

<b>Position Title</b>	Early Childhood Teacher
<b>Department</b>	Community Services
<b>Unit</b>	Children's Services
<b>Team</b>	All Council Children's Centres
<b>Supervises</b>	Nil
<b>Reports To</b>	Manager Children's Services
<b>Grade Range</b>	G Step 1 to Step 3
<b>Date Prepared</b>	23/09/2019
<b>Date Last Updated</b>	27/11/2025

## Our Vision & Values: A leading organisation that collaborates & innovates



We are committed  
to **safety**



We work as  
one **team**



We act with  
**integrity**



We care about  
our **customers**



We **continuously**  
**improve**

## Primary purpose of position

Supports active, collaborative leadership and teamwork among Educators and Room Leaders in the development, implementation, assessment, and evaluation of a child-focused education and care curriculum. Ensures that the curriculum aligns with the service philosophy and meets all requirements of the National Quality Framework.

The Early Childhood Teacher also contributes to service management and provides guidance and support to build the professional learning and capability of staff.

## Accountabilities






- Act in a manner that upholds and promotes the best interests, safety, and wellbeing of every child.
- Build secure, respectful, and reciprocal relationships with children and their families.
- Work within the National Quality Framework, the Early Childhood Australia Code of Ethics, Child Safe Standards, the service philosophy, policies and procedures.
- Collaborate with other educators to develop, implement, and evaluate a high-quality education and care curriculum that aligns with the service's philosophy, policies, and procedures, The National Quality Standards, The Education and Care Services National Regulations, The Education and Care Services National Law, The Early Years Learning Framework (V2.0) / My Time Our Place (V2.0) and The Child Safe Standards
- Support, guide, and mentor educators within the room to ensure the learning framework is embedded through making children's learning visible, responding positively to guidance from the Educational Leader, maintaining documentation consistently, cyclically, and to a high professional standard, linking planning and practice to the Approved Learning Framework outcomes and relevant early learning theories.
- Provide leadership in documenting, observing, and assessing children's learning by accurately recording information about the child and family, observing children's play, behaviours, and learning dispositions, analysing observations to inform intentional planning, implementing and enacting plans, evaluating and critically reflecting on personal and team practice to inform future planning
- Role-model and facilitate learning opportunities that are responsive to meaningful and teachable moments, diversity, inclusion, and cultural competence, both intentional and spontaneous interactions and children's agency, voice, and choice

- Recognise and respect the diversity of families.
- Be available and capable to act in role of Centre Director as needed.

## Position capabilities and level

Below is the full list of capabilities and the level required for this position. The capabilities in bold are the focus capabilities for this position. Refer to the next section for further information about the focus capabilities.

### Capability Profile – Technical/ Professional Specialist

Capability Group	Capability Name	Level
 <b>Personal Character</b>	<b>Lead Self</b>	Adept
	<b>Display Resilience</b>	Adept
	<b>Act with Integrity</b>	Advanced
	<b>Safety and Accountability</b>	Adept
 <b>Relationships</b>	<b>Communicate and Engage</b>	Adept
	<b>Customer and Community Focus</b>	Adept
	Work Collaboratively	Advanced
	Influence and Negotiate	Intermediate
 <b>Results</b>	Plan and Prioritise	Adept
	Think and Solve Problems	Adept
	Innovate and Improve	Adept
	Deliver Results	Adept
 <b>Resources</b>	Finance	Intermediate
	Assets and Tools	Intermediate
	Technology and Information	Intermediate
	Procurement and Contracts	Intermediate
 <b>People Leadership</b>	Manage and Develop People	N/A
	Inspire Direction and Purpose	N/A
	Optimise Workforce Contribution	N/A
	Lead and Manage Change	N/A

## Focus Capabilities

The focus capabilities for the position are those judged to be most important at the time of recruiting to the position. That is, the ones that must be met at least satisfactory level for a candidate to be suitable for appointment.

## CBCity Capability Framework - Focus Capabilities

Group & Capability	Level	Behavioural Indicators
<b>Personal Character</b>		
Act with Integrity	Advanced	<ul style="list-style-type: none"> <li>• Models ethical behaviour and reinforces it in others</li> <li>• Represents the organisation in an honest, ethical and professional way and sets an example for others to follow</li> <li>• Promotes integrity, courage and professionalism inside and outside the</li> <li>• Monitors ethical practices, standards and systems and reinforces their use</li> <li>• Proactively addresses ethical and people issues before they magnify</li> </ul>
<b>Relationships</b>		
Communicate and Engage	Adept	<ul style="list-style-type: none"> <li>• Tailors content, pitch and style of communication to the needs and level of understanding of the audience</li> <li>• Clearly explains complex concepts and technical information</li> <li>• Adjusts style and approach flexibly for different audiences</li> <li>• Actively listens and encourages others to provide input</li> <li>• Writes fluently and persuasively in a range of styles and formats</li> </ul>
<b>Personal Character</b>		
Lead Self	Adept	<ul style="list-style-type: none"> <li>• Initiates action on team/unit projects, issues and opportunities</li> <li>• Accepts and tackles demanding goals with drive and commitment</li> <li>• Seeks opportunities to apply and develop strengths and skills</li> <li>• Examines and reflects on own performance</li> <li>• Seeks and responds well to feedback and guidance</li> </ul>

Personal Character		
Safety and Accountability	Adept	<ul style="list-style-type: none"> <li>• Is prepared to make decisions within own level of authority</li> <li>• Takes an active role in managing issues in the team</li> <li>• Coaches team members to take responsibility and follow through</li> <li>• Implements safe work practices and manages work health and safety risks</li> <li>• Identifies and manages other risks in the workplace</li> </ul>
Personal Character		
Display Resilience	Adept	<ul style="list-style-type: none"> <li>• Is flexible, showing initiative and responding quickly to change</li> <li>• Accepts changed priorities and decisions and works to make the most of them</li> <li>• Gives direct and honest feedback/ advice</li> <li>• Listens when challenged and seeks to understand criticisms before responding</li> <li>• Raises and works through challenging issues and seeks alternatives</li> <li>• Stays calm and acts constructively under pressure and in difficult situations</li> </ul>
Relationships		
Customer and Community Focus	Adept	<ul style="list-style-type: none"> <li>• Demonstrates a sound understanding of the interests and needs of customers and the community</li> <li>• Takes responsibility for delivering quality customer- focused services</li> <li>• Listens to customer and community needs and ensures responsiveness</li> <li>• Builds relationships with customers and identifies improvements to services</li> <li>• Finds opportunities to work with internal and external stakeholders to implement improvements to customer services</li> </ul>

\* Focus Capabilities are those judged to be the most important at the time of recruiting to the position. The mix of “focus” capabilities can change over time, reflecting changing work priorities and current team strengths.

## Delegations

Decisions associated with this position are to be made in accordance with the Delegations of Authority (Policy186) approved by the General Manager.

## Code of Conduct

All staff are required to adhere to the Code of Conduct (CP25).

## Work Health & Safety

All staff are required to adhere to Council's WHS&E Responsibilities and Authorities document (REF229) and associated policies and procedures.

## Records Management

All staff are required to comply with Council's Records and Information Management policies, procedures and guidelines.

## Qualifications and Experience

### Essential Qualifications

- Degree in Early Childhood Education
- Working with Children Check
- Identify and Respond to Children and Young People at Risk of Significant Harm
- Current Senior First Aid Certificate including Asthma and Anaphylaxis

### Essential Experience

- Demonstrated understanding of the Early Years Learning Framework (V2.0), My Time Our Place (V2.0) and the National Quality Standard.
- Demonstrated experience in curriculum development and documenting children's learning.
- Ability to relate effectively to children and their families and to be attuned and responsive.
- Ability to work effectively in a team environment.
- Developed communication and inter-personal skills.
- Commitment to ongoing professional learning.

### Desirable Qualifications and or Experience

- Leadership and management training
- Effective communication skills training
- Experience as Nominated Supervisor

HUMAN RESOURCES USE (SELECT YES OR NO)	YES	NO
Does this position fall under the definition of child related employment?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Does this position require incumbent to undergo criminal reference check?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Does this position require incumbent to demonstrate good driving	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Licence class required:

[Click to Specify Licence](#)

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Will incumbent need to make disclosure of pecuniary interest?

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☐

Could there be a conflict of interest with secondary employment?

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