



Cañada College ♦ College of San Mateo ♦ Skyline College

GENERIC POSITION DESCRIPTION

CHILD DEVELOPMENT CENTER AIDE II (TEACHER)

A Classified Position

[Grade 16 – Salary Schedule](#)

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A. General Statement

Under general supervision of the Child Development Center Aide III (Master Teacher) and the Coordinator, the Child Development Center Aide II (Teacher) performs a variety of general functions, primarily related to the supervision and management of a classroom of children. The Child Development Center Aide II (Teacher) is responsible for participating in the planning and implementation of developmentally age-appropriate curriculum and assessing the growth and development of children enrolled in the program. Contact with children, parents, students and other staff is extensive. Using well-prescribed procedures in place, independent judgment and creativity are required to resolve many minor problems that could occur. A Child Development Center Aide II (Teacher) can lead the work of Child Development Center Aide I (Associate Teachers), student assistants, and other staff as assigned.

B. Duties & Responsibilities

The duties below are representative of the duties of the classification and are not intended to cover all of the duties performed by the incumbent(s) of any particular position. The omission of specific statements of duties does not exclude them from the position if the scope of work is similar, related, or a logical assignment to this classification.

1. Plans, documents, maintains, and adapts the children's program including the environment, daily schedule, and curriculum which supports the developmental stage of each child and the child's individual needs, partners with the family, supports home language and culture, celebrates ethnic and family diversity, and reflects the evolving practice of anti-bias curriculum. The program is inclusive of children with special needs and promotes self-concept, social development, sensory awareness, problem-solving, concept formation, pre-literacy skills, pre-math skills and physical/motor development which enhance children's sense of competence, self-esteem, and community interdependence through daily routines such as hand washing, meal/snacks, diapering, toileting, rest time, and other classroom practices.
2. Conducts ongoing assessments of children's development completing developmental profiles and portfolios, including recording observations, dictation, checklists, photo/video examples, work samples, and other documentation as required.

3. Supports the development of children by using positive guidance and redirection and treats all children and adults with dignity and respect.
4. Develops and maintains positive relationships with families using strength-based communication skills that support the family's sense of identity, connection to their world, sense of well-being, confidence and involvement in their child's education, and effective communication skills.
5. Communicates regularly with parents to provide feedback on their child's interests, activities, peer interactions, etc. through conversation, in writing, and other multimedia methods as required; may include developmental screenings, family conferences, etc.
6. Participates in planning and implementing program activities, events, and celebrations.
7. Understand and maintain health and safety guidelines in compliance with federal, state, and organizational policy while completing general housekeeping tasks, including diapering and toileting.
8. Demonstrates health and safety procedures and protocol for use of program and classroom equipment and supplies.
9. Trains, supervises, and provides guidance and support to Child Development Center Aide I (Associate Teacher), student assistants, students, and volunteers as required.
10. Exchanges information with faculty, staff, student assistants, students, and volunteers regarding policies and procedures associated with the Child Development Center.
11. Participates in professional development activities including attending meetings, conferences, classes, and workshops to maintain required certifications/permit and remain current with emerging practices and technology in the field.
12. Maintains professional ethics at all times, including confidentiality, collegiality, and flexibility in working with other staff to resolve problems and conflicts.
13. Performs other related duties as assigned.

C. Requirements

1. Child Development Teacher Permit issued by the California Commission on Teacher Credentialing
2. Completion of 24 units in Early Childhood Education/Child Development coursework
3. Minimum two years of successful teaching experience in a child development program
4. Experience supervising and training the work of child development center staff in a center-based setting
5. Extensive public contact experience with people of diverse cultures, language groups and abilities
6. Skill in oral and written communication, including public speaking, and respectful, warm, and sensitive communication with parents and with children
7. Experience with the use of software and other media as an integral part of a developmentally appropriate child development curriculum
8. Demonstrated ability to exercise good judgment and creativity in problem solving
9. Willingness to carry out duties and responsibilities in accordance with the Child Development Center's philosophy

OR

an equivalent combination of education and experience

Please note: Children's Center Instructional Permits obtained prior to February 1997 are considered equivalent to the Child Development Teacher's Permit (Child Development Permit Matrix). Possession of a Site supervisor Permit or a Children's Center Supervision Permit and bilingual ability in a language other than English are desirable for positions in this classification.

D. Physical/Other Requirements

This classification requires communication with individuals, small groups and large groups; work in close proximity with individuals; comparing data, and interpreting data to others; flexibility, tact and patience; manual dexterity; bending; pulling; pushing; and reaching in order to perform the essential functions.

E. Knowledge, Skills & Abilities

1. Knowledge of the techniques and program activities related to developmentally appropriate early childhood education
2. Skill in establishing and maintaining respectful, sensitive and effective communication and working relationships with people who are diverse in their cultures, language groups and abilities
3. Skill in teaching, teaching and guiding children 0-5 years in structured learning and play activities
4. Skill in program planning, implementation and evaluation
5. Skill in oral communication, including public speaking
6. Skill in written communication
7. Skill in following detailed written and oral instructions
8. Skill in assessing children's development
9. Skill in leading the work of others
10. Ability to work effectively in a team-centered teaching environment to accomplish goals that reflect the mission and philosophy of a child development center

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