

## Position Description

**Position Title:** Early Childhood Teacher

**Objective:** To develop and provide high quality early childhood experiences for the children, staff and whānau of Lincoln University Early Childhood Centre, (LUECC) while adhering to the code of professional responsibility and standards for the teaching profession, the Ministry of Education licensing criteria and the Education Review Office requirements.

**Reports To:** Lincoln University Early Childhood Centre Coordinator

Key Outputs	Key Performance Indicators
Upholding the code of professional responsibility for the Teaching Profession by having a commitment to the following:-	
<p><b>The teaching profession</b></p> <ul style="list-style-type: none"> <li>• Provision of high quality and effective teaching,</li> <li>• Engaging in professional respectful and collaborative relationships with colleagues</li> <li>• Demonstrating a high standard of professional behaviour and integrity</li> <li>• Showing a commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in the learning environment</li> <li>• Ensure practices are consistent with the Education Code 2017</li> </ul>	<ul style="list-style-type: none"> <li>• Actively participate in maintaining the centre as welcoming and ensuring that parents / whānau are informed of their child's learning.</li> <li>• Ensure feedback and communication with parents /whānau is regularly sought, encouraged and responded to.</li> <li>• Effectively liaising with professional groups and agencies within the community</li> <li>• Practice open communication and a willingness to solve problems and share responsibility for maintaining professionalism.</li> <li>• Engage with other teachers in a community of practice through professional meetings, discussions and reflective practice</li> <li>• Be proactive in the Centre ensuring regulatory compliance and documentation is consistently maintained.</li> <li>• Participate in ensuring the curriculum is consistent with the centre philosophy.</li> <li>• Use inquiry, and professional learning to improve professional capability to impact on the learning and achievement of all learners. (professional standard 2)</li> <li>• Engage in professional development to progress your professional insight and skills. Documenting improvement in alignment with your appraisal and practice goals and Education Council expectations.</li> <li>• Support and implement Strategic and Annual Planning goals in relation to management of the centre including;               <ul style="list-style-type: none"> <li>• Seek and respond to feedback from learners, colleagues and other educational professionals, and engage in collaborative problem solving and learning focused collegial discussions. (professional standard 2)</li> </ul> </li> <li>• Develop a culture that is focused on learning, and is characterised by respect ,inclusion, empathy, collaboration and safety (professional Standard 4)</li> <li>• Analyse and appropriately use assessment information which has been gathered formally and informally to inform teaching practice.</li> <li>• Ensure assessment data forms the basis for professional</li> </ul>

	<p>conversations within the teaching team, both formally and informally</p> <ul style="list-style-type: none"> <li>• Promote a centre culture of inquiry through actively supporting the implementation of both planned and spontaneous internal evaluation.</li> <li>• Ensure practices are consistent with Our Codes and Our Standards.</li> <li>• Keep current on changes and developments in the ECE sector, and with teaching and learning theories, sharing these with others.</li> <li>• Nurture and support a culture of shared responsibility and effectively engage with others in this endeavour.</li> </ul>
<p><b>Commitment to Learners</b></p> <ul style="list-style-type: none"> <li>• Promoting the wellbeing of all learners</li> <li>• Engaging in ethical and professional relationships</li> <li>• Respecting the diversity of heritage, language identity and culture</li> <li>• Affirming Maori learners as tangata whenua and supporting their educational aspirations.</li> <li>• Promoting inclusive practices to support the needs and abilities of all learners</li> </ul> <p><b>Commitment to Families and Whanau</b></p> <ul style="list-style-type: none"> <li>• Engaging in relationships with Families' and Whanau that are professional and respectful</li> <li>• Engaging families and whanau in their children's learning</li> <li>• Respecting the diversity of heritage, language identity and culture in families and whanau</li> </ul>	<ul style="list-style-type: none"> <li>• Acknowledge and respect the language and heritage of Maori and the unique status of tangata whenua in Aotearoa New Zealand.</li> <li>• Respecting bicultural customs and protocols ensuring that all families feel welcome.</li> <li>• Practise and develop the use of te reo and tikanga Maori. (professional standard 1)</li> <li>• Design learning that is informed by national policies and priorities.</li> <li>• Communicate clear and accurate assessment for learning and achievement information.(professional standard 3)</li> <li>• Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identity, language and culture.(Professional Standard 5)</li> <li>• Participate collaboratively in assessment, planning and evaluation procedures in alignment with Centre based policy, guidelines and agreed practice.</li> <li>• Provide effective and compassionate social competence strategies that develop social competence in all children.</li> <li>• Communicating regularly with all parents / whanau in an informative, respectful and considerate way ensuring a strong partnership between the centre and home.</li> <li>• Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace. (professional standard 6)</li> <li>• Ensure that the emotional environment of the centre is safe, warm and positive for all people</li> <li>• Create an environment where the diversity and uniqueness of all learners are accepted and valued.</li> </ul>
<p><b>Commitment to Society</b></p> <ul style="list-style-type: none"> <li>• Promoting and protecting the principles of human rights, sustainability and social justice</li> <li>• Demonstrating a commitment to a Tiriti o Waitangi based Aotearoa New Zealand</li> </ul>	<ul style="list-style-type: none"> <li>• Ensuring equity is promoted and cultural diversity is recognised and provided for.</li> <li>• Display professional integrity, positivity and ethical behaviour consistently.</li> </ul>

<ul style="list-style-type: none"> <li>Fostering learners to be active participants in community life and engaged in issues important to the wellbeing of society</li> </ul>	<ul style="list-style-type: none"> <li>Show leadership in, and support for the guiding principles of Enviroschools across the curriculum, assessment, planning and internal evaluation</li> </ul>
<p><b>Health and Safety</b></p>	
<p>Becomes familiar with and complies, with all legislative requirements and H&amp;S policies and procedures by:-</p> <ul style="list-style-type: none"> <li>Reporting and recording of hazards incidents and near misses that come to your attention within the required time frames, and in the appropriate manner</li> <li>Wearing of protective clothing/apparatus as required</li> <li>Comply with health and safety legislation and regulations.</li> <li>Notifying any infectious diseases (Hep A&amp;B etc) as per DHB health and safety guidelines.</li> <li>Undertaking H&amp;S risk assessment and mitigation planning as required.</li> <li>Participate in H&amp;S audits as required.</li> <li>Ensuring an appropriate induction is carried out for visitors or contractors on site</li> </ul>	<ul style="list-style-type: none"> <li>All incidents and near misses are reported and investigated in a timely manner</li> <li>Rehabilitation plans are supported by all staff</li> <li>All staff are wearing PPE as required</li> <li>No employees or visitors attend the workplace with infectious diseases and any occurrence is managed appropriately within advised guidelines</li> <li>No harm caused through unsafe practices</li> <li>Hazards are identified and appropriately managed through Centre policies and procedures.</li> <li>All staff are working according to Health and Safety requirements as stated in the Licensing Criteria.</li> <li>Induction of visitors and contractors appropriately implemented</li> <li>Risk assessment is carried out for all new activities and equipment</li> <li>Ensuring infectious diseases are notified to the Ministry of Health Parents/ whanau, LHL management, Lincoln University Health and Safety as required.</li> <li>Ensure the centre environment /tools/equipment/resources and materials, are appropriate, support and enhance learning and development, are well presented and kept hygienic.</li> <li>Ensure accurate and relevant records are kept, to meet ECE regulations including all health and safety policies and procedures.</li> <li>Be involved in and aware of training and advice and guidance from leaders on the enactment of policies, practices and procedures.</li> </ul>

**Key Relationships**

<p>Parents / Caregivers / Whanau / Children who attend LUECC          All employees and visitor to LUECC          Other staff in LHL and Lincoln University          Ministry of Education          ERO          NZEI</p>	<p>Potential Parents / Caregivers / Whanau / Children          Visitors to LUECC          Local community          Outside tutors          Professional Learning &amp; Development Services          Family Support Services</p>
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**Person Specification**

**Qualifications**

- Early Childhood Teaching Qualification Recognised by the Education Council of Aotearoa New Zealand
- Current Education Council of Aotearoa New Zealand Practicing Certificate
- Current First Aid Certificate

### **Experience, Skills and Knowledge**

The position requires:

- Knowledge of legislation and education relating to the running of an early learning centre, and a willingness to maintain sector knowledge and professional development
- Effective planning and organisational skills with attention to detail
- Ability to address challenges in a positive and proactive and constructive manner

### **Personal Attributes**

- Excellent communication skills
- Enthusiasm, energy and a focus on working with young children in an ever changing environment
- The ability to cope with change and the demands of a busy Early Childhood Centre
- Respond effectively to the diverse language and cultural experiences of individuals and groups of learners.
- Display professional integrity, positivity and ethical behaviour consistently.

### **Lincoln Hospitality Values**

- We are committed to providing quality services to our customers and will ensure that their input and feedback are sought.
- We value our staff and are committed to their training, development and job satisfaction, and encourage innovation and initiative.
- We are committed to producing a realistic financial return and to managing risk.
- We are committed to continuous improvement while operating with honesty and integrity in a safe and friendly environment.

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