

DASIE AT HOME

Position Description – Registered ECE Teacher / Visiting Teacher / Person Responsible

Position: Registered Early Childhood Teacher / Home-Based Visiting Teacher / Person Responsible (PR)

Reports to: Bridget – Service Manager

1. Purpose of the Position

The Registered ECE Teacher is responsible for providing professional educational leadership, guidance and oversight to home-based educators working with Dasie at Home.

The role is focused on ensuring that children receive safe, nurturing and high-quality early childhood education within their home-based learning environments.

The teacher will support educators in delivering developmentally appropriate learning experiences, implementing Te Whāriki, maintaining safe environments and meeting applicable regulatory requirements.

The teacher will also undertake the responsibilities of the designated Person Responsible (PR), providing professional supervision and supporting the service's ongoing compliance and educational quality.

2. Service Establishment and Licensing

During the establishment and licensing phase, the teacher is responsible for:

1. Reviewing existing service policies, procedures and operational documentation to ensure they meet applicable ECE licensing requirements.
2. Identifying any gaps in documentation, policies or operational practices and recommending corrective actions.
3. Assisting management in preparing the service licensing application and supporting documentation.
4. Liaising with the relevant regulatory authorities regarding the licensing process, as authorised by management.
5. Conducting initial inspections of prospective educator homes to assess suitability, health and safety, and compliance with licensing criteria.
6. Identifying hazards, deficiencies or non-compliance issues and advising management on corrective actions.
7. Assisting with the assessment and onboarding of prospective educators.
8. Ensuring educators understand the service's policies, procedures and expectations.
9. Helping prepare the service, educators and educator homes for regulatory inspections.
10. Participating in licensing inspections, meetings and follow-up activities as required.
11. Assisting in establishing systems for educator visits, educator contact, children's learning observations and compliance documentation.

3. Educator Support, Coaching and Mentoring

The teacher is responsible for providing professional guidance and ongoing support to educators.

Responsibilities include:

- Developing positive and professional relationships with educators.
- Providing practical coaching, mentoring and guidance to improve teaching practices.
- Supporting educators to understand and implement Te Whāriki.
- Assisting educators with planning learning experiences appropriate to children's ages, interests, strengths and developmental needs.
- Advising educators on positive guidance, behaviour management and children's wellbeing.
- Supporting educators in creating safe, inclusive, culturally responsive and stimulating home learning environments.
- Identifying professional development needs and providing appropriate guidance and learning opportunities.
- Responding to educators' questions, concerns and requests for professional support.
- Supporting educators in maintaining effective communication and relationships with children and their families.
- Monitoring educators' professional practices and providing constructive feedback.

4. Educator Home Visits and Regular Contact

The teacher is responsible for maintaining regular professional contact with educators and overseeing the quality of education and care provided.

Responsibilities include:

- Visiting every active educator at least once per month.
- Contacting every active educator at least once every fortnight.
- Taking all reasonable steps to observe each enrolled child receiving education and care at least once per month.
- Assessing the suitability, safety and quality of educators' home learning environments.
- Observing educators' interactions with children and providing professional feedback.
- Reviewing children's learning experiences, progress and wellbeing.
- Discussing curriculum planning, learning observations and children's individual needs with educators.
- Identifying concerns or areas requiring improvement and agreeing on appropriate corrective actions.
- Following up on previously identified issues to ensure they have been adequately addressed.

- Recording home visits, educator contacts, observations and follow-up actions in the approved educator diary or service records.

5. Curriculum and Educational Quality

The teacher is responsible for supporting the delivery of high-quality early childhood education consistent with Te Whāriki.

Responsibilities include:

- Guiding educators in implementing the principles and strands of Te Whāriki.
- Supporting child-centred learning experiences that reflect children's interests, abilities and developmental stages.
- Monitoring the quality and appropriateness of learning activities.
- Reviewing children's learning observations and documentation.
- Assisting educators with individual learning goals and planning.
- Encouraging culturally responsive teaching practices that respect the identity, language and culture of each child and family.
- Promoting positive relationships between educators, children, parents and whānau.
- Supporting inclusive educational practices and recognising children who may require additional learning support.
- Identifying opportunities to improve educational outcomes and the overall quality of the service.

6. Health, Safety and Regulatory Compliance

The teacher is responsible for monitoring educator practices and environments to ensure the health, safety and wellbeing of children.

Responsibilities include:

- Monitoring educator homes for compliance with applicable licensing requirements and service policies.
- Checking that indoor and outdoor environments are safe and appropriate for children.
- Reviewing safe sleep arrangements, supervision practices, hygiene procedures and emergency preparedness.
- Ensuring educators understand and follow policies relating to accidents, incidents, illness, medication, excursions and child protection.
- Monitoring the implementation of risk management and hazard identification procedures.
- Identifying and reporting any breaches of policy, unsafe practices or non-compliance.
- Recommending corrective actions and following up to ensure identified concerns are resolved.
- Providing guidance to educators regarding health and safety responsibilities.

- Supporting management in addressing complaints, incidents and regulatory matters.
- Maintaining appropriate compliance documentation and records.

Any matter presenting an immediate risk to a child's health, safety or wellbeing must be addressed promptly and reported to management.

7. Person Responsible (PR) Responsibilities

When designated as the Person Responsible, the teacher is responsible for fulfilling the professional oversight and supervision duties required for a home-based early childhood education service.

Responsibilities include:

- Providing professional leadership and oversight of the education and care provided by home-based educators.
- Promoting and monitoring the health, safety, comfort and wellbeing of enrolled children.
- Providing professional guidance and support to educators.
- Ensuring required educator visits, regular contact and child observations are carried out.
- Monitoring the implementation of service policies, procedures and regulatory requirements.
- Maintaining appropriate professional oversight of educator practices.
- Being accessible and responsive to educators and management in accordance with the service's operational and regulatory requirements.
- Responding appropriately to urgent concerns, incidents or situations affecting children or educators.
- Escalating significant concerns to management promptly.
- Ensuring records relevant to PR responsibilities are accurate, complete and maintained appropriately.
- Working with management to address compliance issues and improve service quality.

The teacher is accountable for fulfilling their designated professional responsibilities, while overall service provider accountability remains with Dasie at Home.

8. Administration, Documentation and Reporting

The teacher is responsible for maintaining accurate and appropriate records relating to their professional duties.

Responsibilities include:

- Maintaining records of educator visits, regular contacts and child observations.
- Recording educator support, guidance, professional development and follow-up activities.
- Reviewing relevant educator documentation and identifying missing or incomplete records.
- Documenting identified health, safety and compliance concerns.
- Monitoring the completion of corrective actions.

- Providing management with regular updates on educator performance, children's wellbeing, educational quality and compliance matters.
- Preparing information and documentation required for regulatory reviews or inspections.
- Maintaining the confidentiality and security of all child, family, educator and business information.
- Ensuring documentation is clear, factual, accurate and completed in a timely manner.

9. Educator Recruitment, Induction and Service Development

The teacher may be required to support the ongoing development of Dasie at Home.

Responsibilities include:

- Assisting management with assessing prospective educators.
- Participating in initial educator home assessments.
- Supporting new educator induction and orientation.
- Explaining relevant policies, procedures, curriculum expectations and professional responsibilities to new educators.
- Identifying training and support needs for newly appointed educators.
- Helping establish professional relationships between educators and the service.
- Contributing ideas and recommendations to improve service delivery.
- Assisting with family engagement activities, educator gatherings and service events where appropriate.

10. Communication and Professional Relationships

The teacher is expected to:

- Maintain open, respectful and professional communication with management, educators and families.
- Provide clear and constructive guidance to educators.
- Communicate concerns, incidents and compliance issues promptly.
- Demonstrate cultural awareness and respect for the diverse backgrounds of children, families and educators.
- Handle sensitive matters professionally and confidentially.
- Work collaboratively with management to resolve operational and educational concerns.
- Provide timely updates on matters requiring management decisions or intervention.

11. Professional Conduct and Expectations

The teacher is expected to:

- Maintain current teacher registration and an appropriate practising certificate.

- Demonstrate sound professional judgement, integrity and accountability.
- Act in the best interests of children and prioritise their safety and wellbeing.
- Comply with applicable laws, regulations, professional standards and service policies.
- Demonstrate initiative, reliability and the ability to work independently.
- Maintain professional boundaries with educators, children and families.
- Respect confidentiality and privacy requirements.
- Complete assigned duties thoroughly and within agreed timeframes.
- Identify problems proactively and recommend practical solutions.
- Seek clarification or management approval when matters fall outside their delegated authority.
- Participate in professional learning and maintain current knowledge of ECE requirements and good practice.
- Contribute positively to the establishment, growth and continuous improvement of Dasie at Home.

12. Performance and Accountability

Performance will be assessed against the following expectations:

Area	Expected Outcome
Regulatory compliance	Applicable requirements are understood, monitored and followed
Educator home visits	Required monthly visits are completed and recorded
Educator contact	Required fortnightly contacts are completed and recorded
Child observations	Reasonable steps are taken to observe each enrolled child monthly
Educational quality	Educators receive effective curriculum guidance and support
Health and safety	Hazards and concerns are identified, reported and followed up
Documentation	Records are complete, accurate and maintained appropriately
Communication	Management and educators receive timely, professional communication
Professional leadership	Educators receive constructive guidance, coaching and mentoring
Service improvement	Opportunities for improvement are identified and communicated

13. Delegation and Decision-Making

The teacher is expected to exercise independent professional judgement in matters relating to teaching practice, curriculum, child wellbeing and regulatory responsibilities.

The teacher has authority to provide professional guidance to educators, identify areas requiring improvement and recommend corrective actions.

Matters involving significant expenditure, contractual commitments, changes to business operations, employment decisions or major policy changes must be referred to management for approval.

Where an immediate risk to a child's health or safety is identified, the teacher must take appropriate protective action within their authority and promptly notify management.