

Requirements for Preschool Teacher

St. John Lutheran Church & Preschool is a valued ministry of St. John Lutheran Church. As such, the Preschool Teacher is essential both to the operation of the Preschool and the overall ministry of the Church. Therefore, a Preschool Teacher is a member of the church staff, and like others holding positions of responsibility in the church, it is expected that the Preschool Teacher be actively serving the whole mission and vision of the church. The Preschool Teacher actively ensures the Preschool is developing faith, Christian values and modeling a lifestyle consistent with what it means to be a follower of Jesus.

The Preschool Teacher will be responsible for planning and implementing a program to teach young children. They must ensure the development and safety of these children in accordance with state regulation as required in the Minimum Standard for Child Care Centers. The Preschool Teacher will be respectful of children and parents, and ensure that equipment and facilities are clean, safe and well maintained. Failure to provide adequate services may place children at risk.

Job Description and Duties:

The Preschool Teacher has a number of different roles: 1. as a support person, 2. as a team member, 3. as a Christian role model, 4. as a guiding and nurturing adult to children, 5. as a professional, 6. as an intermediary with the parents, and 7. as a classroom leader.

1. Supporting staff member

- A. Read the Employee Handbook thoroughly. This will answer many of your questions about overall school policy.
- B. The director, teacher(s) and aide(s) should meet regularly to pray and discuss how they can work together efficiently. The teacher should be under the supervision of the director and must respect the director's leadership.
- C. Commit to being aware of the annual budget and commits to being a good steward with all preschool assets.
- D. Write and implements lesson plans and daily schedule under the supervision of the Director. These plans must be well-balanced, varied all-day program for the children.
- E. Contribute to team teaching within the school through regular planning sessions with the Director and other staff.
- F. Assist with the monitoring of billing and payment for all students.
- G. Assist with the planning and purchasing of snacks.
- H. Accept responsibility for maintenance and housekeeping duties of the classroom, and common use areas and playground.
- I. Participate in annual evaluations of staff performance to include annual goals.
- J. Stay current and abreast of new developments in the field and become actively involved with early childhood/Christian preschool professional organizations.

- K. Assist the Preschool Director in ensuring that the child-care center's daily operation is administered in compliance with the minimum standards and that all employees comply with these standards and have assignments that match their skills, abilities and training.
- L. Cooperate with the Board and administration in implementing all policies, procedures, and directives governing the operation of the school.

2. Team member

- A. Assume ownership of your role as a member of a team working to create and maintain a quality Preschool program which consistently exceeds expectations in our community.
- B. Strive to work together as the body of Christ.
- C. Be aware of your position in the room. Make eye contact and learn to communicate non-verbally as well as verbally.
- D. When you are giving a lesson, leading circle, story, or music time, direct your aide to overview the class and remain close by and respond to a need, e.g. refocusing a distracted child or quietly removing a disruptive child.
- E. During free play time, think of yourself as a counterbalance. If your aide is on the floor with a child, you are up. If she is one area, you move to another. Learn to position yourself so that most of the room is within your line of vision.
- F. Work as a team at transitions. Short transitions go much more smoothly than transitions which are dragged out.
- G. Communicate with teaching staff and aides regarding child behaviors or learning problems; recommending methods of modifying inappropriate behavior and encouraging positive learning experiences
- H. Participate in scheduled staff training, workshops, conferences, meetings and devotionals to encourage and provide opportunities for team building and staff collaboration.

3. Christian role model

- A. Young children are at a highly absorbent developmental stage. Be aware at all times that your behavior should reflect Christian values, because children will follow your example.
- B. Tell children, whenever it is appropriate, what being a Christian means.
- C. Be firm and clear, yet loving, in your discipline.
- D. Children react more to tone of voice, voice level, and facial expression than to the words we use. Think of following the Lord's example.
- E. Let the children see you pray and give thanks and praise.
- F. Encourage students to receive God's free gift of salvation and help them have a hunger for a relationship with God as they grow in their faith
- G. Lead students to a realization of their self-worth in Christ.

4. Guiding, nurturing adult

- A. Create classroom rules and reinforce them consistently. When children know the limits, you will create a peaceful environment they can trust.

- B. Think safety, first and always. Stop unsafe behavior immediately. Know the procedures for dealing with issues of an emergency nature.
- C. Guide the children to behave appropriately with one another.
- D. Do not tolerate aggression towards another child, towards you, or abuse of materials.
- E. Be gentle and kind. The children are still very little and have much to learn. Guide with tolerance, not indulgence. Yelling at a child is never permitted.
- F. Be nurturing. The children have had little experience outside of their home.
- G. Interact with children rather than just watching them. They are active learners.
- H. Never get so engrossed with one child that you lose awareness of what else is going on in the classroom.
- I. The quiet “good” child needs your attention as much as the disruptive one, or the child who just loves to be your shadow.
- J. Tell children what they can do rather than what they cannot do. “The sand stays in the sandbox” works better than, “Don’t dump the sand.”
- K. If you must put a child in Time Out, a good rule of thumb is one minute for each year of a child’s age. Always explain to the child why he/she needs a time out. Afterwards, ask the child if he/she knows why he/she had a time out. Let them make amends or make retribution whenever possible.
- L. Treat children with respect; carefully choosing the words you use.
- M. Allow a child to be as independent as possible on matters of dressing, toileting, eating, cleaning up, etc.

5. Professionalism

- A. Dress appropriately; see the Dress Code in the REQUIREMENTS FOR ALL EMPLOYEES section of the handbook.
- A. Be punctual and reliable. Parents are depending on us to be on time when they arrive in the morning. If you are late or leave work early, this always impacts others.
- B. Extend common courtesy to staff, parents, and children. Apply the Golden Rule.
- C. Don’t spread gossip.
- D. If you have a problem with another staff member, go directly to the staff member first. If it cannot be resolved at that level, bring it to the Preschool Director.
- E. Respect confidentiality issues.
- F. Seek the counsel of the Director, colleagues, and parents while maintaining a teachable attitude.
- G. Inform the administration in a timely manner if unable to fulfill any duty assigned. Prepare adequate information and materials for a substitute teacher.
- H. Be responsible for opening and closing the building, as assigned.

6. Communication with Parents

- A. Greet each parent and child by name as they arrive; say goodbye to each parent and child as they leave. The impression a parent has of you may be the impression they carry of the school as a whole.

- B. At morning arrivals, be polite, but don't allow yourself to be drawn into lengthy conversation. Say, "My responsibility is to be with the children now; please excuse me."
- C. At pick up time, communicate something positive about the child, even if the child has had a bad day. The last thing a tired, working parent needs to hear is a list of his/her child's transgressions. However, say what needs to be said, honestly yet tactfully, and out of the hearing of other parents/children, if something must be communicated to the parent.
- D. If the parent brings up a problem or concern while there are other children/parents around, ask the parent to schedule a conference or wait until the others are gone.
- E. If a problem cannot be resolved between you and the parent, refer the parent to the Preschool Director.

7. Classroom Leader

- A. Reflect the purpose of the school and its mission, which is to honor Christ in every class and in every activity.
- B. Teach classes as assigned following prescribed scope and sequence as scheduled by the director.
- C. Integrate Biblical truth and Christian philosophy of education throughout the curriculum and activities so as to foster a Christian worldview.
- D. Implement an approach to student discipline that reflects Christian principles.
- E. Maintain a clean, attractive, well-ordered classroom.
- F. Plan broadly and more currently with the Director through the use of a Weekly Calendar which will be posted on the Parent Information Board.
- G. Conduct a program of activities that, as much as possible, meets the individual needs, interests, and abilities of the students, challenging each to do his/her best work.
- H. Supervise children's use of the bathroom facilities.
- I. Help to coordinate snack time activities using creative teaching techniques when appropriate.
- J. Move around the playground observing the children playing. It is not acceptable to neither sit nor stand on the porch while children are on the playground.
- K. Utilize valid teaching techniques to achieve curriculum goals within the framework of the school's philosophy.
- L. Employ a variety of instructional aids, methods, and materials that will provide for creative teaching to reach the whole child: spiritual, mental, physical, social, and emotional.
- M. Assist the Director in planning field trips and guest speakers.
- N. Assess the learning of students on a regular basis and provide progress reports at the end of each semester.
- O. Maintain regular and accurate attendance records.
- P. Be actively present with the children. Children must never be left unattended.
- Q. Keep students, parents, and the director adequately informed of progress or deficiencies and give sufficient notice of failure.

Physical Requirements to Fulfill Essential Functions of this Job

1. Site

- Building to parking lot
 - A teacher must gather his/her children together into a cohesive unit and be able to move the children from the preschool to designated emergency areas in the parking lots.
- Playground size and terrain
 - The playground is not large, but is fenced. The playground includes concrete areas, a grassy area and a gravel area. There are changes in elevation between these areas. Staff is expected to maintain supervision and to be able to reach children quickly while navigating various surfaces/terrain.

2. Classroom

- Able to see, hear, and respond to the needs of children and emergencies or conflicts that might occur in the classroom, on the playground, and in common areas.
- The classroom and school is a busy and occasionally noisy environment. There may be a number of activities and situations happening at once, and the Preschool Teacher will have to supervise all children at all times.

3. Teaching

- Able to demonstrate lesson concepts using hands-on materials
- Communicate data (attendance, student assessments, etc.)
- Teachers are required to prepare evaluation reports, fill in records, and on numerous occasions, communicate with parents orally and in writing.

4. Emergencies

- A teacher must be able to quickly summon help when an emergency arises either in the classrooms, on the playground, or in the common areas.
- Can apply emergency first aid and CPR. Teachers are required to render minimal first aid to students who may be injured while in the classroom, on the playground, in common areas, or on a field trip.

5. Attendance

- Teachers are required to be present for faculty meetings and other special functions after school, and occasionally for meetings or other functions in the evening.

6. Physical Requirements

- Teaching children is a physically demanding job. Teachers must feel confident that they can care for up to 15 children alone and can handle the stress, tension, and exasperation of daily contact with children, parents, and staff members.
- Sufficient vision and hearing to allow for supervision and interaction with students.
- Able to lift children up to 50 pounds from the floor to waist high ten to fifteen times a day; to crouch to a child's height and maintain eye contact at a child's level; to sit on the floor; to stand tall enough to reach children on play equipment; to stand or sit for long periods of time; to walk up and down stairs.
- While the classrooms are air-conditioned, the playground often gets hot and teachers are exposed to the sun.
- Must be able to stand for four hours and/or sit for four hours at a time.
- Must be able to sit on the floor or in child sized furniture.
- Must be able to clean and maintain equipment and facility.
- Must be able to proactively take precautions to ensure the health and safety of all children, parents, staff and themselves when coming in contact with children who are ill and/or contagious.
- Need to be able to identify smells associated with toileting and children who are ill.

Supplemental Functions

- The teacher shall supervise extra-curricular activities, organizations, and outings as assigned.
- Utilize educational opportunities and evaluation processes for professional growth.
- Provide input and constructive recommendations for administrative functions in the school.
- Support the broader program of the school by attending extra-curricular activities when possible.
- Perform any other duties which may be assigned by the Preschool Director.
- Assisting the other staff in cleaning center thoroughly
- Responsible for all center functions in the absence of the center director.

Supervisory Relationship

The Preschool Teacher reports directly to the Preschool Director. The Preschool Teacher(s) will supervise Preschool Aide Workers. The Preschool teacher will also be asked to serve as the Director in the Director's absence.

Education / Certification Requirements:

- 18 years old or older
- High school diploma or equivalent
- Eight hours pre-service training
- DFPS background check

- Be free of active tuberculosis
- Notarized Licensing Affidavit for Applicants for Employment form; and
- Orientation to the child-care center
- Previous teaching experience as a certified teacher, preschool or day care teacher is not a requirement but preferred.

Training Requirements:

Each employee must have the following training according to 746.1301 in the Minimum Standards:

1. Orientation to the child-care center for all employees, within seven days of employment for an employee hired after September 1, 2011;
2. Pre-service training, unless there is documentation of exemption from the training, in the amount of:
 - a. 24 clock hours for caregivers hired after September 1, 2011;
3. 24 clock hours of annual training for caregivers;
4. 30 clock hours of annual training for the director; and
5. CPR and first aid as specified in this division.

For caregivers hired after September 1, 2011:

1. Eight clock hours of the required 24 clock hours for pre-service training must be completed before a caregiver is given responsibility for a group of children; and
2. The remaining 16 hours of pre-service training must be completed within 90 days of employment.

Additional Requirements:

- Employees must meet all requirements as listed in the Minimum Standards.
- All personnel will have a criminal investigation, which will include fingerprinting through the FBI.

Hours:

Full-Time teachers will be expected to work 30-40 hours / week over the course of the school's operating hours: 7:30am – 5:30pm. If working in the morning, it would be expected to arrive 15 minutes early, and similarly if working in the afternoon, it would be expected to stay until the last student has been picked up. Full-Time Teachers will coordinate their schedules with the Director to determine expected daily hours with the understanding that the Full-Time teachers may be asked to work extended hours on certain days within the 40 hour / week limit. Full-Time teachers are not to work more than 40 hours / week.

Part-Time teachers will be expected to work no more than 30 hours / week over the course of the school's operating hours: 7:30am – 5:30pm. If working in the morning, it would be expected to arrive 15 minutes early, and similarly if working in the afternoon, it would be expected to stay until the last student has been picked up. Part-Time Teachers will

coordinate their schedules with the Director to determine expected daily hours with the understanding that the Part-Time teachers may be asked to work extended hours on certain days within the 30 hour / week limit. Part-Time teachers are not to work more than 30 hours / week.

PERFORM OTHER RELATED DUTIES AS REQUIRED