



Position Title: Early Childhood Instructional Coach

FLSA Classification: Exempt

Reports to: Executive Director

Position Purpose

The Early Childhood Instructional Coach serves as a pedagogical leader who partners with educators to deepen their practice and make children's learning visible. Drawing inspiration from the Reggio Emilia approach, this role exists to cultivate reflective teaching communities, strengthen instructional excellence, and ensure that every child's voice, ideas, and potential are honored through thoughtful, inquiry-based practices. The coach/pedagogista acts as a catalyst for professional growth, supporting educators working with children from birth through age six to continually refine their craft and embrace the joy and complexity of teaching young learners.

The Instructional Coach/Pedagogista serves as an essential member of the administrative team, working to strengthen our school as the premier early childhood provider for families by focusing on the quality of teaching and learning, communication and relationships, and helping to document and celebrate growth while making the learning process visible. They will support the growth and development of the school programs by educating current and prospective families about the Reggio Emilia approach and other education and parenting topics. They will work closely with the Executive Director to support school fundraising, professional learning, and other initiatives.

Key Responsibilities

Instructional Coaching & Professional Development

- Train and support teachers on learning assessment instruments and authentic assessment practices
- Onboard new employees with comprehensive orientation and check in regularly to provide meaningful and personalized support
- Support teacher growth and retention through ongoing mentorship, goal setting and reflection, feedback, recognition of strengths, and responsive professional development
- Provide ongoing support to teachers to improve their capacities for observing and listening to children, documenting projects, and conducting their own classroom-based research
- Create and maintain a library of resources for teachers, including books, articles, videos, and other professional materials
- Facilitate collaborative planning sessions focused on curriculum development, emergent curriculum design, and project-based learning
- Design and deliver professional development workshops on developmentally appropriate practices, child observation, and documentation strategies

Pedagogical Documentation & Learning Visibility

- Guide teachers in making children's learning visible through documentation panels, learning stories, and portfolio development
- Model and support the use of various documentation tools, including photography, video, transcription, and visual displays

- Facilitate regular documentation review sessions where teachers analyze children's work and plan responsive next steps
- Create systems for sharing children's learning processes with families and the broader learning community

Curriculum Support & Environment Design

- Collaborate with teachers to design rich, engaging learning environments that serve as the "third teacher"
- Support the integration of materials, provocations, and experiences that invite investigation and creativity
- Guide teachers in balancing child-initiated exploration with intentional teaching moments
- Ensure alignment with early learning standards while maintaining a play-based, child-centered approach

Reflective Practice & Teacher Inquiry

- Cultivate a culture of reflective practice through individual conferences, team meetings, and study groups
- Facilitate teacher inquiry groups focused on pedagogical questions and classroom-based research
- Support teachers in developing their observational skills and ability to listen deeply to children
- Encourage critical thinking about educational practices, materials, and interactions

Family & Community Partnership

- Support educators and engage in active exchanges with families to build strong school-home connections
- Offer families opportunities to understand our educational philosophy through workshops, classes, and community events
- Help create systems for ongoing family communication about children's learning and development
- Facilitate community events that showcase children's work and the learning process
- Build connections between classroom learning and the broader community

Social Media & Community Outreach

- Use the school's social media platforms to educate parents and the greater community about school programs, events, teachers, and the Reggio Emilia approach
- Showcase what project work and play-based inquiry looks like across early childhood classrooms through engaging posts, photos, and stories
- Make the community aware of our teachers and programs by highlighting classroom environments, materials, documentation, and the learning process
- Create content that celebrates teacher expertise and makes our pedagogical approach visible and accessible to families and prospective families

Collaboration with Administrative Team

- Serve as a trusted member of the administrative team, participating in strategic planning and decision-making
- Participate in the development of program policies and monitoring of program quality when appropriate
- Be familiar with and ensure compliance with all Colorado State childcare licensing regulations
- Work closely with the Executive Director to support school fundraising, professional learning initiatives, and other organizational priorities
- Attend all required meetings and trainings to maintain alignment with program goals and regulatory requirements
- *Other duties as directed*

Required Qualifications

- Bachelor's degree in Early Childhood Education or related field (Master's preferred)
- Minimum 5 years of experience working directly with young children in early learning settings
- Strong knowledge of child development, developmentally appropriate practice, and early learning standards
- Experience with instructional coaching, mentoring, or teacher leadership
- Deep understanding of observation, documentation, and assessment practices in early childhood

- Familiarity with the Reggio Emilia approach or other progressive early childhood philosophies

Preferred Qualifications

- Formal training or certification in instructional coaching or mentoring
- Experience with the Reggio Emilia approach, emergent curriculum, or project-based learning
- Knowledge of multiple early childhood curriculum frameworks
- Experience facilitating professional learning communities
- Bilingual abilities

Professional Development & Compliance

Ongoing Expectations:

- Attend orientation, training sessions, monthly staff meetings, and parent-teacher conferences
- Complete 1 hour of annual volunteer work for TLC fundraising events
- Maintain compliance with all state licensing standards (DHHS, Public Health, Environmental Health, Fire, Police)
- Immediately report any safety concerns or facility damage to supervisors
- Adhere to all TLC Employee Handbook policies and procedures
- Fulfill essential expectations and responsibilities of role
- *Additional duties as directed.*

Essential Skills & Attributes

- Excellent interpersonal and communication skills with ability to build trust and rapport
- Strong facilitation skills for both individual and group settings
- Ability to provide constructive feedback with empathy and cultural responsiveness
- Creative and flexible thinking with strong problem-solving abilities
- Commitment to equity, inclusion, and anti-bias education
- Reflective practitioner who models lifelong learning
- Proficiency with digital documentation tools and technology
- Organizational skills to manage multiple coaching relationships and initiatives

Working Conditions

- Position requires regular classroom visits across multiple sites/classrooms
- Flexible schedule including occasional early mornings, evenings, or weekends for professional development
- Combination of coaching time in classrooms, meeting time with teachers, and independent planning/preparation
- Physical requirements include bending, kneeling, and sitting on the floor to engage at children's level during classroom observation