

ALPINE COUNTY OFFICE OF EDUCATION
TEACHER INFANT PROGRAM

REPORTS TO: EARLY CHILDHOOD EDUCATION DIRECTOR/TEACHER

SUPERVISES: No supervisory responsibilities

DEFINITION:

Works independently under the general supervision of the Program Director/Site Supervisor to operate and maintain an infant/toddler program to the standards set by the Child Development Division of the California Department of Education, Community Care Licensing-Title 22 and the terms of the Alpine County Office of Education.

Teacher is responsible to maintain an environment that is age appropriate as well as culturally and linguistically correct for the families and children of the center.

Responsible for the direct supervision of all children enrolled in the infant program as well as shared supervision of staff members including parent volunteers. Facilitates and maintains program organization through appropriate record keeping and reporting requirements.

QUALIFICATIONS:

Required:

Must possess or be willing to obtain a current Pediatric First Aid and Pediatric CPR certificate within 6 months of employment; and obtain Child Care Health and training

Education

Option 1:

Completion of 24 semester units of course work in early childhood education or child development, including minimum of 3 semester unit (or 4 quarter unit) course in each of the following core areas:

- Child/human growth and development
- Child, family, and community, or child and family relations
- Programs/curriculum

With at least three units specifically related to the care of infants (Title 22)

With 175 days of experience with 3 or more hours per day within 4 years

Plus 16 General Education units

- One course in each of four general education categories, which meet graduation requirements: English/Language Arts; Math or Science; Social Sciences; Humanities and/or Fine Arts

Option 2:

AA or higher in ECE/CD or related field with 3 semester units supervised field experience in an Infant setting

One year experience with Early Childhood Education, of which at least six (6) months will have been in a licensed infant care facility (Title 22 Regulations)

KNOWLEDGE OF:

1. Title 22 and all licensing requirements of a state infant program
2. The ages and stages of child development, and is able to recognize children's special needs
3. Different teaching styles that are needed to meet the children's emotional and intellectual needs
4. Appropriate curriculum and activity plans for the infant that support early literacy and desired results
5. Appropriate food handling procedures
6. Universal health precautions
7. The concerns of parents of exceptional children and of appropriate strategies and resources to address their concerns
8. Child Abuse Reporting Requirements

ABILITY TO:

1. Maintain confidentiality regarding all personal information about children, families and staff
2. Model a professional code of ethics to all staff
3. Articulate the program's philosophy
4. Write objective, culturally sensitive developmental descriptions based on observation and recording, incorporating family input
5. Work cooperatively with team members and other programs, services and agencies in the community
6. Establish priorities, organize tasks, meet deadlines, and manage time to effectively meet the goals of the program

ESSENTIAL DUTIES:

1. Follows Alpine County Office of Education's procedures and policies.
2. Supports indoor and outdoor environments, activities and routines which:
 - Are safe and secure
 - Prevent accidents and illness
 - Encourage play and exploration
 - Promote problem solving and learning
 - Are developmentally appropriate
 - Promote growth in all developmental areas
 - Reflect children's learning styles
 - Meet the needs of all children
3. Ensures that respect for the backgrounds and needs of all children, families and staff are included in program planning and implementation.
4. Implements emergency procedures as well as universal health precautions.
5. Ensures that all program policies and procedures follow a professional code of ethics (e.g. National Association for Education of Young Children)
6. Communicates positively and actively develops reciprocal relationships with staff, volunteers, parents, and children

7. Sensitive observes the child and records for purposes of understanding the child's needs, assessing learning and appreciating developmental competencies, including children with exceptional needs
8. Participates in on-site and off-site learning opportunities in accordance with a professional development plan that reflects regulatory issues, personnel and professional needs and interests, diversity and inclusion issues
9. Attends staff meetings as well as participation in on-site and off-site learning opportunities in accordance with professional needs and interests.
10. All other duties as assigned

ENVIRONMENT/WORK CONDITIONS:

Infant care environment; subject to constant interruptions, children acting out, infant crying, and interacting with parents and guardians.

Location: varies depending on weather. Up to 25% outdoors subject to typical weather conditions and 75% indoors, climate controlled.

Hazards: unexpected movements of students at play, slippery surfaces, uneven terrain, disruptive student behaviors, and some cleaning chemicals

Equipment used: various types of recreation equipment, vacuum cleaners, mops, dust mops, brooms, other cleaning equipment and supplies

Safety equipment: gloves and other equipment as needed

ESSENTIAL FUNCTIONS:

(Constantly=Over 2/3 time, Frequently=1/3-2/3 time, Occasionally=Under 1/3 time, Seldom=Under 7% time)

PHYSICAL

- Standing/Walking: Constantly: throughout work shift on concrete, carpet, kitchen and bathroom floors, grass, uneven surfaces, etc.
- Sitting: Occasionally; while performing classroom duties.
- Lift/Carry: Occasionally, 1-10 pounds; recreation equipment. Seldom up to 45 pounds, 50 pounds with assistance while assisting injured students, equipment, supplies, or trash.
- Bending/Twisting: Occasionally; at waist/knees/neck while participating in physical education activities, demonstrating activities, and assisting students
- Push/Pull: Occasionally, using one or both hands exerting a force up to 10-80 pounds while controlling disruptive student behaviors. Daily using both hands and arms while mopping/dust mopping, moving furniture and materials exerting a force of 15 to 30 pounds.
- Climbing: Occasionally; steps and stairs at school sites and climbing on playground equipment to assist students
- Kneeling/Crouching/Crawling: Occasionally; while assisting students. Occasionally may be required while cleaning lower areas, retrieving supplies from lower shelves.
- Hands/Arms: Frequent use of both in reaching/handling/grasping/fingering/gripping while participating in recreational activities, and while wiping and cleaning surfaces. Overhead reaching may be required.
- Sight/Hearing/Speech: Constantly; required while supervising and observing students at play. Requires visual acuity, near/mid/far range and peripheral vision.
- Other Physical Demands: Occasionally; may be required to move quickly to

assist student to maintain safe play environment. Must be able to take off from a standing position to a sprint as needed, able to change directions quickly.

MENTAL

- Must have mental and emotional stamina to perform the duties and responsibilities of the position under sometimes stressful conditions
- Must be able to work independently and follow through on all tasks assigned
- Must possess good communication skills; working with all types of students
- Able to communicate to develop team work
- Must have interpersonal skills to handle behavior problems, resolve disputes and motivate students
- Must be able to monitor multiple activities on crowded playground
- Must constantly be alert and able to move quickly and provide vigilance for safety of students
- Must be able to remain calm in dealing with injury or other safety related situations
- Must be able to motivate and discipline students as required

Revised: 6/15/16 COE