



CHRISTIAN COLLEGE G E E L O N G

Christian College Geelong has a solid reputation for quality and innovative Early Childhood programs, with a strong emphasis on nature play and Bush Kinder Programs.

Early Childhood Educators with a passion for supporting children as confident and valued learners, who embrace nature pedagogy and play based learning, and love working as part of a collaborative team, are invited to apply for the following positions at both Williams House Kindergarten [Belmont] and our new Early Childhood Surfcoast Campus – Butterfield House Kindergarten to commence in 2017.

WILLIAMS HOUSE KINDERGARTEN

Preschool Teacher *0.6 FTE*

BUTTERFIELD HOUSE KINDERGARTEN

Preschool [4YO] Teacher *0.6 FTE*

Preschool [4YO] Teacher *0.6 FTE*

Prekinder [3YO] Teacher *0.5 FTE*

BUTTERFIELD HOUSE CARE

Children Services *Diploma qualified 0.8 FTE*

Children Services *Diploma qualified 0.8 FTE*

Administrator *Diploma or Certificate 3
in Children's Services 0.5 FTE*

Position descriptions can be found on the College website: christiancollege.vic.edu.au

Applications should be forwarded to:

Secretary to the CEO
18 Burdekin Rd, Highton Vic 3216
ceo.secretary@ccg.vic.edu.au

Applicants should be aware that the College is committed to the safety of children and carry out all the 'Working with Children', 'Police Records' and 'Reference' checks we consider necessary to ensure that we are recruiting and employing people of the finest character.

CLOSING DATE: Monday, 14th November, 2016



POSITION DESCRIPTION: Kindergarten Teaching Position

Kindergarten Teacher Position Description

Teachers at Christian College are professional people and this is reflected in their teaching and in their relationships with students, parents and other staff members.

Christian College teachers create a learning environment that stimulates interest and purposeful learning in which the dignity of each individual is respected. The physical learning environment facilitates student interest in learning and takes into account the nature of the learning tasks.

Our teachers support and encourage students in their faith development, building their capacity to learn and reflect upon their own practice to provide quality teaching for their students.

Curriculum

Our staff cooperatively and collaboratively work to deliver, document and revise the Kindergarten Program so that it reflects the College philosophical statement. This comprehensive process follows the legislative requirements and the knowledge and understanding of current research and theory of learning; it is carried out under the guidance of the Director of Early Years [Preschool] and the nominated Educational Leader.

Position Overview

The Kindergarten teacher will be responsible for the operation of the Early Childhood Program. The Teacher will provide leadership while working as a member of a cooperative team.

Key functions include the development of a high quality, developmentally appropriate, educational program with a commitment to engaging with families and the local community.

The Kindergarten teacher will ensure that the Kindergarten meets the requirements of the DEECD Victorian Kindergarten Policy, Procedures and Funding Criteria, the Education and Care Services National Law Act 2012, the Education and Care Services National Regulations and the policies and procedures of Christian College Geelong.

Core Duties

- plan, implement and evaluate educational programs which are based on a sound knowledge of early childhood development and educational principles
- provide high quality inclusive programs which are based on recorded observations and interpretation of children's responses, needs and interests
- show care, respect and commitment to confidentiality in all interactions with children, staff and families
- encourage parents to contribute knowledge regarding their own children, and to make parents feel welcome in participating in Kindergarten routines or other related opportunities
- efficiently coordinate the program for allocated group on a day to day basis within the confines of budget and Kindergarten policies
- provide information for families about the preschool program through discussions, displays, reports and digital communication
- provide supervision and support to staff in accordance with Kindergarten policies and procedures
- work collaboratively with colleagues, other members of the profession and others in the community who contribute to the child's educational or developmental progress and wellbeing
- assess the developmental needs of children, including the need to referral to specialist services, and to provide information and advice to families
- develop and form contact with local community linkages and resources that support and enhance service provision
- provide information about enrolment and kindergarten education for prospective families
- maintain all necessary records accurately and provide information as required by the Children's Services Regulations and Christian College Geelong
- take shared responsibility for inventory of kindergarten equipment, ensuring it is maintained and that materials are safely stored
- undertake regular reflection and evaluation of the kindergarten program and professional practice
- participate in the Quality Improvement Plan (QIP)
- use principles of best practice to provide an innovative and responsive program
- staff are responsible for upholding consumer rights, privacy, confidentiality and informed consent
- all staff are responsible for identifying, monitoring, resolving and reviewing OH&S and risk management issues
- comply with Professional Development strategies of Christian College, including development of quality plans, personal objectives and training plans
- assist in the general administration of the Kindergarten such as answering the phones at peak times
- respect the diverse needs of all community groups and individuals to ensure that their needs are met in an inclusive and sensitive manner
- participate in agency quality accreditation processes
- other duties as directed

Interpersonal Relationships

Christian College staff communicate with students, parents and their teaching and non-teaching colleagues in a clear, respectful and professional way, thus providing a role model which assists in every student's development. They demonstrate and respect the Christian ethos of the College through their daily interaction with others. They;

- attend daily devotions to share fellowship with colleagues and students
- communicate clearly and appropriately
- establish rapport with students
- motivate students
- accommodate individual differences in learning rates and styles
- encourage student participation in all aspects of the learning process
- maintain professional confidentiality on information about students while sharing relevant information with their teaching colleagues
- establish effective and cooperative working relationships with teaching and non-teaching colleagues and work as a member of a team

Professional Development

Christian College teachers keep abreast of developments in teaching and learning in the areas of their teaching responsibility as well as current developments in educational research and thinking. They contribute to the professional development of other staff members within the centre by sharing knowledge, ideas and resources. They acknowledge the role they play in parent education and in keeping their learning community informed of developments in their profession. Christian College teachers reflect on their professional practice to ensure high quality teaching is provided to their students.

General School Expectations

William's House and Butterfield House teachers are fully committed to the aims and ethos of this Christian coeducational Independent school, and are fully prepared to participate in its co-curricular program.

They;

- attend staff meetings and other meetings as required
- participate in the annual College retreat
- attend all classes on time
- carry out extra duties as required, such as stepping in for an absent colleague as required
- assume pastoral care responsibilities as appropriate
- take an active interest in the activities of the College
- maintain administrative requirements
- attend parent teacher interviews
- attend the relevant Presentation Evening and other designated significant College activities such as Year 12 Graduation and any other compulsory functions requested by the Principal or delegate with one terms notice
- attend worship services at the commencement of each term and at the end of the year as well as assemblies and services as required at their campus

Key Selection Criteria

- maintain contemporary knowledge of educational theories and issues
- use principles of best practice to provide an innovative and responsive program
- share knowledge and expertise in teaching approaches and child development via strategies such as mentoring
- actively encourage the involvement of parents and establish positive links with other service providers and community groups
- be registered with VIT and comply with registration requirements of twenty hours professional development annually
- be responsive to emerging trends and issues within early education, their service and the community
- actively pursue opportunities to advocate on behalf of children and for the development and delivery of early childhood education by working collaboratively and effectively with appropriate groups in the broader community

Mandatory

1. Clear Police and Working with Children Check both on commencement of employment and at the time of license renewal
2. Post-Secondary qualifications in Early Childhood Education as approved by the Australian Children's Education and Care Quality Authority
3. Demonstrated ability to use computers efficiently including Word and Outlook and iPad technology
4. Demonstrated understanding of quality frameworks and continuous quality improvement processes
5. Demonstrated ability to work within the vision, mission, policies and principles of the organisation

Position

1. Demonstrated understanding of the Early Years Learning and Development frameworks and National Quality framework
2. Current First Aid Certificate Level 2, Anaphylaxis, Epipen and Asthma training
3. Demonstrated understanding and knowledge of early childhood development and education
4. Demonstrated ability to develop, document and implement a developmentally appropriate program for preschool children, with support of parental input as appropriate
5. Demonstrated ability to plan, work and manage time effectively without direct supervision
6. Provide evident of excellent communication and interpersonal skills particularly in relation to children, parents, other staff and the wider community
7. Demonstrated ability to ensure confidentiality of information at all times
8. Demonstrated ability to relate positively to a large range of people from diverse backgrounds
9. Demonstrated commitment to continued professional development

Desirable:

1. Demonstrated ability to develop creative solutions to issues that arise within the community or workplace using community development principles
2. Demonstrated leadership and self-motivation skills
3. Experience, personal interest and/or professional development in nature pedagogy