

*The*  
***ENRICHMENT TEACHER'S***  
*Companion*

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***Instructor Competency Education***

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**Author**

**The author wishes to acknowledge Timothey Fitzgerald for his invaluable contribution to this book.**



**NETA**  
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# PREFACE



**W**elcome and congratulations! You have just taken the first step towards harnessing your talents and sharing your gift with others by becoming an enrichment instructor. There is a cliché which states, “Those who can’t do, teach”. We beg to differ. In our estimation, the truest test of one’s knowledge and proficiency in a subject *is to teach it*. The added bonus here is that you can potentially make a significant amount of money teaching a subject that you love.

As you will soon see, the subjects being taught by enrichment instructors are as diverse as the people teaching them. But regardless of what your area of expertise may be, you will be serving your communities by helping to develop young minds and you will have to approach your work with an attitude which is at once optimistic, compassionate and inspired.

Of course, all of your wisdom and expertise will be for naught if you are unable to find a venue in which to share your talents. This manual is expressly designed to teach you how to seek and *obtain* this kind of work, the subtleties and intricacies which that entails, as well as giving you the tools to teach your subject as effectively and safely as possible.

Let us now begin...

# A BRIEF HISTORY OF ENRICHMENT TEACHING



**T**he terms “school enrichment” and “enrichment teacher” have only recently become a part of the popular vernacular. Up until the late 1970’s the majority of the elementary schools in the United States offered elective classes as an integral part of their curriculums. These classes were held before, during or after school and ran the gamut of the arts, sciences, sports, humanities and, were more often than not, free.

However, during the subsequent few decades, there was a fundamental shift in how school districts prioritized and apportioned their budgets. The funding for these elective classes were cut back or in some cases completely eliminated. There was also a shift in the dynamics of family life – the advent of the two income household, the rise in divorce rates, split custody of children, latch-key kids and the like. Essentially, there was a tremendous demand for elective style classes and the qualified supervision of children, but no one to provide it. This void is what paved the way for Parent Teacher Associations (PTA’s), private industry and enterprising individuals to take over where the schools and school districts left off.

The transition however, was not always a smooth one. Like the rise of mammals after the extinction of the dinosaurs, this industry too has had its share of evolutionary “false starts” and “dead ends”. Fortunately, the techniques, procedures and policies of this industry were quick to evolve and become refined as families, schools and communities have demanded accountability and excellence from those who would provide these services.

Currently, this industry is undergoing something akin to a renaissance. This industry’s place in our nation has become more well defined – that of an indispensable service to the community. Enrichment programs are now commonplace in schools. In addition to that, enrichment style classes are being offered outside the confines of schools – you need only to visit YMCA’s, parks and recreation departments, studios, daycare centers and other venues to see that. There is also a new found notoriety being cast upon our industry as celebrity endorsed legislation is being pushed through state and local governments to provide funding and support for these programs.

This brings us to our final point: We are now at a crossroads in this industry. Artists, craftsmen, athletes, scholars and educators are finding that this field of work is conducive to their lifestyles as well as being a boon to their incomes. Enrichment companies, schools' in-house programs and community service centers have reaped a generous financial windfall for the services they provide.

Until recently, there has been no mandated, industry-wide criterion of standards and practices and quality training for enrichment teachers. Even as we speak, legislation is being drafted and pushed through at the state, local and national levels which will give this profession the credibility and legitimacy it deserves by instituting a formalized training regimen for enrichment teachers.

At the National Enrichment Teacher's Association, we have been at the forefront of this industry for twenty years. We have painstakingly refined and distilled those qualities which we feel are the very essence of what it is to provide a sound, comprehensive and practical methodology of training enrichment teachers. These innovations will become the cornerstone of an industry-wide standard and eventually, law.

The goals and objectives of the National Enrichment Teacher's Association include the following:

- To ensure enrichment instructors are properly trained, screened and certified in safety procedures, protocol and guidelines pertaining to the enrichment field.
- To assist schools, community service centers, enrichment companies, PTAs and private instructors in initiating activities for children that are developmentally appropriate and which will supplement the children's elementary through high school experience.
- To introduce, initiate and implement on a state-by-state basis, legislation that mandates training of enrichment teaching, legislation that mandates training of enrichment teaching professionals and provides a uniform set of standards and practices on which enrichment teaching professionals and those that they serve can depend.

**NOTES**

**CHAPTER ONE:  
JOB OPPORTUNITIES**



### **WHERE, WHAT AND KNOW HOW**

There is a tremendous amount of work available to the resourceful, ambitious and qualified enrichment teacher. One of the purposes of this chapter is to dispel the notion that this work is confined only to the one to two hours after school. In fact, if you choose to, you can potentially obtain work throughout the day (and on weekends too) at several different venues and make a considerable sum of money.

However, these jobs will not avail themselves to you out of the blue, so we have taken the time to point out where these opportunities are and to instill upon you the need to be proactive in your search for work. We have also included in this chapter information on what defines the enrichment teacher, the ethics of the enrichment teacher, gaining experience, criminal background checks and fingerprinting, and how to avoid scams and other unscrupulous business practices you may encounter in your search for work.

## NOTES

### **WHAT IS AN ENRICHMENT TEACHER?**

There are several things which differentiate enrichment teachers from regular or conventional school teachers:

- In most cases, enrichment teachers teach subjects which are meant to enhance or complement a school's regular curriculum.
- Enrichment teachers teach primarily outside of the regular operating hours of the school day. This can mean before or after the regular school day, in the evenings or even on the weekends. However, some private schools have been known to have enrichment teachers teach at the campus during regular school hours.
- Enrichment teachers don't give grades to their students.
- Because they primarily teach classes which are electives, enrichment teachers are not required to have a teaching credential. However, they will need an advanced level of training and proficiency in the subject they teach, as well as prior experience working with children. But this brings up the question, "What if I have the training and expertise, but not the requisite experience of working with children?" This will be answered in the section entitled "**Gaining Experience**" on pg. **5**.
- In some schools and venues, enrichment instructors are required to fulfill criteria which may include but is not limited to:
  - Having a TB test.
  - Passing a criminal background check.
  - Having their fingerprints on file with the local police department.