



Kindergarten Teacher

Position Description

1. Primary Objectives of the Position

- 1.1 To provide a successful transition for the student from home to Kindergarten by encouraging the development of a secure and trusting relationship with both adults and peers.
- 1.2 To provide children with the opportunities to construct meaning from experiences within the kindergarten.
- 1.3 To provide a curriculum that allows for the social, emotional, physical and cognitive development of the child and supports children to be active enquirers and learners through investigation and play..
- 1.4 To support children's interests, build their self-esteem and confidence as well as supporting the development of skills in all areas.
- 1.5 To provide a secure environment in which the individual child is respected and valued.

2. Reporting Relationships

The teacher is a member of the kindergarten staff immediately responsible to the Early Learning Centres Coordinator (ELC).

3. Duties Related to the Position of Kindergarten Teacher

The kindergarten teacher will be specifically responsible for carrying out the following duties plus any duties not mentioned that may emerge from time to time.

3.1 Professional Development – as in line with the Schools Professional Development Policy

- 3.1.1 An ongoing commitment to, and participation in, Professional Development activities which generate an awareness of current trends and developments in Kindergarten education and enhance the effectiveness of the Kindergarten classroom.
- 3.1.2 Attendance at conferences or seminars beyond those required by the school should be approximately 3 times per year. Such conferences and/or seminars must be of a substantive nature as opposed to just one hour lecture sessions.
- 3.1.3 Maintaining regular updates of knowledge with regard to curriculum development in Early Childhood education, Quality Improvement Framework, Early Learning Years Framework, especially in PYP methodology.
- 3.1.4 Attend all afterschool, conference days and in house Professional Development.
- 3.1.5 Actively seek professional development in line with current school goals.

3.2 Educational Programming

- 3.2.2 Must be involved as an individual or as member of a group for:
- Planning Kindergarten programs in line with our learning principles.
 - Planning individually as well as cross campus.
 - Any special event / and events that become an annual activity.
- 3.2.4 Be part of a team in planning – including integrating General Studies and Jewish Studies.
- 3.2.5 Facilitating social interaction in outside areas and setting up outdoor prior to arrival of children
- 3.2.6 Use documentation for planning purposes.
- 3.2.7 Responsible for regular changing of environment to facilitate inquiry learning.
- 3.2.8 Documentation in compliance with Department of Education And Early Childhood Development and College Standards with regards to observation of children and planning.
- 3.2.9 The teacher is accountable for:
- Implementing learning programs in compliance with the required College philosophy, structure and focus
 - Using a range and balance of teaching strategies
 - Viewing students as thinkers with their own emerging theories
 - Building on what students know
 - Using a variety of resources representing multiple perspectives
 - Empowering students to feel responsible and to take action
 - Involving students actively in their own learning
 - Pursuing open-ended inquiry and real-life investigations
 - Maintaining constant awareness of the needs of second language learners
 - Addressing the needs of students with different levels and types of ability.

They teaching staff must ensure that they;

- 3.2.10 have read the relevant Early Years Programme documentation.
- 3.2.11 keep up to date with developments in curriculum and methodology relevant to the age of their students.
- 3.2.12 support the philosophy of the PYP and are committed to an inquiry-based approach of teaching and learning.
- 3.2.13 attend appropriate training sessions and receive support in the implementation of the PYP.
- 3.2.14 use their scheduled meeting time for collaborative planning and reflection
- 3.2.15 select and maintain appropriate materials and equipment (books, newspapers and magazines, computer hardware and software, audio-visual equipment, apparatus etc.) in sufficient quantity to facilitate the implementation of the aims and objectives of the PYP

3.2.16 PYP objectives are clearly addressed in schools where PYP is to be delivered simultaneously with other programmes, such as national programmes.

3.2.17 the explicit expectations of the PYP are transparent to the school community.

3.3 Preparation and Planning

3.3.1 Supervising and taking extra Kindergarten based activities eg: PYP, Music etc

3.3.2 Ensuring that all areas of Kindergarten eg. Kitchen, sleep areas and equipment are cleaned regularly and well maintained.

3.3.2 Ordering of fruit, stationery supplies and equipment.

3.3.3 Evidence of day to day planning of activities.

3.3.4 Ensure that room is set up appropriately for the start of each day prior to children entering class.

3.3.5 Excursions – organising excursions and incursions.

3.4 Communication

3.4.1 Organising and maintaining out of hours parent/adult education groups on an ongoing bases (approximately 4 times per year).

3.4.2 Kindergarten teachers will conduct interview reports and one written report for parents regularly as required by the College each year.

3.4.3 Documentation of daily activities in photos with text in order to communicate with parents about program.

3.4.4 Ability to use computer for documentation.

3.4.5 Be available to meet with parents after Kindergarten hours.

3.4.6 Writing class newsletters

3.4.7 Submit regular articles to Campus newsletter at least one a term.

3.4.8 Responsibility to inform parents of accidents / occurrences during day and follow the correct protocol as prescribed by the College and the Department of Education and Early Childhood Development.

3.5 Portfolios, Reporting and Assessment

- To view planning, teaching and assessing as interconnected processes
- Using a range and balance of assessment strategies.
- Using a range and balance of recording and reporting strategies
- Involving students, parents and colleagues in the assessment process.
- Involving students in shared reflection during and at the end of each unit.
- Evaluating the programme collaboratively using agreed flexible systems
- Enabling students to see assessment as a means of describing their learning
- Assessing the level of students' current experience and understanding before embarking on new learning.

4. Workloads

- 4.1 Teachers will need to be at school 20 minutes before the start of the school day.
- 4.2 Teachers will be required to stay at school until reasonable expectations have been dispensed.
- 4.3 Kindergarten teachers will be entitled to a maximum of 45 minutes unpaid lunch break per day and 10 minutes paid morning tea per day.
- 4.4 Full time kindergarten teachers shall be afforded no less than 2 hours per fortnight preparation time.
- 4.5 Part time teachers will be expected to meet the same obligations as adjusted for their particular part time allotment.
- 4.6 Teachers will be expected to carry out duties and responsibilities as detailed in the statement of expectations (part ii) and the staff handbook. (Refer Attached)
- 4.7 Attend after school meetings held adjacent to the school day which will be limited to one (1) hour per week. Time should be allowed to enable staff from other campuses if required to attend.
- 4.8 Attend planning meetings and staff meetings at least twice a week after school.
- 4.9 Attend Friday planning meetings
- 4.9 Attend parent teachers-interviews when required.
- 4.10 Write a written report at end of year on each child (Upper Kinder only) with guidelines as set out by the College.
- 4.11 Duty of care as set out by Mount Scopus Memorial College.
- 4.12 To participate in all activities undertaken by other staff members, sport, PMP, library, gardening, music etc.
- 4.13 Communicate to parents once per fortnight.