



Assistant to Director of Early Learning Position Description

POSITION:	Assistant to Director of Early Learning
DEPARTMENT:	Early Learning
RESPONSIBLE TO:	Principal
REPORTS TO:	Director of Early Learning

About Sheldon College

Committed to its basic philosophy of Love, Laughter and Learning, Sheldon College caters for children from 15 months of age through to Year 12. The College campus is located on 56 acres in a semi-rural setting on Taylor Road in Sheldon. The College was established in 1997 and is committed to providing a quality education for all students in a safe, secure learning environment which is characterised by high standards for both staff and students in the areas of dress and appearance, behaviour and individual scholarship and work habits.

Position Overview

Assistant to the Director of Early Learning is responsible for:

- Articulating a shared vision, motivating and inspiring others, building a team, managing change, establishing participative decision-making processes, devising mechanisms for the development of an innovative, relevant and engaging curriculum; enhancing teaching and learning through productive pedagogy, derived from current learning research, and creating and maintaining a supportive and challenging learning environment;
- Working with the Director of Early Learning to further enhance the College's position and support the fulfilment of the College Vision, Mission and Values.

Duties and Responsibilities

Leadership

- Collaborate with staff from the Early Years and Outside Hours Care to clearly articulate and enact educational philosophy and vision, consistent with the vision and mission of the College.
- Model the attributes and skills of an exemplary educator dedicated to reflective practice.
- Develop a mentoring and coaching culture to build educator capacity.
- Implement Performance and Development Framework strategies and provide support and development of all staff.
- Demonstrate a thorough understanding of current educational trends in Digital and Design technologies and pedagogies.
- Foster effective relationships with families and members of the wider College community.
- Commit to effective and efficient management and use of resources and facilities.



Curriculum

Possess a working understanding of the framework of the Queensland Curriculum and Assessment Authority (QCAA) & Australian Curriculum Assessment and Reporting Authority (ACARA); Queensland Kindergarten Learning Guidelines (QKLG); Early Years Framework – Being, Becoming and Belonging; My Time, Our Place Framework for School Age Care in Australia. Where applicable;

- Deploy a range of digital and design pedagogies with a commitment to academic excellence.
- Work with staff on developing authentic learning experiences and the meaningful embedding of new generation technologies in the curriculum.
- Ensure implementation of authentic programs of assessment and moderation are implemented at each year level, having regard to the College's assessment and feedback policy.
- Be accountable for student outcomes in keeping with the goals and policies of the College.
- Establish links with external bodies and develop community relationships which enhance the learning and opportunities of students.
- Assist, organise and monitor the introduction of new teachers and pre-service teachers.

Professional Development

- Maintain and deliver a program of professional development, employer directed and supported, school supported and individually identified ensuring that goal setting is met.
- Assist staff to maintain their own professional development.
- Coach and mentor staff to develop highly effective and skilled educators.
- Facilitate professional development programs to build capacity of teachers.

Workplace Health & Safety

- Ensure that safe procedures are incorporated into the operations in accordance with the College's Occupational Health & Safety Policy.

Key Duties

- Provide pedagogical leadership to ensure quality care and education programs for all children.
- Ensure that the all philosophy, policies and procedures are upheld, implemented and reviewed regularly to meet relevant requirements.
- Maintain compliance with the regulations as prescribed by the Education and Care Regulatory Unit along with all legal and statutory requirements.
- Encourage staff and families to actively contribute to the quality and success of all services.

In Relation to the Children

- Respect and provide support and inclusion for all children, regardless of gender, cultural back ground or socio-economic status, and ensure all Educators and staff are implementing these practices.
- Ensure Educators are encouraging and supporting children in all aspects of their development.
- Act as a positive role model, demonstrating appropriate behaviour and language, and ensure all Educators and staff are implementing these practices.
- Ensure the provision of adequate supervision for the children.
- Ensure that Educators are implementing reasonable behaviour management practices.
- Ensure all staff are aware of, and comply with their mandatory obligations in relation to Child Protection laws.



In Relation to Families

- Respect the confidentiality of all information about a child, and discuss any concerns with the Director of Early Learning as required.
- Act as a resource person for families.

In Relation to Educators / Staff

- Encourage mentoring between staff.
- Promote the highest standard of care for the children in accordance with the National Quality Standards.
- Participate in the Service's annual staff appraisals and staff reflection activities.
- Provide training / professional development opportunities for staff.
- Organise and chair team and group staff meetings.
- Encourage staff to establish and maintain community links.
- Supervise and support the Educational Leader to guide staff in observing and planning for individual children and the total learning environment.
- Supervise and support the Educational Leader to collaborate with staff to ensure that the program is continually improving.
- Ensure that you and all staff uphold a professional image for the Service.

In Relation to the Program

- Ensure the developmental records of each child are up to date and securely archived.

In Relation to the Programs on offer

- Maintain and ensure Educators maintain a sound and current understanding of the National Quality Standard and National Quality Framework.
- Maintain and ensure Educators maintain a working knowledge of the Early Years Learning Framework and Our Place.
- Liaise with community organisations for networking opportunities.
- Maintain and ensure Educators maintain awareness of current issues in children's services.
- Mentor Educators to work in partnerships with families.
- Mentor Educators in professional written and verbal communication skills.
- Maintain and demonstrate, and ensure educators maintain and demonstrate and extensive knowledge of Child Protection legislation and its implications for the care a protection of children.
- Ensure Educators maintain and demonstrate an extensive knowledge of Workplace Health and Safety legislation and safety issues relating to children and staff.
- Provide ongoing support, assistance, and /or guidance/recommendations as required to Director of Early Learning in areas of administration, program development, parent and community networking, staff professional development and training, and other areas as requested.
- Facilitate and maintain the Quality Improvement Planning routine.
- Inform the Director of Early Learning of any issue arising that may compromise the children's health, safety, or wellbeing, or the efficient operation of the Service.
- Oversee & guide the Nominated Supervisor's role and relationship the Service's Educational Leader in programming, promoting commitment to continual improvement to the quality of care provided within each room.
- Always act within, and ensure educators act within the guidelines set out in the Code of Ethics (Early Childhood Australia Inc.)
- Any other duties, with the scope of the position, as specified by the Director of Early Learning.



SELECTION CRITERIA

Please address the selection criteria separately with responses no longer than one page per selection criteria.

- SC1 Demonstrated capacity to provide leadership.
- SC2 Demonstrated strong interpersonal skills and strong capacity to develop and sustain productive relationships.
- SC3 Demonstrated understanding of all regulations as prescribed by the Education and Care Regulatory unit along with all legal and Statutory requirements in relation to Long Day Care and Outside Hours Care.