



St. Patrick's

EPISCOPAL DAY SCHOOL

POSITION AVAILABLE BEGINNING FALL 2017: NURSERY SCHOOL ASSISTANT TEACHER

We invite potential candidates for this position to learn more about St. Patrick's Episcopal Day School by visiting our website at www.stpatsdc.org

ORGANIZATION

St. Patrick's Episcopal Day School is a Nursery through Grade 8 school enrolling more than 500 students on two campuses in the Palisades section of northwest Washington, D.C. Located on the main Whitehaven Campus, the Nursery School includes Nursery and PK classes with a total of approximately 70 students enrolled. The Nursery School is one of three divisions, along with the Lower School (Kindergarten to Grade 3) and the Upper School (Grades 4 to 8), that comprise St. Patrick's. Upon graduation from St. Patrick's, our students, whose families live throughout the Washington, D.C. metropolitan area, go on to a variety of fine independent schools.

The Nursery School enrolls children ages three through five. It encompasses five classes—two Nursery classes for younger children (three years of age by September 1 of their enrolling year) and three PK classes (four years of age by September 1 of their enrolling year). In addition to an 8:30 am to noon program, optional afternoon classes until 2:50 pm are available. A Head Teacher and an *Assistant Teacher* lead morning classes of 12 to 15 children. Afternoon classes, typically comprising eight children, have one teacher, either a Head Teacher or an *Assistant Teacher*. On Friday afternoons, all Nursery School teachers take part in faculty meetings.

Because we have not made final teaching-team assignments for the 2017-2018 school year, we are currently seeking candidates who would excel in either a Nursery (three-year-old) classroom or a PK (four-year-old) classroom.

Nursery School Teachers arrive by 7:45 am in order to set up classroom centers, prepare materials and, in the case of Head Teachers, confer with *Assistant Teachers* who supervise the 8:00 to 8:30 am student arrival. Similarly, after dismissal and attendant carpool duties, teachers often stay to work in their classrooms or, on occasion, to attend meetings. All Nursery School Teachers report to and are evaluated by the Head of Nursery School. In addition, Head Teachers provide guidance, training, and supervision for their cooperating *Assistant Teachers*. The Head Teacher and *Assistant Teacher* have an hour of weekly planning time when an Associate Teacher joins the classroom for the morning.

CURRICULUM

While each Nursery School Head Teacher has the ultimate responsibility for designing and implementing classroom curriculum—in a manner consistent with the Day School Mission Statement, Statement of Philosophy, and Mission Statement for Equity and Diversity, as well as an ever-growing knowledge of how children learn best and an understanding of individual children’s developmental abilities, needs, styles, and interests—s/he relies on the involvement of the *Assistant Teacher* in planning and implementing activities in the classroom and elsewhere. The Nursery School classroom curriculum is based on a thorough knowledge of early childhood development and incorporates school initiatives—i.e. Exceptional Literacy, as described in *Setting Compass*, available on the website under Who We Are/From the Head; Responsive Classroom; global and multicultural awareness; character education; and community-building. Thematic units address the needs and interests of the children and promote the development of individual social-emotional, cognitive, and motor goals. To promote the smooth implementation of planned curriculum activities, the *Assistant Teacher* helps the Head Teacher build classroom community, establish effective routines and rules, and foster rapport with each child.

In truth, curriculum is “everything that happens” within the walls and on the playground of the Nursery School. To that end, the *Assistant Teacher* does much of his/her curriculum work in helping to maintain a smooth classroom routine and effectively attending to his/her part of classroom duties. As noted above, the *Assistant Teacher* arrives at school by 7:45 am in order to confer with the Head Teacher before assuming arrival duties four mornings a week at 8:00 am. From 8:00 to 8:30 am, the *Assistant Teacher* supervises arriving children or assists in preparation for the day, conferring with the Head Teacher about the day’s plans and set-up strategies for classroom management. At the start of the regular school day, the *Assistant Teacher* joins the Head Teacher in greeting each child and helping him/her settle belongings. The *Assistant Teacher* remains alert to the needs of the children and intervenes, as necessary, to provide assistance.

During the day, the *Assistant Teacher* may be needed to set up materials during group time or snack during story time, or a team may decide that the *Assistant Teacher* needs to participate with the group at these times, modeling appropriate responses and attending to children who need particular support. When children leave the classroom for special classes, the *Assistant Teacher* may be asked to accompany them and participate in the class or to remain in the room and attend to routine cleaning and rearranging. In all circumstances in the classroom, in special classes, and on the playground, the *Assistant Teacher* actively interacts with the children to support their development and supervises them to ensure their safety. Further, the *Assistant Teacher* actively observes the children and shares observations regarding their skill, behavior, and development with the teacher. At the end of the day, the *Assistant Teacher* helps clean and organize the room. At times, an *Assistant Teacher* may be asked to prepare materials at home, to purchase supplies, or to select library books. S/he also keeps records of attendance.

Some specific curriculum expectations for the *Assistant Teacher* are:

- The *Assistant Teacher* prepares at least two unit plans, the timing of which corresponds to the week before Parent-Teacher Conferences in November, March, and May, unless another date is set by mutual agreement of the Head Teacher and *Assistant Teacher*. The Head Teacher provides support in planning these units.
- The *Assistant Teacher* prepares three or more class books—a name book that circulates in the early weeks of school and at least two other books, the subject of which is selected in cooperation with the Head Teacher.
- For short-term absences of the Head Teacher, the *Assistant Teacher* is asked to assume responsibility for the classroom.

STUDENT ASSESSMENT/GOAL-SETTING/RECORD-KEEPING

The Nursery School *Assistant Teacher* assumes specific responsibility in the classroom with regard to conferences and other record-keeping:

- The *Assistant Teacher* helps create anecdotal and formal written records regarding all children in the class before each of the three scheduled Parent-Teacher Conferences.
- In his/her first year, the *Assistant Teacher* prepares Parent-Teacher Conference notes for three children for March and May conferences. An *Assistant Teacher* who has completed a year in this capacity and those with prior teaching experience prepare three or more sets of Parent-Teacher Conference notes for each conference, November, March, and May, with the *Assistant Teacher* taking the lead in those conferences. (The Head Teacher makes all interim calls.)
- At the final PK Parent-Teacher Conference in May, parents receive an end-of-year progress report written by the Head Teacher or the *PK Assistant Teacher*.

If an *Assistant Teacher* wishes to gain more experience and to assume additional responsibility in the classroom, s/he should work with the Head of Nursery School and the Head Teacher to create new opportunities for leadership and growth.

COMMUNICATION

The Nursery School *Assistant Teacher* helps to maintain formal and informal communication with parents regarding classroom curriculum and student progress in the following ways:

- Assistance with the Back-to-School Night presentation;
- Participation in scheduled Parent-Teacher Conferences;
- Writing newsletters and blogs about classroom curriculum designed by the *Assistant Teacher*;
- Periodic participation in special events and faculty committees;
- Other appropriate means that reflect his/her proactive stance and professional level of confidentiality regarding communication with parents about their children's progress and any difficulties encountered.

PROFESSIONAL DEVELOPMENT

The Nursery School *Assistant Teacher* assumes responsibility for his/her own professional growth in keeping with the criteria listed in the St. Patrick's *Faculty Handbook*. The *Assistant Teacher* is expected to participate in the new faculty program during his/her first year and in all regular faculty meetings and to pursue professional development opportunities that support his/her growth and development in the field of early childhood education. S/he is also expected to attend school events where faculty attendance is required. An *Assistant Teacher* also demonstrates a commitment to professional growth both in setting annual goals and in his/her collaborative involvement in the school's evaluation process.

OTHER PROFESSIONAL RESPONSIBILITIES

The Nursery School *Assistant Teacher* fulfills a variety of other important duties as part of his/her position. These duties include, but are not limited to, the following:

- becoming familiar with and observing the Day School's policies and procedures as set forth in the *Faculty Handbook*;
- meeting requirements for participation in school events outside school hours such as graduation, certain parent and professional development opportunities, Parent Potlucks, and other special performances and gatherings;
- assuming a role in the larger school community—i.e. by actively supporting and implementing the school's Mission Statement, Statement of Philosophy, Creed, and Mission Statement for Equity and Diversity and enforcing school regulations;
- working towards schoolwide goals and curriculum decisions;
- serving as an advocate for the school in the wider community;
- maintaining vigilance regarding the physical plant and notifying the Head Teacher or Division Head of safety or other maintenance issues;
- participating in daily playground, carpool, lunch, and assigned rest supervision; and
- completing the required criminal background check, fingerprinting, drug and alcohol testing, and the annual health examination requirements and maintaining required first aid, bloodborne pathogens, and sexual misconduct training.

REQUIREMENTS

A successful candidate for the position of Nursery School *Assistant Teacher* will demonstrate:

- the attainment of at least a bachelor's degree;
- a determination to engage in and learn more about the education of young children, particularly between the ages of three and five years old, including their cognitive, social-emotional, spiritual, and motor development;
- the desire and potential to grow in the knowledge and understanding of the particular needs, across developmental domains, of young children;
- an enjoyment of working with young children, in all of their wonderful diversity and across those developmental domains, and the patience, good humor, and

- developing insight to help them grow as individuals and members of a larger community;
- a highly collaborative and collegial manner and a willingness to work under the direction of the Head Teacher, as outlined above; and
 - the ability to express ideas effectively both verbally and in writing

Previous experience in an early childhood educational setting is not required, but candidates with that experience will receive preference in the appointment process.

CONTACT

Candidates for the position of Nursery School *Assistant Teacher* should mail or email (giguerep@stpatsdc.org) a cover letter, resume, and list of names and telephone numbers of at least three professional references to Paul Lorenzo-Giguere, Head of Nursery School, St. Patrick's Episcopal Day School, 4700 Whitehaven Parkway, NW, Washington, D.C., 20007.

MISSION STATEMENT

St. Patrick's Episcopal Day School strives to create a diverse learning community of students, teachers, and parents who recognize the infinite value of every participant as a child of God. We are committed to developing character, advancing human understanding, and promoting academic excellence in our students in order to prepare them to live with integrity, compassion, and purpose.