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## MINNESOTA READING CORPS - POSITION DESCRIPTION

**POSITION TITLE** Early Learning Partner

**REPORTS TO:** Coach and/or Site Supervisor

### POSITION SUMMARY

This position is part of an innovative project to provide early literacy support to children in community-based learning settings, such as Family Child Care sites or libraries. This position travels to sites to provide literacy enrichment sessions that promote talking, reading, writing, and counting to build children's early math and literacy skills in preparation for Kindergarten. Additionally, the position engages infants and toddlers with language enriching, play-based interactions. The member will visit one site per day. At Family Child Care sites, visits will occur primarily during afternoon hours. At library sites, the schedule will be determined in partnership with the library and may include evening and Saturday hours. There will also be some additional afternoon professional development commitments. The primary beneficiaries of this position are the child and family. This is an AmeriCorps service member position with the AmeriCorps program, Minnesota Reading Corps.

### ESSENTIAL FUNCTIONS

#### Early Literacy Instruction:

- Engage preschool-aged children in literacy enrichment interactions that promote talking, reading, writing, and counting to build children's early math and literacy skills in preparation for Kindergarten; engage infants and toddlers in play-based interactions that promote expressive language development.
- Utilize developmentally appropriate practices and strategies from the Reading Corps framework to meet the needs of individual children.
- Achieve a high degree of fidelity to developmentally appropriate practices and strategies.
- Build assets-based relationships with adult caregivers, including ongoing collaboration; demonstrates adaptability to meet the needs of the community being served.
- Participate in coaching sessions (includes observation of AmeriCorps member) to reflect on child and caregiver interactions, plan, problem-solve and set goals; act on constructive feedback from coaching sessions.
- Prepare materials to deliver the program.
- Serve as an early literacy resource to the children and families at assigned site(s). This could include creation of literacy activities, family engagement activities, etc.
- Support family engagement activities through high quality family engagement strategies at site(s). This could include attending Family Engagement Events.

#### Communication

- Communicate and interact with children in a developmentally and age appropriate way.
- Communicate with families and caregivers, demonstrating trust and respect in all interactions.
- Act on constructive feedback provided by Coaches, Program Staff, and Site Supervisor.
- Build professional relationships and communicate regularly with Family Child Care Provider, Library Staff, Coach, and program staff regarding schedules, literacy strategies, child interactions, etc.
- Take initiative to communicate effectively with the Minnesota Reading Corps staff and site personnel.

#### Attendance

- Regular and on-time attendance at assigned sites during scheduled hours.
- Commitment to the entire term(s) of service, including making regular and adequate progress toward the minimum total service hours required by the Member Service Agreement.
- Attend all required Minnesota Reading Corps sponsored training sessions, meetings, and coaching sessions (approximately two afternoons per month), and Member Meet Ups (when applicable); travel as necessary.

### Emergency Response

- Assist with statewide preparedness for, response to, and recovery from disasters which includes supporting schools and communities in disaster relief activities related to COVID-19 closures and social distancing procedures.

### **SECONDARY FUNCTIONS**

- Represent Minnesota Reading Corps at site-sponsored activities, meetings and other activities (e.g., family night) and provide education about Minnesota Reading Corps and general literacy awareness.
- Actively participate in service projects and commemorating days such as Martin Luther King, Jr. Day (as applicable). These may include evening and/or weekend hours.
- Be an ambassador of our program by submitting Great Stories and participating in outreach activities.

### **MINIMUM QUALIFICATIONS**

- Must have reliable transportation to travel to site daily.
- Must be 18 years of age or older by your start date.
- Must have at least a high school diploma or recognized equivalent by your start date.
- Must be either a citizen, national, or lawful permanent resident of the United States.
- Must pass mandatory pre-service background check and a Motor Vehicle Report.
- Speak, read and write English fluently.
- Interest in changing education disparities, specifically helping young children develop early language and literacy skills.
- Basic computer skills, including the ability to navigate online systems and email.
- Demonstrates energy, encouragement, sensitivity, and affirmation when helping adults and children.
- Strong ability to plan and manage time.
- Strong capacity to be flexible and adaptable to varied circumstances, paired with a conscientious commitment to adhere to the Minnesota Reading Corps model with fidelity.
- Consistent follow-through and quick response to tasks and assignments received via email.
- Ability to accept and incorporate constructive feedback from Coaches and Program Staff.
- Previous experience working with diverse racial communities.
- Ability to manage situations in challenging and high-pressure environment.
- Strong personal standards of excellence, ethics, and integrity.
- Flexible and adaptable to change, open to ideas and willing to try new things, and comfortable working with a project in development.
- *Preferred: Experience working in family child care, center-based child care, or library settings.*

Minnesota Reading Corps will not discriminate for or against any AmeriCorps service member or applicant based on the basis of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, familial status, disability, sexual orientation, age, or any other category protected by law.

Reasonable accommodations provided upon request. This document is available in alternative formats.