

Position Description

Position Title:	Early Childhood/Primary Educator
Location:	Darwin with possible travel to remote homelands
Tenure:	38 hours per week, 12-month fixed term contract
Classification:	SCHCADS Modern Award, Level 4-5 - based on qualifications and experience (plus 11% super and salary packaging)
Position number	TWMARLEYN13010

Background

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.

In the Top End of the NT, we work in the communities of Minmarama/Kulaluk, Knuckey's Lagoon, 15 Mile and Marlkawo.

Position Summary

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 Western teaching.

All Early Years Educators are expected to work within a Community Development framework and are part of integrated service delivery across Children's Ground platforms of Cultural and Creative Development, Community Development, Economic Development, Family Health, and Learning.

Key Relationships

Reports to:	Head of Learning & Wellbeing
Key Internal liaison:	Top End First Nations educators and governance committee, Top End teams, and Learning counterparts in Central Australia
Key External liaison:	Other educational services and community partners

Key Responsibilities

1. Planning and Resourcing for Community-Led Learning:

- Work collaboratively with community and cultural educators to design learning sessions that reflect the community's cultural knowledge and priorities.
- Ensure all sessions are well-resourced and aligned with both the Children's Ground curriculum (developed by community) and formal standards such as the EYLF and the Australian Curriculum.
- Support on-country learning experiences that integrate cultural practices with Western educational outcomes, ensuring learning is holistic, place-based, and responsive to children's needs.

2. Educational Leadership and Mentorship:

- Provide educational leadership and mentorship to community educators, offering guidance on curriculum implementation, pedagogy, and learning strategies.
- Work alongside community educators to set goals for children's learning and development, ensuring that families and cultural educators are at the centre of decision-making.
- Lead the documentation of children's learning, development, and progress, ensuring this information is regularly shared with families and community members.

3. Integration of First Nations and Western Knowledge Systems:

- Ensure that learning experiences privilege First Nations knowledge systems and cultural practices, while also meeting the requirements of national frameworks like the EYLF.
- Develop and implement a blended learning approach that integrates on-country, cultural learning with formal educational outcomes.
- Foster language and culture learning by working closely with Elders, cultural leaders, and families to design and implement language-rich educational experiences.

4. Community and Family Engagement:

- Engage with families, Elders, and local community leads to co-design learning programs that reflect their aspirations for children's education.
- Create a welcoming environment where families feel empowered to actively participate in their children's learning.
- Support extended hours of learning, including after-hours or holiday programs, to enhance children's education and wellbeing.

5. 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.

6. Monitoring, Evaluation and Reporting

- Maintain records including data collection and data entry in Children's Ground 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.

7. Contribute to Children's Ground:

- Actively learn the local language/s, 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.

Work Health and Safety

This role will require an active person who can work daily 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 weight up to 20kgs.

Key Selection Criteria

Essential

1. Experience with First Nations communities and a deep understanding of their strengths and the key challenges facing First Nations Peoples.
2. Degree or recognised equivalent qualification in Education with a minimum 1 year's teaching experience.
3. Experience working with Early Childhood age groups.
4. Experience organising a learning environment that suits different ages and abilities (multi-aged class).
5. A passion for quality innovative learning and wellbeing environments
6. A commitment to leading a First Nations led approach in education
7. Excellent communication skills, both verbally and written

8. Strong interpersonal skills and a collaborative worker – teamwork, facilitation, supervision, liaison
9. Ability to work flexibly and creatively in a demanding NGO environment
10. A current full driver's license
11. First Aid Certificate, Anaphylaxis and Asthma Management training (or willingness to obtain)
12. National police check clearance and Working with Children Check (NT Ochre card).

Desirable

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

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