



**POSITION DESCRIPTION
ST. ANTHONY-NEW BRIGHTON PUBLIC SCHOOLS**

SECTION I: GENERAL INFORMATION

Position Title: ECFE Teacher	Department: Community Education and Communications	Bargaining Unit:
Immediate Supervisor: Director of Community Services & Communications	Comparable Worth Rank:	FLSA Status: Exempt

Job Summary:

Under the direction of the Director of Community Services & Communications, the ECFE Teacher is responsible for developing, planning, and implementing developmentally appropriate learning activities for children and their parents while serving as a role model and resource for parents in adult/child interactions to promote the child’s personal, social, academic and emotional development.

SECTION II: ESSENTIAL DUTIES AND RESPONSIBILITIES

- Plans and implements developmentally appropriate learning activities and experiences for parents and their children to engage in academically, socially, and in emotionally appropriate ways.
 - a) Plans activities consistent with the guidelines and standards of the program and the STEM approach.
- Teaches and conducts classroom routines. Leads parent/child interactions, works with children 1:1 modifying activities based upon child’s age and abilities. Leads large group and circle time activities with parents and children.
 - a) Develops a rapport with parents and offers support, behavioral strategies and resources to promote and facilitate the strengthening of their parenting skills and the developmental and emotional needs of their children.
- Sets up a safe and appealing environment in which to learn. Provides guidance and leads teaching assistants in setting up the room for activities, monitoring play and learning activities, and in implementing plans. Coordinates and assists in the cleaning of classroom toys, furniture, supplies following health and safety standards. Designs and implements the overall structure of the class including plans for room management and guidance of children.
- Serves as a role model for parents and children on effective adult/child interaction. Serves as a resource to parents on issues of child development.
 - a) Communicates with parents regarding their children and their individual developmental needs or concerns.
 - b) Communicates through classroom conversations, home visits, email, phone calls, etc.
 - c) Provides parents and families with developmentally age appropriate activities to take home and facilitate early learning.
- Assists in the marketing of classes and outreach activities to reach families in the community.
 - a) Assists in holding open houses, preparing flyers, conducts on-site classes at other facilities throughout the community, etc.

- b) Coordinates and facilitates group family nights which promote the community, culture and academics through various planned activities.
- Collaborates and works closely with co-teachers and other professional staff to discuss curriculum, educational trends, individual child or family needs, applicable research or to discuss general program questions.
- Performs other duties of a comparable level or type, as required.
 - a) Attends training sessions, staff meetings, and pursues professional growth opportunities.
 - b) Keeps abreast of changing developments, trends, and technologies within the field.

SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS

EDUCATION/KNOWLEDGE REQUIREMENT: Minimum education required to perform adequately in position could reasonably be attained only by completing the following:				
REQUIRED EDUCATION/TRAINING (choose one)		DEGREE INFORMATION:		
less than high school diploma		Type of degree: (B.S., M.A., etc.) Bachelor's Degree		
High school diploma or GED.		Major field of study or degree emphasis: Education, Early Childhood Education, Parent Education, or Early Childhood Special Education or related area.		
1 year college				2 years college
3 years college	x			4 years college
1st year graduate level				
2nd year graduate level		Essential knowledge and specialized subject knowledge required to perform the essential functions of the job: <ul style="list-style-type: none"> • Concepts, principles and philosophy of lifelong learning, 		

	<p>public education, and relationship of community education to K-12 programming.</p> <ul style="list-style-type: none"> • Fundamentals of public relations theories and techniques in promoting, advertising, and/or informing the public of programs, services, courses or other events/projects. • Knowledge of teaching principles, practices, techniques and approaches. • Knowledge of child development theories and development stages and needs particularly infant and toddlers. • Knowledge of current trends, theories and technologies pertaining to learning environments and modalities. STEM curriculum guidelines. • Knowledge of assessment and development tools. • Knowledge of the fundamentals of family systems, structure and functions, and parenting issues. • Knowledge of subject material, concepts and issues related to grade/subject of instruction. • Knowledge of the basic fundamentals, issues and trends pertaining to child health, nutrition and safety. • Knowledge concerning the operation and use of computer equipment, office applications and general office equipment.
--	--

Required Work Experience in Addition to Formal Education/Training:
Requires a minimum of one year directly related work experience in parent/family education.

LICENSE/ CERTIFICATION	<p>Identify licenses/certification required: Valid MN driver’s license or evidence of equivalent mobility. MN teaching license and licensure in Early Childhood Family Education. CPR and First Aid Certification.</p>
-----------------------------------	---

ESSENTIAL SKILLS REQUIRED TO PERFORM THE WORK	<p>Skilled in:</p> <ul style="list-style-type: none"> • Skilled in presenting materials and concepts in an understandable and appropriate manner. • Skilled in leading, facilitating and implementing structured play, activities, social and learning activities. • Following curriculum guidelines and practices in the design and planning of lesson plans. • Communication skills (e.g. writing, speaking and group facilitation). • Documenting and maintaining appropriate records and services provided by family education. • Skilled in setting up and preparing a proper and safe environment for play and learning. • Collaborating, persuading, communicating and dealing with families, staff, coordinators, children, and other professionals in addressing various problems, issues, concerning or informing them regarding the services/programs of family education. • Performing activities to market and/or promote early childhood programs.
--	---

INDIRECT SUPERVISION:

<p>Number of employees indirectly supervised: Assistant Teachers</p>	<p>Total: 1-3</p>
---	--------------------------

HAZARDOUS WORKING CONDITIONS	<p>Unusual or hazardous working conditions related to performance of duties: Duties are generally performed in a typical classroom/school setting where there</p>
---	--



are minimal environmental hazards and risks.

PHYSICAL JOB REQUIREMENTS: (Indicate according to essential duties/responsibilities)

Physical Activities	Amount of Time Spent				Lifting/Forcing Exerting	Amount of Time Spent			
	None	1/3 Less	1/3 to 2/3	Over 2/3		None	1/3 Less	1/3 to 2/3	Over 2/3
Stand		X			Up to 10 lbs			X	
Walk		X			Up to 25 lbs		X		
Sit		X			Up to 50 lbs	X			
Use hands to finger, handle or feel		X			Up to 100 lbs	X			
Reach with hands and arms		X			Over 100 lbs.	X			
Climb or balance	X								
Stoop, kneel, crouch or crawl		X							
Talk or hear				X					
Taste or smell	X								

PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities

Physical requirements associated with the position can be best summarized as follows:

Light Work:

Exerting up to 25 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or negligible amount of force constantly to lift, carry, push, pull, or otherwise move objects in the performance of the job.

SECTION IV: CLASSIFICATION HISTORY AND APPROVAL

This Position Description reflects an accurate and complete description of the duties and responsibilities assigned to the position.

Department Head's Signature

Date

Classification History:

Prepared 4/2015 by BCC. Updated 5/2015.

