Role Description
Early Childhood Teacher

Role Description Fields	Details
Cluster	Education
Department/Agency	TAFE NSW
Division/Branch/Unit	Student Experience Group
Position Description no	10119-01
Classification/Grade/Band	Early Childhood Teacher
Senior executive work level standards	Not Applicable
ANZSCO Code	241111
PCAT Code	1319192
Date of Approval	September 2023
Agency Website	www.tafensw.edu.au

Agency overview

TAFE NSW's purpose is to skill the workforce of the future. It is Australia's leading provider of vocational education and training with over 500,000 annual enrolments and a proud history for setting the benchmark for quality service. As the NSW public provider, it supports the NSW Government's priority to grow skills for the economy and jobs of tomorrow. Critically, TAFE NSW plays a vital role in providing vocational education in rural and regional NSW, and job training pathways for the most vulnerable in the community.

TAFE NSW offers the best of campus-based delivery as well as flexible, online and work-based learning. The TAFE NSW values of Customer First, Collaboration, Integrity and Excellence guide our team in strengthening communities, delivering world-class training for our students and producing job ready graduates for employers. The operating environment for TAFE NSW is dynamic as we leverage our scale, expertise, passion and reputation to meet the rapidly changing VET landscape.

TAFE NSW is committed to its students and customers and the role it plays in changing lives and opening up opportunities through learning.

Primary purpose of the role

This position is responsible for working with children in their formative years to develop language and vocabulary as well as elementary numeracy and improve physical and social skills. The position introduces children to the school environment and helps children to develop key skills that provide the basis for all future learning. The ECT establishes developmentally appropriate, innovative and challenging programs for individuals and groups of children.

Key accountabilities

All key accountabilities are based on the National Law and Regulations, the Principles, Practices and outcomes detailed in the Early Years Learning Framework (EYLF) and the National Quality Framework (NQF).

1. Assist in the development of an inclusive educational program based on the latest research for children aged from birth to school entry, involving observation, planning and implementing learning experiences to promote children's development together with evaluating, and keeping appropriate records in line with the NQF and EYLF.
2. Establish an experiential teaching role, including small groups and individual experiences, identifying children with additional needs, enabling children to develop to their full potential cognitively, socially, and physically, to ensure best educational outcomes are delivered in line with the NQF.
3. Maintain confidentiality, ensuring all information regarding children is reported to the appropriate person and act as Responsible Person where required.
4. Assist the Early Childhood Director (ECD) with pedagogical leadership and modelling effective application of pedagogy in teaching practice, and support a culture of reflective practice and continuous improvement.
5. Assist or act as Educational Leader and guide and support educators to build capability, provide curriculum direction and support children achieve the outcomes of the approved learning framework.
6. Accurately and meaningfully document children's experiences, assess children's learning and development and apply pedagogical expertise to inform curriculum decisions.
7. Employ a diverse range of teaching strategies including intentional teaching and reflective practice in daily activities and effective use of technology to support learning delivery.
8. Coordinate and continue the daily routine including, but not limited to, overall supervision of children, encouraging children's self-help skills, toilet training, nappy changing, settling distressed children, preparation of snacks and distribution of meals, preparation and packing away of learning activities, interest areas and materials both indoors and outdoors, cleaning and hygiene procedure.
9. Liaise and consult with parents concerning their needs and those of their children and provide information about their children's learning, development and the Centre's activities and programs.
10. Where required, assist the Early Childhood Director with the development, implementation and review of Centre plans and administrative procedures including enrolments, medical forms, attendance records, purchasing equipment and consumables, parent notices and newsletters, service provision data, and departmental requirements.
11. Work with children in their final year before school to deliver a high quality preschool program and liaise with local schools on transition programs.
12. Ensure a safe and healthy environment through the development of high quality practices and procedures for the care and welfare of children and staff, and reporting security and maintenance requirements of equipment and premises.
13. Supervise and support students on fieldwork placements, completing all relevant documentation as required.
14. Where required, attend Centre related meetings including parent and committee management meetings to inform and support Centre learning programs and delivery.
15. Provide first aid treatment, administering medication, when requested by parents, and ensuring all relevant documentation is completed and recorded.

Key challenges

- Managing competing priorities with daily work.
- Finding a balance between reporting requirements and innovative educational practice.
- Coordinating and maintaining essential daily routines while managing unexpected events, learning activities and individual children's needs.

Key relationships

Internal

Who	Why
Line Manager	• Receive leadership, direction and support. • Support and assist with pedagogical leadership, program planning and implementation. • Seek guidance on complex issues and matters as appropriate.
Children's Centres Educators/ team members	• Guide and support educators to build capability. • Share information and work collaboratively as a team member to continuously improve Centre services.

External

Who	Why
National Education Standards Authority (NESA)	• Provide advice and seek feedback and information to inform practice. • Maintain teaching currency and licence.
Government agencies for standards and compliance relating to children's services and well being	• Liaise with a range of government bodies and agencies regarding standards and compliance in children's services and child care.
Families, visitors	• Provide information, support and advice on children's learning and Centre's activities.

Role dimensions

Decision making

- Makes decisions, using good judgment, expertise and knowledge, under guidance from more senior staff, on tasks/assignments with considerable complexity and sensitivity.
- Matters requiring a higher level of approval are referred to the Early Childhood Director.

Reporting line

Early Childhood Director

Direct reports

Ay lead and guide staff as required

Budget/Expenditure

Nil

Essential requirements

1. Bachelor/Degree in Early Childhood Teaching recognised by Australian Children's Education and Care Quality Authority (ACECQA) with NSW Education Standards Authority (NESA) accreditation and demonstrated experience in early childhood services.

2. A Working with Children Check, National Police Clearance and First Aid qualification that is recognised by ACECQA and includes applying first aid, CPR, emergency asthma management, anaphylaxis and diabetes.
3. Proven understanding of implementing, and evaluating an inclusive educational program, meeting individual and group strengths and needs, maintaining appropriate records and effectively using technology to support administration and program delivery.
4. Proven understanding of and commitment to competency early childhood practice that is informed by the National Quality Framework and Standards, the Early Years Learning Framework, social justice and inclusive practices.
5. Sound practical knowledge of government regulations, all statutory requirements for licensing and legislation relating to the provision of Children's Centres, including the Child Protection - Mandatory Reporting Framework.
6. Excellent communication and interpersonal skills with an ability to provide learning experiences, guidance, support and care to children and the ability to communicate with adults from diverse backgrounds.
7. Demonstrated ability to supervise and lead staff as required, work within a team environment with initiative, flexibility, and contribute to the overall procedures of the Centre.

Capabilities for the role

The NSW public sector capability framework describes the capabilities (knowledge, skills and abilities) needed to perform a role. There are four main groups of capabilities: personal attributes, relationships, results and business enablers, with a fifth people management group of capabilities for roles with managerial responsibilities. These groups, combined with capabilities drawn from occupation-specific capability sets where relevant, work together to provide an understanding of the capabilities needed for the role.
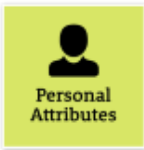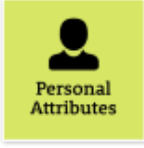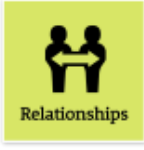
The capabilities are separated into focus capabilities and complementary capabilities

Focus capabilities

Focus capabilities are the capabilities considered the most important for effective performance of the role. These capabilities will be assessed at recruitment.

The focus capabilities for this role are shown below with a brief explanation of what each capability covers and the indicators describing the types of behaviours expected at each level.

Focus capabilities

Capability group/sets	Capability name	Behavioural indicators	Level
Personal Attributes	**Manage Self** Show drive and motivation, an ability to self-reflect and a commitment to learning	• Keep up to date with relevant contemporary knowledge and practices • Look for and take advantage of opportunities to learn new skills and develop strengths • Show commitment to achieving challenging goals • Examine and reflect on own performance • Seek and respond positively to constructive feedback and guidance • Demonstrate and maintain a high level of personal motivation	Adept
Personal Attributes	**Value Diversity and Inclusion** Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives	• Promote the value of diversity and inclusive practices for the organisation, customers and stakeholders • Demonstrate cultural sensitivity, and engage with and integrate the views of others • Look for practical ways to resolve any barriers to including people from diverse cultures, backgrounds and experiences • Recognise and adapt to individual abilities, differences and working styles • Support initiatives that create a safe and equitable workplace and culture in which differences are valued • Recognise and manage bias in interactions and decision making	Adept
Relationships	**Communicate Effectively** Communicate clearly, actively listen to others, and respond with understanding and respect	• Tailor communication to diverse audiences • Clearly explain complex concepts and arguments to individuals and groups • Create opportunities for others to be heard, listen attentively and encourage them to express their views • Share information across teams and units to enable informed decision making • Write fluently in plain English and in a range of styles and formats • Use contemporary communication channels to share information, engage and interact with diverse audiences	Adept

	Work Collaboratively Collaborate with others and value their contribution	• Encourage a culture that recognises the value of collaboration • Build cooperation and overcome barriers to information sharing and communication across teams and units • Share lessons learned across teams and units • Identify opportunities to leverage the strengths of others to solve issues and develop better processes and approaches to work • Actively use collaboration tools, including digital technologies, to engage diverse audiences in solving problems and improving services	Adept
	Think and Solve Problems Think, analyse and consider the broader context to develop practical solutions	• Identify the facts and type of data needed to understand a problem or explore an opportunity • Research and analyse information to make recommendations based on relevant evidence • Identify issues that may hinder the completion of tasks and find appropriate solutions • Be willing to seek input from others and share own ideas to achieve best outcomes • Generate ideas and identify ways to improve systems and processes to meet user needs	Intermediate
	Technology Understand and use available technologies to maximise efficiencies and effectiveness	• Demonstrate a sound understanding of technology relevant to the work unit, and identify and select the most appropriate technology for assigned tasks • Use available technology to improve individual performance and effectiveness • Make effective use of records, information and knowledge management functions and systems • Support the implementation of systems improvement initiatives, and the introduction and roll-out of new technologies	Intermediate

	Manage and Develop People	• Clarify the work required, and the expected behaviours and outputs	Foundational
People Management	Engage and motivate staff, and develop capability and potential in others	• Clearly communicate team members' roles and responsibilities • Contribute to developing team capability and recognise potential in people • Recognise good performance, and give support and regular constructive feedback linked to development needs • Identify appropriate learning opportunities for team members • Create opportunities for all team members to contribute • Act as a role model for inclusive behaviours and practices • Recognise performance issues that need to be addressed and seek appropriate advice	

Complementary capabilities

Complementary capabilities are also identified from the Capability Framework and relevant occupation-specific capability sets. They are important to identifying performance required for the role and development opportunities.

Note: capabilities listed as 'not essential' for this role are not relevant for recruitment purposes however may be relevant for future career development.

Capability group/sets	Capability name	Description	Level
Personal Attributes	Display Resilience and Courage	Be open and honest, prepared to express your views, and willing to accept and commit to change	Intermediate
Personal Attributes	Act with Integrity	Be ethical and professional, and uphold and promote the public sector values	Intermediate
Relationships	Commit to Customer Service	Provide customer-focused services in line with public sector and organisational objectives	Intermediate
Relationships	Influence and Negotiate	Gain consensus and commitment from others, and resolve issues and conflicts	Foundational
Results	Deliver Results	Achieve results through the efficient use of resources and a commitment to quality outcomes	Intermediate
Results	Plan and Prioritise	Plan to achieve priority outcomes and respond flexibly to changing circumstances	Foundational

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Results	Demonstrate Accountability	Be proactive and responsible for own actions, and adhere to legislation, policy and guidelines	Intermediate
Business Enablers	Finance	Understand and apply financial processes to achieve value for money and minimise financial risk	Foundational
Business Enablers	Procurement and Contract Management	Understand and apply procurement processes to ensure effective purchasing and contract performance	Intermediate
Business Enablers	Project Management	Understand and apply effective planning, coordination and control methods	Foundational
People Management	Inspire Direction and Purpose	Communicate goals, priorities and vision, and recognise achievements	Foundational
People Management	Optimise Business Outcomes	Manage people and resources effectively to achieve public value	Foundational
People Management	Manage Reform and Change	Support, promote and champion change, and assist others to engage with change	Foundational