



## Annesley Junior School

### POSITION DESCRIPTION

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| <b>TITLE OF POSITION:</b>         | <b>Co-Educator – Early Learning Centre (ELC)</b>   |
| <b>RESPONSIBLE TO:</b>            | Head Early Years                                   |
| <b>KEY WORKING RELATIONSHIPS:</b> | Head Early Years and ELC Staff                     |
| <b>TENURE:</b>                    |  |
| <b>CONDITIONS:</b>                | Educational Services (Schools) General Staff Award |

#### ORGANISATIONAL OVERVIEW

At Annesley Junior School our children from two years of age to Year 7 are active participants in a community of learners. Students engage in a rigorous learning program with a focus on leadership, service and community sustainability. Student learning is not confined within the boundaries of traditional subject areas but is supported and enriched by them – boys and girls engage in a 'hands on' approach and have access to our extended community for specialist knowledge and 'real life' experiences.

Values form the basis of teacher and student interactions. They are implicitly and explicitly taught through role modelling, their inclusion in trans-disciplinary units, discussion, questioning, through guided reflection and timely consideration of daily interactions. Our ten core values are embedded in our daily practice:

Courage  
Resilience  
Responsibility  
Humility  
Civility

Justice  
Compassion  
Respect  
Gratitude  
Integrity

The Annesley curriculum is engaging, challenging and relevant, and actively supports the developmental differences and learning styles of girls and boys. It is framed by the pedagogy of the International Baccalaureate Primary Years Program (IB PYP). Structured, purposeful inquiry is at the heart of the PYP philosophy. Our students actively construct meaning based on their prior knowledge and their engagement with the curriculum and Units of Inquiry. They investigate important subject matter by formulating questions, proceeding with research, experimentation or observation which leads to their own responses to the issues. The learning program in the ELC is influenced by the international best practice of the Reggio Emilia philosophy and the curriculum is also guided by the National Early Years Learning Framework (EYLF). Technology is a key focus throughout the School and our digital natives are guided in their use of familiar and new technologies as one method of engaging with peers, teachers and experts beyond the classroom. The Australian National Curriculum which equips all young Australians with the essential skills, knowledge and capabilities to thrive and compete in a globalised world and information rich workplaces of the current century is embedded in the curriculum from Reception to Year 7.

#### SCHOOL EXPECTATIONS

Staff will:

- Work collaboratively to achieve the objectives of the Junior School from ELC to Year 7
- Foster and inspire different approaches to stimulate a love of learning
- Engage with the school community in the purpose and practice of learning
- Commit to the Christian ethos of the school and demonstrate tolerance in respect of other religions and spiritual expressions

## **RESPONSIBILITIES AND OUTCOMES**

### **Curriculum**

- Contribute to the development and implementation of the necessary systems to ensure alignment with the National Quality Standards for Early Childhood Education and Care and the Early Years Learning Framework.
- Support and collaborate with the Director and the ELC staff members in reviewing and continually developing the Quality Improvement Plan to maintain 'Exceeds' rating under the National Quality Standards.
- Ensure the philosophy of the Early Years Learning Framework is embedded in the IB Primary Years Program.
- Embed the Reggio Emilia philosophy into daily practice so each child is valued and respected and viewed as competent and curious.
- Foster a supportive and respectful learning environment which enhances student learning through play and through the development of relationships inspired by the School's values.
- Promote excellence and cater for the needs of students to be both challenged and supported.
- Establish and maintain a learning environment both indoors and outdoors that is stimulating and provides a wide range of resources and materials that the children can utilise to develop individual and group projects.
- Ensure the curriculum is culturally inclusive and promotes each child as a global citizen.
- Support the Teachers in the planning and implementation of the curriculum.
- Contribute to the preparation, planning and documentation of the children's learning.
- Support children's spontaneous learning experiences as appropriate.
- Contribute to the development and preparation of learning experiences ensuring they are inclusive and engaging for each child so that individual learning plans and outcomes are achieved.
- Maintain a learning environment both indoors and outdoors, that is stimulating, safe and provides a wide range of resources and materials that the children can utilise to develop individual and group projects.

### **Documentation, Assessment and Reporting**

- Support the requirements relating to assessment and its documentation as set out by the ELC, the Primary Years Program and the National Quality Standards.
- Contribute to informing families of the learning program and the developments within the centre through varied forms of documentation.
- Foster effective communication with parents
- Contribute to the children's portfolios documenting their individual learning journey and their contributions to the ELC community.

### **Student Well-Being**

- Identify and support individual learner needs, conferring with other ELC staff and the Director.
- Contribute to ongoing documentation of children to ensure that the individual needs of children are met.
- Provide support when affiliated professionals assistance is sought.
- Provide pastoral care of students within and beyond the ELC.
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### **Professional Learning**

- Keep abreast of new advances in curriculum development and educational thinking.
- Contribute to the professional learning of other staff members by sharing knowledge, ideas and resources.

### **Professional Duty**

- Establish effective communication and co-operative working relationships with teaching and non-teaching colleagues.
- Maintain procedures and policies outlined in the Staff Hand Book and Junior School Documents.
- Ensure the ELC environment is safe and in accordance with the Workplace Health and Safety Regulations.
- Participate in staff and team meetings, and other scheduled meetings.
- Attend official school functions as required.
- Maintain professional confidentiality at all times.
- Be flexible with work schedule as required.

### **CAPABILITIES AND BEHAVIOURS**

- Demonstrates personal energy and enthusiasm for working with young children.
- Fosters a culture of openness and transparency.
- Encourages collaboration across student, staff and community groups.
- Lives and promotes the values of the Junior School.
- Develops effective working relationships and rapport with students.
- Develops confidence and self esteem in students and acts as a role model.
- Uses a wide range of strategies to support the children.
- Understands the National Quality Standards and The Early Years Learning Framework.
- Ability to assist in the development/implementation and evaluation of policies and procedures.
- Uses ICT to document learning and as an administrative tool.
- Has excellent time management skills and ability to prioritise workload, able to be proactive and demonstrate initiative.
- Is a team player with hands on approach, flexible and adaptable.

### **KNOWLEDGE AND EXPERIENCE**

- Experience in supporting the programming of individual learning programs.
- Experience in working effectively in a team of staff.
- Effective communication skills.
- Knowledge and understanding of the EYLF and current issues in Early Childhood reforms.
- Knowledge of the IB Primary Years Program desirable.
- Understanding of the philosophy and practice of Reggio Emilia desirable.

### **QUALIFICATIONS AND REQUIREMENTS**

- A Diploma in Children's Services (or be working towards), a Bachelor of Early Childhood Education or equivalent.
- Current – DCSI criminal history check
- Current - Responding to Abuse and Neglect Training
- Current - First Aid for Schools