

## **EDENMORE EARLY EDUCATION CENTRE**

### **JOB DESCRIPTION: EARLY CHILDHOOD/PRESCHOOL TEACHER (MATERNITY LEAVE CONTRACT)**

#### **PROGRAM**

##### **A) Planning curriculums and learning experiences**

In partnership with the Lead Teacher, plan meaningful learning experiences delivered through an emergent and inquiry-based curriculum that nurture positive dispositions towards education by:

- Forming nurturing relationships so that children feel safe, secure and ready to learn
- Discovering children's current knowledge, skills and interests and plan experiences that either expands learning or bridge the gaps in knowledge or development
- Using the assessment of children's learning (observations) to plan meaningful curriculums
- Planning experiences that celebrate children's identities and promotes inclusion
- Planning experiences that engage children in critical thinking about themselves, others and the world around them
- Planning experiences that meet individual or group learning goals, in line with our curriculum framework Aistear
- Adapt our practice and plans to meet individual needs and support children with special educational rights

##### **B) Assessment of Learning, development and other documentation**

- Educators will complete monthly assessments of their key children's learning and experiences
- Educators add images, notes, stories, children's work, children's words etc. to each child's learning journal. The child contributes and participates in this activity, and parents are involved regularly
- In partnership with Lead Teacher, end of term reports are completed for each child at the end of each school term. These reports are used to set learning goals for the upcoming term
- Individual education and care plans are completed for children at times when more focused and specialized intervention is required. This is done in partnership with parents, management and other professionals where relevant
- Educators are responsible for completing required health and safety documentation

## **PRACTICE**

We expect practice that aligns with the following pedagogical beliefs;

- Creating and maintaining nurturing relationships is our priority, as children's education and well-being is impacted when they do not feel emotionally and physically safe
- We believe early childhood is a stage of a child's life where social and emotional skills are developing and that the strategies they use in response to challenges need our understanding and support. All behaviour is a form of communication.
- Interactions with children are respectful, encouraging, protects their dignity, encourages independence, builds self-esteem,
- Our practice will be guided by our policies, mission statement and professional code of responsibilities
- Teaching happens in partnership with the child and family. This means that consultation happens throughout, the voice of the child and family is heard and considered, children and families are given ample opportunity to contribute ideas and opinions.
- Teaching and learning happen through play-based inquiry, individually and with peers, meaning children are encouraged to share their interest and ideas, be curious, ask questions, think critically, find solutions etc. They co-construct knowledge with teachers and peers.
- Our learning environments are not static and should change in response to children's interests and needs.
- Technology can be used to contribute to teaching and learning, but must be done with consideration, with purpose and in-line with our policy on ICT.
- Reflective practice is valued and is essential to evaluate your own teaching critically and use this to develop your practice and approaches.
- Children must never be chastised, humiliated, shouted at, excluded, shamed or singled out. Appropriate and child centred methods must be used to help a child to understand their behaviour and develop the skills to engage socially and regulate their emotions.
- Together with the Manager, the educator may organise / support any special projects, fundraising, outings and visits
- Engaging with the National Curriculum and Quality Frameworks support us in our work

## **PROFESSIONALISM**

See the Professional Code of Responsibilities and Ethics in Staff Handbook

## **ENVIRONMENTS**

In partnership with Lead Teacher, plan environments that contribute to the quality of learning experiences by;

- Creating a safe, stimulating and enabling learning environment that promotes play, exploration, curiosity and social interactions
- Reflecting the identity of children and families in a positive way through imagery, resources, literature and equipment
- Adding or rotating materials and resources in response to children's interests, needs and to keep environments stimulating

- Creating defined areas of interest
- Creating or changing areas and spaces in your room to encourage play and exploration of specific themes/topics e.g., post office to encourage mark making, construction area to spark interest in design, measure, dismantling etc.
- Taking care of our equipment and resources
- Cleaning of equipment and toys in-line with relevant policies

### **CHILD PROTECTION:**

- All educators must have a comprehensive knowledge of the Child Protection Policy and are active in its implementation
- All educators have a duty of care towards the children in terms of their safety, protection and wellbeing
- No child's safety or dignity will be compromised in any way by educators
- All concerns regarding Child Protection must be brought to the immediate attention of the Manager
- Educators will participate with relevant processes in cases where a Social Worker/Family Support Worker has been assigned to a family.

### **HEALTH AND SAFETY**

- Be aware of the health and safety requirements of the Centre and always adhere to health and safety requirements. See Safety Statement and Health and Safety policies. Failure to adhere to H&S can result in disciplinary action.

### **PERSONAL CARE NEEDS**

- Attend to children's personal care needs appropriately and sensitively i.e., toileting, nappy change, toilet training, medication etc.
- Administer First Aid when required

### **ORGANISATION / DOCUMENTATION:**

- Educators must adhere to all procedures as required in terms of care and control, safety and best early years practice.
- Educators will liaise with Manager in relation to purchasing, organising and maintaining of equipment and materials.
- Educators must keep up to date records in adherence to Early Years Services Regulations 2016.
- Educators must provide room reports, progress reports and/or professional reflections to the Manager as required.
- Educators will adhere to and implement the policies and procedures of the service and implement changes to such as requested.
- Educators are required to attend staff meetings.

## **PROFESSIONAL DEVELOPMENT:**

- Together with the Manager, educators may be required to participate in staff appraisals and support and supervision meetings.
- The educator may be required to attend such meetings and training courses as are necessary to keep up-to-date with developments in the area of early childhood care and education.
- The educator will participate in the training programmes of students by giving general guidance and support or acting as a mentor for them.
- If the educator encounters challenges / difficulties in carrying out observations or high-quality programs for children, they are encouraged to seek support either from colleagues or the Manager, as required. Failure to address potential difficulties may result in an inability for the educator to meet requirements.
- The Manager is always happy to provide training or arrange external training, workshops or professional development, as required by staff, in any area of service delivery, upon the request of staff. Educators are asked to communicate their requests in this regard at any time.