



The Knowing Garden: Teacher for Students aged 10-12 (Evergreens), Part time Teacher with STEM Focus

Job Description and Teacher Agreements

This Part-time teacher is a creative educator responsible for preparing constructivist and whole-child lesson plans and overseeing their students' trajectory along the comprehensive TKG curriculum. This person is a creative educational professional who is competent at creating ambitious lesson plans in partnership with the students and can formally and informally assess students' comprehension based on the TKG math and Science curriculum as well as the individual student's developmental capacity within their Zone of Proximal development. This teacher also feels capable of managing the delivery and assessment of students' Language arts curriculum.

This educator is passionate about Math and Science and can encourage students and families to think and explore as Mathematicians and Scientists. This teacher is extremely comfortable with Common Core Standards in both Math and Science and is an innovator who combines best practices and protocols of constructivist and project-based learning (PBL).

Through Head of Education, we rely on our teacher to advise on the need for new and/or revised policies based on classroom experience. Through School Business Manager, our teacher submits administrative paperwork, requests operational/logistical needs and supports enrollment and marketing efforts as needed.

Professional requirements:

- M.A. or B.A. in a subject you are passionate about
- 4 Years Professional experience in STEM fields
- Project Based Learning or experience in supporting students in practicing deeper learning competencies (critical thinking, collaboration, effective communication, own their learning, and build confidence)
- Collaborative Practices
- Willingness to extend Professional Development

Key tasks related to Students, Families and the Educational Program

1. Develop whole-child lessons designed to support the development of problem-solvers who are competent learners pursuing new information in a variety of ways and document and assess the learning outcomes
 - a. Plan lessons incorporating TKG's tenets consistently: Constructivism, PBL, capacity building (solution lens), brain science research and collaborative learning
 - b. Document and Assess learning outcomes as outlined by TKG's curriculum advisor. The following documentation tools are used to convey experience, progress and outcomes:
 - i. Written Assessments & Narratives
 - ii. Conference Forms
 - iii. Representation of student goals
 - iv. Whole child snapshot
 - v. Content specific learning trajectory
 - vi. Narrative
 - vii. Newsletter documentation
 - viii. Learning Update
 - c. Attend regular parent conferences
 - d. Support portfolio development and presentation
 - e. Store curriculum and student records in a location that is accessible to appropriate TKG staff
 - f. Support special event days at school (Thinker Fair, Maker Fair, Open House). Coordinate with persons organizing special guests/guest speakers in the classroom or by digital stream.
2. Develop Personal Relationships with Students: To build trust, understand their interests, skills and needs and empower them to build pursuit and perseverance of their own personal learning trajectory and goals
 - a. Do a home visit with each new child (during a planning day).
 - b. Directly engage behavior challenges in an attempt to strengthen teacher/student relationship by scheduling one-on-one time with the child in the classroom (or home visit) during an office hours.
 - c. Record events that may indicate a regular disconnection and pro-actively consult with a mentor to support student/family and keep the flow of learning.



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- d. Support conflict resolution that is collaborative, empowering and safe
 - e. Collaborate with staff on social emotional resources and opportunities to help students build EQ skills over the length of their time at TKG.
3. Develop Personal Relationships with Parents: To communicate on a regular basis to stay connected to the family team
 - a. In collaboration with staff, help create and deliver Parent Orientation and Parent Teacher Training (the beginning of the year)
 - b. Hold weekly office hours to meet with parents on the phone or in person (as determined by staff). If meetings are not scheduled, use the time to create a presence in the parent pick-up area to foster connection and visibility.
 - c. Attend monthly parent meetings and create documentation to share.
 - d. Preserve communication hours between M-F 8-9 am and 3-4pm and respond to email in a 48 hour timeframe.
 - e. Open your classroom for an afternoon pick up once a week.
 4. Create and Manage Learning Environments that are stimulating, peaceful.
 - a. Attend beginning of the year Work Day to guide parents in the creation of the environment.
 - b. Maintain an aesthetically pleasing environment featuring student work with a minimum of commercially created teacher materials.
 - c. Create centers or areas that inspire curiosity and inquisitiveness.
 - d. Through a growth mindset lens, develop ways for students to practice 'Rights & Responsibilities' or responsibility for self and actions.
 - e. Regularly update a list of maintenance and/or facilities projects.
 - f. With the support of a parent assistant, prepare the classroom for special events
 5. Attend pertinent workshops/seminars/conferences to develop knowledge.
 - a. Participate in staff meetings
 - b. Participate in Professional Development days
 - c. Attend TKG sponsored events/workshops. Registration is always complimentary.
 6. Cultivate an environment of cooperation, inclusion and connection to nature
 - a. Support the inclusion of all students as well as celebrating their differences and growth edges
 - b. Encourage mindfulness, stress-release strategies and self-awareness of needs
 - c. Intentionally integrate opposing views/opinions as a matter of provocation and to foster critical thinking
 - d. Attend field trips, as scheduled by TKG, coordinating with appointed parent
 - e. Attend field days from 8:30am-11:30am and present a short documentation to staff to keep teachers connected to field day learning.
 - f. Collaborate with teachers/vendors in support of FACEtime or other art and cultural events
 - g. Have a sense of awareness of news/current events
 - h. Integrate social justice themes as appropriate
 - i. Integrate environmental stewardship initiatives as appropriate. Collaborate with parents on recycling/composting initiatives.
 - j. Collaborate with Physical Education teacher/vendors on a regular activity plan