

Thank you for your interest in our open Montessori teacher and assistant positions beginning August 1, 2018 at San Tan Montessori in beautiful Gilbert Arizona. We are going into our 12th year as a school, educating a total school population of 1000 PreK-12 grade students. First and foremost San Tan Montessori is a collaborative learning community that is family oriented with a focus on providing a interactive learning environment paired with a safe and happy experience. Our Montessori trained teachers and assistants are also trained in the Love and Logic teacher training and coaching so that foundationally all our staff can be on the same page working toward the common goal of providing a nurturing prepared learning environment where each child can thrive knowing they are well cared for so their personalities and intelligence can blossom. Our amazing continuing Montessori children and very excited, engaged, and supportive families. One of the characteristics that sets San Tan Montessori apart from other Montessori schools in the area is being family owned and operated as a labor of love for our own children and all the families we serve.

Please email or call Ms. Rita Sippel with questions, inquiries, or set up an interview.

Ms. Rita Sippel

Co-Director

San Tan Montessori

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"This is the treasure we need today - helping the child become independent of us and make his way by himself, receiving in return his gifts of hope and light. " Dr.Maria Montessori

Now hiring:

San Tan Montessori at Recker and Elliot in Gilbert-Montessori Primary and Kindergarten Teacher Assistants for the 2018-2019 school year and currently we have an afternoon position open 11:30-4:30 through the end of May.

Here is our staffing needs for next year:

Primary Trained Montessori teacher for Toddler 11 classroom ages 2 1/2 to 4 1/2

Three Full time Primary classroom assistants

7:15-3:45 (Preschool morningcare)

7:15-3:45 (Elementary morningcare)

8:30-5:00 (Preschool Aftercare asst.)

1 Part Time Kinder Montessori Assistant (am or pm)

8-1 or 11-4

Role of the Assistant

Who is the assistant? What is her role in a Montessori environment?

A Montessori assistant is a partner to the teacher; not below her and she is a model for the children as well, she should be the teacher's best friend not her servant

What is her role in a Montessori environment?

Together with the directress she is the keeper and custodian of the environment

The assistant is the assistant of the directress not the children's

The assistant is very important in the success of the classroom

Characteristics:

Good health and emotional stability

Punctual, responsible and committed to her work

Clean, simple and attractive

Calm and patient

Sense of order

Gentle and graceful movements

Graceful and courteous towards the children, parents and other adults

Respects children's dignity

Effective communication with the children

Effective communication with the guide

Knows the limits of the environment and helps maintain them

Understand level of development of the children

Develops observation skills

Loyalty and dedication

Consistency, must be there every day without fail

Role model: she is also an educator; she needs to act in the same manner as the directress

Assistant's Duties:

Together with the directress keep the environment in order, clean and in perfect condition (Check in the morning and at the end of day).

1. Maintain supplies for children in the class such as:

Glue

Paper (writing paper, metal inset paper, mathematics paper, easel paper, toilet paper, tissue paper, etc)

Polishing liquids and creams

Cotton

Soap

Sponges

Color pencils well sharpened

Paper cups

Napkins

Chalk

Grains

Needles

Water in pitchers

Towels

Dusting shelves, maintaining the easel clean

2. Greet children upon arrival

3. Facilitate engaging music and movement circle time at arrival and dismissal times

4. Prepare snack (with one or two children)

5. Make sure the snack area is always clean (encouraging children to clean after them)

6. Help in lunch routine together with the children. Setting up and cleaning up (put the dishes in dishwasher)

7. Washing every day's dirty linen and towels

8. Assist in material making, material repair, organizing activities such as cooking with the children

9. Help maintain order and limits in the environment:

Carry one thing at a time and in the proper manner (chair with two hands)

Practice grace and courtesy all the time

Make sure the children replace material to its proper place

Encourage the use of soft/natural voice by example and always approach the child before addressing him (avoid saying shhhhh...)

Remind the child to pull up and push in his/her chair to the table; to sit properly with feet on the floor

Hold pencil with correct grip

Remind the children how to close the door quietly, how to walk, carry things, etc all preliminary exercises that help setting the limits.

Assists the children in finding work if necessary

10. Protect concentration: she can interrupt the child's work only when...

There are unacceptable behaviors

The child or another child is in danger

The material is being used inappropriately

*She may ask the child to put material away or to sit quietly at a table until he/she is ready to find work (the child says when he is ready)

11. Help to foster independence by not doing things for him such as

Cleaning after him (the child is the one who cleans the spills and his work)

Putting sweaters or jackets on/off (she may refresh the presentation that the guide gave to the child)

The assistant can help (it can also be done by an older child) to...

Tie shoelaces

Aprons

Untie knots

Sponge up wet spills if it is too much water or waste

12. Allow children to move freely within the classroom limits

13. Have awareness of which children are in the restrooms, who is working outside and have them return after they finished their work or at reasonable time

14. Avoid turning her back to the classroom. Always aware of what is going on in the classroom (grow eyes in the back of her head)

15. Assist children who have accidents or wet their cloths or dressing themselves

16. If there has been a vomit or human waste, do not let the child handle it

DO NOT GIVE ANY UNNECESSARY HELP

DO NOT GIVE ANY PRESENTATIONS

DOES NOT TALK TO PARENTS

Under the indication and training of the directress the assistant may help in some distance games once the guide has presented them to the child.

Math:

Asking the child to bring a rod from the mat

Ask he child to bring quantities in beads and cards

Ask the child to bring sandpaper numbers

Language:

Bring objects, animals to enrich vocabulary or help in oral game for function of words ("the black cow")

Bring a specific sandpaper letter

The assistant can read a book or sing a song once in a while during transition time

NEVER CORRECT THE CHILD

Keep constant communication with directress and vice versa

Keep a note of all incidents inside or outside the classroom and report them to the directress

Report any accidents

Report if a child keeps taking a material that has not been presented to him or is misusing one and maybe it needs to be represented

If the assistant has a doubt about fantasy play and exploration with material ask the directress before acting

Let the directress know if you are assisting a child somewhere else or leaving for a break or preparing snacks, etc

The assistant should always be accessible to the directress

Protect the directress from interruptions: redirect large gatherings of observers

Have signals between the directress and assistant helps to coordinate the work between them

If the guide steps out of the classroom the assistant is in charge

Have continuous conversation with the guide on how to handle and improve work with the children

Communication with parents

Courteous and respectful to parents

Should refrain from making any comments to the parents about the child's progress, any concerns regarding this (also behavior) should be turned to the directress

Keep confidentiality of what goes on in the school, classroom and children

Because the assistant is not trained we cannot expect her to understand perfectly in the beginning how a Montessori classroom is run but, if we train her and discuss some of the most important philosophical components she can start understanding what we are looking for or expecting from her in relation to the children and the environment.