

Information Pack



**MATTHEW
FLINDERS**
Anglican College

Early Childhood Educator

About Flinders Early Learning Centre

The Flinders Early Learning Centre opened in 2007 and has a national reputation for excellence in Early Childhood Education. The Centre consists of a 48-week licensed long day Early Learning Centre, delivering Kindergarten and Pre-Kindergarten educational programs. Learning and programs at the Centre are inspired by the Reggio Emilia philosophy of viewing children as capable, creative thinkers and learners. Staff are committed to creating a special place for children, one where children will learn about the world using reasoning, imagining and exploring. Flinders Early Learning Centre children discover the joys of learning through observing, listening, experimenting and sharing.

At Flinders Early Learning Centre our early childhood team make “visible” the learning and thinking experiences the young children are engaged in. Our image of the child is one of richness and capability, full of keen curiosity and actively seeking answers to many questions about their world.

In line with our philosophy and our strong image of children, we share a strong belief that children are intelligent, creative and capable of deep thought. Our image of child influences our thinking, planning, interactions and the learning experiences we provide and inspires us to listen deeply to children’s ideas, theories, concepts as we inquire alongside children.

Through inquiry children will engage in authentic ‘work’ that reflects and questions their understanding of the world around them. As they think deeply and immerse themselves in inquiry, they ask questions of themselves and others that provoke further investigation and exploration through collaboration.

The inquiry process promotes children’s intellectual wellbeing and positive habits of mind as children engage in meaningful purposeful play that inspires, creates, is insightful, and helps them deepen their knowledge and understanding of the world in which they live.

Our early learning programs are taught by four-year university-trained early childhood teachers supported by early learning educators with a minimum training of two years. The National Early Years Learning Framework and the Queensland Kindergarten Learning Guidelines Curriculum provides a dedicated pathway linking with the National Curriculum, which is in all schools across Australia.

Mrs Jo Osborne, FELC Director, leads our team of responsive early childhood staff who possess a deep understanding of how young children learn. Our FELC philosophy values PLAY as an instrument in stimulating and shaping child development and early learning.

FELC is a place where families, carers, children and teachers are guided by the following values:

- Play-based educational Pre-Kindergarten and Kindergarten programs based on current research, e.g. play and enquiry, brain-based learning, Dimensions of Learning; and
- Natural environments that engage the young child’s five senses, provoking wonder, curiosity and intellectual engagement

FELC’s passion for personalising the Reggio Emilia experience has driven our teaching team to create an environment that is inviting, fun, creative and most importantly, child-centred. Light-filled classrooms offer flexible learning spaces, access to outdoor learning areas and rainforest gardens, art studios, writing centres, discovery areas, reading nooks, interactive whiteboards and the latest in information technology.

Through planned and spontaneous play experiences, children form relationships, share, co-operate, develop self-control, test ideas and friendships, extend their range of experience and form associations among things, events and concepts. Our program has developed a balance between child-centred and

adult-led play, plus we value extended blocks of time for children to make discoveries, to elaborate on projects, and to evolve a script in symbolic play.

FELC's hugely popular bush kindy program sees small groups of 10 children at a time, along with two specialist teachers, explore and engage in the wetlands forest that runs between FELC and Matthew Flinders Anglican College. The daily visits into the wetlands have enhanced in the children a deep curiosity about the world in which they live, how it works, and their place in it. On their outings, the children have been busy – mapping the forest space, considering the natural landmarks and any distinguishing features, and identifying the flora and fauna native to our unique place in the world.

Hours of Operation

Our centre is licensed for 48 weeks of the year and closes over the Christmas and New Year period for four weeks. The Centre is staffed between 7:30am and 6:00pm Monday to Friday each week.

Pre-Kindergarten programs: 8:45am–3:15pm
3-Day Kindergarten programs: 8:30am–3:15pm
2-Day Kindergarten programs: 8:00am–3:30pm

Position Description

ROLE SUMMARY

The Early Childhood Educator provides care and early learning experiences that meet the needs and interest of children in a safe, supervised environment. They support and implement the programs developed by the Teacher/ Director to encourage children to develop a love of learning, guiding them into the more formal processes of learning in a secure, nurturing and stimulating environment. The Early Childhood Educator creates an environment specifically designed to encourage children to develop their physical, emotional, intellectual, social, cultural and spiritual potential.

KEY RESPONSIBILITIES

- Positively promote the Flinders Early Learning Centre (FELC) both internally and externally
- Works as a team member displaying patience, enthusiasm, and a sense of humour, maintaining confidentiality at all times.
- Active and lifelong learner taking personal responsibility to engage in all compulsory and professional development opportunities

Programming

- Assist in the programming, planning, implementation, reflection, and evaluation of the daily, weekly, and monthly EYLF/QKLG programs in consultation with Teacher and Director.
- Assist in planning, monitoring, and preparing the inside and outside environment, setting up interest areas and preparing and clearing away materials and supplies.
- Utilise any individual skills and/or interests relevant to the early learning program, in consultation with other staff.
- Interact responsively with the children during indoor and outdoor experiences.
- Support the morning and afternoon program and afternoon transitions for the mixed age group.
- Assist with organising activities, other support staff and record keeping.
- Prepare daily room set-up and create classroom displays, posters, props etc.

- Prepare classroom materials, wash, clean and clear away materials.
- Ensure the level of resources in the classroom is adequate and report to the teacher when further supplies are needed.
- Share relevant information about the children and their development with the appropriate staff.
- Assists in the ordered arrangement, appearance, décor, and learning environment of the room, outdoor environments, and share in maintenance duties.

Children

- Take responsibility for the children when the Teacher is not present.
- Ensure that children feel content and secure on parent's departure and settle into the experiences or routines of the centre.
- Encourage children to develop a sense of independence and responsibility at a level appropriate to their ability and maturity.
- Treat each child with dignity and respect considering any cultural or socio-economic or other differences.
- In consultation with the Director, Group Leader, and Teacher, help prepare portfolios, learning stories and observations, and implement the agreed supportive behaviour management strategies and techniques with consistency. Consult with the Director, Group Leader, or Teacher before discussing any developmental/behavioural issues with parents.
- Model appropriate behaviour and language, using active listening with individual children; speak in a friendly, courteous manner encouraging children to extend their vocabulary, communication, and use of language.
- Take note of special interests, talents, strengths, and disabilities that affect the daily routine of individual children and incorporate these interests into the program and learning cycle.
- Follow the routine of the room and ensures the needs of all children are met in an appropriate way.
- Understand the daily medication requirements and administers medication under the strictest of guidelines.

Parents

- Develop good rapport with parents, ensuring they are always made to feel welcome and active contributors to the program.
- Consult with the Teacher and/or the Director before discussing with a parent any issues related to child development or behaviour. Respects the confidentiality of all information and maintain high levels of discretion at all times, both on and off duty. Never discuss anything about a child to another parent.
- Maintain regular communication with parents acknowledging their arrival, departure through informal greetings etc.
- Encourage the effective use of the Daily Journal, Blog, and Communication Books. This will accommodate parents that are unable to communicate directly with the Teacher/Group Leader.

Compliance

- Manage risk appropriately and complete risk assessments when required.
- Participate in, and comply with, all relevant workplace health and safety legislation,
- Participate in the National Quality Framework process.

Prerequisite

1. Experience working as an Early Learning Educator in centre-based care for children aged 3 – 6 years, including knowledge and skills in programming/planning, observation cycles, and implementing and reflecting upon the early learning EYLF/ KQLG program.
2. Certificate III in Children's Services/ Diploma of Early Childhood Education and Care and a demonstrated understanding of the National Quality Framework. ACEQA qualifications are essential. Please check your qualifications against the approved ACEQA list on their website. <http://www.acecqa.gov.au/educators-and-providers1/qualifications>

Selection Criteria

1. Demonstrate an understanding of the Reggio Emilia philosophy, inquiry learning, and educational documentation with demonstrated evidence of this in your day-to-day practice.
2. Display a genuine love of teaching young children and a deep understanding of their developmental needs, growth and children's rights.
3. Demonstrate a rich image of child and deep listening skills.
4. Show your understanding of the assessment and rating processes including a working knowledge of the national Quality Standards, National and Queensland regulations.
5. Provide an example of your knowledge and skills in planning and implementing an early years' program supporting social/emotional skills, creativity, early literacy, numeracy and thinking skills based on inquiry, children's interests and ideas.
6. Describe your love of music, the arts, and the environment. An ability to play an instrument is an advantage.
7. Highly effective written and oral communications skills with the ability to build Early Childhood learning communities.
8. Proven ability to effectively use technology in learning, preferably within an Apple environment.
9. Demonstrated ability to approach tasks in a proactive manner, using initiative and flexibility.
10. Current First-aid Certificate and Suitability Card (Blue Card).

The Application Process

Application Submission

1. A cover letter addressing the selection criteria by providing/describing examples of actual work that has been done, or actual participation in the relevant activity.
2. A full resume, including;
 - a. your full name and title;
 - b. date of birth (*see Pre-employment compliance check*)
 - c. postal address, email address, telephone number(s) for both during and after work hours;
 - d. your educational qualification relevant to the duties and selection criteria for the position (title of qualification, subjects/majors studied, institution, proportion of qualification completed);
 - e. your relevant recent work history (most recent jobs should be listed first), including names and addresses of employers, positions held, length of time in each position, major duties, responsibilities and achievement;
 - f. membership of relevant professional associations and clubs (if applicable)
3. The names and telephone numbers of two (2) recent professional referees who should be in a position to comment about performance in relation to the above criteria. (*Please note; in the case of those applicants shortlisted for interview, the School may contact your employer following the interview.*)

Please ensure that your application reaches us by the closing date and time provided in the advertisement for the position. Late applications may not be accepted. **All applications MUST be submitted through the SEEK.com.au website.**

Acknowledgement

You will receive an email acknowledging your application and detailing the shortlisting and interview timeframes.

Selection process

Short-listed candidates are contacted to arrange a time to meet with the selection panel for an interview.

At this time, you will be notified what recruitment methods will be used. Candidates short-listed from the first interview may be required to come back for a second interview and/or further recruitment activities.

As part of the interview process for teaching staff, short-listed candidates may be asked to demonstrate their teaching by the applicant being a 'guest teacher' at the College.

Reference Checks

A minimum of two reference checks are undertaken. The selection panel will discuss your application with your nominated referees. The school also reserves the right to consult with other persons who may have knowledge of your experience. This is at the Principal's discretion.

Pre-employment compliance checks

All candidates are required to undergo a screening process prior to appointment and successful candidates must comply with school policies and relevant legislation relating to student protection and wellbeing.

It is a requirement that all suitable candidates' details are checked with the Anglican Church's National Professional Standards Register. The candidate's date of birth is required to complete this check. By applying, the candidate is authorising this check to be completed. Your date of birth will be used only for that purpose and nothing else.

International candidates will provide the panel with relevant Visa documentation supporting their right to live and work in Australia. This information will be verified with the Department of Immigration, generally through their VEVO system.

The College reserves its right to undertake additional pre-employment checks to support the commitment to recruiting the highest quality employees and considering the specific needs of each role.

Questions?

Please email hr@mfac.edu.au

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