Position Description

Title: Program & Practice Support Teacher

Award and Classification Level: Educational Service Teachers Award

Faculty/Office: Campus Life

Hays Evaluation Level: N/A (if applicable)

Department/Team: Early Learning

Approved by CEO: 24 June 2020

Position Purpose: To support and assist the Centre Manager (Educational Leader) in the development, implementation and evaluation of a high-quality early learning program within an education and care centre.

ORGANISATIONAL CONTEXT

The Office of the Vice President, People and Services has executive responsibility for the University’s people strategies, information technology, business intelligence and reporting, and campus services.

The portfolio includes U@MQ a subsidiary company of Macquarie University known as Campus Life. Campus Life is a seven-days’ a week operation, providing a suite of services and programs to students, staff, visitors and local community designed to “bring life to our campus” and provide a balance between academic and non-academic amenities.

Campus Life operates in the following key areas:
- Early learning and school holiday programs
- Sports & recreation
- Hospitality
- Retail

Early Learning operates within the Programs & Partnerships business unit. Program and Partnerships is accountable for program development, strategically aligned partnerships, and the advancement of the Campus Life brand.

The Early Learning centres provide University staff, students and the wider community with high quality educational programs for children up to six years of age.

This position is designated as a Mandatory Reporter under the Children and Young Persons (Care and Protection) Act 1998.

ORGANISATION CHART

[Diagram of organisational chart showing the structure of the organisation, including roles and responsibilities, with Program & Practice Support Teacher highlighted.]
**KEY ACCOUNTABILITIES**

- As directed by the Centre Manager, guide and support centre staff in the planning, implementation, and evaluation of a high-quality educational program and the assessment and recording of children’s development
- Act as a ‘trusted adviser’ to centre staff, providing guidance that models high-quality teaching practices; working in partnership with Room Leaders to identify and share best practice examples with the team
- Provide up to date knowledge of the Early Years Learning Framework and actively support the centre team to Meet (at a minimum) the National Quality Standards
- Support the Centre Manager and Room Leaders to foster a culture of reflective practice, questioning and continuous improvement
- Guide and support staff to create inviting spaces that are developmentally appropriate, engage children and foster learning
- Assist the Centre Manager to identify and support staff’s professional development needs and, where appropriate, coach and mentor them, and develop and implement training
- Build and maintain strong, positive and ethical relationships with children, families, and staff and contribute to a professional and positive work culture
- Act as Responsible Person, assuming all related responsibilities as per the Education and Care Services National Regulations
- Maintain a high-level understanding of best practice and trends that may influence the future direction of the program by participating in relevant professional development, and attending networks and forums
- Participate in centre engagement activities, and assist the Centre Manager to drive community engagement
- Effectively supervise children and maintain a clean and safe environment for children, families and team members
- Work with the Centre Manager to undertake all actions necessary and appropriate to this classification to maintain compliance with the National Quality Framework, the Child Care Subsidy System, and Child Protection laws
- Assist the Centre Manager to create a professional learning community that encourages staff to undertake action research projects and to share findings
- Work with the Centre Manager to develop and implement diversity, equity, and inclusion initiatives
- Comply with all Campus Life policies and procedures and applicable Privacy, EEO, and WHS regulations, policies and practices
- Perform any other duties as required and appropriate for this classification

**POSITION CONTEXT**

<table>
<thead>
<tr>
<th>Reports to:</th>
<th>Centre Manager (Educational Leader)</th>
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| Positions Reporting to: | • Direct – 0  
• Indirect – 0 |
| Key Direct Clients: | • Children, parents and families |
| Other Key Relationships: | • Centre staff  
• Other Program & Practice Support Teachers  
• Business Operations Manager  
• Other Campus Life and University staff |
| Budget Accountability: | NA |
| Role-specific Conditions: | • Working with Children Check  
• Approved First Aid qualification  
• Approved Asthma and Anaphylaxis qualification  
• Identify and Respond to Children and Young People at Risk qualification  
• Shift work – variation to start and finishing times required including attending meetings held out of hours as required |
| Scope and autonomy: | Within defined parameters, adapts and develops processes, procedures, systems and/or techniques that impact how work is performed. |
| Problem solving | Analyses, designs and develops a range of alternatives and then uses expertise to decide on or recommend the best course of action. |
## CAPABILITY FRAMEWORK

Capability Frameworks describe the behaviours, skills, attributes and experience required to successfully perform a position or group of similar positions.

### COMPETENCIES

Clustering of behaviours required for successful performance.

- **Planning and Execution**: Managing time and resources to complete tasks and achieve objectives.
- **Quality Focus**: Ensuring accuracy and quality when completing tasks.
- **Analysis and Judgement**: Evaluating information and data to solve problems and make sound decisions.
- **Change Focus**: Adapting to new situations and dealing with change.
- **Communication**: Effectively grasping and conveying ideas and concepts to others.
- **Service Focus**: Making the needs of children and families a priority.
- **Relationship Management**: Establishing effective working relationships with others.
- **Influencing and Persuading**: Building commitment by convincing others and winning them over to a particular point of view.
- **Culturally Aware**: Values diversity as a strength and contributes to an inclusive working environment.
- **Setting Expectations**: Stating clearly what is expected from others, clearly expressing ideas, and maintaining a precise and constant flow of information.
- **Tracking Performance**: Taking nothing for granted and persistently monitoring the progress of activities to ensure they are completed on time.

### ATTRIBUTES

Personal qualities related to successful performance.

- **Perseverance**: Persevering despite obstacles to ensure tasks are completed.
- **Flexibility**: Responding effectively to unexpected or changing circumstances.
- **Integrity**: Maintaining confidentiality, discretion and professionalism.
- **Reliability**: Meeting commitments and responsibilities.
- **Accountability**: Assuming responsibility for making decisions and delivering agreed outcomes.
### REQUIRED KNOWLEDGE

Qualifications, technical and/or professional skills and information needed from day one for successful performance.

- ACECQA approved degree in early childhood education
- Current accreditation status with NESA
- Understanding of Child Protection Laws and the responsibilities associated with being a Mandatory Reporter
- Sound knowledge of the National Quality Framework, including the Law, Regulations and National Quality Standards and Early Years Learning Framework
- Approved First Aid qualification
- Approved Asthma and Anaphylaxis qualification
- Identify and Respond to Children and Young People at Risk qualification
- Understanding of the role and responsibilities of being a Responsible Person
- High level computer literacy

### ACQUIRED KNOWLEDGE

Organisational and/or professional skills and information to be developed within the first 3 to 6 months in the role for successful performance.

- Knowledge of the Centre’s policies, systems, processes and procedures
- Knowledge of Campus Life’s functions and structure
- Knowledge of Campus Life’s policies, systems, processes and procedures.
- Knowledge of University policies, systems, processes and procedures
- Knowledge of what other areas of Campus Life and the University do and how they interact with the Centres

### KEY EXPERIENCES

Practical experiences and exposure to specific environments or activities related to successful performance.

- Extensive experience planning, teaching and evaluating high-quality educational programs in an early learning environment
- Proven understanding of pedagogy and best practice in an early childhood environment
- Ability to effectively work across multiple teams
- Ability to convey complex ideas and concepts in easy to understand ways
- Experience coaching/mentoring staff
- Experience in conducting action research and sharing findings
- Comprehensive understanding of child development and appropriate strategies for interacting with children
- A commitment to continuous professional development
- Ability to establish, build and maintain respectful and ethical relationships with colleagues, children and families
- Excellent written and verbal communication skills
- Excellent organisational, problem solving and time management skills