RADFORD COLLEGE

Truth
Compassion
Wisdom

Radford College is an Anglican co-educational day school, committed to fostering global citizens by inspiring students from Pre-K to Year 12 to make good choices, self-regulate and be resilient as the foundations for academic success. The College is located in the suburb of Bruce, in Canberra.

Atelierista and Pedagogical Partner
Permanent, Full-Time
Commencing Term 1 2027

The opportunity
Radford College is seeking an exceptional educator to join our Junior School as an Atelierista and Pedagogical Partner.

This is a unique opportunity for a passionate and reflective teacher to contribute to the intellectual, creative and pedagogical life of the Early Learning Centre and Junior School. Inspired by the Reggio Emilia educational project and working within an International Baccalaureate Primary Years Programme context, this role supports children and educators to learn, inquire and create together.

Working alongside teachers, Student Support Assistants and children, the Atelierista and Pedagogical Partner acts as a teacher, researcher and collaborator, fostering learning through the hundred languages of children. The role focuses on enriching inquiry, strengthening pedagogical documentation, supporting educator growth and helping shape learning environments that provoke curiosity, creativity and deep thinking.

This position offers the opportunity to influence teaching and learning across the Early Learning Centre while remaining closely connected to children's everyday experiences as a practising educator. It is ideally suited to a highly collaborative professional who is committed to children's agency, educational research and innovative pedagogical practice.

Teaching and Learning at Radford College
As an International Baccalaureate Primary Years Programme (IB PYP) school, Radford Junior School is committed to inquiry based learning, balanced with strong foundational skills in literacy and numeracy. Our approach nurtures curiosity, critical thinking, creativity, and a lifelong love of discovery, while supporting every student to flourish as a capable and confident learner.

Teaching at Radford is centred on high quality practice, informed by data, to improve student learning outcomes. Our passionate educators deliver an academic program that fosters excellence and innovation, while also focusing on the wellbeing and holistic development of each child.

With a focus on high-quality teaching to improve student learning outcomes, Radford College is committed to collaborative and reflective practices which enhance professional learning and growth. As such, we require our teachers to be able to work effectively as part of a high performing team and to be dedicated to upholding our values of truth, compassion and wisdom, which form the ethos and foundation of our College community.

To support our teachers in becoming expert teachers, able to make deliberate choices about the strategies they use in classrooms, there is a strong emphasis on professional learning and collaboration, through an on-site Teacher Mentor and ongoing coaching and mentoring.

Radford College is committed to safeguarding and promoting the safety, welfare and wellbeing of children and young people. The successful applicant will be required to comply with the College's Child Protection and Safeguarding policies, procedures and satisfy all relevant child protection screening requirements. Radford College expects all staff to actively contribute to a child-safe culture and to uphold their responsibilities in creating an environment where all children and young people are safe, respected and heard.

Why choose Radford?
All new staff benefit from a comprehensive induction program, ongoing mentoring, and collaboration with experienced colleagues.

In addition to supporting and empowering staff to reach their full potential, Radford College provides:

- A vibrant, rewarding, and collaborative workplace where staff feel supported and valued
- Structured professional learning opportunities to help teaching staff maintain registration requirements and continue to grow in their practice
- Professional Learning financial support for teaching and non-teaching staff
- Salary Continuance Insurance
- Discounted school fees for eligible employees
- Employee wellbeing initiatives – EAP program, access to exercise programs (boot camp and Pilates) and group fitness classes
- Generous Superannuation after qualifying period
- Salary Sacrificing
- Excellent resources and grounds
- Free onsite parking
- Electric Vehicle Charging Stations

For further information, please visit the Careers page on our Website.

About you
The successful candidate will be an accomplished and reflective educator who is passionate about children's learning and committed to collaborative pedagogical practice.
Candidates will demonstrate:

- Excellence in teaching and a strong understanding of child development, inquiry-based learning and contemporary educational practice.
- Knowledge of, or a genuine commitment to developing expertise in, the Reggio Emilia educational project and the International Baccalaureate Primary Years Programme.
- The ability to observe, document and interpret children's learning in ways that inform curriculum design and pedagogical decision-making.
- Experience designing rich, engaging learning environments that promote creativity, agency and deep thinking.
- Expertise in one or more creative disciplines, materials or forms of expression, and an understanding of how the hundred languages can enrich learning across the curriculum.
- Strong collaboration and relationship-building skills, with the ability to work alongside children, educators and families as a trusted partner.
- Excellent communication, facilitation, questioning and active listening skills.
- The capacity to mentor, inspire and support colleagues through professional dialogue, co-planning, co-teaching and reflective practice.
- Intellectual curiosity, a commitment to educational research and a growth mindset.
- Strong organisational skills, professional judgement and personal integrity.

- A commitment to fostering a culture of inquiry, creativity, reflection and continuous improvement.
- A commitment to safeguarding and promoting the wellbeing of children and young people.
- Alignment with and active support for the College values of Truth, Compassion and Wisdom.

Most importantly, you will be an educator who sees children as capable, curious and competent learners, and who is energised by working collaboratively with others to make learning visible, meaningful and transformative.

Qualifications

- Recognised teaching qualification, preferably in Early Childhood or Primary Education.
- Current ACT Teacher Quality Institute (TQI) registration, or eligibility for registration, and a current WWVP registration.
- Current First Aid Certificate.
- Demonstrated experience in inquiry-based and child-centred learning.
- Strong understanding of pedagogical documentation, learning environments and contemporary educational practice.
- Knowledge of, or willingness to develop expertise in, the Reggio Emilia educational project and the International Baccalaureate Primary Years Programme.

Highly desirable

- Significant knowledge of the Reggio Emilia educational project.
- Experience with pedagogical documentation and *progettazione*.
- Experience mentoring, coaching or facilitating professional learning for educators.
- Expertise in one or more creative disciplines or modes of expression.

How to Apply

Details about this position and how to apply can be found on the Careers page on the College Website. If you have further enquiries regarding this position, please contact Human Resources at recruitment@radford.act.edu.au.

Applications will close at 5:00 pm on **13 November 2026** and we reserve the right to make an early appointment should a suitable candidate apply.

Applications should be addressed to:

The Principal
email: recruitment@radford.act.edu.au

Applicants will be subject to employment screening and will be required to provide a current ACT Working with Vulnerable People card prior to commencing employment.

RADFORD COLLEGE

DUTY STATEMENT
Atelierista and Pedagogical Partner

At Radford College, our core values of *Truth, Compassion* and *Wisdom* are not just words: they are living principles that guide our community's actions, decisions and character. They are foundational to our mission of fostering the holistic growth of every student, preparing them for a life of purpose and integrity.

Truth
Truth signifies a profound commitment to integrity, honesty and authenticity. It is the pursuit of knowledge and understanding, guided by a sincere desire to discover what is real and just. In the classroom, it is the intellectual honesty to engage in rigorous inquiry, to challenge assumptions, and to accept evidence, even when it is uncomfortable. In our relationships, it means acting with sincerity and transparency, building trust through reliable and ethical conduct. Truth empowers students to think critically, to stand up for what is right, and to live with personal integrity. It is the bedrock of a moral compass, encouraging students to be authentic in their identity and their interactions.

Compassion
Compassion is the heart of the Radford community. It is the ability to empathise with others, to understand their struggles, and to be moved to action by their pain. It goes beyond simple sympathy: it is an active and heartfelt concern for the wellbeing of others. This value is expressed in the way our students and staff support one another, through acts of kindness, service and generosity. Compassion teaches students to look beyond themselves, to connect with the wider world, and to contribute positively to the lives of those in need. It is a powerful force that builds a nurturing, inclusive and supportive environment where every individual is valued and cared for.

Wisdom
Wisdom is the culmination of knowledge and experience, applied with discernment and good judgement. It is not merely about accumulating facts but about understanding how to use that knowledge to make wise decisions that benefit oneself and others. At Radford, we strive to equip students with the ability to navigate life’s complexities with insight and a moral sense of purpose. This means teaching them to reflect on their experiences, to learn from their mistakes and to seek understanding rather than just information. Wisdom is about cultivating a sense of perspective and a deep appreciation for the interconnectedness of all things, enabling students to act with prudence and foresight in an ever-changing world.

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culture and to uphold their responsibilities in creating an environment where all children and young people are safe, respected and heard.

POSITION ACCOUNTABLE TO	Head of Junior School Director of Learning and Teaching PK-2
POSITION IS RESPONSIBLE FOR	Not applicable
CLASSIFICATION	Independent Schools (Teachers) Cooperative Multi Enterprise Agreement 2025
KEY RELATIONSHIPS	Director of Preparatory ELC teachers including specialist teachers ELC SSAs

PURPOSE

Inspired by the Reggio Emilia educational project and working within an International Baccalaureate Primary Years Programme context, the Atelierista and Pedagogical Partner is a specialist teacher who contributes to the intellectual, creative and pedagogical life of the Early Learning Centre and Junior School.

The position moves beyond the traditional conception of an art specialist or classroom support role. The Atelierista and Pedagogical Partner works alongside children and educators as a teacher, researcher and collaborator, strengthening the relationship between children's thinking, inquiry, creativity, curriculum and the learning environment.

At the heart of the position is a strong image of the child as capable, curious, creative and possessing multiple ways of thinking, communicating, theorising and making meaning. This aligns with Reggio Children's description of children as possessing strong potential for development and learning through the hundred languages.

The role will also support key elements of the Early Years Learning Framework (EYLF) and Australian Children's Education & Care Quality Authority's (ACECQA) National Quality Standard.

RESPONSIBILITIES

Learning and Teaching

- Design, teach and evaluate learning experiences that develop children's thinking through the hundred languages, including drawing, painting, clay, construction, movement, sound, digital media, photography, light, natural materials and other forms of representation.
- Teach children the techniques, dispositions and conceptual understandings that enable increasingly sophisticated use of materials and modes of expression.
- Work directly with individuals, small groups and whole classes, responding intentionally to children's questions, theories and emerging inquiries.
- Make informed pedagogical decisions about when to observe, question, model, explicitly teach, provoke, scaffold or step back.

- Use knowledge of Reggio Emilia principles, EYLF, child development, curriculum and learning progression to ensure experiences provide appropriate challenge and intellectual depth.
- Face-to-face teaching and release allocations to align with PK teaching staff.

2. Inquiry and Curriculum Design

- Co-design purposeful, conceptually rich inquiries with classroom teachers.
- Contribute substantively to PYP planning, including the development of provocations, learning engagements, environments and opportunities for student agency.
- Identify opportunities for the hundred languages to deepen learning across disciplines rather than positioning the arts as an additional activity.
- Support connections between children's interests and curriculum intentions.
- Contribute pedagogical expertise to decisions about curriculum design, inquiry, assessment and learning progression.

3. Pedagogical Documentation

The Atelierista and Pedagogical Partner will support teachers and SSAs in strengthening pedagogical documentation as a tool for teaching, assessment and professional inquiry, rather than simply recording children's activities.

- Responsibilities include:
- Observe and document children's thinking, dialogue, theories and learning processes.
- Analyse documentation alongside teachers to identify significant learning.
- Use documentation to inform subsequent teaching and *progettazione*.
- Help teachers distinguish between display, recording and genuine pedagogical documentation.
- Make children's learning visible to children, educators and families.
- Revisit documentation with children so that it becomes a resource for reflection, metacognition and further inquiry.
- Contribute to exhibitions and other public representations of learning.

4. Pedagogical Development

The Atelierista and Pedagogical Partner will:

- Work alongside teachers as a pedagogical thinking partner
- Facilitate professional dialogue about children's learning, inquiry and curriculum.
- Support educators to analyse observations and documentation.
- Challenge assumptions and encourage educators to consider alternative interpretations of children's thinking.
- Model high-quality teaching and inquiry practice.
- Co-plan, co-teach and co-reflect with colleagues.
- Lead professional learning connected to the hundred languages, pedagogical documentation, learning environments, inquiry and creative thinking.
- Support educators to develop increasingly sophisticated approaches to materials, representation and inquiry.
- Contribute to reflective planning and evaluation meetings.

- Engage with contemporary educational research and share relevant professional learning with colleagues.

5. The Environment as the Third Teacher

- Provide pedagogical guidance in the design and ongoing development of learning environments across the Early Learning Centre, including indoor spaces, orchard, playground and veggie patch.
- Work with teaching teams to ensure environments are purposeful, aesthetically considered, inclusive and responsive to children's evolving inquiries.
- Curate materials that invite experimentation, collaboration, research and sustained thinking.
- Support teachers to consider how space, materials, light, organisation and presentation influence learning and children's agency.
- Regularly evaluate environments and reshape them in response to observations of children's learning.

6. Educational Research and Reflective Practice

- Approach teaching as a process of ongoing inquiry and research.
- Develop questions about children's learning and investigate these collaboratively with teaching teams.
- Gather and analyse evidence of learning to evaluate the impact of pedagogical decisions.
- Contribute to action research and professional inquiry projects across the Early Learning Centre.
- Maintain awareness of contemporary research in early childhood education, creativity, inquiry, the arts and the Reggio Emilia educational project.
- Participate in and contribute to REAIE (Reggio Emilia Australia Information Exchange) Canberra Network Group meetings and events.
- Use reflection and evidence to continually refine practice.

7. Collaboration with Children

- Listen carefully to children's questions, hypotheses and interpretations.
- Treat children's ideas as worthy of serious investigation.
- Support children to revisit, represent, test and revise theories.
- Create opportunities for sustained collaborative investigations.
- Explicitly build children's agency and responsibility for learning.
- Position children as researchers and co-constructors of curriculum.

8. Partnership with Families and Community

- Communicate the pedagogical purpose behind children's investigations and documentation.
- Contribute to exhibitions, learning showcases and parent education.
- Strengthen families' understanding of inquiry, the hundred languages and the role of materials and environments in learning.
- Seek appropriate opportunities to connect learning with artists, cultural organisations, community expertise and the natural environment.

9. Professional Responsibilities

As a teacher-level position, the Atelierista and Pedagogical Partner is expected to:

- Participate fully in teacher planning and professional learning.
- Contribute to College and Junior School strategic priorities
- Maintain appropriate assessment and documentation of student learning
- Fulfil professional responsibilities associated with student wellbeing, safeguarding and duty of care
- Contribute to relevant meetings and curriculum review processes
- Maintain the ateliers and associated resources as pedagogically purposeful learning environments.
- Model the College values of Truth, Compassion and Wisdom.

QUALIFICATIONS, KNOWLEDGE AND EXPERIENCE REQUIRED

Essential

- Recognised teaching qualification, preferably in Early Childhood or Primary Education.
- Current teacher registration, or eligibility for registration, in the ACT.
- Demonstrated successful teaching experience in early childhood and/or primary education.
- Strong understanding of inquiry-based pedagogy and child-centred learning.
- Demonstrated ability to observe, document and interpret student learning.
- Experience designing rich learning environments.
- Strong knowledge or experience in one or more creative disciplines, materials or modes of expression.
- Highly developed collaboration, communication and reflective practice skills.
- Commitment to ongoing professional learning and educational research.
- Gecko child safety training and ACT government child protection training
- Current First Aid Certificate

Highly Desirable

- Experience within an IB Primary Years Programme context.
- Significant knowledge of the Reggio Emilia educational project.
- Experience with pedagogical documentation and *progettazione*.
- Experience facilitating professional learning or mentoring educators.
- Knowledge of early childhood curriculum frameworks and contemporary research into learning, creativity and inquiry.

PERSONAL SKILLS AND ATTRIBUTES

The successful candidate will be:

- An accomplished and thoughtful teacher
- Intellectually curious and highly reflective
- An attentive listener and observer of children
- Comfortable with uncertainty and emergent curriculum
- Able to provoke thinking without predetermining learning
- Collaborative rather than directive in working with colleagues
- Able to connect theory, research and classroom practice

- Aesthetically and environmentally aware
- Committed to children's agency and competence
- Confident facilitating professional dialogue
- Willing to question assumptions about children, curriculum and teaching.

It is a requirement that all Radford College employees hold a current Working with Vulnerable People Clearance.