



Cañada College ♦ College of San Mateo ♦ Skyline College

GENERIC POSITION DESCRIPTION

CHILD DEVELOPMENT CENTER AIDE III (MASTER TEACHER)

A Classified Position

[Grade 22 – Salary Schedule 60](#)

A. General Statement

This position involves the planning, coordination and implementation of programs and activities for a Community College Child Development Center. Under general supervision, the Child Development Center Aide III (Master Teacher) assists the Coordinator in providing general programs and services including compliance with legal policies and regulations. The Child Development Center Aide III (Master Teacher) leads the work of teachers, student assistants, clerical and other staff, volunteers and parents as assigned. A high degree of independent judgment and creativity is required to address the needs of the children, families, and students in the program. Public contact is extensive, primarily involving children, their family and/or other guardians and College staff for the purpose of exchanging program information.

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. Trains, supervises, and evaluates 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. Trains, supervises, and evaluates staff assessment processes and data collection including ongoing assessment of children's development, completing developmental profiles and portfolios, including recording observations, dictation, checklists, photo/video examples, work samples, and other documentation as required developing individualized curriculum and services to meet individual child and family needs, including personal care routines to complete the Desired Results Developmental Profile in compliance with state regulations.

3. Trains, supervises, and evaluates guidance techniques used by staff to support the social and emotional development of children using positive guidance and redirection and ensures that all children and adults are treated with dignity and respect; collaborates with staff to identify health and social service needs of children, and makes referrals to campus and community resources as needed in conjunction with the faculty coordinator.
4. Trains, supervises, and evaluates staff communication skills used with families; develops and maintains positive relationships with families using strength-based communication skills and review of files to obtain information about family backgrounds, learning styles, needs and interests, health and dietary information, and/or other information relevant to the care and well-being of children in the program; communicates regularly with families to provide feedback on their child's interests, activities, peer interactions, etc. through conversation, in writing, and using other multimedia methods as required; includes planning, scheduling, and conducting developmental screenings, family conferences, etc.
5. In conjunction with the faculty coordinator initiates, plans, and implements in-service trainings, components of family engagement, home visits, program activities, events, and celebrations.
6. Trains, supervises, and evaluates staff compliance with health and safety guidelines; understands and maintains health and safety guidelines in compliance with federal, state, and program policy while completing general housekeeping tasks, including diapering and toileting; and demonstrates health and safety procedures and protocol for use of program and classroom equipment and supplies.
7. Trains, supervises and evaluates Child Development Center Aide II (Teacher), Child Development Center Aide I (Associate Teacher), student assistants, students, and volunteers.
8. Assist ECE faculty in conjunction with the faculty coordinator in the supervision and mentoring of students.
9. Exchanges information with families, faculty, staff, student assistants, students, and volunteers regarding policies and procedures associated with the Child Development Center.
10. Researches current information related to child development theory/practice, teaching techniques, materials, equipment and resources, and makes recommendations to the faculty coordinator for their implementation.
11. Participates in professional development activities including attending meetings, conferences, workshops and classes to maintain required certifications/permit and remain current with emerging practices and technology in the field.
12. Makes presentations to individuals and groups regarding programs and services offered.
13. Recommends the purchase of supplies, materials/equipment, food, and other materials as needed in order to maintain adequate inventory, which also may require driving.
14. Uses a database and a variety of computer software to enter, modify and retrieve data, and to compose and prepare correspondence, memoranda and reports as assigned.
15. Maintains professional ethics at all times, including confidentiality, collegiality, and flexibility in working with other staff to resolve problems and conflicts.

16. Trains and leads the work of other staff as assigned.
17. Performs other related duties as assigned.

C. Requirements

1. Child Development Master Teacher Permit issued by the California Commission on Teacher Credentialing
2. Bachelor's degree in Early Childhood Education/Child Development or a closely related field
3. Minimum three years of successful experience teaching children 0-5 years of age in a center-based 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, effective communication with parents, and appropriate communication with children
7. Experience researching, compiling and formatting data for reports
8. Experience with the organization and maintenance of electronic and manual files and records
9. Experience with the use of software and other media as an integral part of a developmentally appropriate child development curriculum
10. Current CPR and Pediatric First Aid
11. 15 hours of Health & Safety training as required by licensing
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 oral communication with individuals and groups in close proximity; data comparison, analysis and interpretation; tact and patience; flexibility and adaptability to sudden changes; lifting 50 lbs., bending, stooping, kneeling, crouching; reaching overhead; moving objects of moderate weight; quick movements and running 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 programming planning, implementation and evaluation
5. Skill in oral communication, including public speaking
6. Skill in researching and compiling data for studies and reports

7. Skill in interviewing and assessment

8. Ability to work effectively as part of a team

(2/2015)