



## **Early Learner (Preschool) Teacher (Part or Full-time)**

### **School Description**

Located in downtown Boise, Idaho, Foothills School of Arts & Sciences is a Pre-K through Grade 9 independent day school. Since its founding in 1992, Foothills has been committed to providing a progressive learning environment that suits the developmental learning needs of children and adolescents. A project-based program integrated with visual and performing arts helps students develop independent perspectives, academic competencies, social-emotional skills, and a sense of civic responsibility. Annual trips take advantage of Boise's location in the Intermountain West. Foothills places a high value on maintaining a collegial and collaborative atmosphere among faculty members. There is an expectation of continuous growth and improvement for all faculty and support for professional development inside and outside the school.

### **Early Learner Teacher Position**

Foothills School of Arts and Sciences announces an opening in its Early Learner Program (Preschool) for the fall of 2022. Candidates must have experience teaching at the early childhood level and have knowledge of child development. The school seeks an early childhood professional who can promote self-esteem and growth in students; help establish a positive classroom experience that encourages maximum success for learners; who exemplifies responsible and professional conduct; and who can participate in the development of a classroom community of learners. Early Learner teachers are responsible for integrated, project-based curriculum design within a collaborative team approach. Other duties include communication with parents, narrative student evaluations, urban outdoor supervision, and participation in planning meetings. This is an extraordinary opportunity for a creative, energetic and passionate early childhood educator. Foothills School seeks an applicant who is willing to be mentored into a distinctive early childhood program that is inspired by the schools of Reggio Emilia, Italy. The school seeks candidates who are dedicated to early childhood students (age 3-5) and their education and who work well in a collaborative professional setting. Applicants should have a strong academic background, experience or strong interest in inquiry education and in the Reggio Emilia philosophy, an ability to build experiential learning opportunities, as well as an ability to differentiate instruction within a preschool classroom.

## **Specific Responsibilities**

- Design negotiated, inquiry based curriculum that is based on student interests
- Document student growth
- Be able to share group learning and the value of coconstruction of knowledge
- Maintain effective ongoing communication with parents
- Participate in play
- Prepare ongoing written portfolio evaluations
- Participate in collaborative curriculum planning meetings daily and weekly
- Participate in faculty meetings on a weekly basis
- File all required student and administrative records (e.g. discipline referral, EPP, attendance, accident reports)
- Participate in professional development activities, including faculty inservice and curriculum planning days
- Ensure safety of students in accordance with school policies
- Attend all contracted school functions
- Desired Professional Background·
- Minimum two years classroom teaching experience with children 35 years of age
- Bachelor's degree in early childhood education or related field
- Experience designing integrated/inquiry based curriculum
- Background in visual art or music and dance
- Experience working collaboratively with families
- Knowledge of the Reggio Emilia approach or interest in being mentored into it
- Can demonstrate ability to design curriculum to meet a widerange of learning needs
- Proficiency in operating computer programs such as word processing, Google drive, Gmail, Publisher, PowerPoint, web 2.0, and the iPad
- Maintain a current Boise City child care license

## **Personal Qualities**

- Commitment to professionalism and excellence
- Commitment to continuous growth and improvement
- Organized and able to manage multiple tasks
- Socially conscious; wants to make a difference in the world
- Sense of humor, engaging, optimistic
- Student-centered
- Effective communicator, orally and in writing
- Collaborative, flexible
- Creative and passionate
- Accessible, approachable

Foothills School of Arts and Sciences is an equal opportunity employer.

Non-discrimination Policy: Foothills School of Arts and Sciences does not discriminate on a basis of age, race, religion, national or ethnic origin, gender, sexual orientation, disability, or other classifications protected by law, in all of its operations.

To apply for this position, please email a cover letter and resume to:

Nick Cofod  
ncofod@foothillsschool.org

## **Foothills School of Arts and Sciences**

### Vision

To provide a *transformative* progressive education.

### Mission

At Foothills School of Arts and Sciences, we ignite a passion for learning through a progressive approach to education. In this vibrant learning community, education is an active and collaborative experience. Through a challenging inquiry based curriculum, Foothills students explore their ideas and develop curiosity, creativity, critical thinking, and confidence. Embracing each individual's unique strengths and contributions, we guide children to know themselves and to understand their role in a global community.

### Foothills Programmatic Pillars

The Pillars, and programs associated with them, support the implementation of our vision and mission. They describe defining features of our program and will serve as a guide when developing new programming.

#### Curiosity and Critical Thinking:

We foster curiosity and invite inquiry by providing space for students to pose questions and follow their interests. We believe the experiential and hands-on nature of project based learning is the best way to nurture a love of learning, prepare for future challenges, and develop meaningful and relevant connections among subjects.

#### Personalized and Student-Centered Learning

We know our students as individuals, support their unique paths, and personalize their education so they develop into their best selves. We believe that fostering deep, safe connections between students and teachers encourages authentic self-expression, increased engagement, and better learning outcomes.

### Community and Citizenship:

We cultivate empathy, compassion, and advocacy by weaving social and emotional learning and mindfulness into our curriculum and daily interactions. We encourage students to take initiative as caring citizens of both our school community and the larger global community.

### The Arts and Sciences

We believe the study of the arts and sciences is essential to understanding the world we live in and our place within it. Through our math, science, visual and performing arts, literacy, Spanish, and humanities programs, we integrate all four pillars to provide a comprehensive and challenging academic program.

### Values

To empower our students, we value:

- Individuality - respecting students' unique strengths, talents and challenges
- Creativity - inspiring expression, curiosity and critical thinking
- Community - promoting communication, cooperation and collaboration

### Diversity Statement

Foothills School believes that a diverse school community is essential to education and that such a community includes a spectrum of differences in race, religion, national or ethnic origin, gender, sexual orientation, socioeconomic status, age, and learning style. To this end, Foothills' admissions and hiring practices strive to recruit, enroll/hire, and retain as diverse a population as is feasible in the community.

Foothills School believes that each student, parent, staff member and visitor is entitled to an equitable and safe environment, which promotes acceptance and appreciation of oneself as well as others. The school creates an environment where individuals feel included, respected, and able to express their opinions while at the same time learning from others' perspectives. In addition, we believe that a diverse environment develops in students the skills and attitudes they need to understand each other and to act with justice and compassion - skills that will prepare our students for our diverse world.