

Position description

Position title	Early Years Teacher		
Department / Division	Education Institute		
Classification	A051-55 <i>(Health and Allied Services, Managers and Administrative Workers) Single Interest Enterprise Agreement 2016-2020</i>	Employment Status	Full-Time, Fixed-Term 1.0FTE
Position reports to	Head of Education		
Size of team	26.9FTE		
Location	The Royal Children's Hospital, Flemington Road, Parkville		

The Royal Children's Hospital
<p>The Royal Children's Hospital's (RCH) vision is to be a great children's hospital – delivering Great Care, Everywhere.</p> <p>RCH is located within the Melbourne Biomedical Precinct, with more than 45 world-class biomedical organisations and more than 50,000 of the brightest minds working together to make the Precinct number one in the Asia Pacific region for health, education, research, and training. Within this, RCH is also a cornerstone member of the Melbourne Children's Campus, partnering with Murdoch Children's Research Institute, The University of Melbourne Department of Paediatrics and The Royal Children's Hospital Foundation. Each organisation contributes to a paediatric academic health centre which is greater than the sum of its parts.</p> <p>RCH has cared for the children and young people of Victoria for more than 150 years since it was founded in 1870. A full range of paediatric and adolescent health services are provided plus tertiary and quaternary care for the most critically ill and medically complex patients in Victoria, Tasmania, southern NSW and other states around Australia and overseas. The RCH is the only provider of heart transplant services and CAR T-cell therapy for paediatrics in Australia. RCH is an effective advocate for patients and their families with a particular focus on vulnerable children and increasingly, mental health in young people. The hospital also supports many health promotion and prevention programs. The Hospital has more than 6,000 staff, a budget of \$850M, 12 wards and 350 beds. Annually, the RCH has 300,000+ Specialist Clinic appointments, 90,000+ Emergency Department presentations and 20,000 elective surgeries.</p> <p>We work collaboratively with hospitals to deliver the right care, in the right place, at the right time. The RCH is committed to the Child Safe Standards https://www.rch.org.au/quality/child-safety/.</p> <p>RCH enjoys high employee engagement and is committed to staff safety and a positive culture through enactment of our Compact.</p> <p>Further information on RCH is available at www.rch.org.au</p>
ROLE PURPOSE
To provide best practice teaching and learning for children and young people associated with the RCH.

KEY ACCOUNTABILITIES
<p>Teaching and learning</p> <ul style="list-style-type: none"> Identify individual learning needs of children (in consultation with families, kindergartens and health professionals) consistent with the Education Institute's process for identification of priority patients.

- Develop, document, implement, and deliver evidence-based, individualised and group-based teaching and learning programs, in accordance with the Victorian Early Years Learning and Development Framework (VEYLDF).
- Actively engage with key internal and external stakeholders/partners e.g. community organisations to optimise student engagement.
- Use of innovative teaching practices to engage children e.g. integrating students' interest into curriculum planning.
- Supervise and mentor teacher volunteers, student teachers and others, as required.

Reporting

- Collection of accurate and complete data and information sets, including student profiles (case studies), Transition Learning and Development Statements (TLDS), direct and indirect teaching activity, and consumer feedback.
- Ensure completion of individual learning plans (ILPs) for all patients and General Medical Advice Forms (GMAFs), when required.

General

- Actively and positively contribute as a member of the team e.g. in group forums, meetings etc.
- Active contribution to self-development by participation in formal supervision, professional development and annual performance reviews.
- Participation and collaboration in an RCH Education Institute Portfolio Team.
- Support other initiatives as required.

QUALIFICATIONS AND EXPERIENCE

Essential:

- Victorian Institute of Teaching registration (full) and relevant tertiary qualifications.
- Minimum of four (4) years teaching experience, and high-level teaching skills.
- Extensive experience in the development and delivery of contemporary and innovative teaching and learning programs.

Desirable:

- Experience working in a medical / health-care environment.

Other Requirements:

- Employees are required to undertake a National Criminal Record Check and a Working with Children Check prior to commencing employment
- Employees are required to maintain a valid Working with Children's Check throughout their employment
- A current, full drivers licence for the State of Victoria which is appropriate for the type of vehicle being driven, and comply with any restrictions on their licence (e.g. wearing glasses) while undertaking hospital duties (if applicable)
- Employees need to ensure that they maintain compliance with the "Staff Immunisation – Prevention of Vaccine-Preventable Diseases" procedure of RCH

KEY SELECTION CRITERIA

- Demonstrated experience in the development and delivery of exemplary contemporary and individualised teaching and learning, based on the VEYLDF.
- Outstanding ability to engage children in the innovative use of creative, critical thinking and technology tools for teaching and learning.
- Strong ability to work positively as a member of teams.
- A proven ability to communicate effectively with a wide range of individuals, stakeholders and community organisations.
- Demonstrated commitment to continuous self-reflection and professional development.
- Demonstrated high level organisational skills and ability to prioritise daily tasks as required.

For the purpose of this application, please also provide a short case study that gives an overview of your role working as an Early Years Teacher, with a particular child. This could include how you addressed the child's learning and developmental

needs/interests including links to the VEYLD, teaching strategies you employed, your pedagogical practices, and any collaboration with stakeholders (e.g. parents/carers/external partnerships).

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IMPORTANT INFORMATION

All employees are required to adhere to the Royal Children's Hospital Values:

- Unity - We work as a team and in partnership with our communities
- Respect - We respect the rights of all and treat people the way we would like them to treat us
- Integrity - We believe that how we work is as important as the work we do
- Excellence - We are committed to achieving our goals and improving outcomes

RCH COMPACT

All new and existing employees commit to the RCH Compact to contribute to a strong and respectful culture.

- We do better work caring for children and families when we also care for each other
- I bring a positive attitude to work – I share, I laugh, I enjoy other's company
- I take responsibility for my behaviour and its impact on others
- I am curious and seek out ways to constantly learn and improve
- I celebrate the good stuff, the small stuff, the big stuff – it all matters
- I speak up when things aren't right
- I value the many different roles it takes to deliver great patient care
- I actively listen because I want to understand others and make better decisions
- I am inclusive and value diversity
- When it comes to teamwork, I don't hold back – I'm all in

QUALITY, SAFETY AND IMPROVEMENT

RCH employees have a responsibility and accountability to contribute to the organisation's commitment to Quality, Safety and Improvement by:

- Acting in accordance and complying with all relevant Safety and Quality policies and procedures
- Identifying risks, reporting and being actively involved in risk mitigation strategies
- Participating in and actively contributing to quality improvement programs
- Complying with the requirements of the National Safety & Quality Health Service Standards
- Complying with all relevant clinical and/or competency standards
- Complying with the principles of Patient and Family Centred Care that relate to this position

The RCH is committed to a diverse and inclusive workforce. We encourage applications from Aboriginal and Torres Strait Islander people, people from culturally and/or linguistically diverse backgrounds, all members of the LGBTIQ community and people with disability.

INHERENT REQUIREMENTS OF THIS ROLE

There are a number of critical work demands (inherent requirements) that are generic across all positions at The Royal Children's Hospital. The generic inherent requirements for this position are detailed below. These may be added to with more specific inherent requirements, if required, by your manager and Workplace Health & Safety.

Physical Demands		Frequency
Work Hours	This role is typically performed during standard business hours	Yes
	This role requires shift work, including day, afternoon, night & weekends	No
	This role is required to participate in an on-call roster	No
Sitting – remaining in a seated position to complete tasks		Frequent
Standing – remaining standing without moving about to perform tasks		Rare
Walking – floor type even, vinyl, carpet		Prolonged/Constant
Lean forward/forward flexion from waist to complete tasks		Occasional
Trunk twisting – turning from the waist to complete tasks		Occasional
Kneeling – remaining in a kneeling position to complete tasks		Rare
Squatting/crouching – adopting these postures to complete tasks		Rare
Leg/Foot movement – to operate equipment		Not Applicable
Climbing stairs/ladders – ascending/descending stairs, ladders, steps		Occasional
Lifting/Carrying	Light – less than 5 kilos	Frequent
	Moderate – 5-10 kilos	Rare
	Heavy – 10-20 kilos	Not Applicable
Push/Pull of equipment/furniture	Light forces – less than 10 kilos	Frequent
	Moderate forces - 10-20 kilos	Not Applicable
	Heavy forces – over 20 kilos	Rare
Reaching – arm fully extended forward or raised above shoulder		Occasional
Head/Neck Postures – holding head in a position other than neutral (facing forward)		Frequent
Sequential repetitive actions in short period of time	Repetitive flexion & extension of hands, wrists & arms	Frequent
	Gripping. Holding, twisting, clasping with fingers/hands	Rare
Driving – operating any motor-powered vehicle with a valid Victorian driver's licence		Not Applicable
Sensory Demands		Choose an item.
Sight – use of sight is integral to most tasks		Prolonged/Constant
Hearing – use of hearing is integral to most tasks		Prolonged/Constant

Touch – use of touch is integral to most tasks	Prolonged/Constant
Psychosocial Demands	Choose an item.
Observation skills – assessing/reviewing	Prolonged/Constant
Problem solving issues associated with clinical and non-clinical care	Frequent
Attention to detail	Prolonged/Constant
Working with distressed patients and families	Frequent
Dealing with aggressive and uncooperative people	Occasional
Dealing with unpredictable behaviour	Frequent
Exposure to distressing situations	Frequent

Definitions used to assess frequency of tasks/demands as above	
Prolonged/Constant	71-100% of time in position
Frequent	31-70% of time in position
Occasional	16-30% of time in position
Rare	0-15% of time in position
Not Applicable	

Position description last updated	August 2021
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