



Lower Sioux Indian Community in the State of Minnesota

P.O. Box 308 • 39527 Reservation Highway 1

Morton, MN 56270

Cansayapi Otunwe

Lower Sioux Indian Community

Teacher - Job Description

Title: Teacher

Reports to: Center Supervisor

Wage: Based on Experience

Summary Under the direction of the Center Supervisor, with assistance provided by the Education Coordinator and the Early Childhood Coach, the Teacher develops and implements individual educational plans for children, which help them to develop socially, intellectually, physically, and emotionally in a manner appropriate to their stage of development. The Teacher will deliver curriculum in Dakota to create a nurturing Dakota learning environment. The Teacher works collaboratively with the Teacher and volunteers.

Duties

1. Work with the Education Coordinator and Early Childhood Coach to Implement evidence-based and Dakota language curricula in the classroom;
2. Perform the functions of this position with compliance of the Head Start Performance Standards and the component plans; and thorough knowledge and application of Developmentally Appropriate Practices;
3. Plan and implement learning experiences that promote all developmental areas, including improving the readiness of children for school by developing their literacy and phonemic, print, numeric awareness, and language, with a primary focus on the Dakota language;
4. Guide and facilitate activities of the children, including: daily activities, field trips, selecting and arranging equipment and materials in the classroom;
5. Cooperate with other staff and classroom groups to maintain the smooth functioning of the center, which at times may require changes to meet the needs of the children;
6. Maintain a comprehensive and ongoing portfolio assessment for each child, including weekly observations in each area, examples of the child's work, and developmental assessment completed as per IMSHS procedure;

7. Conduct at least two parent conferences annually to discuss the child's individual development and progress, assist the parents in developing observational skills and solicit parent observations;
8. Eat with and assist children in development of social and self-help skills, and sound nutritional practices;
9. Meet regularly with director and coordinators to exchange information pertinent to the identification and services of children with disabilities;
10. Meet with mental health consultant monthly to discuss mental health needs of children;
11. Guide children's acquisition of social skills, and those marked by the Early Head Start Learner Outcomes;
12. Attend staff training and meetings, and board and parent meetings as requested;
13. Works with the Teacher Assistant and volunteers to use and develop their skills and abilities in planning and carrying out classroom activities;
14. Maintain a safe and healthy classroom environment. Assure that classroom equipment, furniture, materials, and supplies are properly maintained and stored;
15. Use the indoor and outdoor play areas as an extension of the classroom; assures that the playground is safe;
16. Assist in conducting the daily health and environment check list;
17. Assist in implementing children's I.E.P. (Individual Education Plan) or I.F.S.P. (Individual Family Service Plan) seeking clarification for any aspects that are not well understood;
18. Assist in recruiting and orienting volunteers, providing them with guidance as needed;
19. Complete and submit required forms and records in a timely and accurate fashion, e.g., lesson plans, portfolio forms, assessment, time sheets, meal reports etc.;
20. Actively assists in transition activities;
21. Distribute newsletters, flyers, and other information to families as instructed by the supervisor;
22. Actively participate in the development and implementation of the Teacher Professional Development Plan;
23. Assure that files are complete, accurate, and confidentially maintained; and
24. Perform other duties, as may be required.

Education

Associates/Bachelor's Degree in early childhood education or child development preferred; or an Infant/Toddler CDA. If the Teacher does not have a CDA, the tribe may work with them to obtain this credential.

Experience

Have knowledge and experience in the philosophy and practices of Early Head Start (or comparable child development programs), early childhood education, developmentally appropriate practice, and Dakota language, or an interest in learning these principles; Proof of a physical examination within the last six months, which includes a tuberculosis test, and comply with other background checks as required by the Agency and/or DCFS licensing respect for children and adults, flexibility, patience, good personal hygiene, and physical and mental health which does not interfere with responsibilities; and have education or experience in collaborating with parents in the education of their children.

Disclaimer

This is not necessarily an exhaustive list of all the responsibilities, skills, duties, requirements, efforts or working conditions associated with the job. While this is intended to be an accurate reflection of the current job, management and Community Tribal Council reserves the right to revise the job or to require that other or different tasks be performed when circumstances change (e.g. emergencies, changes in personnel, workload, rush jobs or technical developments).

In accepting employment, I am agreeing to perform the duties and responsibilities listed above. In addition, I agree to adhere to any policy or procedure changes that may occur during my employment with the Lower Sioux Indian Community.

Print Name: _____

Signature: _____

Date: _____