JOB DESCRIPTION: EARLY CHILDHOOD TEACHER

11331 Coldwater Road
Fort Wayne, IN 46845
260.637.3197

Position Title: **Early Childhood Teacher**

Supervisor: **Reports to the Director**

FLSA Status: **Non-exempt**

Employment Status: **Full-Time/Part-Time; At-Will**

Work Hours: **___Per Week**

This job description ("Job Description") is established by Pine Hills Learning Place ("Program") to outline the basic requirements, duties and general responsibilities of an Early Childhood Teacher ("Teacher"). This position is "at-will", which means the Program may terminate the employment relationship at any time and for no reason, subject only to the requirements of federal and state law. Similarly, the employee may terminate the employment relationship without notice at any time for no reason.

Position Summary:

Provide a safe and nurturing environment for children that encourages their social, emotional, physical, intellectual, and spiritual development. Implement a developmentally appropriate curriculum according to guidelines established by the Program's specified curriculum for each classroom. Implement the Program's mission of providing Christian faith-based high quality education and care in a safe, nurturing, challenging & loving environment. Maintain positive relationships with families, children, and colleagues. Ensure safety and supervision of children at all times by meeting physical demands of the position.

Supervisory Authority:

No supervisory duties required. Guidance of a team in rooms where aides or substitute teachers are assigned as required.

Duties and Responsibilities:

In addition to the duties and responsibilities assigned from time to time by the Director, Education Coordinator, or Beverly Maxwell ("Owner"), the duties and responsibilities of a Teacher include, without limitation:

1. *Duties and Responsibilities for All Staff Members*

a. Have a genuine liking for children and respect for them as individuals;
b. Have a knowledge and understanding of child development and the needs of young children;
c. Practice professionalism in everything you do at the Program and maintain positive, collaborative relationships with parents, children, and co-workers;
d. Understand and support the mission, philosophy, and goals of the Program;
e. Have competence in and perform the duties of the position as outlined in the Job Description;
f. Continue professional growth by attending staff meetings, workshops, college level classes and reading literature related to the field of child development and interpersonal relationships;
g. Demonstrate flexibility and openness to new ideas in child care practices; and
h. Follow the Program's rules and guidelines as set forth in the Employee Handbook, the Parent Handbook, the Operating Manual, all of which may be amended from time to time by the Owner and any other rules and guidelines set forth by the Owner.

2. *General Responsibilities*

a. Maintain child safety and wellbeing as a top priority;
b. Present yourself in a professional manner, including dress and speech, be a role model for the children; and
c. Be cooperative, flexible and supportive with all staff members.

3. *Planning/Program*

a. Prepare and implement lesson plans with developmentally appropriate experiences for the children that enhance their social, emotional, intellectual, spiritual and physical development based on the curriculum used in the classroom to which you are assigned;
b. Prepare and submit weekly and monthly lesson plans to the Education Coordinator;
c. Incorporate suggestions from the Education Coordinator into upcoming lesson plans;
d. Provide child-oriented, self-initiated activities;
e. Provide more than one option for group activity and maintain flexibility in changing planned activities, according to the children's interest;
f. Understand and implement Indiana Rules for Unlicensed Registered Child Care Ministries, CCDF Provider Eligibility Standards, the Voluntary Certificate Program, and Paths to Quality Standards for Participation in Indiana;
g. Complete assessment observations, anecdotal records and documentation, and enter data into the appropriate form, whether it be manual or electronic;
h. Maintain all records and files; and
i. Coordinate field trips when applicable.

4. Communication

Provide regular, positive, thorough communication to parents through monthly newsletters, written daily reports for infants and toddlers, parent/teacher conferences twice each year, daily informal summaries, the parent bulletin board, and annual developmental evaluations.

5. Interaction With Children

a. Talk with children individually;
b. Listen to and respond to questions;
c. Read stories, play music and games with children;
d. Interact with and encourage children in activities, meals and free play;
e. Be loving, kind and patient; and
f. Assist children in toileting and dressing.

6. Discipline

Maintain a calm, happy classroom. Teach children how to be effective problem solvers by:

a. Anticipating situations which may cause conflict and make adjustments as needed;
b. Using the A(Acknowledge), B(Be Clear), C(Competency Building) method of positive guidance;
c. Encouraging appropriate behavior through recognition;
d. Giving children choices and consistent consequences for misbehavior;
e. Developing an action plan based on positive techniques for children who have difficulty using appropriate behavior;
f. Keeping the room and activities organized and being well prepared so children do not have to wait;
g. Never removing special events or gross motor activities (outside, gym, etc.) as a form of punishment;
h. Never using food as a reward or punishment; and
i. NEVER using any harsh or physical punishment or verbal punishment that will frighten, injure or embarrass a child.

7. Activities

Using the curriculum as a guide, provide daily:

a. Language/listening activities (e.g., books, stories, finger plays, musical instruments);
b. Open-ended art;
c. Centers (change regularly to maintain interest);

d. Small motor activities (e.g., cutting with scissors, drawing, lacing);
e. Large motor activities (e.g., dancing, riding a tricycle, catching a ball);
f. Sensory activities;
g. Nap/rest time; and
h. Understand and implement all daily experience requirements in the Paths to Quality Standards for Participation in Indiana.

8. *Environment*

a. Implement a beautiful, inviting classroom by decorating the classroom with, for example, bulletin boards, children's art, 3-D designs, natural objects, seasonal displays, cubby labels, signs for centers, alphabet, shapes, numbers, and photographs of the children and their families;
b. Ensure classroom environment responds to children's individual developmental levels, physical and emotional needs, and current interests;
c. Arrange space in clearly defined, well organized activity areas;
d. Organize a variety of materials on low, open shelves for children to use independently;
e. Post Pine Hills Learning Place signage in all activity areas;
f. Implement a daily picture schedule; and
g. Understand and implement all environment requirements in the Paths to Quality Standards for Participation in Indiana.

9. *Safety and Supervision*

a. Supervise children by sight or sound at all times—never leave them unattended;
b. Supervise entire group whether working with a small group or individuals;
c. Be aware of safety hazards in the classroom, hallways and playground. Follow all the Program's policies with respect to safety and supervision;
d. Be sure children are and look cared for (e.g., tie shoes, wipe noses, keep hands and faces clean, etc.);
e. Be familiar with emergency first aid procedures;
f. Isolate any child that is ill or has symptoms of a disease;
g. Report all accidents, special concerns or problems to administrative staff;
h. Position yourself in such a way that the entire playground is covered. Ascertain that other teachers/aides do the same; and
i. Know the number of children in the group and maintain ratios set by the Child Care Development Fund Provider Eligibility Standards at all times; and
j. Notify administration immediately when there is an inadequate ratio.

10. Cleanliness/Organization

a. Maintain a neat, clean, well-organized classroom;
b. Keep toys and materials used by the children as clean as possible;
c. Sanitize toys daily for infant and toddler programs; every week for older programs;
d. Sanitize tables before and after serving food;
e. Children and staff must wash hands when they enter the program, before & after eating snacks and lunch, after toileting & diapering, after using sensory tables, and after outdoor play;
f. Sanitize cubbies, shelves, counter tops once a week; and
g. Keep supplies/storage area neat and clean.

11. Professional Development

a. Attend staff meetings, staff trainings, and Program-sponsored events;
b. Complete fifteen (15) clock hours of approved continued training seminars/workshops per year. Once the Program achieves Level 2 on the Paths to Quality, the training requirement will move to twenty (20) clock hours per year; Maintain current first aid, CPR, and universal precautions certification; and
c. Complete Stop Child Abuse and Neglect (SCAN) training.

Skills and Physical Requirements:

a. Lifting and carrying up to 50 pounds;
b. Sitting on the floor or child sized furniture;
c. Frequent bending, stooping, walking, standing, kneeling, crawling, squatting, and reaching;
d. Supervising the children at all times while a number of activities and situations are happening at once;
e. Seeing, hearing, and responding to the needs of children in all areas of the classroom, building, bathrooms, and outdoors;
f. Taking care of the physical needs of the children;
g. Proficient at speaking, reading, and writing in English;
h. Directing the efforts of an aide, if any, and working with him/her in a harmonious way, keeping the best interest of the children and the Program in mind at all times;
i. Initiating and implementing activities geared to the developmental needs of the group of children in her/his care; and
j. Must have the maturity and sound judgment needed to handle emergency situations.

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Position Qualifications:

a. Must be at least 18 years old (21 for infant and toddler teachers and 21 for bus drivers);
b. Must be Lead Caregiver Qualified by the state of Indiana, and have:
    i. Bachelor of arts or bachelor of science degree in early childhood education, child development, elementary education or early childhood special education or equivalent; or
    ii. Associates of arts or associates of science degree in early childhood development, elementary education or early childhood special education or equivalent; or
    iii. CDA or equivalent.
c. CDL for Early Childhood Teachers who will be driving the bus.