

IN THE FAIR WORK COMMISSION

Matter Number: AM2014/263, AM2014/266, AM2018/18 and AM2018/20

Fair Work Act 2009 - Part 2-3, Div 4 -s.156 - 4 yearly review of modern awards

Group 4A awards: Children's Services Award 2010 [MA000120]; Educational Services (Teachers)

Award 2010 [MA000077]

STATEMENT OF JULIE FREND

I, Julie Frend of [REDACTED] in the State of New South Wales, say:

1. I am employed as a full time, Director by Gunnedah Baptist Childcare Association Ltd trading as Gunnedah Baptist Community Preschool ("**the Preschool**").
2. I am covered by the *Educational Services (Teachers) Award 2010*.
3. I have worked at the Preschool in the following roles, all on fulltime basis:

April 2001 Assistant

January 2005 Teacher

April 2010 Director/ Teacher (fulltime) [Teaching: Monday - Thursday, Directing: Friday]

January 2011 Director/ Teacher (fulltime) [Teaching: Monday - Wednesday, Directing: Thursday- Friday]

January 2012 Director/ Teacher (fulltime) [Teaching: Thursday- Friday, Directing: Monday - Wednesday]

January 2018 Director

4. I have the following qualifications:

November 2001 Diploma of Children's Services -TAFE NSW, Armidale ; and

March 2005 Bachelor of Teaching Early Childhood - University of New England, Armidale

Lodged by: Applicant	Telephone: (02) 8202 8900
Address for Service: GPO	Fax: (02) 92112455
Box 116, Sydney NSW 2001	Email: michael@ieu.asn.au

5. As shown in paragraph 3, I worked my way up through various positions in the centre starting in an assistant role, moving to a teaching role, a Director/ Teacher role and in 2018 moving into my position as Director (fulltime).
6. My duties as a Director are attached as Annexure 1. My qualifications and experience assist me to perform the following duties:
 - 6.1 Being responsible for the day to day management and development of early childhood education at the centre.
 - 6.2 Providing leadership to staff.
 - 6.3 Being responsible for the operation of the centre.
 - 6.4 Being Nominated Supervisor and managing the day to day operations in accordance with the *Children (Education and Care Service National Law Application) Act 2010*, and *Education and Care Service National Regulation (2011)*.
 - 6.5 Ensuring that a program is delivered to all children that is based on the Early Years Learning Framework (EYLF).
 - 6.6 Ensuring specific records of individual children are developed and maintained.
 - 6.7 Being responsible for the daily supervision of staff.
 - 6.8 Facilitating and being actively involved in the National Quality Framework and the National Quality Standards .
 - 6.9 Liaising with relevant early childhood support services and other professional services.
7. While I am not directly involved in the actual education or supervision of any particular group of children on an ongoing basis, a key part of my role is to engage with the children and their families. This engagement allows me to make informed decisions about a child's development and developing appropriate educational responses as a result. My teaching skills and experience gives me the capacity to make these judgements and decisions confidently and allows me to help the educators with the observation of children and the formulation of educational plans to address any issues that arise from such observations.
8. A large part of my role requires me to be very familiar with all the children and their developmental skills in order to mentor educators and offer different strategies to manage behaviours or develop a targeted skill. This means that I need to be present in all the rooms at different times to observe the children and the teaching strategies being implemented.
9. I became accredited as a proficient teacher by the New South Wales Education Standards Authority (NESA) in 2016. I am required to undergo 100 hours of professional development over 5 years.

10. I assist the teachers and educators with individual learning plans for children who have additional needs.
11. I review education programs in collaboration with the educational leader when required.
12. I submit funding applications with the Dept of Education for special needs children under the Preschool Disability Inclusion Program. I need to have a comprehensive knowledge of children's developmental skills in order to complete this submission.
13. My teaching qualifications and my experience as a teacher ensures that I can fulfil my role as a Director in the following ways:
 - 13.1 My role is to help and support staff members achieve the best possible outcomes for the children. My teaching degree and experience as a teacher gives me specific expertise in the observation and assessment of the children, and the teaching methodologies most suited to them. This enables me to lead my staff to ensure that the educational outcomes (as well as the care outcomes) at the Centre are at a high standard. Our service has just received its 2nd Exceeding rating under the Assessment and Accreditation process.
 - 13.2 I organise and facilitate training for staff as identified. For example, some of my staff members recently attended a training session on the Reggio Emilia approach in the context of early childhood education. This is a type of teaching philosophy that the centre is considering implementing in its methodologies. These employees then attended a staff meeting in which I was able to lead discussions on how to implement these techniques into the teaching program. The fact that I have a tertiary teaching qualification assisted me greatly in my role as Director in being able to contextualise this information into our educational plans. It allowed me to do this to a greater extent than someone without my qualifications would have been able to do.
 - 13.3 They enable me to help staff with a range of issues that they face every day in the centre. For example, my understanding of the many facets of child development enables me to assist staff in dealing with issues such as behavioural and developmental concerns, for some of the children. An example my qualifications and experience allow me to suggest behavioural strategies that the educator may employ. If a teacher or educator comes to me with concerns about a child's receptive language, ability to follow direction or stay on task, or general age appropriate skill development, my qualifications and experience allow me to suggest strategies that I can tailor to the situation.
 - 13.4 When a child with additional needs transitions preschool. I play a key role in employing support staff, applying for funding and assisting with that child's educational program. I also support staff by seeking professional assistance or research that will assist in that child's care and educational program. These are all necessities when providing a quality program which relies on a full understanding of early childhood development.
 - 13.5 When a child with additional needs is transitioning to mainstream school I apply to the Dept of Education for the services of a transition support teacher. Together we plan strategies to best support that child for a smooth transition and to enable that child to obtain educational goals in the mainstream school. My experience built on

top of my tertiary education allows me to do this much more effectively than if I was certificate or diploma qualified.

- 13.6 They enable me to support staff in relation to the rules and regulations that govern early childhood services. Importantly, they enable me to explain their underlying rationale and the theories and understandings underpinning these requirements. For example, ensuring that the Education and Care Services National Regulations are being met in relation to permission notes for excursions. When excursions are being conducted, I write permission slips, ensuring that they cover all the requirements under the regulations. These are tightly enforced by the regulations.
- 13.7 My qualifications allow me to be aware of the regulations, their operation and how to employ best practices in relation to them. Another example, I am responsible for hazard identification in the centre. Children learn through play and this can sometimes mean that risky play is encouraged to extend the child's skills. I am required to have a comprehensive understanding of the regulations, hazard identification principals and well-grounded expectations of what you can expect of children while not limiting their learning through play.
- 13.8 They allow me to research and source policies that are appropriate for our service. These policies are modified to best suit our service. A greater understanding of, and experience in, early childhood education and development assists me in developing these policies. An example of a policy that my qualifications and experience have a direct impact on developing and implementing is our *Educational Program Policy*. This is largely about what we provide educationally for the children. It is an interest-based policy, meaning that while what we provide educationally must be aimed at the child's age and development and interests of the child. While the foundation of our policies are first sourced through Childcare Desktop, I adapt them to suit our service, before being passed by our Board. In my role, I review theses policy every 12 months. My experience and qualifications in early childhood education enable me to bring together the experiences of our staff through collaboration and ensures the relevance, adaption and maintenance of policies to best suit our own service.
- 13.9 The teaching degree, in contrast to the Diploma, gives me a more holistic appreciation of processes and a better understanding of child development and behaviour. This ensures that the service will develop in ways to best achieve the expectations of the National Quality Framework (NQF). The Preschool has received an "Exceeding" rating with ACEQUA. I believe that being a Director with teaching qualifications and experience has enabled me to more effectively lead the team to this result through more effective mentoring and support to educators and other teachers. For example, I have been working with the Educational Leader to discuss ways to increase the use of critical reflection in the teachers and educator's methodology. Currently each room uses a diary as a reflection and self-improvement tool. Staff write in their diary daily about things that went well and poorly, with suggested strategies on how they can improve practice. Critical reflection is currently a major part of the assessment and rating process. I am able to mentor and support educators by implementing practices that are harmonious with ACEQUA assessment practices. This is because my teaching qualifications and experience have equipped me with critical reflection capabilities.

- 13.10 They assist me in representing the Preschool in the community, for example in family support, council lead projects, local school networking, local childcare networking and workshops. I am able to interact with teachers in schools with a shared pedagogical understanding and talk with other health professionals on matters such as childhood development.
- 13.11 They assist me to plan and lead staff meetings, meetings with parents and parent information meetings. This is through providing resources and research which are often related to child development and behaviour strategies that come from my teaching qualifications and my experience as a teacher.
- 13.12 Parents of children within the Preschool are more confident in my ability to run an educational organisation knowing that I have a thorough understanding of early childhood education through my teaching degree.
- 13.13 I am a board member of Community Connections Solutions Australia (CCSA) and my teaching degree ensures that I can articulate and promote current issues in the early childhood sector.
14. The knowledge and skills gained through my teaching degree are different to those I have gained through my Diploma. Specifically, because of the Early Years Learning Framework we are required to employ qualified staff, it would not be appropriate for the Preschool to employ a Director to guide teaching staff who do not possess at least equal training.



Signature of Julie Friend

15.03.2019

Date

Annexure 1

Gunnedah Baptist Child Care Association Limited Trading as
Gunnedah Baptist Community Preschool

1 Reservoir Street
PO Box 95 GUNNEDAH NSW 2380
Phone/Fax 6742 1805
ACN: 003 052 328 ABN: 33 003 052 328
Email: gdhbaptistpreschool@bigpond.com



JOB DESCRIPTION

JOB TITLE Director / Financial Director

DATE.....

REPORTS TO Board of Directors, Gunnedah Baptist Child Care Association Limited

AWARD Modern Award, Educational Services (Teachers) Award 2010
and the National Employment Standards

SUPERVISES All other staff and the smooth running of the Preschool

APPROVED BY

INTRODUCTION

Gunnedah Baptist Community Preschool is a vibrant and dynamic preschool, which continues to maintain and uphold an excellent reputation within Gunnedah and the wider community due to the efforts of staff employed at the centre to provide innovative, creative and stimulating programs. Programs are offered to children three to five years of age.

Gunnedah Baptist Community Preschool Philosophy is guided by 'Being, Belonging, Becoming: The Early Years Learning Framework' and the National Quality Framework

Philosophy

The Gunnedah Baptist Community Preschool seeks to provide an excellent early childhood education in the context of a caring, kind and compassionate environment that reflects God's love to all children and families. This will be achieved by:

- Providing a secure, happy, healthy and caring environment which is non-threatening and inclusive to all involved.
- Recognising each child as a unique individual with special abilities, interests and background.
- Integrating children with additional needs into the daily program wherever possible.
- Promoting the physical, social, emotional, spiritual and intellectual development of children to enable them to become successful learners, and confident and creative individuals who will be well prepared for their more formal years of education.
- Implementing a well-balanced curriculum based on the Early Years Learning Framework of Belonging, Being, Becoming and sustainable practices.
- Respecting and being sensitive to the different cultures, backgrounds and abilities of all families represented at the Preschool.

- Holding regular meetings with the Board, staff and parents to encourage cooperation and good communication.
- Committing to continuous review and improvement of the goals and daily activities of the Gunnedah Baptist Community Preschool.
- Encouraging children to extend their skills by supporting them with personal challenges and responsible risk taking

The Gunnedah Baptist Community Preschool caters for children from 3 to 5 years. It provides early education for children and operates from 8am to 3.30pm five days a week, 41 weeks of the year.

MANAGEMENT STRUCTURE

The Gunnedah Baptist Child Care Association Limited is the incorporated body which is responsible for the Gunnedah Baptist Community Preschool.

The Gunnedah Baptist Community Preschool is managed by the Board of Directors.

The vision statement of the Gunnedah Baptist Child Care Association Ltd is

“to provide quality preschool education as a service to the community and as a ministry of the church”.

ROLE DESCRIPTION

The Director/Financial Director is responsible for the day to day management and development of early childhood education at The Gunnedah Baptist Community Preschool.

The Director/Financial Director provides leadership to the staff at the preschool.

Hours of work are in accordance with the Educational Services (Teachers) Award 2010. Dedicated office time is to be negotiated annually with the Board of Directors.

ORGANISATIONAL RELATIONSHIPS

The Nominated Supervisor is appointed by the Board of Directors of the Gunnedah Baptist Child Care Association Limited.

The Nominated Supervisor is accountable to, reports to, and takes direction from the Board of Directors.

QUALIFICATIONS AND SKILLS

Three year Early Childhood teaching qualification (minimum)

Hold a Certified Supervisor Certificate

Hold a First Aid Certificate

Complete a course in child protection approved by the Department of Education and Communities.

Computer literacy

Current Police & Working with Children Check

All positions at the Gunnedah Baptist Community Preschool are based on continuing Government funding

The Gunnedah Baptist Community Preschool is an alcohol, drug and smoke free zone. Under no circumstances is objectionable language to be used.

RESPONSIBILITIES AND DUTIES

1. General Responsibilities

- a. To be responsible in consultation with the Board of Directors for the operation of the Gunnedah Baptist Community Preschool
- b. To assist the Board in providing a suitable and viable service to suit the needs of the community.
- c. To undertake all responsibilities as the Nominated Supervisor to manage the day to day operations of the Preschool in accordance with the:
 - Children (Education and Care Service National Law Application) Act 2010
 - Education and Care Service National Regulation (2011)
- d. To act in accordance with the authority delegated by the Board, in dealing with situations of an urgent nature, that requires immediate action.
- e. To ensure that a program is delivered to all children that is based on the Early Years Learning Framework (EYLF).
- f. To provide leadership while working as a member of a cooperative team
- g. To respect the confidentiality of information relating to parents, children, staff, Board meetings in accordance to the Confidentiality Policy
- h. To attend and contribute to regular Board meetings and subcommittee meetings
- i. To manage financial responsibilities within the limits of budget allocation
- j. To Liaise with the Treasurer regarding the monthly and annual reports
- k. To draft the budget for the Boards approval
- l. To adhere to the Gunnedah Baptist Community Preschool's Work Health & Safety Policy
- m. To familiarise and adhere to the preschool philosophy, policies and procedures
- n. To hold regular fire drill as per the Emergency Evacuation Policy
- o. Other duties as directed by the Board, peripheral to the position.

2. Specific Responsibilities

2.1 Children

- a. To ensure that a happy, healthy, safe, welcoming, respectful and well supervised environment is provided at all times.
- b. To manage enrolments and waiting lists in accordance with Enrolment Policy
- c. To ensure specific records of individual children are developed and maintained.

2.2 Parents

- a. To welcome and inform new and prospective parents about the preschool
- b. To ensure that new families are appropriately orientated to Gunnedah Baptist Community Preschool
- c. To provide regular information to families in the form of newsletters, posters and notices.
- d. To assist with the organisation family functions

2.3 Staff

- a. To facilitate the development of a cooperative team within the preschool, aiming for individual staff to have a high level of identification with the philosophy, goals and policies of the centre.
- b. To be responsible for the daily supervision of staff in the preschool and conduct annual staff reviews.
- c. To facilitate and be actively involved in the National Quality Framework for Early Childhood Education and Care and ongoing training as needed
- d. To organise regular staff meetings
- e. To organise casual staff from the casual staff list as approved by the Board, when needed.
- f. To encourage the professional development of all staff members.

2.4 Administration

- a. To be aware of the funding criteria's documents and requirements
- b. To be responsible for the timely compilation of reports for regulatory compliance
- c. To maintain enrolments records in accordance with the Enrolment Policy and Procedures, as specified by the Board, and the conditions of the Funding and Service Agreement.
- d. To prepare an annual report for Gunnedah Baptist Child Care Association Limited and the Gunnedah Baptist Church
- e. To record and report all accidents according to the Accident Policy
- f. To record and administer first aid and medication according to the First Aid and the Medication policies

2.5 Professional Development and Promotion of the Service

- a. To attend and contribute to relevant meetings and inservice.
- b. To keep abreast of current children's services issues and legislative requirements relating to Education and Care Services National Law and Regulations.
- c. To liaise with relevant early childhood support services and other professional services and organisations within the community.

2.6 Management

- a. To work in a cooperative manner with the Board ensuring open communication on all issues pertaining to employment, management, program, financial and regulatory requirements of the preschool.
- b. To attend and contribute to regular Board meetings.
- c. To maintain, as appropriate, confidentiality of issues discussed at Board meetings.
- d. To present reports to Board meetings, reporting on the program and activities of the preschool and making recommendations to the committee concerning the preschool.
- e. To act professionally towards any conflict that may arise.
- f. To participate in annual staff appraisals and review of job descriptions and applications..

2.7 Other Duties

- a. To complete personnel time sheets.
- b. To aim for an early resolution of any issues of conflict, by ensuring actions are proactive and professional and in accordance with the grievance procedures
- c. To alert the Board as soon as possible to any actual potential problems within the preschool, whether related to staff, children, parents, finances, management or any other matter
- d. To ensure all work experience students and volunteers have a clear understanding of their roles and are informed of the confidentiality of all matters relating to individual children
- e. To ensure the regular maintenance of materials and equipment and take immediate action to repair if necessary.
- f. To ensure the regular and adequate supply of consumable goods for use by the children e.g. paper, paint and other art and craft requirements within a set budget

3. Shared Duties at the end of day

- a. Check that all toys are packed away inside and outside
- b. Check that the preschool is left in a tidy condition
- c. Turn off all taps, air conditioners, heaters, fans, photocopier etc.
- d. Flush all toilets
- e. Close and lock all windows and doors
- f. Set the alarm

SIGNED BY THE EMPLOYEE:

I understand and accept the duties and responsibilities of this job description

.....
(Name please print)

.....
(Signature)

.....
(Date)