



ST PETERS GIRLS

Position Description: Early Learners' Centre Teacher
Level: Full-time or Possibility Part-Time, Fixed Term Contract
Reports to: Director of Early Learners' Centre

The School

At St Peter's Girls' School, we focus on collaboration, creative thinking and innovation, seeking to foster independent thinking and our core values of courage, creativity and compassion in every student. We aim to develop motivated, versatile, and curious students who carry a love of learning throughout their schooling years and beyond. We have a proud history of over 130 years, providing outstanding educational opportunities for students from Early Learning to Year 12. Our all-in-one campus, located in leafy Stonyfell and just 5km from Adelaide's CBD, boasts spacious grounds and state-of-the-art facilities. We are an authorised IB PYP & DP World School.

The St Peter's Girls' School Early Learners' Centre caters for children from two to five years of age. The Centre is open 50 weeks of the year (7.30am - 6pm). Following a school term structure ELC teachers are responsible for the organisation and delivery of the 8.30am – 3.30pm term-time program. Education in the ELC incorporates the philosophies and practices of the Reggio Emilia Educational Project and the International Baccalaureate Primary Years Programme.

At St Peter's Girls seeks to employ people who embody character and influence within their personal and professional lives. We are committed to providing our staff with opportunities for ongoing development and career progression.

About the Role

Teachers are directly responsible to the School Principal, through the Director of Early Learners' Centre. In line with National Standards for Teachers, a teacher should demonstrate the professional knowledge, practice and engagement of Proficient or Highly Accomplished Teachers.

About You

Professional Knowledge

Know students and how they learn:

- Use teaching strategies based on current research and knowledge of best early childhood education based on the principles of the Reggio Emilia philosophy
- Create learning environments that demonstrate an understanding of the multiple ways students learn
- Establish an environment that welcomes families into our community, promoting the identity of each child
- Design and implement inclusive teaching strategies that are responsive to all
- Create and utilise shared documentation to demonstrate clear understandings of the learning processes students use and give evidence of educator and child intentions
- Recognise that students need the opportunity to make decisions and have an active voice within a rich learning community

Know the content and how to teach it:

- Provide evidence of a deep understanding of best early childhood practice that reflects a strong image of child and educator
- Demonstrate an understanding of, and connection to the Early Years Learning Framework (EYLF 2022), the Reggio Emilia philosophy and the International Baccalaureate Primary Years Programme
- Be familiar with and understand the National Quality Framework
- Design and implement engaging, learning and teaching experiences using contemporary knowledge and understanding of how young children best learn
- Document, record and report on the development of the individual child including how knowledge is constructed within the group
- Maintain individual student learning portfolios that reflect the learning processes of the child and their involvement in group projects
- Provide ongoing opportunities for students to develop understanding and respect for cultural diversity
- Use effective teaching strategies to integrate ICT into daily learning and teaching programs

Professional Practice

Plan for and implement effective teaching and learning:

- Maintain a culture of ongoing research to ensure a continued professional learning pathway is undertaken
- Ensure that daily practice continually reflects the Centre's philosophy and theory about how students learn
- Give emphasis to ensuring each learning experience, both indoor and outdoor, reflects a deep understanding of the multiple ways in which children learn
- Ensure learning experiences are built upon to create individual and group challenges that provide students with ongoing questions and provocations
- Select and use relevant teaching resources to develop and challenge knowledge, skills, problem-solving, and critical and creative thinking
- Develop a range of resources, including ICT, to engage students in learning
- Evaluate personal teaching and learning processes within the team of educators to ensure ongoing improvement
- Engage with the wider community to enhance learning
- Implement and maintain processes, structures, resources and documentation within the School, all curriculum documentation must reflect the Early Learning and School policies

Create and maintain supportive and safe learning:

- Establish and implement inclusive and positive interactions to engage and support all students within the learning environment
- Create and maintain a welcoming and respectful environment where student engagement is maximised
- Ensure all relationships are highly valued as part of the Centre's ethos
- Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching

Assess, provide feedback and report on student learning:

- Develop and apply a comprehensive range of assessment strategies to diagnose learning needs and comply with curriculum requirements to evaluate the effectiveness of their approaches to assessment
- Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals
- Use a range of student assessment data to analyse and evaluate student understanding, identifying interventions and modifying teaching practice
- Report clearly, accurately and respectfully to students and parents about student achievement, making use of accurate and reliable records

Professional Engagement

Engage in professional learning:

- Analyse the Australian Professional Standards for Teachers to plan and achieve personal professional development goals
- Critically engage in professional learning to update knowledge and practice, targeted to personal professional needs and School priorities
- Be able to lead and involve a team of educators in the ongoing planning cycle and environmental set up
- Actively participate in weekly educator meetings across all age groups and lead when requested on curriculum strengths
- Lead team meetings and support cluster meetings as needed across the Centre
- Engage in professional discussions and reflections with colleagues in a range of forums to evaluate practice and improve professional knowledge and practice in line with the Centre's Quality Improvement Plan
- Contribute as required to extended ELC meetings that are held once per term. Being able to present information, if requested, to staff on current learning projects as part of the Centre's teaching team

Engage professionally with colleagues, parents/carers and the community:

- Demonstrate responsiveness in all communications with parents about their child's learning and wellbeing
- Embrace the Centre's strengths in relationship-building and fostering a positive community ethos
- Participate in professional and community networks and forums to broaden knowledge and improve practice
- Model exemplary ethical behaviour and exercise informed judgements in all professional dealings with students, parents, colleagues and the community

Pastoral Care

- Maintain a high level of pastoral care with students and build and maintain sound professional relationships and communication with parents
- Manage all pastoral care issues in a timely and effective manner following School procedures
- Maintain effective and positive communication with all Early Learners' Centre staff and School staff including Specialist staff
- Be familiar with ELC and School policies in relation to pastoral care issues

Co-Curricular

- All staff are expected to contribute to the co-curricular life of the School

Qualifications

- Registration, or ability to gain registration, to teach in South Australia
- Tertiary qualifications in education
- Valid working with Children Check (WWCC)
Valid Responding to Risks of Harm, Abuse and Neglect – Education and Care (RRHAN-EC)

Other Responsibilities

- Read and understand all relevant ELC and School policies and related documentation
- Commitment to engage in our ongoing journey on Reconciliation
- Work with all members of staff in an atmosphere of mutual support and respect
- Commitment to engage and embed sustainable practices within the ELC
- Carry out all professional duties as required under the direction of the School Principal and/or those to whom this responsibility has been delegated

A Career at Saints Girls

- A unique opportunity to work in a highly regarded independent school that upholds a culture of excellence
- Collaborative and passionate team environment with a connected and inclusive community
- Internal and external professional development opportunities
- Opportunities for Interstate and International professional learning within our network of exchange schools
- Contemporary and high-tech learning spaces
- Opportunities to engage in co-curricular offerings and School events
- Well-resourced and supported teaching and learning
- Onsite parking available
- Employee Assistance Program

Conditions

This is a full-time or possibility of part-time, fixed term contract for 2026, commencing Term 3, 2026. The minimum qualification is a Bachelor of Early Childhood Education and applicants must be prepared to work with children aged between two to five years. The salary is determined by the *St Peter's Collegiate Girls' School Enterprise Agreement*. Other conditions are as outlined in the Enterprise Agreement.

Cherylyn Skewes
Principal
April 2026