

Central Christian School
Classroom Teacher Job Description

Role

You have 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 Staff Handbook thoroughly. This will answer many of your questions about overall school policy.
- b. The teacher(s) and aide(s) should meet weekly 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. The teacher and director will work together to do all the planning and implementing of the curriculum.
- d. Cooperate with the Board and administration in implementing all policies, procedures, and directives governing the operation of the school.

2. Team member

- a. Strive to work together as the body of Christ.
- b. Be aware of your position in the room. Make eye contact and learn to communicate non-verbally as well as verbally.
- c. 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.
- d. 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.
- e. Work as a team at transitions. Short transitions go much more smoothly than transitions which are dragged out.
- f. Attend and participate in scheduled devotional, in-service retreats, committees, faculty, and Parent-Teacher Fellowship meetings.

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. Motivate students to accept God's gift of salvation and help them grow in their faith. Work with the pastor to help assimilate the un-churched into Trinity Church.
- 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.
- 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 All Staff section of the handbook.
- b. 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.
- c. Extend common courtesy to staff, parents, and children. Apply the Golden Rule.
- d. Don’t spread gossip.
- e. 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.
- f. Respect confidentiality issues.
- g. Seek the counsel of the Director, colleagues, and parents while maintaining a teachable attitude.
- h. Inform the administration in a timely manner if unable to fulfill any duty assigned. Prepare adequate information and materials for a substitute teacher.
- i. Be responsible for opening and closing the building, as assigned.

6. Communication with Parents

- a. Greet each parent and child 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 administrator.
- 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, as found in the book *Shepherding a Child's Heart*.
- e. Maintain a clean, attractive, well-ordered classroom.
- f. Plan broadly and more currently through the use of a Weekly Calendar. Post this calendar on your Parent Information Board.
- g. Plan 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. Utilize valid teaching techniques to achieve curriculum goals within the framework of the school's philosophy.
- i. 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.
- j. Assist the Director in planning field trips and guest speakers.
- k. Assess the learning of students on a regular basis and provide progress reports at the end of each semester.
- l. Maintain regular and accurate attendance records.
- m. Keep students, parents, and the administration adequately informed of progress or deficiencies and give sufficient notice of failure.

Physical Requirements to Fulfill the 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. Walking down and up an incline to the lower parking lot is required.
- Playground size and terrain
The playground is not large, but is fenced. The playground includes concrete areas and a small grassy area. There are changes of elevation between these areas.

- Climate

While every caution is taken to keep out of the rain, Launani Valley is known for sudden showers. As in most valleys in the Hawaiian Islands, Launani Valley may experience mold/mildew and mosquitoes.

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.

3. Teaching

- Able to demonstrate lesson concepts using hands-on materials
- Communicate data (attendance, student assessment, report cards, 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 classroom, 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 14 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.

Supplemental Functions

1. The teacher shall supervise extra-curricular activities, organizations, and outings as assigned.
2. Utilize educational opportunities and evaluation processes for professional growth.
3. Provide input and constructive recommendations for administrative functions in the school.
4. Support the broader program of the school by attending extra-curricular activities when possible.
5. Perform any other duties which may be assigned by the administration.

Accountability

Classification: Exempt, Salaried

Contracted by: School Board upon recommendation of the Director for one year.

Responsible to: The Director

Supervises: The students

Evaluation: Teacher performance will be evaluated in accordance with this job description.

Qualifications: Minimum of Child Development Associate Certificate or Associate Degree in Early Childhood

Department of Human Services Requirements

- a. Meet educational and experience qualifications of teacher
- b. Meet criminal history, employment history, and child abuse/neglect requirements and be fingerprinted
- c. Meet health standards for staff
- d. Maintain first aid and CPR certifications