

### POSITION DESCRIPTION

	Effective Date:	January 2023
<b>POSITION TITLE:</b>	Early Childhood Teacher – Junior School Music	
<b>REPORTS TO:</b>	Head of The Arts	
<b>CO-ORDINATES WITH:</b>	Director of Junior School Head of Learning and Teaching (Pre-Kindergarten to Year 6) Head of Student Wellbeing (Pre-Kindergarten to Year 6) Early Years' Coordinator Junior School staff School Psychologist	
<b>EXPERIENCE AND QUALIFICATIONS:</b>	Holds a Teaching Degree with a Specialisation in Early Childhood Education and or Music Education Registered with TRBWA Working with Children Check	
<b>POSITION PURPOSE:</b>		
<p>Perth College is committed to providing an holistic education to students from the age of three years, relating to their academic, spiritual, emotional, and physical development. The role of the specialist Music teacher is valued and recognised as being of paramount importance in this development. The position involves the teaching of a range of classes in the Junior School, predominantly in the Early Years. The development of positive relationships with students, parents, staff, and the wider community is key to the role. Being a reflective practitioner is also essential. It is expected that the teacher will support the Christian ethos of the school and uphold the School Code of Conduct.</p>		
<b>KEY RESPONSIBILITIES:</b>		
<b><i>Knowledge and Understanding</i></b>		
<ul style="list-style-type: none"> <li>➤ Demonstrates a depth of understanding of theories of development related to children from birth to eight years.</li> <li>➤ Displays a strong commitment to excellence and innovation in classroom practice and curriculum delivery.</li> <li>➤ Shows a clear understanding of the Early Years Learning Framework, National Quality Standards, The Western Australian Curriculum and their application in an early years' setting.</li> <li>➤ Understands teaching and learning theories and practices and is fluent in early childhood pedagogy.</li> <li>➤ Develops engaging and high-quality learning experiences that relate to curriculum content in their subject area.</li> <li>➤ Has a knowledge of Visible Learning research, principles and practices</li> <li>➤ Demonstrates an understanding of the science of Positive Psychology and a commitment to actively engage with its practices.</li> </ul>		
<b><i>Pedagogy and Practice</i></b>		
<ul style="list-style-type: none"> <li>➤ Provides a teaching and learning program built around the children's development – linguistic, social, emotional, aesthetic, spiritual, creative, physical and cognitive ways of knowing.</li> <li>➤ Prepares relevant, innovative instructional material based on student needs and interests in an early childhood setting, incorporating opportunities for learning through a balance of play and intentional teaching.</li> <li>➤ Provides activities which encourage the children to develop autonomy, intellectual risk taking, responsibility and control of their own learning.</li> <li>➤ Provides a developmentally appropriate and stimulating environment to promote curiosity, learning, maximum interest, motivation and development of self-esteem.</li> <li>➤ Supports young children to develop age appropriate skills in self-regulation and the management of challenging emotions.</li> <li>➤ Provides opportunities for children to be curious, communicate, pose questions, reflect and represent their observations and experiences in ways which are meaningful to them.</li> </ul>		

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- Demonstrates the ability to develop, use and interpret assessment material appropriate to an early childhood setting.
- Keeps clear, documented records on individual student progress, employing visible learning strategies to honour children’s thinking
- Provides feedback to individual students and parents regularly.
- Demonstrates professional concern towards students as individuals as well as class members

**Professionalism**

- Contributes to and supports curriculum development and creative innovations.
- Embraces change and new possibilities with optimism.
- Is a co-operative, generous, dependable and responsible team member.
- Is willing to help solve any problems using a growth mindset.
- Shows professional integrity in all interactions.
- Is supportive of and works closely with staff, students and the wider Perth College Community
- Is punctual, a role model and gives honest, positive feedback.
- Uses time effectively and profitably, approaching the unexpected in a flexible and optimistic manner.
- Performs administrative tasks conscientiously and competently.
- Fulfils all Department and School requirements and responsibilities.
- Shows support for the aims and philosophy of Perth College.
- Is supportive and active in the co-curricular programme.
- Actively engages with the principles of Positive Psychology, utilising character strengths to enhance all aspects of their professional life.
- Shows a commitment towards personal and professional growth and development.

**Workplace Health and Safety**

- Ensure at all times that you work in compliance with all laws, acts, regulations and internal policies and procedures

**SUCCESS CRITERIA**

1. Plan and deliver learning experiences that clearly provide for differentiated learning and demonstrate support of individual student needs.
2. Develop effective relationships with students, marked by mutual respect and professionalism.
3. Provide timely and constructive feedback to students and communicate regularly with parents to promote a positive partnership between home and school.
4. Prioritise safety, including maintenance of adequate levels of supervision and standards of behaviour.
5. Maintain excellent collegial relationships and assist in the mentoring of staff new to Perth College or within their team.
6. Support the School’s policies and procedures, and ensure all documentation complies with Perth College standards.
7. Demonstrate responsibility for identifying areas for personal and professional learning and development, including the development and maintenance of professional networks and associations outside of Perth College.

AITSL standards:

- Standard 1 – Know students and how they learn
- Standard 2 – Know the content and how to teach it
- Standard 3 – Plan for and implement effective teaching and learning
- Standard 4 – Create and maintain supportive and safe learning environments
- Standard 5 – Assess, provide feedback and report on student learning
- Standard 6 – Engage in professional learning
- Standard 7 – Engage professionally with colleagues, parents/carers and the community