

Job Announcement
Hartford Summer Learning Program Assistant Teacher
(Part-time, temporary position)

IRIS (Integrated Refugee & Immigrant Services, Inc. www.irisct.org) is a dynamic refugee resettlement agency with offices in New Haven and Hartford, CT. IRIS serves people from all over the world who have fled persecution in their home countries to start new lives and become self-sufficient, contributing members of their new communities. While IRIS has traditionally focused on helping refugees, it is increasingly serving our undocumented neighbors and other immigrants as well.

IRIS is seeking experienced teachers for our 2024 Summer Learning Program for newcomer students. Refugee and immigrant youth face unique challenges as they adjust to life in the U.S. Their experiences of forced displacement may have resulted in limited or interrupted formal education. Upon arriving, they must learn English and acclimate to American cultural norms and expectations.

The Summer Learning Program (SLP) is a six-week school readiness program that strives to meet the educational and social-emotional needs of recently arrived refugee and immigrant students by boosting their English proficiency, bridging the academic gap between school years, celebrating cultures and artistic traditions, deepening the connection to their new homes, developing the skills for navigating a multicultural society, and providing a safe space and time for recreation and play.

Program Overview

Hartford SLP runs from **Monday, June 24 to Friday, August 2**. This program serves 80-100 students, ranging from kindergarten to 12th grade. The students are divided into five separate groups based on their age and academic level, with each group consisting of approximately 15-20 students. The lead teachers are responsible for the daily coordination of their respective classes, working in close collaboration with an assistant teacher, with additional support from interns and volunteers.

Schedule

Students attend the program *Monday-Friday* from 9:30 am – 1:30 pm, with an extended day on *Thursdays* for field trips (*until 2:30 pm*). Teachers arrive on-site at 9:00 *every morning* and finish by 2:00 *on Mondays, Tuesdays, and Thursdays* and by 3:00 *on Wednesdays* (field trips) and *Fridays* (staff meetings) for an average of 27 in-program hours, plus an average of 6 hours of planning time per week.

Before the start of SLP, teachers are required to attend a *series of online orientation sessions in May and June* covering TESOL strategies and best practices, social-emotional learning, restorative justice, and de-escalation. There will be a *mandatory in-person workshop* on problem-based learning and diversity, equity, and inclusion on *May 18* for all staff.

Requirements

As representatives of the Summer Learning Program and IRIS, teachers must be committed to anti-racism and dedicated to promoting refugee and immigrant rights and social justice. To create a safe and inclusive learning environment for students, teachers are expected to model behavior that aligns with these core principles and embodies cultural humility. This includes encouraging students to recognize and appreciate diverse identities and helping them gain cultural competencies. Teachers must be comfortable anticipating and responding to incidents of discrimination with appropriate mediation and education.

Responsibilities

- Assist the lead teacher with a class of 15-20 students, fostering a safe and healing learning environment that supports their academic and social-emotional development.
- Collaborate effectively with the wider SLP team, including other lead and assistant teachers, interns, and volunteers, to meet the daily needs of the students and support their sense of safety and belonging.
- Cultivate a classroom environment that celebrates and respects diversity, honoring students' intersectional identities, including race, ethnicity, ability, gender identity, sexual orientation, religion, nationality, and socioeconomic background.
- Assist the lead teacher utilize and re-evaluate the provided curriculum to create age-appropriate lesson plans, integrating ESOL and social-emotional learning objectives and adapting as necessary.
- Support the lead teacher in promoting English language development of English Language Learner (ELL) and Multilingual Learner (MLL) students and build their self-confidence in speaking, listening, reading and writing.
- Embrace a student-centered approach, providing individualized academic support and leveraging their interests and curiosity to create a joyful and empowering learning experience.
- Support the lead teacher in the design and implementation of a collaborative class project on a chosen theme, encouraging all students to participate and contribute their unique perspectives.
- Encourage students' understanding of social and behavioral expectations in American schools and sense of belonging in their communities
- Supervise students during recess, lunch, extracurricular activities and field trips to ensure their safety
- In close cooperation with the lead teacher, proactively address challenges, maintain open, honest communication with colleagues
- Build trusting relationships with students, consistently modeling the organizational values of IRIS in all interactions to foster a supportive learning environment.

Supervised by: Manager of Education Services

Qualifications

Priority will be given to applicants with the following qualifications:

- High School diploma required; preference given to applicants with some college experience
- Lived experience of immigration or experience working with refugees, asylees, immigrants, and undocumented or mixed-status families, demonstrating an understanding of the unique challenges of navigating a new life in America.
- Demonstrated commitment to diversity, equity, and inclusion, with a focus on anti-racism and social justice and a dedication to youth empowerment.

- Experience working in education settings or working with children, youth, and families
- Experience working with English Language Learner (ELL) and Multilingual Learner (MLL) students
- Ability to work collaboratively, take direction, and step in for lead teacher as needed
- Familiarity with Hartford is preferred.
- Strong presentation, communication, and interpersonal skills.
- Fluency in spoken and written English.
- Proficiency in another language, (especially Arabic, Kiswahili, Ukrainian, Pashto, Dari, Haitian Creole, Dinka, Kurdish, Turkish, Portuguese, and Spanish) is an asset, but not required.

Compensation: \$20 per hour, for an average of 30 hours per week. This is a part-time, temporary position.

To apply, send an email to our Manager of Education Services at humanresources@irisct.org as soon as possible with the following:

- A subject line including: “Hartford SLP Assistant Teacher – *Your name*”
- A cover letter explaining your interest and qualifications
- A resume with the contact information for three professional references

In applying for employment, the applicant grants IRIS permission to check references and question anyone familiar with their job performance.

Applications will be reviewed in the order they are received and until the positions are filled.

IRIS is an affirmative action, equal-opportunity employer.