The Ministry for Education and Employment (MEDE) would like to remind all interested applicants that it has zero tolerance policy towards any form of child abuse. MEDE adheres to S.L. 327.546 (Recruitment, Initial Training and Continuous Professional Development of Personnel and Protection of Minors in Compulsory Education Regulations 2016) in its recruitment process.

1. The Permanent Secretary, Ministry for Education and Employment (MEDE) invites applications for the post of Kindergarten Educators within the Ministry for Education and Employment.

Terms and Conditions

2.1 This appointment is subject to a probationary period of twelve (12) months for Kindergarten Educator III and for Kindergarten Educator II and I, a probationary period of six (6) months.

2.2 The salary for the post of Kindergarten Educator III, for those applicants entering into the grade under the eligibility provisions of paragraph 4.1 (iii) is Salary Scale 10, which in the year 2019 is equivalent to €19,958.00 per annum, rising by annual increments of €407.67 up to a maximum of €22,404.00.

2.3 A Kindergarten Educator III will progress to Scale 9, which in 2019 is, (€21,252.00 x €447.33 - €23,936.00) on completion of five (5) years service in the grade of KGE III in Salary Scale 10, subject to satisfactory performance.

2.4 The salary for the post of Kindergarten Educator II, for those applicants entering into the grade under the eligibility provisions of paragraphs 4.1 (iv) is Salary Scale 12, which in 2019 is, €17,576.00 per annum, rising by annual increments of €354.00 up to a maximum of €19,700.00.

2.5 A Kindergarten Educator II will progress to Scale 10, which in 2019 is, (€19,958.00 x €407.67 - €22,404.00) on completion of five (5) years service in the grade of KGE II in Salary Scale 12, subject to satisfactory performance.

2.6 The salary for the post of a Kindergarten Educator I, for those applicants entering into the grade under the eligibility provisions of paragraphs 4.1 (v) is Salary Scale 15, which in 2019 is, €14,390.00 per annum, rising by annual increments of €298.00 up to a maximum of €16,178.00.

2.7 A Kindergarten Educator I will progress to Scale 14, which in 2019 is, (€15,393.00 x €316.83 - €17,294.00) on completion of five (5) years service in the grade of KGE I in Salary Scale 15, subject to satisfactory performance, and to further progress to Scale 13, which in 2019 is, (€16,463.00 X €335.50 - €18,476.00) on completion of another five (5) years service in the grade of KGE I in Salary Scale 14, subject to satisfactory performance.

2.8 Furthermore, a Kindergarten Educator I, who takes the initiative and successfully completes a full qualification (Diploma) at MQF Level 5 as indicated in paragraph 4.1 (iv), will automatically be promoted into the grade of Kindergarten Educator II in Salary Scale 12.

2.9 Furthermore, a Kindergarten Educator I or II, who takes the initiative and successfully completes a full qualification (Degree) at MQF Level 6 as indicated in paragraph 4.1 (iii), will automatically be promoted into the grade of Kindergarten Educator III in Salary Scale 10. In such instances, the years of service as a Kindergarten Educator II shall be reckonable for progression on a 4:1 basis (every four (4) years in the grade of Kindergarten Educator II shall result in a deduction of one (1) year for progression into Salary Scale 9).

2.10 All Salary Scales for all grades mentioned above (2.2 to 2.9) are supplemented by the respective annual Class Allowance together with the respective annual Works Resource Fund according to the grade and salary
scale and are subject to yearly increments as stipulated in the agreement between the Government of Malta and
the Malta Union of Teachers (MUT) of the 21st December 2017).

Duties

3. 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. educating 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. keeping up to date with changes in the early years curriculum, developments and best practice;
ix. facilitating the child’s holistic development by creating a stimulating and positive environment conducive to
learning using informal creative play strategies;
x. planning, preparing and carrying 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;
x. developing and implementing work schemes and activity plans in line with the requirements of this early
childhood education foundation stage;
xii. adopting and working towards the implementation of the school development plan of the particular school
they are giving service in;
xiii. organising and developing 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. carrying out age-appropriate activities to promote literacy through creativity, self-expressive arts - music
and rhythm, drama and art;
xv. providing opportunities for pupils to socialise with peers and adults with whom they come in contact;
xvi. enabling children to develop their gross motor control skills and physical capabilities so that they become
independent according to their age;
xvii. observing, assessing and recording the children’s development, progress and behaviour;
xviii. providing 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. advising and collaborating 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;
x. participating 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;
xii. maintaining 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;
xiii. facilitating 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;

xiii. 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;

xiv. participating in school-based staff development sessions and in School Development Planning (SDP) sessions;

xv. may be assigned groups of mixed ages;

xvi. participating in mentoring sessions led by the Head of Department for the Early Years and/or the Assistant Head and/or the Head of School;

xvii. encouraging participation in EU projects and other projects in accordance with the SDP targets and as agreed with the Senior Management Team;

xviii. an appointee may also be required to perform duties in Gozo;

xix. performing other duties or work as requested by the Director General MEDE;

xx. performing any other duties according to the exigencies of the Public Service as directed by the Principal Permanent Secretary.

3.2 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 MEDE.

Eligibility Requirements

4.1 By the closing time and date of this call for applications, applicants must be:

i. a. citizens of Malta; or

b. citizens of other Member States of the European Union who are entitled to equal treatment to Maltese citizens in matters of employment by virtue of EU legislation and treaty provisions dealing with the free movement of workers; or

c. citizens of any other country who are entitled to equal treatment to Maltese citizens in matters related to employment by virtue of the application to that country of EU legislation and treaty provisions dealing with the free movement of workers; or

d. any other persons who are entitled to equal treatment to Maltese citizens in matters related to employment in terms of the law or the above-mentioned EU legislation and treaty provisions, on account of their family relationship with persons mentioned in paragraph (a), (b) or (c); or

e. third country nationals who have been granted long-term resident status in Malta under regulation 4 of the “Status of Long-Term Residents (Third Country Nationals) Regulations, 2006” or who have been granted a residence permit under regulation 18(3) thereof, together with family members of such third country nationals who have been granted a residence permit under the “Family Reunification Regulations, 2007”.

The advice of the Department of Citizenship and Expatriate Affairs within the Identity Malta Agency should be sought as necessary in the interpretation of the above provisions.

The appointment of candidates referred to at (b), (c), (d) and (e) above would necessitate the issue of an employment licence in so far as this is required by the Immigration Act and subsidiary legislation. Jobsplus should be consulted as necessary on this issue.

ii. able to communicate in Maltese and English Languages;

iii. in possession of a recognised full qualification (Degree) at MQF Level 6 or higher (subject to a minimum of 180 ECTS/ECVET credits, or equivalent, with regards to programmes commencing as from October 2003) in Early Childhood Education and Care or a comparable professional qualification

iv. in the absence of applications from eligible candidates according to paragraph 4.1 (iii) and/or in the
absence of successful candidates, eligibility shall be extended to applicants in possession of a recognised full qualification (Diploma) at MQF Level 5 (subject to a minimum of 60 ECTS/ECVET credits, or equivalent with regards to programmes commencing as from October 2003) in Early Childhood Education and Care or a comparable professional qualification.

v. In the absence of applications from eligible candidates according to paragraph 4.1 (iv) and/or in the absence of successful candidates, eligibility shall be extended to applicants in possession of a recognised award at MQF Level 5 (subject to a minimum of 30 ECTS/ECVET credits or equivalent), in Early Childhood and Care or a comparable qualification. Provided that a full qualification (Diploma) at MQF Level 4 (subject to a minimum of 120 ECTS/ECVET credits or equivalent), in Early Childhood Education and Care or a comparable qualification shall also make candidates eligible for application into the grade of KGE I.

For the purposes of paragraph 4.1 (v), the Childcare Training Programme (0-3 years) together with the Certificate of Competence (0-5 years), or the Vocational Education and Training Award in Childcare (0-5 years), are considered as equivalent to the Diploma, at MQF level 4, in Early Childhood Education and Care.

Public Officers applying for this post must be confirmed in their current appointment.

4.2 Qualifications at a level higher than that specified above will be accepted for eligibility purposes, provided they meet any specified subject requirement. A Masters qualification at MQF Level 7, or equivalent, must comprise a minimum of 60 ECTS/ECVET credits with regard to programmes commencing as from October 2008.

Moreover, candidates who have not yet formally obtained any of the above-mentioned qualifications will still be considered, provided that they submit evidence that they have been approved for the award of the qualifications in question, or successfully completed the necessary ECTS/ECVET credits, or equivalent, taken as part of a recognized higher MQF level program of study, as required in the afore-mentioned eligibility criteria, by the closing time and date of the call for applications.

4.3 Public Officers holding a grade in a particular stream, and who were granted Officer in Scale status by virtue of a Grievances Unit decision in the same scale as that of a higher grade in that stream, are eligible to apply for grades open to officers holding such higher grade within the stream that carries the same scale as that of the Officer in Scale status.

The years of service since the effective date of appointment as Officer in Scale are reckonable for the purpose of satisfying any requisite years of service stipulated in calls for applications.

Any other eligibility requisites for the post must be met in terms of this call for applications.

4.4 Applicants must be of conduct which is appropriate to the post applied for (applicants who are already in the Malta Public Service must produce a Service and Leave Record Form (GP 47) which has to be issued not earlier than one (1) month from the date of publication; those applying from outside the Service must produce a Certificate of Conduct issued by the Police or other competent authority not earlier than one (1) month from the date of application and state whether they have ever been in Government Service, giving details).

4.5 Applicants must be eligible to take up their due appointment, in terms of 4.1 to 4.4 above, not only by the closing time and date of this call for applications but also on the date of appointment.

4.6 Prospective applicants should note the requirement to produce MQRIC recognition statements in respect of their qualifications from MQRIC, or other designated authorities, as applicable, as per provisions applicable to this call for applications (see link below).

Submission of Supporting Documents

5.1 Qualifications and experience claimed must be supported by certificates and/or testimonials, copies of which are to be scanned and sent through the Recruitment Portal on https://edurecruitment.gov.mt.

5.2 Original certificates and/or testimonials are to be invariably produced for verification at the interview.

Selection Procedure
6.1 Eligible applicants will be assessed by a Selection Board to determine their suitability for the post. The maximum mark for this selection process is 800 and the pass mark is 400.

6.2 Due consideration will be given to applicants who, besides the requisites indicated in paragraphs 4.1 - 4.3, have proven relevant work experience.

6.3 Successful applicants will be listed in three (3) separate order of merit lists. List A will contain the order of merit of successful applicants who satisfy all the requisites as specified in paragraph 4.1 (iii) above and engagement will be in the grade of Kindergarten Educator III. List B will contain the order of merit of successful applicants who qualify under paragraph 4.1 (iv) above and engagement will be in the grade of Kindergarten Educator II. List C will contain the order of merit of successful applicants who qualify under paragraph 4.1 (v) above and engagement will be in the grade of Kindergarten Educator I. First preference will be given to successful candidates from List A, then to successful candidates from List B, and then to successful candidates from List C.

Submission of Applications

7. Applications are to be submitted, for the attention of the Permanent Secretary, Ministry for Education and Employment, through the Edurecruitment Portal only at the following address: http://edurecruitment.gov.mt. Applications are to include a curriculum vitae (which should include a list of qualifications held by applicant), and an updated Service and Leave Record Form (GP47) / Certificate of Conduct as applicable, which has been issued not earlier than one (1) month from the date of application in pdf format and which are to be uploaded through the Portal. The closing date of the receipt of applications is noon (Central European Time) of Tuesday 17th December 2019. A computer-generated email will be sent as an acknowledgment of the application. Should you require assistance with the application kindly contact Edu Servizz.gov on telephone number 153.

Further details concerning the submission of applications are contained in the general provisions referred to below.

7.2 Applicants are granted up to two (2) working days after closing date or up to two (2) working days from date of notification, whichever is the later, to submit any incorrect or incomplete documents.

7.3 Applicants are strongly advised not to wait until the last day to submit their applications since heavy internet traffic or a fault with the internet connection could lead to difficulties in submission. MEDE cannot be held responsible for any delay due to such difficulties.

Other General Provisions

8. Other general provisions concerning this call for applications, with particular reference to:

- applicable benefits, conditions and rules/regulations;
- reasonable accommodation for registered persons with disability;
- submission of recognition statements in respect of qualifications;
- publication of the result;
- medical examination;
- the process for the submission of petitions concerning the result;
- access to application forms and related details;
- retention of documents;

may be viewed by accessing the website of the People & Standards Division at the address https://publicservice.gov.mt/en/people/Pages/PeopleResourcingandCompliance/FormsandTemplates.aspx. These general provisions are to be regarded as an integral part of this call for applications.