

PRESCHOOL / INFANT-TODDLER TEACHER AIDE (FLOATER)

Exemption Status: Full Time, Hourly, Non-Exempt

ORGANIZATION OVERVIEW

Educare DC is a state-of-the-art, full-day, year-round school that serves children from birth to five years that are at-risk of academic failure. Building on the program foundations of Early Head Start and Head Start, Educare promotes school readiness by implementing effective programming aimed at preventing the development of an achievement gap in the early years. Educare DC is part of a larger national network that serves as a platform for broader change, inspiring high-quality programs in communities, improving public policies within each state, and demonstrating a comprehensive approach to the first five years of life and learning. As part of the Educare initiative, each school is a highly visible program that is host to a wide variety of visitors. The Educare model draws on a unique blend of private and public dollars, including child care, Early Head Start, Head Start, and other state and local education funding streams.

POSITION SUMMARY

The Preschool/ Infant-Toddler Teacher Aide works cooperatively with the both Infant-Toddler and Preschool Teacher and Teacher Assistant to plan and implement the daily education program. Under the reflective supervision of the Lead Teacher, the Teacher Aide will “float” between Preschool and Infant-Toddler classrooms and assist in the execution of activities and help maintain a classroom environment that is developmentally appropriate and meets the individual needs of children as mandated by federal, state, and local standards, and that reflect Educare's philosophy and curriculum.

As part of the classroom educational team, and under the general direction of the School Director and direct supervision of the Lead Teacher, the Teacher Aide helps plan and participates in classroom, playground, and school activities. These activities are designed to enhance all areas of each child's development. The Teacher Aide will be responsible for assisting with implementing all program requirements in adherence to all performance and outcomes standards as prescribed by the multiple funding and model requirements.

REPORTING RELATIONSHIP

- The Preschool / Infant-Toddler Teacher Aide reports directly to the Lead Teacher with support and collaboration from the Master Teacher

MAJOR RESPONSIBILITIES AND KEY TASKS

Program Core Features of the Educare Model

- Participate in training to build an understanding of the Educare Model
- Participate in the local evaluation and national Educare Implementation Study, engaging in a system of reciprocal, regular data feedback and utilization for individualized planning for children and families and continuous program improvement
- Participate in Reflective Practice and Supervision throughout the program
- Provide high-quality early learning program that incorporates evidence-based curriculum and instructional activities

- Support and provide continuity of care to help children develop secure relationships
- Collaborate with the Family Engagement Specialist (assigned to each child), and other Educare personnel and support staff to promote individual children's goals relating to early communication development, fine and gross motor skills, development of social and self-care skills
- Participate in Family Child Service Reviews as scheduled
- In support of ongoing, intensive professional development, Teacher Aides will attend and participate in all scheduled trainings, engage in coaching cycles with their Lead Teachers, and develop individual plans for their own professional development
- Provide an enhanced curriculum focused on:
 - social emotional development
 - early language and literacy
 - physical development
 - integration of the arts

Curriculum

- Assist to plan and implement learning experiences that promote all developmental domains (social, emotional, physical, and intellectual) including contributing to the readiness of children to enter school by developing their early language acquisition and vocabulary
- Assist to develop and manage an attractive and engaging environment that encourages exploration and fosters independence
- With the Lead and Assistant Teachers, guide and facilitate activities of the children, providing responsive care giving, with a focus on the children's social and emotional well-being
- Engage positively with the children and use appropriate discipline methods as outlined in the school's child guidance policy
- Cooperate with other staff and classroom groups to maintain the smooth functioning of the school, which at times may require changes to meet the needs of the children
- Aide, as requested, in transition activities
- Eat with children and help them in their development of social and self-help skills, and sound nutritional practices
- Guide children's acquisition of social skills
- Aide in the provision and maintenance of safe and healthy developmentally appropriate environment
- Use strategic positioning in all environments to actively engage children, provide optimal supervision, and facilitate play
- Use the playground as an extension of the classroom; ensure that the playground is safe
- Aide in conducting the daily health and environment checklist
- Aide in implementing an IFSP (Individual Family Service Plan) seeking clarification for any aspects that are not well understood
- Aide in orienting volunteers, providing them with guidance as needed

Assessment

- Collaborate with the teaching team to observe, document, and assess their primary care children
- Assist the teaching team in identifying any developmental concerns and share the information with the teaching team
- Participate in Family Child Service Reviews, as scheduled

Home/School Connection

- Develop effective partnerships with families by maintaining open communication and encouraging their input into the educational program
- Under the direction of the Lead Teacher, and as feasible, participate in home visits and parent conferences

Other

- In the absences of the Lead Teacher and Teacher Assistant, and in consultation with the Master Teacher provide support to the substitute staff, intern and/or volunteers
- Attend staff training and meetings, and parent meetings as requested
- Complete timely and accurate time sheets
- Aide the Infant-Toddler Teacher and/or Preschool Teacher and Teacher Assistant in the completion of required reports
- In conjunction with the teaching team, maintain confidential educational information for each child and ensure all confidential information is protected
- Assist in daily routines, including bottle feedings, meal preparations, diapering, toileting, hand washing, monitoring sleep times, cleanup, and supervision of children at all times, including outdoor play
- Distribute newsletters, flyers, and other information
- Perform other duties, as may be required.

EDUCATION AND EXPERIENCE REQUIREMENTS

- High School Diploma or G.E.D
- A non-expired CDA Certification
- At least one year of experience working in an early childhood or child care program
- Have some knowledge of best practices of infant-toddler and preschool development and care
- Must be willing to pursue coursework specific to early childhood, adhering to program guidelines, as necessary

ADDITIONAL JOB REQUIREMENTS

- Clearance of background check as required by local, state, and federal regulations.
- Physical examination and diagnostic tests as required by local, state, and federal regulations
- A bi-annual physical exam, drug screen, and TB test are required as a condition of continual employment

REQUIRED SKILLS AND ABILITIES

- Knowledge of Early Head Start Performance Standards
- Knowledge of City and State licensing requirements
- Ability to work as a cooperative and supportive team member
- Ability to present a positive image of the organization to members of the community
- Ability to work with the Preschool and/or Infant-Toddler Lead Teacher and Teacher Assistant to plan, organize and implement position responsibilities effectively, providing input
- Ability to learn and implement child development and early childhood principles and practices
- Ability and willingness to work in a program located in a high-risk, low income community
- Ability to communicate and cooperate with parents
- Ability to exercise discretion in handling confidential information and materials
- Basic knowledge of computer applications and the ability to learn and master other computer technology /software programs as needed
- Ability to communicate and respond in a manner that demonstrates respect and concern

ESSENTIAL JOB FUNCTIONS

- Manual dexterity sufficient to operate a computer and office equipment, including, but not limited to, the telephone, fax machine, copier, and tape recorder
- Must have advanced command of the English language and grammar, both verbal and written
- Must be able to enter and exit a vehicle without assistance, and withstand exposure to adverse weather conditions
- Must be able to physically interact with children, including talking, hearing, sitting, standing, walking, using hands to finger, handling or feeling objects, tools, or controls; reaching with hands and arms; and stooping, kneeling, crouching, or crawling and lifting and or moving items of up to 40 pounds
- Must be able to clearly hear and understand telephone conversations
- Must be able to participate in both home visits and parent conferences to discuss the child's individual development and progress