## Early Childhood Teacher

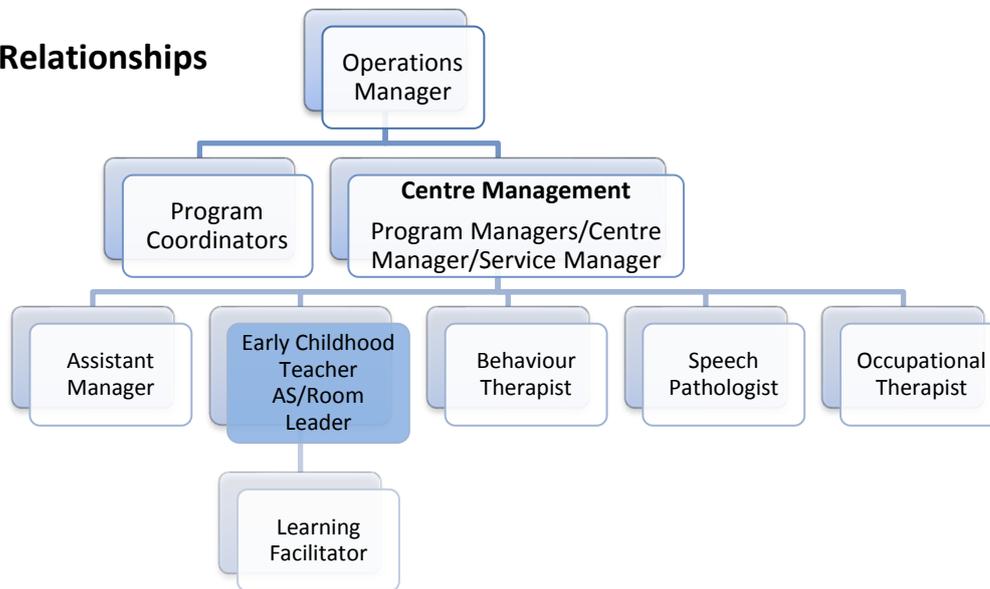| | | | |
|---|---|---|---|
| **Location** | AEIOU Serice | | |
| **Essential Qualification(s)** | Approved ACECQA Bachelor of Education (Early Childhood) or equivalent Early Childhood qualification | **Essential licence(s)** | **QLD:** Ability to obtain Positive blue card QCOT registration (if required to meet QKFS) **SA:** Must hold SA Teacher registration<br><br>Current first aid certificates |
| **Classification** | EBA | **Probationary Period** | 6 months |
| **Position resources** | 2 x Uniform Shirts | **Annual Leave** | 5 weeks |
| **Delegation of Duties:** | Service Manager | **Authorities in your absence:** | Service Manager |

### AEIOU Foundation

AEIOU Foundation's evidence-based intensive early intervention program provides opportunities for children with autism to achieve lifelong outcomes.

Our program is designed for children aged 2 to 6 years who have moderate to severe needs. Our curriculum, which meets international standards, is delivered by a transdisciplinary team of qualified therapists and educators, with a high staff-to-child ratio.

AEIOU Foundation is proud to employ highly qualified and experienced staff across our centres and we are committed to maintaining and improving skills and knowledge through a rigorous professional development program.

**Our Mission**

To enhance the lives of children with autism and their families and benefit the community through early intervention leraning along with practical and caring support.

**Our Vision**

To be recognised as the leading provider of quality early intervention for children with autism and to ensure every child is given the best opportunity to reach their full potential in life.

**Our Values**

Support

Teamwork

Excellence

Passion

## Reporting Relationships

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                    Operations
                     Manager
                        |
         +--------------+--------------+
         |                             |
     Program                   Centre Management
   Coordinators          Program Managers/Centre
                         Manager/Service Manager
                                  |
      +---------+---------+-------+--------+---------+
      |         |         |                |        |
  Assistant  Early     Behaviour        Speech  Occupational
  Manager    Childhood Therapist        Pathologist Therapist
             Teacher
             AS/Room
             Leader
                |
            Learning
           Facilitator
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Other key relationships include the wider AEIOU team, children, parents, families and carers.

## Position Purpose

The teacher is responsible for taking a leadership role in the development and implementation of a quality education and program for young children with an autism spectrum disorder, their families and carers.

## Responsibilities

- Work according to all of AEIOU's policies, procedures and standards
- Develop and maintain for the provision and implementation of high quality educational programs, working closely with the therapy team
- Implement the AEIOU program, Early Years Learning Framework and the Queensland Kindergarten Curriculum Guidelines and ensure documentation reflects each child's learning
- Demonstrate an understanding of autism
- Act as the Certified Supervisor for the centre Service in the absence of the Manager (See Note)
- Support all educators to work according to AEIOU's program and philosophy
- In conjunction with the therapy team, develop IPs and behavioural plans in collaboration with families and relevant external services. Consult with the therapy team to include individualised therapeutic goals and objectives.
- Mentor, coach and work with all educators to meet the requirements of their position descriptions
- Oversee the supervision of student teachers within the service
- Develop and maintain open and collaborative relationships with all families
- Encourage and support parent participation within the service

- Act as an advocate for children with autism and early childhood leadership within the service and the wider community
- Participate in developing an appropriate early intervention program for children with ASD, particularly in regards to meeting students' individual development needs, IP goals and behavioural plans
- Be committed to ongoing learning about ASD and implementing evidence based strategies
- To adopt and embrace the organisation's values
- To ensure the environment is kept in a safe and hygienic state at all times
- A commitment to work as an effective team member
- To assist team members in understanding and responding to challenges, change and conflict
- To ensure that all communication is completed in a professional and polite manner
- To participate in research activities and ongoing Professional Development, maintaining currency in developments in Special Education and in the field of autism
- To develop learning resources to support the learning activities
- To attend and participate in; Parent Forum meetings, parent education evenings and fundraising activities as required
- To assist or support other centres when the need arises
- To support children in their transition to new education settings

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## Organisational Responsibilities

- To comply with all AEIOU policies and procedures at all times
- A commitment to meeting and exceeding customer expectations
- To adopt and embrace the organisation's values
- To recognise and acknowledge the constraints that affect AEIOU and assist in making in necessary changes
- To ensure the environment is kept in a safe and hygienic state at all times

- To promote AEIOU to the local and wider communities A commitment to work as an effective team member
- To assist team members in understanding and responding to challenges, change and conflict
- To ensure that all communication is completed in a professional and polite manner
- To follow and practice correct fire and emergency evacuation procedures
- Consider Workplace, Health & Safety at the service at all times

## Key Selection Criteria

- Early childhood qualification must be on the ACECQA approval list http://www.acecqa.gov.au/Qualifications.aspx
- Relevant teaching experience in early childhood settings
- Experience in working with children with an ASD preferable or willingness to learn ASD specific techniques
- A well-developed understanding of theories of early childhood development and current research and theories impacting on the profession
- Demonstrated ability to develop, plan and implement a high quality, educational and child centred program, meeting the needs of individual children and the group

- Ability to mentor and support others in the provision of appropriate educational and care programs High level of written and oral communication skills
- Demonstrated leadership ability with small and larger teams
- Ability to relate to individuals of various ages, and social and cultural backgrounds
- A commitment to continuing professional and personal development