

## **JOB DESCRIPTION - TEACHER**

All programs

**Reports to:** Head Teacher

**Job Summary:** A teacher is responsible for working as team member within a program both indoor and outdoor in accordance with the goals and philosophies of the Whistler Children's Centre Society.

**Requirements:** Must have current ECE license to practice in BC  
ECE experience with program age group  
Confidentiality agreement.  
First Aid certified and maintains certification.  
Has no criminal record through the BC Childcare Registry.  
Minimum of 2 references in Early Childhood Education.  
Doctor's note of sound mental and physical health.

### **Leadership and Team Work:**

- ❑ Is an advocate for children and their families
- ❑ Incorporates the society's philosophy, mission statement and goals into all aspects of work
- ❑ Takes an active role in professional development
- ❑ Assists in orienting new staff, support staff, teachers on call, student teachers, and volunteers
- ❑ Remembers what it was like "not to know"
- ❑ Promotes and models a professional attitude in daily work, community and in the ECE field
- ❑ Incorporates the society's philosophy, mission statement and goals into all aspects of work
- ❑ Abides by ECEBC Code of Ethics and centre policies, including licensing requirements
- ❑ Consistently produces high quality work with attention to detail
- ❑ Shares responsibilities and duties in classroom, actively assists other staff, valuing teamwork
- ❑ Provides feedback, constructive criticism, and support for peers in an educational and positive fashion
- ❑ Acts in a professional manner while working, leaving issues that don't belong in the classroom at the door
- ❑ Is aware of other teachers' needs in the classroom and is prepared to help when necessary
- ❑ Follows the directions of the Head Teacher and Program Coordinator.

### **Administration:**

- ❑ Regularly attends room meetings and general staff meetings
- ❑ Assists in evaluating program annually or as required
- ❑ In consultation with team: plans, implements and evaluates developmentally appropriate activities and experiences for children, as well as developing individual long/short terms goals
- ❑ In consultation with the Head Teacher and the team, develops teaching styles that strive to meet the needs of all children in the program
- ❑ Assists in program planning and general duties (i.e. newsletters, parent board)
- ❑ Ensures that everyone who enters the program engages in respectful behaviours

### **Working with Families:**

- ❑ Honours and respects diversity in families
- ❑ Respects the individual families and is sensitive to the stresses they may experience
- ❑ Ensures that all parents are greeted upon arrival and departure
- ❑ Ensures communication with families is professional
- ❑ Ability to communicate program & centre policies to families
- ❑ Assist parents in their transition to a new program
- ❑ Utilizes skills, judgment and respect when providing information to families about their child's day
- ❑ Perceives self as part of a support system to families
- ❑ Provides support to families and is aware of centre and community resources.
- ❑ Informs families of society information
- ❑ Promotes parent participation in the program/centre

### **Responsibilities to and Relationships with Children:**

- ❑ Observes existing curriculum and aids to organize and restructure program to meet family's/children's needs with the team
- ❑ Ensures that all guidance of children encourages positive self-concept, follows policy, and assists in teaching age appropriate problem solving skills
- ❑ Nurtures the transition a child faces entering a program so that they gain self-confidence and comfort
- ❑ Provides an enriched environment through fostering language development for both verbal and non-verbal children
- ❑ Demonstrates a calm and positive attitude in the childcare environment, especially during peak periods
- ❑ Shows a genuine interest in the children's activities and interests and uses this to plan for small group time daily

- ❑ Observe how children move throughout the program and participate in adapting the childcare setting to better meet children's needs
- ❑ Interacts with children down at their level. (On the ground)
- ❑ Conveys a positive belief in the role of play
- ❑ Facilitates play through interactions, initiating, modeling, and use of language and by being an active participant
- ❑ Radiates a positive outlook that is observable through greetings of children and families, and ongoing interactions throughout the day
- ❑ Promotes an environment that is inclusive and sensitive towards children of varying backgrounds, abilities, cultures and languages
- ❑ Welcomes childcare specialists into the Centre and values their input about particular children they are working with.
- ❑ Engages in meaningful activities with children

### **Curriculum Development and Practice:**

- ❑ Observes how children use the materials and interact with each other and adults.
- ❑ Uses observations to expand play and plan activities that recognize individual difference
- ❑ Takes anecdotes for the COR and communicates this with the team
- ❑ Provides a daily balance of active/quiet, indoor/outdoor, and individual/group activities
- ❑ Assists and carries out a daily schedule that incorporates child-directed activity care routine, and transition times
- ❑ Organizes space, equipment, and materials before activities
- ❑ Uses a variety of teaching techniques: modeling, observing, questioning, demonstrating, and reinforcing
- ❑ Encourages and assists children to practice self-help daily
- ❑ Provides opportunities for child-directed play experiences
- ❑ Provides opportunities for children to work on their own and with groups of children
- ❑ Plans and carries out activities that encourage problem solving and supports the High Scope's steps to resolving conflicts with the children
- ❑ Maintains a good sense of humour in the classroom
- ❑ Demonstrates initiative and self-motivation
- ❑ Supports the High/Scope curriculum in the classroom and community

### **Health and Safety:**

- ❑ Monitors, records, and updates children's physical and emotional health status, using daybook
- ❑ Conducts safety checks of grounds, facilities, furnishings, equipment and materials and identifies unsafe items for removal, replacement or repair

- ❑ Reports all accidents, injuries and illnesses to the Head Teacher/Program Coordinator and records such incidents in the daily logbook or as a serious occurrence, if necessary
- ❑ Ensures that all current Whistler Children's Society's policies relating to health, safety, and nutrition are followed
- ❑ Ensures that the daily program promotes personal hygiene practices (for staff and children)
- ❑ Takes appropriate action with unfamiliar people on site (visitors, etc.) such as:
  - A) Approaches and questions unfamiliar person
  - B) Directs unfamiliar person to the administration office and follows up with a phone call
- ❑ Updates self-daily on children's allergies and other conditions

Other duties as required