

Job Title:	Early Childhood Teacher		
Campus:	Adelaide Hills	Sub-school:	Early Years
Status:	Replacement	Reporting Relationship:	Director of Early Learning Head of School, Adelaide Hills

The 'King's Way'

King's Baptist Grammar School (King's) is a place where every student is seen, heard, known and feels a sense of love. Our school is a place of connection and belonging in which reciprocal relationships between staff, students and families reflect (and invite us into) the perfect relationship of our triune God; Father, Son, and Holy Spirit.

King's is the only Baptist School in South Australia providing a complete ELC-Year 12 experience as a part of a Jesus-centred community. We inspire hope by creating opportunities for people and families to do life better, together.

Our Vision of Faith (Visio Fidei) provides excellence in teaching and learning, in a faith-based community, where every student is provided with a breadth of opportunities, empowering individuals in partnership with their families.

King's is a place where people come first; a community workplace that's built on relationships and mutual respect, bringing out the best in each other. A supportive, faith-based work environment strengthened by prayer, devotion and opportunities for spiritual and practical support. We strive for meaningful, individual and professional development that enhances the King's Community.

Our leadership values guide the behaviour, culture and mind-set that underpin the 'King's Way'.

Servant Leadership	Demonstrating Humility and Service by leading with empathy, awareness and a commitment to the growth of others.
Pastoral Leadership	Caring for the person is behind every decision, action and conversation by treating each other with Fairness and Respect .
Accountable Leadership	Being reliable, responsible and building trust with others by acting with Excellence and Integrity .

King's Early Learning

Our goal is to create a faith based, centre of excellence for children aged three to five years of age. Our philosophy is underpinned by the belief that children are God's gift and are all unique, full of potential and contributors to society. Learning within the centre is underpinned by the inspirational early childhood, educational work, and approach to learning from Reggio Emilia, Italy. The centre has modern facilities that support this approach to learning.

King's Early Learners aims to be an environment where learning is child-centred, exciting, positive and engaging.

Position Purpose

Early Childhood Teachers will work together to create a child-centred exciting, positive and engaging learning environment where meaningful learning is created, sustained and continuously improved.

Teachers at King's have a responsibility to nurture the children in their care, establish relationships with them and inspire them to learn and grow in their Christian faith. Supporting students to experience learning in a way that meets their needs and supports them to become independent learners who develop a love of learning is central to the teachers' role. Teachers will be passionate and innovative and will demonstrate a strong commitment to supporting students and building strong relationships. They will be committed to ongoing professional learning to ensure their practice remains current and enables them to meet the needs of 21st Century learners.

Key accountabilities and tasks

Teachers at King's are expected to have an in depth understanding of the Australian Curriculum.

Key accountabilities and tasks are aligned to the AITSL standards and the King's Way.

PROFESSIONAL KNOWLEDGE	
Know students and how they learn	<ul style="list-style-type: none"> • Develop positive working relationships with all children. • Foster a culture that encourages the exploration of faith in Jesus Christ and develop practices appropriate to their faith maturity. • Identify individual student learning needs and styles. • Work collaboratively to write and develop differentiated programs.
Know the content and how to teach it	<ul style="list-style-type: none"> • Be Christian role models for their students and share their own story of faith, lead devotions, chapels, and prayer. • Apply curriculum knowledge and innovative teaching methodologies to support student learning.
PROFESSIONAL PRACTICE	
Plan for and implement effective teaching and learning	<ul style="list-style-type: none"> • Provide learning opportunities for all students to maximise their learning and flourish. • Identify individual student learning needs and styles, and plan differentiated learning experiences that enable all students to achieve success. • Work collaboratively with year level teams and/or learning area teams to plan curriculum and assessment. A variety of levels of planning is expected, from scope and sequence to unit plans, to weekly and daily plans. • Utilise digital technologies to provide all students with opportunities to engage in, enhance and extend their learning, enabling breadth and depth of understanding. • Maintain up-to-date and detailed lesson plans in SEQTA. • Maintain accurate and comprehensive records of student achievement, negotiated extensions, special provisions and supporting documentation in SEQTA. • Gather and interpret assessment data to support student learning and to inform and revise teaching practice and assessment strategies.
Create and maintain supportive and safe learning environments	<ul style="list-style-type: none"> • Champion a continuous pastoral presence and engage with the welfare of all children. • Develop and maintain clear rules, expectations and behaviours to ensure that a productive learning environment is created and sustained. • Be proactive in the responsibility as a mandated reporter.
Assess, provide feedback and report on student learning	<ul style="list-style-type: none"> • Work collaboratively with year level and/or learning area teams to plan assessment. • Provide regular opportunities for assessment <i>for</i> learning and assessment <i>of</i> learning. • Provide students with timely, comprehensive and specific feedback that reinforces student achievement and focuses on improvement. • Provide parents and students with detailed, accurate and informative written and oral reports at appropriate times, as required by the School.

PROFESSIONAL ENGAGEMENT	
Engage in professional learning	<ul style="list-style-type: none"> • Participate in personal faith development in community with colleagues. • Promote a shared understanding and approach to Teaching and Learning. • Regularly engage in Professional Learning and demonstrate professional growth. This includes the development of an annual Growth Plan and commitment to Growth Groups
Engage professionally with colleagues, parents/carers and the community	<ul style="list-style-type: none"> • Establish and grow relationships with parents in an attitude of partnership centred on a child's wellbeing and education. • Communicate with students, parents and colleagues in an effective and timely manner. • Work collaboratively with the Student Diversity team to ensure there is open communication with Parents/Caregivers to ensure they know the adjustments being made for their child. • Use SEQTA to facilitate transparent, real-time communication.

Early Childhood Teachers are also expected to:

- Establish a learning environment that is stimulating, child-centred, positive and engaging and reflects the School's overarching values and ethos.
- Maintain the pastoral care and welfare of all children in King's Early Learners.
- Develop positive working relationships with all children.
- Ensure that young people are able to explore faith and develop practices appropriate to their faith maturity.
- Effectively teach using appropriate learning and teaching strategies (Reggio Emilia-inspired, Early Years Learning Framework).
- Identify individual learning needs and styles and plan differentiated learning experiences that enable all children to engage in their learning effectively.
- Assess and document children's learning and development accurately and promptly in line with agreed policies and procedures.
- Prepare information and reports on children at both formal and informal levels, using verbal and written communication such as portfolios, parent-teacher meetings, social media platforms, notices and reports.
- Initiate contact with parents as appropriate, concerning a child's progress, development and behaviour.
- Work collaboratively with the Director – King's Early Learners to write and develop Individual Learning Plans (ILPs) to meet the needs of children who require them.

Personal Qualities

A personal commitment to King's Vision, Mission and Values that underpin the delivery of a Christian-based education to students in the School community is essential.

Qualifications and Essential Criteria

- Bachelor of Early Childhood Degree or an ACECQA approved equivalent qualification.
- Registered as a teacher in South Australia (or able to be).
- Experience as a teacher in an Early Learning Centre, preferably as part of a wider school context
- Experience using the Reggio Emilia approach or a genuine willingness to learn and understand the philosophy and practices of the educators of Reggio Emilia.
- Expertise in implementing programs that promote parent engagement.
- Experience with learning interventions for students with EALD, diverse learning needs and/or socially and culturally diverse backgrounds.
- Knowledge of programming an ELC curriculum based on the Early Years Framework
- Understanding of a variety of approaches to Early Childhood Learning, curriculum, programming and planning which contribute to a safe, holistic and nurturing ELC environment.
- Understanding of the developmental and wellbeing needs of children and how these relate to learning and growth outcomes.

Terms and Conditions

Employment conditions are contained in the current King's Baptist Grammar School Enterprise Agreement 2018. Salary will be in line with qualifications and experience and based on the King's Baptist Grammar School Enterprise Agreements 2018 salary Schedule.