



# Ann Arbor Christian School

## Job Description: Child Care Director

**AACS**  
**Teaching the**  
**Whole Child**

*This job description clarifies the guiding principles for all staff of the school, and the roles and responsibilities of the Child Care Director, but is not a stand-alone document. The Vision, Mission and Guiding Principles of the School provide overarching principles, and the AACS Teacher Handbook provides more of the daily detail that a teacher/director requires. Finally, Article II of the AACS By-laws, Principles and Objectives, formalizes an agreement which briefly touches on many of the topics included in the other three aforementioned documents.*

### **Guiding Characteristics**

#### **Maintain a Christ-centered focus**

- Recognize that Ann Arbor Christian School is Christ's school and that all school activities are to glorify God.
- Nurture student and staff spiritual growth and discipleship through praying, worshiping and studying Scripture.
- Encourage students and staff to develop a fervent love for the Lord Jesus Christ and a desire to serve Him throughout their lives.

#### **Encourage excellence among teachers and support staff**

- Seek opportunities for professional growth.
- Foster a spirit of collaboration, sharing new ideas and asking for help when needed.
- Demonstrate leadership, sound judgment and tactfulness.
- Encourage teamwork, express personal opinions while respecting the opinions of others, and accept and support group decisions.

#### **Partner with parents in a Christian community**

- Actively involve parents in the education of their children and ensure open communication between parents and staff.
- Build a caring community recognized for loving God and loving our neighbor as ourselves.
- Show genuine respect for the worth and dignity of each child.

#### **Operate the School with integrity and Christian love**

- Follow God's Law and all governmental laws that apply to PreK-8 education.
- Implement Biblically-based conflict resolution throughout the school community as needed.
- Exercise fiscal responsibility through creative stewardship of our community's resources.
- Reflect a spirit of Christian love in all dealings.
- Share and communicate the vision of the school to the community at large.

### **Roles and Responsibilities**

#### **1. Spiritual Leadership**

- Prepare and challenge students to be ambassadors of Christ in the world.
- Guide students toward a reformed Christian worldview, as outlined in "Our World Belongs to God", by integrating faith into all academic subjects.
- Facilitate and model Biblically-based conflict resolution and problem solving.
- Help reinforce student learning in ways that are meaningful and developmentally appropriate.

#### **2. Maintain State of Michigan Child Care Licensing Compliance (R 400.5103 and R 400.5103a)**

#### **3. Instructional Planning**

- Develop and implement activity plans appropriately designed to match the students' stages of development.
- Conduct long range planning: an overview of the activities for the school year.
- Conduct short range planning: weekly activities.
- Plan specials, such as music ensemble, foreign language, game club, etc.
- Hand in lesson plans to the principal no later than one week prior to the planned week for review and approval.

#### **4. Classroom Instruction**

- Demonstrate a love for children, welcome each student to class, focus on individual strengths and aid in the developmental needs of each student.
- Use knowledge of child development to reach students, varying methods as needed.
- Show creativity in extending and enhancing the student activities.

- Show an enthusiasm for learning, and use teachable moments as they present themselves.
- Present content and activities in a way that is clear and understandable.
- Maintain equipment and supplies.
- Promote interactive, hands-on learning and skill development, integrated across activities and centered in Christ.
- Administer day-to-day operations including being available to address parent, child and staff issues.
- Share and implement best teaching practices.
- Alpha staff: arrive at school no later than 6:40am each class morning and remain at school until 7:40am.
- Omega staff: arrive at school no later than 3:20pm and remain until last child is picked up.

## 5. Classroom Management

- Facilitate and model Biblically-based conflict resolution and problem solving.
- Organize the activity space for learning.
- Implement fair, firm and consistent age-appropriate disciplinary procedures in a Christ-like manner.
- Set clear expectations for age-appropriate student behavior.
- Keep the activity space neat, orderly and clean, involving the students whenever possible.
- Promptly remove broken and dangerous equipment from activity space or playground.
- Greet each student as they arrive and sign them in on the sign-in sheet.
- Alpha - Once students arrive at the school, monitor each student's whereabouts at all times and in all places to ensure safety and security for all. When leaving the activity space with the students and again upon returning, count the students to ensure all are present.
- Omega - Ensure that dismissal procedure is strictly enforced. Verify authorization to dismiss a student by any adult who is not the custodial parent. If you have never met the person authorized to pick up a student, they must present a photo I.D. Staff must verify that the pick-up person is listed on the child's emergency card or that the child's parent has given verbal, phone communication with the Alpha Omega director or school secretary. Make sure the students are signed out on the sign-out sheet with time of pick-up.
- Immediately document any incidents, concerns or accidents that you have observed and attended to on forms provided. Have the parent or guardian sign the form the same day. Have the principal co-sign the form and file it.
- Direct your support staff (e.g. assistant, substitute, or parent volunteer, if provided) in ways you want support in the activity space, and instruct in areas that may be unfamiliar to him/her.
- Consider inviting parent volunteers and community professionals to visit and share topics of interest with the group.
- Prep work may not be conducted during class-time other than setting up activities.
- Report to the principal in a timely manner any unresolved difficulties that arise in the activity space with a student, parent or co-worker. Report immediately to the principal and to Child Protective Services if you have any suspicion of a child having been abused or neglected.

## 6. Program Supervision

- Make sure there is staff coverage before and after school especially if a staff who is regularly scheduled to work is unable to work.

## 7. Interactions

- Communicate effectively, appropriately and in a Christ-like manner among community members, peers, administration, parents, students, and School Board members.
- Foster a school community in which Christ-like love and respect is reflected in words and deeds.
- Partner with the parents in the education of their children.
- Support and participate in parent-teacher activities.
- Communicate regularly with parents, including a weekly newsletter, parent-teacher conferences and other informal means.
- Clearly communicate the best times of day and methods for communication with parents. Respond to parent concerns or questions in a timely manner.
- Share and communicate the school's vision to the community at large.
- Assist with school programs, committees, and events, as coordinated by the principal.
- Work with pod colleagues, parents and administrative staff to coordinate student learning experiences.

**State of Michigan Child Care Licensing Compliance Rules  
(R 400.5103 and R 400.5103a)**

**Child Care Director Qualifications:**

The qualifications listed below are set forth in the handbook, *Licensing Rules for Child Care Centers*, by the State of Michigan Department of Human Services Office of Children and Adult Licensing effective December 7, 2006. Prior to final licensing determination, the following will need to be submitted by mail or in person to the licensing consultant for review and approval. Transcripts are used to substantiate the achievement of educational requirements.

- 1) A program director shall be present at the following:
  - (a) Full time for programs operating less than 6 continuous hours when children are present.
  - (b) At least 50% of the time children are in care, but not less than total of 6 hours for programs operating 6 or more continuous hours.
- 2) A program director shall have the following qualifications:
  - (a) Be at least 21 years old.
  - (b) Have earned a high school diploma or GED.
  - (c) Have current certification in infant, child and adult CPR, first aid and blood borne pathogen training.
  - (d) Complete 12 clock hours of annual training on topics referenced in rule R 400.5102(3) (b): child development, curriculum, child discipline, health/safety, nutrition, working with parents and licensing rules for child care centers, in addition to CPR, first aid and blood borne pathogen training.
  - (e) Develop, implement, and evaluate center policies and program.
  - (f) Administer day-to-day operations including being available to address parent, child and staff issues.
  - (g) Monitor and evaluate staff.
- 3) He/she shall meet one of the following:
  - (a) Bachelor's degree or higher in early childhood education or child development.
  - (b) Bachelor's degree or higher in a child-related field, with 18 semester hours in early childhood education or child development and 480 hours of experience.
  - (c) Associate's degree in early childhood education or child development, with 18 semester hours in early childhood education or child development and 480 hours of experience.
  - (d) Montessori credential with 18 semester hours in early childhood education or child development and 960 hours of experience
  - (e) Child development associate credential (CDA) with 18 semester hours in early childhood education or child development and 480 hours of experience.
  - (f) 60 semester hours with 18 semester hours in early childhood education or child development and 1920 hours of experience.
  - (g) Degrees and semester hours shall be from an accredited college or university.
- 4) A program director shall have at least 2 semester hours in child care administration from an accredited college or university, or a minimum of 3.0 CEUs in child care administration. Degrees and semester hours shall be from an accredited college or university.
- 5) A program director, currently employed as a program director before the effective date of these rules (12/06/06), with a minimum of 2 years experience as a program director, shall be exempt from the requirements in subrules (3) and (4) of this rule.
- 6) Program directors, currently employed as a program director before the effective date of these rules (12/06/06), with less than 2 years experience as a program director, shall have 2 calendar years to complete the requirements subrules (3) and (4) of this rule.
- 7) Program directors hired within 1 year after the effective date of these rules (12/06/06) who have the minimum of 1 of the following requirements shall have 1 year to complete the requirements subrules (3) and (4):
  - a) Sixty semester hours of credit at an accredited college or university with not less than 12 semester hours in child development, child psychology, or early childhood education.
  - b) The child development associate credential (CDA) awarded by the Council for Professional Recognition or similar credential approved by the department with no less than 12 semester hours in child development, child psychology, or early childhood education at an accredited college or university.
  - c) A Montessori credential awarded by a Montessori teacher training institution recognized by the Montessori Accreditation Council for Teacher Education (MACTE).
- 8) The center shall keep on file verification if the education qualifications of the program director and the credential qualifications, as applicable.
- 9) At least one caregiver must be assigned to each group of children in self-contained or well-defined space and must be present and providing care in the assigned group as follows:
  - a) Maintain teacher-child ratios. Ratios are based on the youngest child in the group. A volunteer cannot be counted as staff in these ratios.
  - b) Supervise and evaluate childcare staff, if any. Ensure all staff certification including CPR, First Aid and blood borne pathogen training stays current.
  - c) Appoint a substitute for a staff who has an absence that exceeds 30 consecutive workdays until return or replacement of the staff.
  - d) Ensure the childcare has on file a "Health of Staff and Volunteers" report (R 400.5104b). The childcare must have on file a report signed by a licensed physician for each staff member and each volunteer who has contact with children at least 4 hours per week for more than 2 consecutive weeks.
  - e) Oversee the planning, implementation and evaluation of the program.
  - f) Oversee staff for a specific group of children and overall care and supervision of children.
  - g) At least one caregiver with current certification in infant, child and adult CPR and First Aid must be on duty at all times (R 400.5102a).