

Position Description

Astelier Early Childhood Teacher (ECT)

Position Title	Early Childhood Teacher Astelier Children's Centres
Responsible to	Nominated Supervisor Astelier Children's Centres
Date	
Qualifications	Approved Early Childhood Teaching qualification
Other Requirements	<ul style="list-style-type: none"> - Current First Aid Certificate, Anaphylaxis Management and Emergency Asthma Management. - Current Working with Children Check (or equivalent). - Registration or Accreditation with the local teacher regulatory authority (if applicable). - Current child protection training.
Award/Agreement	

What is the role of the Early Childhood Teacher at Astelier?

At Astelier Children's Centres, the Early Childhood Teacher is far more than an educator – they are a passionate guide, a curious co-learner, and an architect of wonder. They inspire children to explore, imagine, question, and discover by creating a rich, engaging environment where learning unfolds naturally and joyfully. With a deep respect for the individuality of each child, the Early Childhood Teacher nurtures a lifelong love of learning through meaningful relationships and thoughtful, play-based experiences.

Working in close partnership with Educators and Room Leaders, the Early Childhood Teacher supports collaborative leadership within the learning community. They play a central role in the design, implementation, assessment, and



continual refinement of an inclusive, child-centred curriculum that reflects the service philosophy and aligns with the National Quality Framework and Early Years Learning Framework.

The Early Childhood Teacher leads by example – fostering professional curiosity, reflective practice, and pedagogical excellence. They actively contribute to the growth and development of their colleagues, supporting professional learning through mentoring, shared inquiry, and constructive feedback. Their leadership strengthens team cohesion, builds educator confidence, and contributes to a culture of continuous improvement.

With equal parts passion and professionalism, the Early Childhood Teacher is a key influence in cultivating a respectful, inspiring, and nurturing environment – where children feel safe to wonder, confident to try, and empowered to grow.

Our Culture at Astelier

At Astelier, we believe that supporting families begins with supporting each other. We are a purpose-driven, family-first community where kindness, professionalism, and collaboration are celebrated every day. Our centres are designed to be joyful, inclusive spaces for both families and staff, where small wins are acknowledged, and every voice is valued. We are committed to sustainability, lifelong learning, and building meaningful connections within our community. If you thrive in an environment where people care deeply about their work and each other, Astelier is the place for you.

Performance Indicators

Support, lead and mentor other educators within the room to ensure the embedding of the Learning Framework within the curriculum to:

- Make learning visible,
- Positively respond to feedback, advice, and guidance from the Educational Leader,
- Be documented and maintained on a cyclical basis and in a professional manner to a high-quality standard,
- Be linked to the Approved Learning Framework outcomes and relevant early learning, and development theories.



Provide leadership and support to:

- Document the child and family's information,
- Observe and respond to children's learning, development and daily needs,
- Assess and analyse observations and planning,
- Implement and enact plans,
- Evaluate and critically reflect your own and teams' practice to guide future planning.

Role model and engage children in learning opportunities that are responsive to:

- Meaningful moments,
- Respecting diversity,
- Intentional and spontaneous interactions,
- Children's agency and choice,
- Routine times,
- Information technology, and
- Environmental sustainability.

Support and actively plan for an inclusive environment by:

- Supporting every child's learning,
- Role modelling positive, responsive interactions,
- Respecting children's similarities, differences, cultures and diversities,
- Maintaining each child's dignity and the rights of each child,
- Responding to the emotional, social and wellbeing needs of each child,
- Providing physical care, assisting children in toileting, dressing and meal times; and viewing all these opportunities as teachable moments,
- Working collaboratively with other professionals and community,
- Having an awareness of funding and structure of support available to assist children with additional needs,
- Creating a culturally safe environment,
- Record children's development and service planning to meet funding obligations for children with additional needs and provide a high-quality program.



Support children's individual wellbeing and comfort in sleep, rest and relaxation by:

- Enacting the safe sleep rest and relaxation policy.

Contribute to the development of an environment for children which:

- Puts children's right to play first in the decision making,
- Is beautiful and enticing
- Is ready for operation at the beginning of each day,
- Reflects children's curiosity, exploration and problem solving,
- Acknowledges the importance of the indoor and outdoor environment as the 'third teacher',
- Provokes practices and discussions to support environmental sustainability.

Ensure each child has a sense of Being, Belonging and Becoming within the service.

Ensure that all records for the children in your group are maintained and up to date as per the service policies and the NQS.

Partnerships with Families

- Demonstrate respect for the families' role as the child's first teacher.
- Recognise and respect the diversity of families.
- Be culturally responsive.
- Build and maintain positive relationships with families of the service.
- Always ensure professional communication with families.
- Ensure parents are appropriately informed and consulted about the care of their children.
- Draw on the knowledge and experience of families to support their children's learning.
- Engage in shared decision making with families.

- Always ensure professional communication with families and act as a resource to support not only the child but the whole family.



- With guidance from the Nominated Supervisor, support families to access inclusion support and assistance.

Partnerships with other Educators and Professionals

- Build collaborative relationships with all staff in the service based on respect, trust and honesty.
- Engage in professional conversations with other educators to enhance knowledge and practice.
- Engage in professional conversations with other professionals as is appropriate and with the knowledge of the Director or Nominated Supervisor.
- Acknowledge and support personal strengths, professional experience and team diversity.

Professional Conduct & Learning

- Work within the National Quality Framework, the Early Childhood Australia Code of Ethics, Child Safe Standards, the service philosophy, policies and procedures.
- Participate in an induction process upon joining the service.
- Engage in the service learning community approach to ongoing professional learning.
- Develop an individual professional development plan in consultation with the Director or Nominated Supervisor.
- Consistently contribute as an effective team member.
- Maintain professional accreditation as required by the state or territory.
- Maintain awareness of contemporary Education and Care practice to inform quality service delivery.
- Actively participate in the performance appraisal process.
- Engage in reflective practice and ongoing professional learning.
- Attend and contribute to staff meetings and other whole staff professional learning events.
- Actively participate and contribute as a member of the service leadership team.
- Undertake Food Safe training at intervals decided by the Approved Provider.



- Undertake First Aid training (including training in Anaphylaxis Management and Emergency Asthma Management) at intervals decided by the Approved Provider.
- Undertake Child Protection/Child Aware training at intervals decided by the Approved Provider.
- Ensure students on placement are positively welcomed, supported and assisted and be a student supervisor when required.
- Ensure the Nominated Supervisor is informed of any problem arising, which would affect the children, the service's approval or rating, the regulatory and legal compliance or the smooth running of the service.
- Be involved in the service's Quality Improvement Plan and assist to implement this as directed.
- Perform additional duties as required by the Approved Provider or Nominated Supervisor within your knowledge, skills and capabilities. Performing incidental administrative duties including but not limited to: signing deliveries, organising noticeboards, etc.

Organisational Representation

- Actively support the organisation's philosophy, policies and procedures and positively represent the organisation to external contacts at all opportunities.
- Actively participate in and contribute to cross-organisation projects and activities.

Workplace Health and Safety (WHS)

- Work in a manner that does not pose a risk to self or others.
- Ensure cultural safety in the workplace.
- Ensure a safe and healthy work environment at all times.
- Implement and monitor effective WHS practices in accordance with regulations, legislation and service policy.
- Understand, implement and review emergency management procedures as required.

- Ensure the service's duty of care to children and their families is strictly maintained.



- Respond positively and consistently to children's additional needs/ requirements – including diet / allergies and developmental.
- Ensure all individual care plans, medical conditions plans etc are current and enacted.

Key Internal and External Stakeholders	
Stakeholder	Purpose of Communication
Children	<ul style="list-style-type: none"> ● Form secure and responsive relationships with children which are comforting and nurturing. ● Protect children and their rights. ● Ensure that staff are providing a supportive educational environment.
Parents	<ul style="list-style-type: none"> ● Develop and maintain positive, authentic and reciprocal relationships with families. ● Share information with families relating to their child and the daily activities of the service. ● Create a culturally safe, supportive and informative environment for families. ● Act as a resource person for families.
Staff	<ul style="list-style-type: none"> ● Provide leadership and mentoring to Educators to: <ul style="list-style-type: none"> ○ ensure the effective running of the room ○ ensure daily organisation of Educators ● create a culturally safe, supportive, stimulating and educational environment for the children.
Local Service Providers	<ul style="list-style-type: none"> ● Collaborate with schools, teachers, other professionals and the community to support children's learning, development and wellbeing.



Selection Criteria

Qualifications

- Hold an ACECQA approved Early Childhood Teaching qualification or be 'actively working towards' an approved Early Childhood Teaching qualification (if applicable by jurisdiction).
See www.acecqa.gov.au/qualifications/nqf-approved
- Working with Children Check/ Working with vulnerable people check or equivalent.
- A first aid qualification that is approved by ACECQA that includes first aid, emergency asthma management and anaphylaxis management.
- Child protection awareness and/or training approved by the relevant state/territory reporting authority.
- Registration or accreditation with the teacher regulatory authority as required by the state or territory.

Desirable

- Willingness to be appointed as a Nominated Supervisor, Responsible Person or Educational Leader.
- Desirable to hold postgraduate/tertiary qualifications in leadership and/or to have service leadership experience.
- Desirable to hold a National Police Check (state/territory relevant).

Experience

- Demonstrated understanding of the Early Years Learning Framework (V2.0) and the National Quality Standard.
- Demonstrated experience in curriculum development and documenting children's learning.

Capabilities

- Ability to relate effectively to children and their families and to be attuned and responsive.
- Ability to work effectively in a team environment.
- Developed communication and inter-personal skills.
- Commitment to ongoing professional learning.



Why Join Astelier?

- Be part of a purpose-driven organisation focused on supporting families and young children.
- Work in a warm, welcoming, and beautifully designed environment.
- Enjoy ongoing training and professional development opportunities.
- Join a team that values kindness, collaboration, and personal growth.
- Make meaningful connections with families and the community every day.
- Play a key role in promoting sustainability and positive social impact.

Ready to Apply?

If you are passionate about creating positive experiences for families and thrive in an environment where kindness, professionalism, and community are at the heart of everything we do — we would love to hear from you. Join Astelier Children's Centres and help us make every family's day a little smoother and a lot brighter.

We'd love to hear from you. Send your application to admin@astelier.au and take your next step with Astelier.

