DEFINITION
Under general supervision from the Center Director, the Outdoor Classroom Coordinator is a position that supports the Child Development Center teachers, practicum students, interns, volunteers, and food service staff in planning outdoor curriculum and executing provocations carefully to provide meaningful experiences. Responsible for the development and maintenance of the children's garden, be a resource for teachers as they plan and implement cross-curricular lessons in the outdoor classroom, and assist in scaffolding children's learning through the use of the materials in the outdoor classroom environment. Using the pedagogy of constructivism and the principles of the Reggio Emilia Approach will assist the teachers in their planning for short and long term projects for assigned groups of children ages 2 to 5 years.

EXAMPLES OF DUTIES
1. Plan, collaborate, prepare, and monitor outdoor classroom curriculum according to the specific age and development of each individual child; assist teachers in preparing daily lesson plans using the designated “Plan of Possibilities Form” that outlines the child’s interest and learning experiences, goals, and the Desired Results Developmental Profile (DRDP) Measures and Domains.

2. Arrange in collaboration with other staff members to create outdoor provocations that are inviting, attractive, organized, functional, healthy, and safe in line with Reggio-Inspired principles and practices.

3. Modify the outdoor classroom environment, in order to meet the needs of individual children with concern for their interests, and long term projects. Will collaboratively discuss those modifications with the other staff members and maintain final approval from the Center Director.

4. Develop and maintain the gardens and outdoor learning areas with children and teachers, including use of organic practices for the development of new crop beds as needed, soil preparation, crop planning for classroom and food service needs, planting, tending, and harvesting.

5. Meet weekly with teachers to develop lessons that support classroom teaching in a range of areas suggested by the Desired Results Developmental Profile (DRDP) Measures and Domains.

6. Collaborate with Food Service Specialist and staff to ensure all food production and preparation is safe and in compliance with all food safety regulations.

7. Identify ways to incorporate garden produce into the menus; provide assistance and training for staff, or coordinate trainings for the outdoor classroom and food safety for staff.

8. Meet monthly to collaborate with the ECE Program Specialist to create on-going documentation to make the children’s learning and thinking visible in the classroom; create a documentation notebook as a resource for practicum students, interns, volunteers, and parents.
9. Establish a clean, healthy, safe, and orderly indoor and outdoor environment by following Center policies and procedures for health and safety related issues; assist with performing, but not limited to, putting materials and supplies away in the outdoor classroom.

10. Take the lead and coordinate the special events with the Center Director and the Atelierista for the “Harvest Festival”, “A Snowy Day”, “Week of the Young Child” and “Literacy Day”; implement an Earth Day Center event with the college campus.

11. Promote conservation practices; including preparing and distributing newsletters, articles, and informative brochures, assist the Center Director with developing displays and exhibits.

12. Participate in bi-monthly staff meetings with the Center Director. Lead daily group documentation/co-inquiry meetings in collaboration with the ECE Program Specialist; act as member of a team, available on occasion for night and weekend events, meetings or gatherings for any Child Development Department or any Center program events, roundtables, and meetings.

13. Submit requests for instructional supplies to the Atelierista; keep an inventory of instructional supplies for the use of the Outdoor classroom; store additional items for future use in an organized manner.

14. Provide coaching and mentoring to practicum students, student workers, short-term temporary employees, parents, and volunteers assigned to the Center. Assist the Center Director and ECE Program Specialist in conducting training for other teachers, students and volunteers; available to conduct and plan roundtable discussions with students and the community at large.

15. Assist the Center Director in preparing Outdoor Classroom recertification and grant proposals for the outdoor classroom.

16. Attend and participate in professional group meetings, conferences, and workshops; maintains awareness of new trends and developments.

17. Complete the required 21 clock hours of continuing professional development every year.

18. Performs related duties as required and assigned by the Center Director.

EMPLOYMENT STANDARDS

Education and Experience: Any combination of education and experience which provides the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:

Education/Training:
Bachelor’s Degree in Education, Early Childhood Education, Child Development, Health Science, or related and equivalent field with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/Child Development setting.

Experience:
Minimum of 3 years of experience as a teacher working with children of preschool or school-age years.

License or Certificate (at employee’s own expense):
Eligible to obtain a Child Development Teacher Permit or above, issued by the California Commission on Teacher Credentialing. Possession of a current pediatric C.P.R. and First Aid Certificate. Once employed, must obtain an Outdoor Specialist Certification offered through the Outdoor Classroom Project.
Health Requirements:
TB Clearance, record of flu shots and immunization record as stipulated by Title 22 Regulations.

KNOWLEDGE AND ABILITIES

Knowledge of:
- Concepts in early childhood education;
- Principles and applications of science theories and gardening;
- Principles and applications of the Reggio Emilia Approach and constructivism;
- Principles and practices of curriculum planning;
- Age appropriate experiences, emergent curriculum, and the project approach;
- Methods and techniques of instructional program development;
- Setting up provocations for children of various age and skill level to develop each child socially, emotionally, intellectually, creatively, and physically to his/her fullest potential;
- Socialization techniques;
- Health and safety requirements of children;
- Potential safety issues within a group care setting; appropriate safety precautions and procedures;
- Methods of observing, evaluating, and recording keeping;
- Principles of basic first aid and CPR;
- Basic nutritional requirements for young children;
- Pertinent federal, state, and local codes, laws, and regulations governing the operations and activities of a child development center;
- English usage, grammar, spelling, punctuation, and vocabulary;
- Work organization principles and practices;
- Principles of supervision and training.

Cognitive Abilities:
- Plan an intentional curriculum based on developmentally appropriate practices;
- Exhibit critical thinking skills to respond to unexpected events and to solve problems efficiently;
- Integrate appropriate assessment techniques to evaluate children’s progress and use data to plan effective and meaningful activities;
- Demonstrate critical-thinking ability sufficient for collecting, analyzing, and integrating information and knowledge in order to make safe judgments and decisions that promote positive learning outcomes and professional behavior;
- Awareness of, and the ability to work with, diverse learners;
- Reflect on own practice and seek opportunities for professional growth;
- Function effectively under stress and time constraints;
- Follow policies and procedures required by employers and academic settings;
- Respond appropriately to emergencies.

Communication Abilities:
- Speak, read, comprehend, and write English at a level that meets the need for clear and effective communication with instructors, peers, children, and families;
- Adjust non-verbal and verbal language appropriately to meet the needs of the multilingual and culturally diverse children, families, and colleagues;
- Provide accurate verbal and non-verbal models of the English language;
- Demonstrate communication abilities sufficient for interaction with others in verbal, non-verbal, electronic, and written form;
- Demonstrate body language exhibiting a disposition commiserate with working with linguistically diverse children and families.
**Interpersonal/Intrapersonal Skills and Behavior Abilities:**
- Demonstrate emotional stability to cultivate and maintain positive relationships with children and adults;
- Demonstrate emotional and psychological stability sufficient to function under stress and to adapt to ever-changing situations;
- Awareness of others’ reactions and understanding of why they react the way they do;
- Able to identify the nature of problems and conflicts;
- Identify and practice problem-solving processes to deal with challenging behaviors and emergencies;
- Behave in a professional manner and follow the NAEYC code of ethics;
- Show evidence of cross-cultural competence;
- Compliance with HIPAA Regulations.

**Visual Ability:**
- Demonstrate visual acuity sufficient for the observing, monitoring, and assessing of children’s safety, learning, and development;
- Arrange safe and effective environments that facilitate the easy supervision and care of all children in the environment;
- Visually discriminate by color, shape, and size;
- Demonstrate vision acuity sufficient for safe child care, including: close vision, distance vision, peripheral vision, depth perception, and ability to adjust focus.

**Auditory Ability:**
- Sufficient hearing acuity to ensure a safe environment and the ability to respond quickly in case of emergencies.

**Tactile Ability:**
- Tactile ability sufficient for physical assessment and intervention.

**Olfactory Ability:**
- Olfactory ability sufficient to detect unusual odors/smells in the environment and on individual children.

**Strength and Mobility:**
- Strength and mobility sufficient to supervise and meet the needs of young children;
- Energy and vitality to interact with young children and to help them accomplish their tasks;
- Strength and mobility abilities required to manipulate and utilize equipment, materials and supplies in the classroom, staff room, and front office.

**Motor Skills:**
- Gross and fine motor abilities sufficient for providing safe and effective environments and responding to unexpected situations in a timely manner;
- Physical ability sufficient to maneuver in small spaces (including standing, walking, bending, and range-of-motion of extremities).

**Physical Endurance:**
- Sufficient physical endurance to complete assigned periods, the required shift, and assigned tasks; for the care and education of young children;
- Attend and participate in workshops, trainings, small and large group discussions, group activities and experiences, projects, and observations of children in the outdoor and indoor classroom.
Environmental Tolerance:
- Function in a healthy and safe manner, in an inclusive classroom environment (a classroom that includes children with special needs);
- Ability to tolerate prolonged periods of time amidst artificial lighting, air conditioning, dust and odors, residue from cleaning products, noise, congested workplace, and bodily fluids;
- Awareness that the classroom environment may contain latex and other allergens, including but not limited to chemical and mundane; tolerance of such allergens in the work place must also be demonstrated.

Ability to:
- Plan, prepare, and implement daily, weekly, and monthly emergent curriculum;
- Define and interpret curriculum goals and objectives;
- Develop and implement developmentally appropriate practices according to the needs of the children and Center policy;
- Instruct and supervise children of various ages involved in Child Development Center activities;
- Develop and maintain effective relationships with children, students, parents, and staff;
- Understand, interpret, and apply general and specific administrative and departmental policies and procedures as well as applicable federal, state, and local policies, laws, and regulations;
- Maintain records and prepare reports;
- Work with and exhibit sensitivity to and understanding of the varied racial, ethnic, cultural, sexual orientation, academic, socio-economic, and disabled populations of community college students;
- Communicate clearly and concisely, both orally and in writing;
- Establish and maintain effective working relationships with those contacted in the course of work;
- Lead, organize, and review the work of other adults;
- Interpret, explain, and enforce Center policies and procedures;
- Apply and ensure adherence to pertinent rules and regulations governing the operation of a child development center.

PHYSICAL DEMANDS AND WORKING ENVIRONMENT
The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential job functions.

Environment: Work is performed in a child development center and the outdoor classroom; exposure to communicable diseases; subject to noise from children and small equipment operation; frequent interruptions and contact in person with children, parents, students, staff, and others.

Physical: Primary functions require sufficient physical ability and mobility to work in a child development center; to stand or sit for prolonged periods of time; to frequently stoop, bend, kneel, crouch, reach, and twist; to lift, carry, push, and/or pull light to moderate amounts of weight; to operate classroom equipment requiring repetitive hand movement and fine coordination; to verbally communicate to exchange information; and to occasionally travel to other offices or locations.