



SUPPORT STAFF AND SUBSTITUTES POSITION DESCRIPTION

Mini University employs Support Staff and Substitutes 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 Support Staff and Substitutes accept when joining the Mini U Team. Support Staff and Substitutes are responsible for supporting the emotional and educational needs of young children. They must assist other teaching staff in maintaining an enriched learning environment. Support Staff and Substitutes are held accountable for nurturing children, responding to their interests and needs, and making learning meaningful. They assist other teaching staff in implementing the curriculum, and work with diverse families, administrators and team members.

Support Staff and Substitutes are expected to assist in maintaining a very high level of quality and excellence in early care and education. They are also expected to begin to understand the criteria and guidelines outlined in the following:

1. **ALL SUPPORT STAFF AND SUBSTITUTES:** 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 & 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. Support Staff and Substitutes must make a commitment to staying abreast of these changes by being willing to try new strategies to best serve the needs of young children and their families. It's an exciting time to be working with young children. Each day you should laugh, play, grow and learn as you nurture and teach young children.

EDUCATIONAL REQUIREMENTS:

Entry Level

High School Diploma or GED

Educational Goals

- Step 1:** State of Ohio Certificate of Training (45 in-service hours)
Step 2: Child Development Associate (CDA)

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 Support Staff and Substitute positions; however, if hired in a Support Staff position, certification in these areas is required within the first 60-90 days of employment. ***Support Staff must always maintain current certification in all of these classes. Substitutes must maintain certification in at least First Aid and Child Abuse Recognition & Prevention.***

Continuing Education & Professional Development (PD) - If hired in a Support Staff position, Mini University's Assistant Teacher/Support Staff PD Summaries will be used to guide future professional growth. Most Support Staff are required to obtain a CDA or equivalent** within 2 years of hire. Support Staff must earn 15 hours of approved specialized training each year to meet all regulatory requirements from the Ohio Department of Job and Family Services (ODJFS) Step Up to Quality program and the National Association for the Education of Young Children (NAEYC). Substitutes must earn 15 hours of inservice training each year until they have attained 45 hours, per ODJFS licensing regulations. Mini University supports Substitutes who are interested in earning their CDA.

**CDA equivalency is equal to 12 college semester hours or 20 college quarter hours in CD/ECE/ECSE.

PHYSICAL REQUIREMENTS of the SUPPORT STAFF AND SUBSTITUTE POSITION:
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Support Staff and Substitutes 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.

<u>Important Information about the Essential Work of SUBSTITUTES:</u>
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Substitutes are used in all age groups and occasionally in the kitchen in Mini University centers every day. "Subs" play a vital role in ensuring daily routines are maintained for children during the absence of regular teaching staff. Communication with families, including introducing yourself, is the essential work of substitutes every day. This is especially important when a substitute is new to a classroom or family – please be sensitive that families must know who you are in order to trust and be confident in leaving their child with you. If a routine is disrupted because a favorite teacher is unexpectedly gone for the day, please be aware that your ability to ease this transition by proactively welcoming the family and child, introducing yourself, and explaining why you are there can make all the difference in the world.

Substitutes are some of the most valuable people in a center and are offered very flexible schedules. Subs often move around the building throughout the day, helping wherever they are most needed. We truly appreciate the role you play in supporting the needs of children, families and all program staff anytime you are in the center.

DUTIES and RESPONSIBILITIES:

1. Relationships

The greatest indicator of a quality program is the quality of the interaction between teaching staff and children. Support Staff and Substitutes are expected to learn about and begin to demonstrate how to use environment, relationships and experiences to facilitate the positive development of children. Support Staff and Substitutes must assist in:

- 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. Support Staff and Substitutes must assist in:

- a) responding to children's interests and needs.
- b) implementing lesson plans as directed by other members of the teaching staff, including acquiring a general understanding 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).
- c) making reasonable accommodations for children with special needs.
- d) using 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.
- e) supervising children to ensure their safety at all times.

3. Physical Environment & Health

Support Staff and Substitutes must assist in:

- a) maintaining the classroom inventory of educational resource materials and equipment, alerting other members of the teaching staff to replacement needs.
- b) safely using indoor physical activity areas and outdoor play areas.
- c) daily maintenance and cleanliness of the classroom including following all required sanitation guidelines for washing toys, equipment, cots/cribs, bedding, etc. as required.
- d) following established guidelines to determine when a child is sick and needs to be sent home.
- e) reporting suspected incidents of abuse to a supervisor, center administrator, and other appropriate agencies.
- f) implementing all required emergency plans.
- g) following all field trip, safety and transportation regulations during field trips and other routine trips or transportation to and from school.

4. Families & Partnerships

Support Staff and Substitutes must:

- a) introduce themselves to families and provide general communication with families every day they are in a classroom.
- b) assist in providing an open environment in which families feel comfortable sharing information about their child, their family and their culture.
- c) maintain confidentiality at all times, which involves refraining from talking about specific children, families or co-workers with others.
- d) support children and families routine "transitions" as they say their "hellos" and "goodbyes" each day - being respectful of these often difficult separations is very important.

5. Professional Development

Support Staff and Substitutes are encouraged to be active members of the Dayton Association for Young Children (DAYC) and other professional organizations, including registering on the Ohio Professional Development Network www.ohpdnetwork.org Support Staff and Substitutes must also:

- a) actively participate in approved professional development and specialized training and staff meetings.
- 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 most Support Staff to earn a CDA or equivalent within their first 2 years of hire.

6. Additional Duties and Responsibilities of Support Staff and Substitutes

- a) assume the position of the Assistant Teacher in his/her absence.
- b) effectively communicate with parents, supervisors, and visitors.
- c) assist other teaching staff in keeping accurate records of children's attendance.
- d) 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.
- e) ensuring all ODJFS licensing regulations are in compliance at all times.
- f) Other duties as required.

