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Job Title	HOPE Instructor
PVN ID	HO-2204-004721
Category	Instruction and Social Service
Location	HOSTOS C. C.

**Department**

Status	Part Time
Hourly Rate	\$35.00
Hour(s) a Week	32.00-34.00
Closing Date	May 19, 2022 (Or Until Filled)

## General Description

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Under the general supervision of the HOPE Program Director, provides instruction in a particular field of learning to students, typically adult learners, in groups of varying sizes, and typically in specialized, basic, or general interest subjects. Utilizes personal work experience, creative accomplishments, life experience or academic training to enrich course curricula. Utilizes traditional as well as state of the art delivery methods. Following curricula guidelines, develops instructional plans and materials; uses and incorporates prescribed materials as requested.

Conducts classes, sometimes in concentrated formats, possibly in sequences with atypical time-lapses, or in other patterns dictated by the curricula design and/or needs of the sponsor. Conducts classes at Hostos Community College.

The Holistic Oasis for Parents' Education (HOPE) Program is a two generation summer program for student parents and their children. HOPE Instructors will teach small classes and the emphasis is on STEM. Several STEM curricular units have been prepared while others will need to be prepared by HOPE Instructors. The ideal candidates will be able to teach STEM as well as art, drama, chess, or another subject area. The HOPE Program will run from **June 28-August 1st** on campus at Hostos Community College. Students will be **K-8**. The HOPE Program will begin at 8:30 a.m. and end at 3:30 p.m. HOPE instructors will be expected to arrive at **8 a.m. and stay until 4 p.m.**

## Other Duties

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**OTHER DUTIES:**

- Specifies equipment and support needs well in advance; confirms schedules, room assignments and equipment availability prior to each class; takes responsibility for managing the instructional session and responds in a professional manner to any student needs/requests;

- Assumes responsibility for managing the instructional session and responds in a professional manner to any student needs/requests;
- With the concurrence of a higher level supervisor, modifies instructional plans and approaches in response to feedback;
- Secures equipment at the end of a session consistent with department policy and/or notifies responsible personnel;
- Collects session evaluations using established formats;
- Reports problems on a timely basis;
- Writes reports;
- Complies with department deadlines; submits timesheets as required;
- Participates in sessions to generate ideas for program improvements and attends staff meetings;
- Submits course outlines and samples in advance to the RFPD/RFPAR/FPC when asked;
- Debriefs the supervisor and/or sponsor following completion of a program;
- Performs the duties of lower level positions when necessary; performs other duties as assigned.

## Qualifications

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### CORE COMPETENCIES: General Competencies

- Ability to plan and organize instruction, demonstrations, or performances of relevant material; ability to integrate work and professional expertise into courses;
- Ability to develop and utilize supporting instructional materials (including but not limited to those involving AV, computer software, role-lays, diagnostic tests, etc.);
- Ability to respond effectively to feedback and adjust teaching strategies and materials in order to motivate students and to respond to student needs;
- Ability to utilize work and life experiences to enrich program content;
- Ability to deliver instruction effectively, both orally and in writing;
- Ability to utilize web-based technology when appropriate for responding to participant questions, providing coaching, teaching on line, etc.
- Ability to listen and respond effectively to sponsor concerns and interests;

### ADDITIONAL CORE COMPETENCIES:

- Ability to work and teach independently as well as part of a team;
- Ability to manage the classroom environment, even in off-site locations.
- Appreciation of the diversity and varying learning styles of participants.

**For Grade 5 or 6: In addition to the above,**

- Intellectual and/or experiential strength in a subject or practice as evidenced in educational attainment, publishing, work experience, life experience, training experience, or artistic performance.
- Ability to integrate new theories, concepts, practices, inventions, or techniques relevant to the subject into standard instructional materials.
- Ability to use effectively basic interactions, role-plays, simulations, and group processes, handling routine class situations with professional skill and ease.