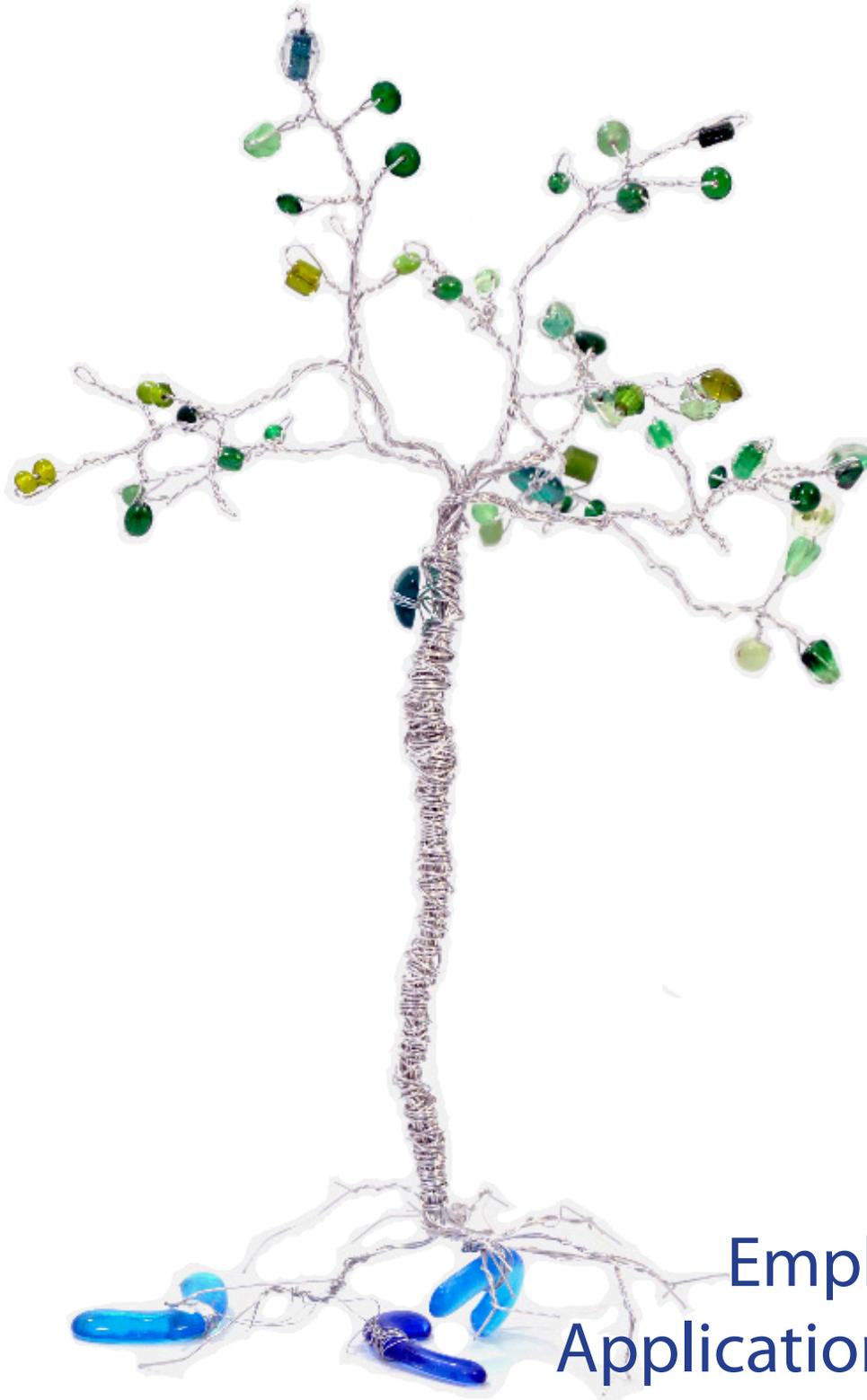


IPS/Butler University Laboratory School

For Reggio Inspired/Project-Based Learning

William A. Bell School 60



Employment
Application Packet

Classroom Teacher

IPS/Butler University Laboratory School

For Reggio Inspired/Project-Based Learning

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Dear Applicant,

Thank you for your interest in applying to work at the IPS/Butler University Laboratory School. We are delighted that you wish to join our learning community. It was our joy to create a Reggio inspired school to serve IPS students and families in 2011.

We are now in our second year and our learning community grows stronger every day. The school does not use traditional grade level structures. Next year we anticipate the school will include two forms of multi-age classrooms including K-1 and 2-3 configurations. Instead of the traditional art, music and physical education classes, the school has studio teaching positions. The role of studio teachers is to collaborate with groups of children and teachers to infuse the arts into the project work and content area learning in which the children participate. Collaboration between staff and between staff and parents is a key feature of the school. Instead of a PTA or PTO organization, a new kind of parent and teacher organization has been created offering parents opportunities for involvement in curriculum and planning in the tradition of democratic participation observed in Reggio Emilia.

The IPS/Butler University Laboratory School is a teaching/learning community not just for children, but also for pre-service teachers and staff. Teachers are expected to welcome pre-service teachers into their classroom and assist them with their professional growth. This includes both short-term field experiences and the hosting of student teachers. The Laboratory School is a school for research, reflection and dialogue where opportunities for teachers to write about their work will exist.

On the following pages you will see a list of requirements for application to teach at the IPS/Butler University Laboratory School. The initial phase of the application process will involve your submitting documents typical of any application process as well as a response to a passage of text titled, The Teacher's Competency by Carlina Rinaldi. You may respond to the passage in a way that feels most appropriate to you. You may choose to respond in text, or you may choose to respond in graphic form or through video. We will leave that decision up to you.

We anticipate that many teachers will be interested in working at the IPS/Butler University Laboratory School. We wish that we could interview everyone who shows interest, but that may not be possible. We will be looking not just for great teachers, but for a team of teachers that we believe will form a strong collaborative spirit with one another and with the existing staff. Thanks again for your interest in joining our learning community.

Ron Smith
Head of School
IPS/Butler University Laboratory School

IPS/Butler University Laboratory School

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Application Requirements:

Complete online application by March 20th at:

<http://www.applitrack.com/IPS/onlineapp/default.aspx?Category=Elementary+Teachers&AppliTrackJobId=180&AppliTrackLayoutMode=detail&AppliTrackViewPosting=1>

Complete all requirements associated with the IPS application process by 20th. These requirements include filling out an online application, uploading transcripts and sending a reference request to three supervisors/supervising teachers/professors.

Provide a letter of interest and resume to Ron Smith at rsmith@butler.edu by March 20th.

Send response to The Teacher's Competency to Ron Smith at rsmith@butler.edu by March 20th.

Should you have any questions, you can reach Ron Smith at 226-4260.

The Teacher's Competency

By Carlina Rinaldi

Excerpt from:

Documentation and Assessment: What is the Relationship?

Making Learning Visible: Children as Individual and Group Learners

In this context, it is obvious that the role and competency of the teacher are qualified in a different way from how these elements are defined in an educational environment in which the teacher's job is simply to transmit disciplinary knowledge in the traditional way.

The task is not to find (and teach) a specific series of rules, or to present certain propositions organized into formulas that can be easily learned by others, or to teach a method that can be replicated without modifications.

The teacher's competency is defined in terms more of understandings than of pure knowledge. It indicates a familiarity with critical facts, so as to allow those who possess this familiarity to say what is important and to hypothesize what is suitable for each situation—that is, what is helpful for the learner in a particular situation.

So what is the secret? There is no secret, no key, if not that of constantly examining our understandings, knowledge, and intuitions, and sharing and comparing them with those of our colleagues. It is not a transferable "science," but rather an understanding, a sensitivity to knowledge. The action and the results of action, in a situation where only the surface is visible, will be successful in part thanks to the success of the actors—children and teachers—all of whom are responsible, though at different levels, for the learning processes.

Proceeding by trial and error does not debase the didactic paths; indeed, it enriches them on the process level (that is, the process and our awareness of it), as well as on the ethical level.

There is also an element of improvisation, a sort of "playing by ear," an ability to take stock of a situation, to know when to move and when to stay still, that no formula, no general recipe, can replace.

Certainly there are also risks, quite a few in fact: vagueness and superficiality can lead to mistaking a series of images or written notes for documentation which, without the awareness of what one is observing, only creates disorientation and loss of meaning.

The issue that emerges clearly at this point is the education of the teachers. The teacher's general education must be broad-based and range over many areas of knowledge, not just psychology and pedagogy. A cultured teacher not only has a multidisciplinary background, but possesses the culture of research, of curiosity, of working in a group: the culture of project-based thinking. Above all, we need teachers who feel that they truly belong to and participate in this process, as teachers but most of all as people.

Loris Malaguzzi, architect of the pedagogical and philosophical thinking that permeates the Reggio experience, once said that we need a teacher who is sometimes the director, sometimes the set designer, sometimes the curtain and the backdrop, and sometimes the prompter. A teacher who is both sweet and stern, who is the electrician, who dispenses the paints, and who is even the audience—the audience who watches, sometimes claps, sometimes remains silent, full of emotion, who sometimes judges with skepticism, and at other times applauds with enthusiasm.



You have applied to become a classroom teacher at the IPS/Butler University Laboratory School. Reflection will be a frequent and important activity of the staff members at our school. Please reflect upon Carlina Rinaldi's description of the qualities of a competent teacher. Feel free to expand your thoughts beyond the questions below as you respond to us, in your own way, regarding Carlina's ideas and what they mean to you.

If hired, how will a culture of research, of curiosity, of working in a group be part of your professional practice?

What process will you use as you decide what is suitable for each situation to support student learning?

What roles will you play as a teacher to create a learning environment that responds to different learners and different situations?