

General Job Description -- All Suzuki Teachers

Overview:

Suzuki teachers are expected to work with the children throughout the day. During formal lessons, play time, quiet time, and meal times, the teachers are expected to interact with the children so as to expand their knowledge and confidence in the world around them, and assess development needs according to the Suzuki Curriculum Objectives.

Preparation for the Academic Day:

- 1) Be familiar with and understand the curriculum objectives for the specific classroom level.
- 2) Understand the range of materials and the proper presentations for each.
- 3) Observe each child in order to prepare an individual lesson plan.
- 4) Record daily observations in the observation notebook for each child according the subject you teach.
- 5) Continue to self-educate on the child-directed methods of teaching used at Suzuki by reading the materials provided by the school.
- 6) Be familiar with the subject area to which you are assigned.
- 7) Maintain resource materials in good condition and return on a timely basis.
- 8) Order materials well in advance and/or prepare materials before the lessons start.

Instructional Process

- 9) Actively participate in the teaching activities during the day.
- 10) Interact with children and encourage involvement in activities and social settings.
- 11) Recognize developmental delays and seek support from the Director or Head of Schools for further referrals as appropriate.
- 12) Encourage student enthusiasm for the learning process and the development of good learning habits.
- 13) Create a classroom environment conducive to learning by employing a variety of appropriate teaching strategies.
- 14) Teach and model proper eating habits and personal hygiene and appearance.

Classroom Management

- 15) Maintain and display a positive attitude with children, parents and peers
- 16) Create and maintain a classroom environment which allows each child to grow.
- 17) Develop reasonable guidelines, reasonable rules of classroom behavior and appropriate techniques that are consistently applied
- 18) Take necessary and reasonable precautions to protect students, equipment, materials and facilities
- 19) Create and maintain an attractive, clutter-free classroom, incorporating both Suzuki standards and Bright from the Start guidelines
- 20) Design the classroom space which allows the children to work with and care for the materials at a level that is developmentally appropriate.
- 21) Supervise the children at all times and actively interact with them both in the indoor and outdoor play areas
- 22) Use positive and consistent behavior management techniques based on teaching the children self-mastery rather than creating a need for external discipline.

Professional Growth

- 23) Obtain Suzuki training on our philosophy, teaching approaches, evaluations and operations.
- 24) Participate in all teacher training, both in-house and other.
- 25) Seek out materials, resources and professional relationships which will deepen knowledge of early childhood education.

Evaluation Process

- 26) Conduct bi-annual formal evaluations of children



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- 27) Write up results of evaluations in a consistent and professional manner
- 28) Schedule parent conferences upon request, as well as during school-wide conferences held in October and May
- 29) Respects confidentiality of records and information regarding students, parents, and teachers in accordance with accepted professional ethics, and state and federal laws.
- 30) Participate in preparing peer evaluations on a timely and complete basis.

Communication:

- 1) Foster sensitive, responsive relationships with parents by communicating observations and other pertinent information concerning each child on a frequent basis and by respecting the primary role of the parent. Communicate information to parents in a tactful and constructive manner. Maintain professional boundaries with parents at all time.
- 31) Refer questions and/or comments concerning Suzuki direction and decisions to the administrative staff
- 32) Strive to communicate the positive aspects of our school program to the public in word and deed.
- 33) Use effective **oral** and **written** expression with children, team members, leadership team, and parents.

Compliance:

- 34) Per **Bright from the Start requirements**, exhibit freedom from any physical handicap or mental health disorder, which would interfere with your ability to perform adequately the job duties of providing for the care and supervision of the children enrolled in the school in accordance with these rules.
- 35) Meet all training requirements as per the **Bright from the Start** guidelines
- 36) Demonstrate flexibility in scheduled hours according to classroom rotations
- 37) Arrive promptly, according to your scheduled hours, and recognize that frequent unscheduled absences are disruptive to a call room and the children.
- 38) Call the Head of Schools on her cell phone before 6:00 AM if you must be absent due to personal issues.
- 39) Complete accident/incident reports promptly
- 40) Do not eat, drink (*unless at table with children*) or take medication in front of students
- 41) Maintain a safe classroom, and with all children in eyesight at all times.
- 42) Knows the headcount in the room and maintain the Suzuki ratios (*unless break time*) and state ratios (*always*).
- 43)** When leaving for lunch break or at end of day, ensure, at minimum, the state ratio is met before you depart.

Collaboration, Team work and Professionalism:

- 44) Collaborate with teacher team members to provide stimulating learning environment
- 45) Establish and maintain a cooperative relationship with other staff members. Collaborate with leadership team and be willing to bring forth issues and ideas to them.
- 46) Effectively engage in positive conflict management and resolution with co workers remaining professional at all times.
- 47) Demonstrate a positive and cooperative attitude while at work with co teachers, parents, children and the support staff. Refrain from making disparaging comments or negative attitudes about the school or others to parents, co teachers, prospective parents or teachers, or to the community at large.
- 48) Keep an open mind concerning others ideas, approaches and feedback from co-teachers and support staff.
- 49) Take ownership for mistakes and actively listens to feedback and demonstrates a commitment to address issues.
- 50) Be willing and able to hold others accountable on the team.
- 51) Demonstrate a passion for teaching collaboratively and for teaching young children as evidenced by attitude, preparedness, and continual self-education and training.
- 52) Be an equal member of the team in teaching and caring for the children, and the teacher is not placed in the position of having other teachers constantly remind him or her or have to perform your tasks because you are unwilling to equally share the responsibilities.
- 53) For teachers who work at Suzuki with children or relatives who attend the school, clearly separate their role as an employee and a parent and don't allow them to be conflict.



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Task Assignments and Subject Area Assignments:

- 54) Assume responsibility for a task assignment assuring that it meets standard and informing the leadership team if it does not.
- 55) Assume responsibility for subject area assignment, reading the manuals, understanding the materials, and being prepared for the lessons.

Mandatory Attendance at key meetings and events:

- 56) Attend all special events (Spooky Suzuki, Thanksgiving Dinner, etc.)
- 57) Attend all teacher workdays and training sessions
- 58) Attend all staff meetings



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Job Description elements specific to Infant Teachers Levels I and II (approx. 3 months through 16 months of age at start of school year)

TYPE OF POSTION:

- Hourly, non exempt
- Full time

EXPERIENCE/KEY REQUIREMENTS:

- College Degree or significant child related experience
- Ability to lift children on a routine basis (up to 30 lbs)
- Ability to interact with multiple children at a time.
- Ability to bend and sit on floor throughout the day
- 21 years of age or older

Be familiar with and maintain ratio's specific for infants:

- 1) When leaving for lunch break or at end of day, ensures that at minimum the State ratios are maintained based on the youngest child in the room:

Suzuki and State Teacher/Child Ratios

	<u>Suzuki</u>	<u>State</u>
I	1 to 4	1 to 6 (under 12 months)
II	1 to 4/5/6	1 to 8 (over 12 months of age)



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Job Description elements specific to Pre Primary (approx. 17 months through 2 3/4 years of age at beginning of school year)

TYPE OF POSTION:

- Hourly, non exempt
- Full time

EXPERIENCE/KEY REQUIREMENTS:

- College degree in associated field to education (require that at least 75% of the teachers in Level III and IV have a college degree)
- Ability to lift children on a routine basis (up to 30 lbs)
- Ability to bend and sit on floor throughout the day
- Ability to successfully interact with multiple children throughout the day.
- 21 years of age or older

1) When leaving for lunch break or at end of day, ensures that at minimum the State ratios are maintained based on the youngest child in the room:

Suzuki and State Teacher/Child Ratios

	<u>Suzuki</u>	<u>State</u>
Preprimary	1 to 7	1 to 8 (if less than 2 years of age) – otherwise 1 to 10, 1 to 15 if > 3 years of age



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Job Description elements specific to Primary and Kindergarten (approx.3 through 5 years of age at the beginning of school year)

TYPE OF POSTION:

- Salaried, exempt Full time

EXPERIENCE/KEY REQUIREMENTS:

- Teaching degree or associated degree
- Ability to bend and sit on floor throughout the day
- 21 years of age or older

- 1) When leaving for lunch break or at end of day, ensures that at minimum the State ratios are maintained based on the youngest child in the room:

Suzuki and State Teacher/Child Ratios

	<u>Suzuki</u>	<u>State</u>
Primary	1:9	1:15 (if 3 years old); 1:18 (if 4 years old); 1:20 (if 5 years old)
K	1:10	1:18 (if over 4 years old); 1:20 (if over 5 years of age)

Note: State ratios can be double during nap time



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Job Description Program Coordinator and Department Head

TYPE OF POSTION:

- Salaried, exempt
- Full time

EXPERIENCE/KEY REQUIREMENTS:

- Teaching degree or associated degree
- Ability to manage people
- Significant understanding of the Suzuki philosophy
- 21 years of age or older

There are three Master Teacher (Department Heads) in the classrooms as follows:

- Infant Program Coordinator (Levels I, II)
- Pre Primary Program Coordinator
- Primary Program Coordinator

Overall:

As we have grown, it has become both impractical and inefficient to operate with all teachers and aspects of the Schools supervised by the School Director. As a result, many of the day-to-day supervisory responsibilities inherent in the management of an exceptional school environment will reside with the Level Coordinators.

The **primary duty of a Program Coordinator is to manage, direct, and train teachers according to our expectations, culture and philosophy.** The Level Coordinators will do this by rotating through the classes in their Program so that they can observe the teachers and work along side them so that they get a "live view" of how the classroom is managed.

Specific Responsibilities:

- Direct supervision of employees to ensure that they are in compliance with Suzuki Policies and Procedures and *Bright From the Start* guidelines.
- Review, approve and provide input/support in the development of weekly integrated Lesson Plans
- Instruct classroom teachers in the knowledge of appropriate and diverse materials for Lesson Plan development
- Provide input and assistance with curriculum revision and classroom organization
- Provide input with materials acquisition
- Meet with Director on a routine basis concerning various classroom issues
- Participate in the hiring, counseling and termination of employees
 - Hiring: responsible for second interview and the classroom observation portion of hiring process.
 - Provisional Period: train, mentor and observe teacher
 - Provisional Period Review: Participate in the Provisional Review Session with the employee at the end of 90 days with the School Director
 - Counseling: provide input and sit in on certain counseling sessions
 - Termination: Participate in the evaluation of employees to be terminated.
- Communicate significant student concerns (e.g. developmental, personal, etc) in conferences with Parents, the School Director and the Mentor Teacher
- Assist in developing schedules and changes to schedule
- Advise School Director on issues concerning classroom ratios and overtime
- Conduct Monthly DHR Compliance Checklist Review and submit to School Director within first 5 days of month
- Conduct Quarterly DHR Compliance Checklist Review of assigned classrooms throughout the school
- Contribute to teacher evaluations
- Rotate between the classrooms and teach in them with their teaching team to gain a first hand understanding of the issues, opportunities, and teaching environment



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Task assignments and subject area assignments:

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