

Position title:	Early Learning and Play Coordinator
Employment status:	Permanent Full Time
Award classification:	Educational Services (Schools) General Staff Award 2020
Reports to:	Business Manager

POSITION PURPOSE

To assist in the coordination and delivery of high-quality early childhood instruction and vacation care in accordance with The Nature School’s educational philosophy and guiding principles. This is undertaken in collaboration with the School’s Business Manager.

KEY DUTIES & RESPONSIBILITIES

The Early Learning and Play Coordinator is responsible for the coordination and delivery of Early Learning & Play Programs (ELP) which include the Early Years, Vacation Care and Playgroup programs.

- Providing high level, industry-based, supervision of children in high-risk situations such play in/by bodies of water, tree climbing, lighting fires and exploration of wild bushland.
- Monitor and mitigate risks posed by outdoor environments and assess sites for learning and play opportunities with an understanding of risk benefit.
- Ensure that the Service philosophy is reflected in daily practice and service goals are met.
- Attend to children’s additional needs/requirements – diet/allergies, developmental etc.
- Be responsible for the setup, organisation and packing up of program equipment.
- Plan and document weekly programs.
- Develop and implement a Quality Improvement Plan in collaboration with the Business Manager.
- Collaborate on development of policies and procedures, and service documents (e.g. Philosophy, Quality Improvement Plan).
- Coordinate and oversee daily staffing and provide support to colleagues.
- Prioritise building a strong community partnership through communication and collaboration with families to meet the needs of all children attending TNS ELP.

ESSENTIAL CRITERIA

1. Demonstrated passion and experience in delivering an innovative early childhood instruction program.
2. Demonstrated experience in documentation and program development and the creative application of the My Time, Our Place (MTO) framework.
3. Understanding or knowledge of delivering inclusive education that supports all learners, including children with additional needs.
4. Demonstrated ability and commitment to working collaboratively in a small team.
5. Good communication skills and the ability to appropriately converse with children, parents and other staff.

DESIRABLE CRITERIA

1. Experience in delivering outdoor education programs
2. Experience in progressive or alternative approaches to early childhood programs
3. Understanding of the conditions in working in a small, independent school environment
4. Experience in documentation and program development and the creative application of the EYLF

SPECIAL CONDITIONS

- Ability to undertake physical activity including, but not limited to, walking, running, climbing etc (educators can spend up to 8 hours a day in the bush in all weather (e.g., heat, heavy rain)
- Preparedness to undertake any additional professional development to complement the position as may be required from time to time.
- An understanding that flexible working hours are required from time to time.

QUALIFICATIONS AND OTHER REQUIREMENTS

- Qualification as an Early Childhood educator (Certificate III, Diploma or working towards either) OR Early Childhood Teacher
- Current Working with Children Check (for paid employment)
- Current Senior First Aid accreditation special condition
- Child Protection Training
- A special skill or interest that will contribute to our program (eg, art, music, gardening, Indigenous knowledge, outdoor ed, special environmental interest, etc)

THE NATURE SCHOOL'S OVERARCHING PRINCIPLES

1. **TNS Objects:**
 - (a) To provide high quality education and care, and instruction, guided by pedagogies including nature-based, place-based and inquiry-led.
 - (b) To facilitate authentic learning experiences which engage children and their families. Learning may be:
 - i. Intentionally designed and/or learner-led;
 - ii. Creative, hands on, experiential or play-based.
 - (c) To lay the foundations for a socially cohesive and sustainable future.
 - (d) To cultivate environments in which children flourish.
 - (e) To promote a deeper, more regular connection with nature.
 - (f) To minimize the organisation's environmental footprint through sustainable practices.
 - (g) To embed Aboriginal culture, languages and perspectives by connecting with the local Aboriginal community.
 - (h) To be a safe and inclusive community.
 - (i) To build a network which supports The Nature School to achieve its vision.

2. **TNS Vision**

A world where nature and learning create a sustainable future

3. **TNS Mission**

A community where children learn and shine through authentic experiences in nature to become engaged global citizens

4. **TNS Values**

- Connect: we value connected learning opportunities, connecting with our community, and connection with nature.
- Protect: we value childhood, protect the rights of children, and advocate for protection of the environment.
- Respect: we value self-respect, respect for others, and respect for the natural world.

ACCEPTANCE OF ROLE DESCRIPTION

I confirm acceptance of the position responsibilities as outlined above, as well as those required in *The Nature School Code of Conduct*. I commit to delivering the responsibilities of my role and upholding The Nature School's Overarching Principles.

Name of Staff Member: _____

Signature of Staff Member: _____

Date: _____