



JUDAH CHRISTIAN SCHOOL

ACADEMICALLY EXCELLENT, CHRIST-CENTERED

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Preschool Teacher

General Description

The preschool teacher at Judah Christian School shall prayerfully help students learn attitudes, skills, and subject matter that will contribute to their development as mature, able, and responsible Christian men and women to the praise and glory of God.

Qualifications

The preschool teacher shall be one who has trusted Jesus Christ as Savior and Lord. The teacher shall be a member or regular attendee in good standing of a Christ-centered church. He/She shall demonstrate spiritual maturity with academic and leadership abilities that will allow him/her to “train up a child in the way he should go.” The teacher shall reflect the purpose of the school which is to honor Christ in every class and in every activity.

The preschool teacher shall hold at least a CDA (Child Development Associate) credential or higher (or be willing to complete it), be certified or certifiable by ACSI (Association of Christian Schools International) or the state of Illinois, and one who feels called of God to the teaching profession. Other qualifications may be added by the administration as deemed appropriate.

Responsibilities

Spiritual

- Seek to be a role model in attitude, speech, and actions in a consistent daily walk with Jesus Christ.
- Show by example the importance of Scripture memorization and study, prayer, witnessing, and unity in Christian fellowship.
- Follow the Matthew 18 principle in dealing with students, parents, staff, and administration.
- Motivate students to accept God’s gift of salvation and grow in their faith.
- Lead students to a realization of their self-worth in Christ.

Instructional

- Recognize the role of parents as primarily responsible before God for their child’s education and assist them in the task.
- Integrate Biblical principles and the Christian philosophy of education throughout the curriculum.
- Individualize instruction for students with varying abilities.
- Maintain student attention through positive motivational techniques.
- Use a variety of assessment techniques when evaluating learning or skill development.
- Design assessment techniques to measure student knowledge or skills related directly to curriculum goals and objectives.
- Call attention to the needs of students with learning or behavior problems.

- Provide additional time beyond the regular schedule for students in need of assistance.
- Deliver directions, explanations, and instructional content in a manner understood by students.
- Prepare in advance for a substitute teacher.
- Make use of school-related resources such as other teachers, administrators, etc.
- Use assessment information to provide students with feedback which is corrective and informative.
- Facilitate student learning by supplementing regular curriculum materials with a variety of instructional materials and activities.
- Be objective and consistent in student evaluation.

Professionalism

- Take part in professionally related extra-curricular activities.
- Maintain professional behavior in relationships with students and parents, with a positive attitude.
- Perform necessary clerical responsibilities.
- Be in attendance and prompt.
- Report student performance effectively to family or guardians.
- Maintain positive professional interactions with other educational personnel.
- Be able to solve professionally related problems independently.
- Accept change in a positive professional manner.
- Accept evaluation and redirection and make necessary changes or adjustments.
- Supervise teacher and student aides and volunteers.
- Remain current in the educational field through course work, in-service activities, professional literature, conferences, workshops, etc.
- Follow the school's policies and procedures.

Classroom Management

- Maintain a positive classroom environment.
- Maintain the classroom in accordance with the school's code of conduct.
- Reinforce/reward appropriate social and academic behavior in the classroom.
- Prevent behavior problems by maintaining mobility in the classroom, interacting with students, redirecting student attention to tasks, etc.
- Respond to student needs in the classroom by communicating with students to maintain academic productivity, attending to a raised hand, etc.
- Maintain control of student behavior in the classroom.
- Provide general supervision throughout the school.
- Demonstrate a positive professional attitude toward students.
- Organize classroom efficiently to meet educational needs.
- Have reasonable expectations for student behavior.

Personal

- Demonstrate the character qualities of enthusiasm, courtesy, flexibility, integrity, gratitude, kindness, self-control, perseverance, and punctuality.

- Meet everyday stress with emotional stability, objectivity, and optimism.
- Develop and maintain rapport with students, parents, and staff by treating others with friendliness, dignity, and consideration.
- Respectfully submit and be loyal to constituted authority.
- Possess physical and mental health that do not interfere with childcare responsibilities.
- Maintain a personal appearance that is a role model of cleanliness, modesty, good taste, and in agreement with school policy.
- Use acceptable English in written and oral communication. Speak with clear articulation.
- Recognize the need for good public relations. Represent the school in a favorable and professional manner to the constituency and general public.
- Make an effort to appreciate and understand the uniqueness of the community.