



TEACHER POSITION DESCRIPTION

Mini University employs teachers who are professional, knowledgeable, nurturing and genuinely dedicated to achieving positive child outcomes. We are an Equal Opportunity Employer who requires the following characteristics of all team members regardless of the job assignment:

- Dedication and commitment to our Core Values: Collaboration, Respect, Excellence and Learning.
- A strong work ethic and willingness to be a contributing member of the Mini U. TEAM.

Summary of Position: *Professionals Caring About Your Child's Education*

This is the motto that has served Mini University well for 20 years. Each word indicates the significant role a Teacher accepts when joining the Mini U Team. Teachers are responsible for supporting the emotional and educational needs of young children. They must intentionally prepare and maintain an enriched learning environment. They routinely assess the needs of each child in their class, and then use this assessment data to differentiate and individualize instruction to support each child's developing skills and knowledge. Teachers are held accountable for nurturing children, responding to their interests and needs, and making learning meaningful. They implement the curriculum, supervise other members of the teaching staff (Assistants, Support Staff and Substitutes), and work with diverse families, administrators and team members.

Teachers are expected to maintain a very high level of quality and excellence in early care and education by being able to understand, articulate and meet the standards, criteria and guidelines outlined in the following:

1. **ALL TEACHERS:** Ohio Department of Job and Family Services (ODJFS) Child Care Licensing Regulations <http://jfs.ohio.gov/cdc/providers.stm>; Step Up to Quality www.stepuptoquality.org; and the National Association for the Education of Young Children (NAEYC) Accreditation Standards and Criteria <http://www.naeyc.org/academy/NAEYCAccreditationCriteria.asp>
2. **INFANT/TODDLER:** Resources for Infant Educators (RIE); Ohio's Infant & Toddler Guidelines <http://jfs.ohio.gov/cdc/InfantToddler.pdf> and Creative Curriculum for Infants, Toddlers & Twos
3. **PRESCHOOL:** Creative Curriculum for Preschool; CLASS Quality Teaching Dimensions www.myteachingpartner.com; Ohio Early Learning Content Standards and Ohio's Early Learning Initiative (ELI) Program Guidelines www.ode.state.oh.us
4. **KINDERGARTEN:** Ohio Kindergarten Content Standards; Creative Curriculum
5. **SCHOOL AGE:** Ohio Content Standards

The profession of Early Childhood Education is rapidly changing in Ohio and across the country. Teachers must make a commitment to staying abreast of these changes by reading the latest research on achieving positive child outcomes and being willing to try new strategies to best serve the needs of young children and their families. It's an exciting time to be a Teacher of young children. Each day you should laugh, play, grow and learn as you nurture and teach young children.

EDUCATIONAL REQUIREMENTS:

	<u>Entry Level</u>	<u>Educational Goals</u>
Infant/Toddler & Preschool	Associate degree with 7 semester hours in CD/ECE/ECSE	Step 1: PLUS licensure (Preschool only)
Kindergarten:	Baccalaureate degree in Education with a current Ohio Kindergarten license.	Step 2: Baccalaureate degree in CD/ECE/ECSE or equivalent with licensure Equivalent=36 semester hours in CD/ECE/ECSE
School Age:	Associate degree with 7 semester hours in CD/ECE/ECSE, elementary education	CD/ECE/ECSE = Child Development/Early

7 semester hours = 12 quarter hours; 9 semester hours = 15 quarter hours;
 24 semester hours = 40 quarter hours; 36 semester hours = 60 quarter hours

Basic Health Training - current certification in each of the following areas: Pediatric First Aid, CPR, Child Abuse Recognition & Prevention, and Common Childhood Illnesses. Applicants without certification in these areas may still be considered for this position, however, if hired, certification in these areas is required within the first 60-90 days of employment. ***Teachers must always maintain current certification in all of these classes.***

Continuing Education & Professional Development (PD) - If hired, Mini University's Teacher PD Summaries will be used to guide future professional growth. Generally Teachers must continue taking college level courses or obtain approximately 15-20 hours/year of approved in-service to ensure they remain current with the latest research and meet all regulatory requirements from the Ohio Department of Job and Family Services (ODJFS) and the Ohio Department of Education (ODE).

PHYSICAL REQUIREMENTS of the TEACHER POSITION:

Teachers must:

1. Be willing and able to impart information and orally communicate with children, families and others.
2. Be willing and able to understand and respond to oral communications and directions.
3. Be willing and able to read, write, understand and respond to written instructions, communications and materials.
4. Have the capacity to ensure the safety of, observe, and assess all situations involving a child, a group of children and co-workers.
5. Have mobility, strength, and dexterity to be able to lift a child weighing up to 40 pounds; interact at each child's level; and retrieve children who wander and/or run from the group.
6. Be willing and able to drive a vehicle or bus, safely transporting up to 30 children. Driving a vehicle or bus may require a CDL, and is required for all Teachers working with children age 5-12.
 A Bureau of Motor Vehicles report is required by the insurance company and will be conducted to ensure all potential employees required to drive have a good driving record and are at least 25 years of age. The insurance company reserves the right to exclude applicants based on their driving record.

DUTIES and RESPONSIBILITIES:

1. Relationships

The greatest indicator of a quality program is the quality of the interaction between teaching staff and children. A Teacher's responsibility is to use environment, relationships and experiences to facilitate the positive development of children. The Teacher is responsible for:

- a) interacting frequently and respectfully with all children.
- b) encouraging independence and the use of language.
- c) respecting and building positive relationships with children and families.
- d) creating a positive emotional climate.
- e) facilitating positive peer interactions.
- f) creating a predictable, consistent and harmonious classroom.

2. Curriculum, Assessment & Teaching

Creative Curriculum is the written, research-based curriculum used in all Mini University classrooms for children birth-Kindergarten. The Teacher must:

- a) respond to children's interests and needs; and develop lesson plans based on children's interests and a knowledge of each child's assessment and screening data, and a thorough knowledge of the Developmental Continuum of Creative Curriculum, Ohio's Infant & Toddler Guidelines, and Ohio's Early Learning and K-3 Content Standards (Preschool, Kindergarten, School Age).
- b) observe each child's progress and follow the Written Observations of Children (WOC) Guidelines to write daily factual observations of children.
- c) plan and implement curriculum that advances all areas of children's learning and development, including physical, social, emotional, and intellectual competences.
- d) implement a developmentally appropriate, high quality program for the children in the group, making reasonable accommodations for children with special needs.
- e) assist in the coordination of services, development and implementation of Individual Family Service Plans (IFSP's) or Individual Education Plans (IEP's) for children with special needs.
- f) use care-giving routines such as those related to diapering, toileting, feeding, eating, sleeping, hand washing, tooth brushing and transitioning between activities, as "teaching opportunities" and to foster child/Teacher bonding.
- g) intentionally design enriched learning environments and educational experiences, teaching children to deepen their understanding and build their skills and knowledge.
- h) create caring communities for learning based on each child's needs.
- i) supervise children and ensure their safety at all times.
- j) use time, grouping, and routines to make learning meaningful and to achieve educational goals.
- k) improve her teaching skills by becoming familiar with the Quality Teaching Dimensions as defined by the Classroom Assessment Scoring System (CLASS).

3. Physical Environment & Health

The Teacher is responsible for:

- a) setting up, organizing and arranging the classroom the environment with clearly defined learning centers and materials, as defined by Creative Curriculum and the NAEYC Accreditation criteria.
- b) maintain the classroom inventory of educational resource materials and equipment, alerting an administrator to replacement needs.
- c) assisting in setting up and safely using indoor physical activity areas and outdoor play areas.
- d) daily maintenance and cleanliness of the classroom including following all required sanitation guidelines for washing toys, equipment, cots/cribs, bedding, etc. as required.
- e) following established guidelines to determine when a child is sick and needs to be sent home.
- f) reporting suspected incidents of abuse to an administrator and other appropriate agencies.
- g) assisting in implementing all required emergency plans.
- h) ensuring all staff in the class frequently wash their hands.

- i) following all field trip, safety and transportation regulations when planning and executing field trips and other routine trips or transportation to and from school.

4. Families & Partnerships

The Teacher is responsible for:

- a) communicating with families on a daily basis to ensure they are kept well informed about the program and about their child's needs and progress.
- b) providing an open environment in which families feel comfortable sharing information about their child, their family and their culture.
- c) respecting and maintaining confidentiality at all times.
- d) providing opportunities for families to be actively involved in the class and program.
- e) conducting family-teacher conferences at least three times/year to share information about each child and encouraging families to share in the decisions about their child's educational plan.
- f) supporting children and families transitions from one classroom to the next and to/from our program to other programs or schools.
- g) making appropriate referrals and linking families to services and community partners to support them in getting any additional assistance for their child or family as needed.
- h) using the resources of the community and the families in the class as an integral part of the curriculum and children's learning experiences.

5. Professional Development

The Teacher is strongly encouraged to be an active member of the Dayton Association for Young Children (DAYC) and other professional organizations, including registering on the Ohio Professional Development Network www.ohpdnetwork.org The Teacher must also:

- a) actively participate in approved professional development and specialized training, staff meetings, and reading professional literature and research to stay current in our profession.
- b) demonstrate high personal integrity and a commitment to NAEYC's Code of Ethical Conduct.
- c) complete on-going professional educational requirements as outlined in the PD Summaries, including meeting the Timeline for Teacher Qualifications which requires all Teachers to pursue and earn a bachelor's degree in ECE.

6. Leadership & Management

The Teacher is held accountable for:

- a) the quality of the overall classroom operation.
- b) effectively communicating and articulating to parents, supervisors, visitors, assessors and others program policies, procedures and the intentionality behind curriculum and specific classroom activities and goals.
- c) providing supervision and directing the activities of the other staff members assigned to the classroom, including assisting in the orientation and training of all new staff assigned to work with the group. Teachers must also be able to structure learning procedures and other activities with Assistant Teachers, Support Staff, Substitute Teachers and others, developing a supportive, cooperative working atmosphere in the process.
- d) keeping accurate records of children's attendance and progress and completing these records and other assigned written reports in a timely manner, effectively using I-PLAN time.
- e) contributing and participating as a TEAM player by exemplifying our core values of collaboration, respect, excellence and learning in all aspects of his/her work, including contributing to the ongoing team building activities and positive climate of the center.
- f) ensuring all ODJFS licensing regulations, SUTQ benchmarks and NAEYC Accreditation criteria and standards are in compliance and fully met at all times.
- g) assisting in the performance appraisal process for staff working in the class.
- h) The Teacher may be called upon to be the person responsible for the building.

i) Other duties as required.