

Anness A

Ministeru	Ministeru għall-Edukazzjoni (MFED)
L-impjeg	Kindergarten Educators



MINISTERU GHALL-EDUKAZZJONI
TRIQ L-ASSEDJU L-KBIR, FURJANA, MALTA

Dmirijiet u responsabbiltajiet

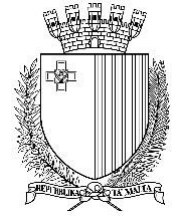
- 3.1. Hija r-responsabbilitá tal-Kindergarten Educator (KGE) li tipprovdi esperjenza ta' tagħlim relevanti, stimulant u li jinvolvi lill-istudenti li qegħdin fil-kura tagħha fil-livell ta' Kindergarten bħala parti miċ-Ċiklu ta' Snin Bikrin. Il-KGE mistennija tikkollabora ma' edukaturi oħrajn li jkunu qed jappoġġjaw dan l-isforz fil-klassi jew lil hinn minnha, taħt it-tmexxija tas-Senior Management Team, anki billi jinvolvu fl-iżvilupp ta' Komunità ta' Edukaturi Professjonali, permezz tal-Ippjanar tal-Iżvilupp tal-Iskola. Fit-twettiq ta' din il-missjoni, il-Kindergarten Educator għandu:
- i. jzomm infurmat mal-aħħar żviluppi fil-qasam tal-Early Years Cycle, inkluż iżda mhux biss, mal-kurrikulu, pedagogija u rrekordjar/rappurtar tal-progress tal-iżvilupp;
 - ii. joħloq kundizzjonijiet mill-aqwa biex jiffaċilita l-iżvilupp tat-tfal b' mod holistiku skont linji gwida provduti mill-awtoritajiet nazzjonali u lokali;
 - iii. jippjana, joħloq u jevalwa, ambjent stimulant, pjaċevoli u pożittiv, li jwassal għat-tagħlim permezz ta' esperjenzi differenti, jintlaħaq bilanċ bejn attivitajiet immexxija mill-edukatur u oħrajn mill-istudent, il-biċċa l-kbira tagħlim permezz tal-logħob u strategiji informali ta' logħob kreattiv;
 - iv. jassisti, jirrekordja u jirraporta dwar l-iżvilupp tat-tfal fil-lingwa, fiżiku, emozzjonali, konoxxittiv, soċjali, u spiritwali billi jippjana esperjenzi u attivitajiet relevanti u stimulant, li fihom sfida iżda jistgħu jinkisbu u li jissodisfaw il-bżonnijiet tal-istudenti individwali;
 - v. jwessa' l-għarfien tat-tfal u fehim tad-dinja ta' madwarhom u l-abbiltà li jirrispettaw id-diversità, dan billi joħloq opportunitajiet ta' komunikazzjoni u jistabbilixxi prattiċi soċjali;
 - vi. jagħti attenzjoni għal-lingwaġġ użat mit-tfal u sforzi ta' litteriżmu kif ukoll johloq ambjent interessanti u mimli simboli;
 - vii. jeduka tfal skont il-linji gwida li jinsabu fil-qafas tal-Kurrikulu Nazzjonali taħt il-gwida generali tal-awtorità edukattiva kompetenti fis-settur ta' l-edukazzjoni bikrija;
 - viii. jaġġorna mal-bidliet fil-kurrikulu tal-edukazzjoni bikrija, żviluppi u prattika tajba;
 - ix. jgħin biex jitmexxa `l quddiem l-iżvilupp holistiku tat-tifel/tifla permezz ta' ambjent stimulant u possittiv bl-użu ta' strategiji informali ta' logħob kreattiv li jgħin it-tagħlim;
 - x. jippjana, jipprepara u jwettaq attivitajiet edukattivi li jstimulaw, iheggu u jiżviluppaw il-hiliet tat-tifel/tifla, l-atitudnijiet u valuri personali u soċjali, awtonomija u kurżità intelletwali li jirriflettu l-istudju fundamentali tal-iżvilupp tat-tfulija bikrija;

- xi. jiżviluppa u jimplimenta skemi ta' xogħol u pjani ta' attivitajiet li jikkorrispondu mar-rekwiżiti tal-istadju fundamentali tal-iżvilupp tat-tfulija bikrija;
- xii. jhaddan u jsir xogħol lejn l-implimentazzjoni tal-pjan ta' żvilupp tal-iskola partikolari fejn jintbagħtu jservu;
- xiii. jorganizza u jiżviluppa ambjent għat-tagħlim fis-settur tal-kindergarten, il-visual aids u r-rizorsi ta' tagħlim meħtieġa biex jitrawwem entużjażmu għat-tagħlim u tingħata l-għajnuna meħtieġa biex it-tfal jilhqu l-għanijiet kurrikulari fl-edukazzjoni bikrija;
- xiv. jwettaq attivitajiet addattati għall-età ta' dawn it-tfal, li jippromovu l-litteriżmu permezz tal-arti espressiva kreattiva - il-mużika u r-ritmu, id-drama u l-arti;
- xv. joħloq opportunitajiet għat-tfal biex jithaltu ma' tfal tal-età tagħhom u adulti, li jkollhom kuntatt magħhom;
- xvi. jgħin lit-tfal sabiex, skont l-età tagħhom, jiżviluppaw il-ħiliet fil-kontroll tal-moviment u kapaċitajiet fiżiċi biex isiru indipendenti;
- xvii. josserva, jassessja u jzomm bil-miktub l-iżvilupp, il-progress u l-imġieba tat-tfal;
- xviii. jissorvelja u jagħti għajnuna waqt l-ikel, biex jilbsu u jinżgħu u jmorru t-toilet. (Huwa mifhum li t-tfal li jattendu l-kindergarten huma, b'mod ġenerali, kapaċi jmorru t-toilet qabel ma jibdew jattendu l-kindergarten);
- xix. jagħti għajnuna u jikkollabora mal-Kap tal-Iskola, l-Assistenti Kapijiet, Kindergarten Educators (KGE) oħra, Learning Support Educators u uffiċjali edukattivi fil-preparazzjoni u l-iżvilupp ta' sessjonijiet ta' loġħob edukattiv fi gruppi, materjali edukattivi u programmi ta' xogħol;
- xx. jipparteċipa f'taħriġ ieħor u żvilupp professjonali kontinwu bħala KGE, li jinkludi l-parteċipazzjoni f'korsijiet ta' taħriġ edukattivi In-Service kif indikat mid-DSE b'konsultazzjoni mal-Unjon;
- xxi. jzomm miri għoljin ta' Prattika u mġieba professjonali, kif ukoll ordni u dixxiplina qalb it-tfal, biex jiġu mharsa dejjem u kullimkien is-saħħa u s-sigurtà tat-tfal taħt il-ħarsien ta' kull KGE;
- xxii. jiffaċilita' il-proċess ta' transizzjoni effettiva minn ħarsien bikri għal kindergarten u minn kindergarten għas-settur primarju. Jiġi stabbilit kuntatt mal-ġenituri qabel ma' tifel/tifla jibda/tibda jattendi/tattendi l-kindergarten u, fejn meħtieġ, isiru zjarat f'ċentri għal tfal żgħar, bħal nurseries ta' matul il-jum, biex wiehed isir jaf aktar it-tifel/tifla. Għandu jsir kuntatt ukoll mal-għalliem/a ta' l-Ewwel Sena. Dokument ta' assessjar individwali huwa element importanti fil-proċess ta' transizzjoni minn sena għal oħra. F'każijiet ta' tfal b'diżabilità, il-KGE għandha tagħmel kuntatt mal-early intervention teacher biex tiżgura l-kontinwità fil-programm edukattiv li jkun imbedda;
- xxiii. jipparteċipa f'sessjonijiet ta' żvilupp professjonali li jsir fl-iskola u fis-sessjonijiet ta' School Development Planning (SDP);
- xxiv. jista' jingħata gruppi ta' tfal ta' etajiet differenti;
- xxv. jipparteċipa f'sessjonijiet ta' mentoring immexxija mill-Kap tad-Dipartiment għall-Edukazzjoni Bikrija u/jew l-Assistent Kap u/jew mill-Kap tal-Iskola;

- xxvi. jipparteċipa fi proġetti tal-Unjoni Ewropea u proġetti oħra skont il-miri tal-Pjan ta' Żvilupp u kif miftiehem mat-tim professjonali tal-iskola;
 - xxvii. jista jkun meħtieġ li jwettaq id-doveri tagħu f'Għawdex;
 - xxviii. kwalunkwe kompitu ieħor li s-superjur jista' jiddelega lilu/ha, kif jista' jkun meħtieġ; u
 - xxix. kwalunkwe dmir ieħor hekk kif ordnat mis-Segretarju Permanenti Ewlieni.
- 3.2. Peress li t-tfal fiċ-ċentri tal-Kindergarten ma jidhlux kollha fil-bidu tas-sena skolastika, KGEs li jkunu bla klassi jistgħu jingħataw doveri oħra ta' natura kurrikulari, pedagoġika u supervizjonali, u/jew żvilupp professjonali marbut ma' edukazzjoni bikrija u ħarsien f'dan is-settur sakemm jiġu assenjati grupp ta' tfal matul is-sena skolastika.
- 3.3. Il-persuna magħżula tkun mistennija li tipprovdi servizz f'aktar minn skola waħda/ċentru u tista' tintbagħat taqdi dmirijiet minn skola għal oħra skont kif ikun meħtieġ mill-Awtoritajiet Edukattivi. Il-persuna magħżula tista' tintbagħat taqdi dmirijiet f'Malta u/jew f'Għawdex skont l-eżiġenzi tas-Servizz Pubbliku ta' Malta u tal-MFED b'mod partikolari.

Annex A

Ministry	Ministry for Education (MFED)
Job title	Kindergarten Educators



MINISTRY FOR EDUCATION
GREAT SIEGE ROAD, FLORIANA, MALTA

Duties and responsibilities

- 3.1. It is the responsibility of the Kindergarten Educator (KGE) to take charge of providing appropriate, relevant, stimulating and engaging learning experiences for all learners under his/her care at kindergarten level as part of the Early Years Cycle. The KGE is expected to collaborate with other educators who may be supporting this endeavour within or beyond the classroom, under the leadership of the school's Senior Management Team, also by engaging in the development of a Community of Professional Educators, including through School Development Planning. In pursuing this mission, the Kindergarten Educator is to:
- i. keep abreast of developments in the Early Years Cycle, including but not limited to curriculum, pedagogy and recording/reporting of developmental progress;
 - ii. create optimal conditions which facilitate a child's holistic development according to guidelines provided by the national and local designated authorities;
 - iii. plan, create and evaluate a stimulating, enjoyable and positive environment conducive to learning through a variety of experiences, striking a balance between educator and learner led activities, which predominantly include structured learning through play, and informal creative play strategies;
 - iv. assist, record and report children's language, physical, emotional, cognitive, social and spiritual development by planning relevant and stimulating, challenging but achievable experiences and activities that meet the individual students' needs;
 - v. broaden the child's knowledge and understanding of the world around him/her and the ability to respect diversity, also through the creation of opportunities for communication and establishment of social routines;
 - vi. give full attention to children's language and literacy efforts and arranging environments which are symbol rich and interesting;
 - vii. educate children according to guidelines provided by the National Curriculum Framework under the overall guidance of the competent education authority in the early years sector;
 - viii. keep up to date with changes in the early years curriculum, developments and best practice;
 - ix. facilitate the child's holistic development by creating a stimulating and positive environment conducive to learning using informal creative play strategies;
 - x. plan, prepare and carry out educational activities which stimulate, foster and develop the child's abilities, personal and social attitudes and values, autonomy and intellectual curiosity in consonance with foundation stage childhood development;

- xi. develop and implement work schemes and activity plans in line with the requirements of this early childhood education foundation stage;
- xii. adopt and work towards the implementation of the school development plan of the particular school they are giving service in;
- xiii. organise and develop the kindergarten learning environment, visual aids and teaching and learning resources so as to foster enthusiasm for learning and help children achieve early learning curriculum goals;
- xiv. carry out age-appropriate activities to promote literacy through creativity, self-expressive arts - music and rhythm, drama and art;
- xv. provide opportunities for pupils to socialise with peers and adults with whom they come in contact;
- xvi. enable children to develop their gross motor control skills and physical capabilities so that they become independent according to their age;
- xvii. observe, assess and record the children's development, progress and behaviour;
- xviii. provide supervision and help during meals, dressing and undressing and toileting. (It is understood that children attending kindergarten should generally be toilet trained before they start attending school);
- xix. advise and collaborate with the Head of School, Assistant Head, other Kindergarten Educators, Learning Support Educators and education officials in the preparation and development of educational playgroup sessions, educational materials and programmes of work;
- xx. participate in further training and on-going professional development as KGE, including participation in In-Service education and training courses as directed by the DES in consultation with the Union;
- xxi. maintain high standards of professional practice and behaviour as well as order and discipline among children under one's care thus safeguarding their health and safety at all times and locations;
- xxii. facilitate an effective transition process between child care and kindergarten, and between kindergarten and primary years. Establishing contact with parents prior to a child starting kindergarten and, where appropriate, visiting providers of pre-school care, such as day nurseries, so as to gain a better understanding of the child. Contact is also to be established with the Year 1 teacher. Individual assessment records shall constitute an important element of the transition process from one year to another. In cases of children with a disability, the KGE is to make contact with the early intervention teacher so as to ensure the continuity of the educational programme already initiated;
- xxiii. participate in school-based staff development sessions and in School Development Planning (SDP) sessions;
- xxiv. may be assigned groups of mixed ages;
- xxv. participate in mentoring sessions led by the Head of Department for the Early Years and/or the Assistant Head and/or the Head of School;

- xxvi. encourage participation in EU projects and other projects in accordance with the SDP targets and as agreed with the Senior Management Team;
- xxvii. may also be required to perform duties in Gozo;
- xxviii. undertake any other tasks, which the superior may delegate to him/her, as may be required; and
- xxix. any other duties as directed by the Principal Permanent Secretary.

3.2. Given the staggered intake of children in kindergarten centres, KGE shall be deployed on other school curricular, pedagogical and supervisory duties and/or professional development in relation to early childhood education and care until such time as they are assigned their group of children in the course of the scholastic year.

3.3. A selected candidate may be required to provide service in more than one school/centre as deemed necessary by the Education Authorities. A selected candidate may be deployed in Malta and/or Gozo according to the exigencies of the Malta Public Service and in particular the MFED.