomes
- Working collaboratively with the Director and other staff members in contributing to the professional life of the service.
- Providing effective supervision of children and contributing to the health and safety of the workplace.

Professional Engagement

An Early Childhood Teacher at Parklands Little Learners fosters and develops appropriate professional relationships with parents, carers and the wider school community by:

- Valuing and supporting the distinctive role of parents and carers as partners in the learning and teaching process
- Encouraging and supporting the involvement of the service and children in the life of the church
- Engaging the wider community, where appropriate, in learning and teaching programs
- Supporting, as appropriate, the involvement of the community in special events and celebrations.

Professional Learning

An Early Childhood Teacher at Parklands Little Learners commits to maintaining currency of professional knowledge and skills and participating in professional development activities by:

- Evaluating learning and teaching practices using appropriate pedagogical frameworks
- Maintaining and demonstrating knowledge of relevant contemporary pedagogy
- Maintaining a high level of academic knowledge relevant to their teaching areas
- Regularly engaging in collaborative processes through which they share knowledge of key learning areas and pedagogical approaches with colleagues.

Professional Responsibilities - Annual Checklist

The annual checklist below is a list of professional responsibilities for every Team Member. This list is not exhaustive, and should prove useful as a guide for professional practice, and for reflection.

1. Reflective Practices for Improvement

- Regular check-ins with the Educational Lead and Director

Professional Conversations

- Half Yearly Conversations
- Annual Self Review

Professional Development

- 20 hours of CPD
- Staff Meetings
- Master Classes (optional)

2. Special Events & Community

- Fete(optional)
- Carols (optional)
- Awards Evenings (optional)
- Devotions – 8am on Thursday morning (church auditorium)

Other