



## Position Description

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<b>Position Title:</b>	<b>Early Childhood Educator – Identified Position</b>
Location:	Darwin with possible travel to remote homelands
Tenure:	38 hours per week, 12-month fixed term contract (a further contract will be offered subject to funding)
Classification:	SCHCADS Modern Award, Level 4 – 5 depending on experience (plus 10.5% super and salary packaging)
Important Information:	Accommodation (camping or donga accommodation) will be provided when travelling to remote locations.

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### Background

The Children's Ground is a First Nations organisation. The Children's Ground Approach is designed and delivered through the leadership of First Nations people. We are committed to systems change to ensure dignity, justice and equity for all children and families. Our work focuses on national reform as well as evidencing a new way of working.

The Children's Ground Approach is a whole of community, whole of life approach. We privilege First Nations knowledge systems and practice. Over the course of a generation, led by local expertise, we create and deliver an integrated system that is centred on learning, development and wellbeing that responds to the child and their family through the key transition points from pre-birth to young adulthood. Our approach recognises the cultural, social, and economic strength of our communities. We build on this over a generation to ensure a future for our children and grandchildren that gives them freedom, opportunity and rights to their culture and identity.

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### Position Summary

This role will be based in Darwin with possible travel to remote homelands. Working alongside our experienced First Nations educators and governance committee focused on community empowerment, our Educators are responsible for the design and implementation of an innovative and integrated approach to learning and wellbeing. Our Educators are committed to early years and primary learning that privileges First Nations culture and approaches combined with the best of Western teachings.

All Early Years Educators are expected to work within a Community Development framework and depending on the location may be working on delivering early learning as well as undertaking community engagement as part of our Walk, Talk and Act community engagement and planning phase.

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### Key Relationships

Reports to:	Head of Learning and Wellbeing
Key Internal liaison:	All staff, First Nations educators and governance committee
Key External liaison:	Other educational services, community partners and funding bodies

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## Key Responsibilities

### 1. Learning and Wellbeing

- Plan, prepare, and deliver high quality community based Early Childhood programs in collaboration with First Nations educators and communities;
- Design, implement and evaluate learning experiences that fit within Children's Ground philosophies, policies and procedures and regulatory requirements;
- Create a welcoming learning space for all families to actively contribute to and be involved in their child(ren)'s learning;
- Lead the documentation of children's learning and development that is regularly shared with families, including individual learning plans;
- Work with an interdisciplinary team to deliver an integrated and innovative learning approach including health, social and emotional wellbeing, creative arts, digital and other areas;
- Lead the development and implementation of language and culture learning experiences and resources for mixed aged groups of children in collaboration with cultural leaders, elders, and families;
- Encourage and support all First Nations families, valuing their ideas, strategies and aspirations;
- Support extended hours learning opportunities.

### 2. Community Engagement & Planning

With support from existing staff and in partnership with community members and local First Nations staff, you will:

- Meet with families, elders and leaders to provide an introduction or further information regarding Children's Ground. Discussing where Children's Ground comes from, what is the vision and determining what are the aspirations and commitment of community members to lead the approach;
- Encourage and support local families valuing their ideas, strategies and aspirations while assisting them to transform these into actions and outcomes;
- Work with community members to develop and document a community plan led by and agreed to by community members;
- Identify, mentor and support First Nations staff in location and across Children's Ground.

### 3. Program Design, Standards and Implementation

- With the team, develop dynamic learning experiences which embed local cultural knowledge systems;
- Ensure children are offered a high-quality educational environment that support their development in all learning domains;
- Design and implement teaching and learning programs which are consistent with all relevant curriculum and standards;
- Ensure health, social and emotional wellbeing and development are an embedded part of the learning and wellbeing platform;

- Ensure creativity is an embedded part of the learning and wellbeing platform;
- Implement strengths based responsive teaching strategies that support the diverse interests, needs, and learning styles of all children.

#### **4. Operational Systems and Standards**

- Comply with Policy and Procedures and participate in reviews as needed;
- Ensure Children’s Ground’s duty of care is met, and learning/work environments are, as far as practicable, safe and supportive for families, children and volunteers.

#### **5. Monitoring, Evaluation and Reporting**

- Maintain records including data collection and data entry in the CG database;
- Maintain confidential organised and up-to-date files relating to children and adults;
- Contribute to the writing of papers and articulation of frameworks for Children’s Ground;
- Work collaboratively with staff to complete local reporting requirements.

#### **6. Contribute to Children’s Ground:**

- Actively learn the local language/s, so as to be able to use in basic conversation with communities;
- Facilitate and contribute to team meetings and discussions;
- Be a positive, innovative and active member of the Children’s Ground team;
- Contribute to strategic planning, organisational development, management of work plans and policy formation;
- Support a strong, connected, respectful and supportive organisation;
- Participate and when required, lead professional development opportunities;
- Undertake other tasks as requested to support the activities of Children’s Ground.

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### **Work Health & Safety**

This role will require an active person who can work regularly in outdoor conditions and can cope with sitting, standing, and moving around in outdoor settings, including getting in and out of motor vehicles. The role will involve regular bending and lifting as part of working with children aged.

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### **Key Selection Criteria**

#### **Essential**

- A commitment to a First Nations and community led approach in Early Years Education
- Diploma, recognised equivalent qualification, or experience in Early Years with a minimum 1 years’ experience working in the field
- Experience with First Nations communities and a deep understanding of their strengths and the key challenges facing First Nations Peoples

- Experience organising a learning environment that suits different ages and abilities (multi- aged class)
- A passion for quality innovative learning and wellbeing environments
- Excellent communication skills, both verbally and written
- Strong interpersonal skills and a collaborative worker – teamwork, facilitation, supervision, liaison
- Ability to work flexibly and creatively in a demanding NGO environment
- A current full driver’s license
- First Aid Certificate, Anaphylaxis and Asthma Management training (or willingness to obtain)
- National police check clearance and Working with Children Check (NT Ochre card) from SAFE NT.

### **Desirable**

- Experience teaching or working with children who are learning English as a second language
- An appreciation or experience of dynamic alternative education approaches such as: immersion schooling, bi-lingual educational, Montessori or Steiner
- Experience in curriculum and resource development
- Experience working in a start-up environment and implementation of processes and systems from scratch

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### **Personal Attributes**

- Self-starter who thrives in an environment that is ambiguous and complex and thinks systematically
- Creates and embraces a culturally diverse workforce
- Highly developed relationship building skills
- Passionate about social justice
- Innovative and thinks adaptively about problem resolution
- Focus on achieving excellence