

YMCA of Greater Detroit Job Description

Position Title: Asst Teacher II (0-5)
Reports to: CDC Director
Division: Metro Detroit YMCA

After Hire Requirements:

- Tuberculosis Test within the first 30 days of hire
- Physical within the first 30 days of hire
- Standard First Aid within first 30 days of hire
- Adult/Child/Infant CPR Certification within 30 days of hire
- DHS Clearance

Job Summary:

- Must support the mission of the YMCA of Metro Detroit and promote family activities, to promote youth values, to promote physical and mental fitness, to promote international understanding and include the following Character Development Values: Caring, Honesty, Respect, and Responsibility.
- Demonstrate knowledge of the theories of child growth and development, early childhood education and family support.
- Understand the underlying philosophy of a play based curriculum.
- Promote and support children's social, emotional, cognitive, and physical development.
- Provide individualized attention to the children in order to enhance their learning and development.
- Establish and maintain an appropriate classroom learning environment and daily routine, with attention to standards of health, safety, organization, and aesthetics.
- Model professionalism and teamwork within the teaching team and the site.
- Develop and maintain supportive, professional relationships with children and their families to enhance parent education, communication, involvement and advocacy.
- Other duties as assigned by supervisor.

Essential Functions:

I. Curriculum

- Implement lesson plans based on playing to learn and the creative curriculum
- Assure that each individual child receives the learning experience and attention required to make progress toward the Goals for Children from the Creative Curriculum Plan.
- Provide integrated learning experiences; which include activities that relate to the cognitive, physical, socio-moral, and representational domains of learning and development.
- Assure that learning experiences are developmentally appropriate, and relevant to children's interests and daily lives within the context of family, community, and culture.

II. Assessment

- Observe and document children's learning and development on an ongoing and consistent basis.
- Attend teaching team discussions of observations to plan individual and group learning experiences.
- Communicate concerns about a child's special needs to appropriate manager or specialist.

III. Adult-Child Interactions

- Interact with children, providing positive role models and guidance
- Establish and maintain respectful, responsive relationships with children.
- Establish and follow a consistent appropriate daily routine. Assist children with their daily routine activities.
- Participate in family style meal service. Eat nutritionally prepared meals with the children as a curriculum activity, modeling good nutrition and proper social skills.
- When working with infants and toddlers, acts as a primary caregiver to develop continuity of relationships, care, and provide appropriate social-emotional interaction.
- In a classroom for infants and toddler, support Teacher Assistants in their role as primary caregivers.

IV. Environment

- Prepare the physical environment, assuring that planned activities can occur effectively.
- Maintain (or report needed maintenance of) indoor and outdoor classroom materials and equipment, assuring that they are available and in proper working order at all times.
- Ensure that site-appropriate health, safety, and sanitation guidelines are followed.
- Create an environment that is aesthetically appealing to children and adults, as described in the Constructivist Curriculum Plan.

V. Leadership and Management

- Attend classroom-specific orientation offered by Lead Teacher.
- Maintain applicable documentation to support all personnel related activities.
- Manage daily classroom activities in compliance with Creative Curriculum Performance Standards and State Licensing requirements.
- Complete all required paper work, assuring for accuracy and timeliness.
- Attend weekly classroom team meetings.
- Implement weekly lesson planning
- Incorporate information from training, as well as guidance from supervisors and specialists, into practice to improve performance.
- Communicates important program issues and information to supervisor.

VI. Professional Development

- Maintain certification and stay current with all requirements for Infant/Child CPR and First Aid.
- Participate in all required training and attend a minimum of 12 hours of continuing education/professional development annually.
- Attend and participate in team, site, and other required meetings.
- Maintain documentation of all training and professional development activities in which you participate.

VII. Family-Related Activities

- Communicates program information to parents and answers questions accurately and with confidence.
- Encourage the involvement of families in the program and support the relationships between children and families.
- Maintain confidentiality regarding children and families.
- Engage in professional communications with families and appropriate staff to ensure that support is provided to children and families.
- Attend and participate in assigned family activities.

Outcomes/Accountability:

- Adult-Child Interaction and Environment functions are performed, as measured by Classroom Observation Tool.
- Coaching meetings are completed within the required time limits, as measured by personnel files.
- Documentation is generated to support personnel actions, as measured by personnel files.
- Teaching team meetings attended weekly, as measured by attendance log.
- Have 5 or fewer violations at annual licensing inspections (not to include out of ratio violations)
- Continuing education requirements are met, as measured by CDA Credential, college transcripts, or training certificates maintained by the employee.
- Families are included in planning and provided with information and materials that are appropriate as evidenced by Parent Teacher Conference, newsletters, and other forms of written communication.
- Maintains 80% or higher scores on program evaluations by parents.

Position Requirements:

I. Experience

- 3840 hours of experience working in an early childhood classroom setting preferred.

II. Education

- High School Diploma and 6 semester hours in a child related field (Elementary Education, Child Guidance/counseling, Child Psychology, Family studies and Social work).

III. Skills

- Organization and Classroom Management: Have the ability to complete multiple projects and meet deadlines. Perform daily activities while planning for and moving toward long term objectives.
- Teamwork: Work well both independently and collaboratively with others.
- Communication: Good written and oral communication skills.
- Physical: Be able to move up and down off the floor; able to bend and stoop and lift up to 30-40 lbs.

I understand that this position description describes the work to be performed. I have read and received a copy of this position description. I will read and be responsible to follow the Parent Manual, Staff Manual, and Licensing Manual. I understand all the policies and regulations in each.

Employee’s Signature

Date

Supervisor’s Signature

Date

