



Shanghai Community International School

上海长宁国际外籍人员子女学校

TITLE: Homeroom Teacher (Nursery-Kindergarten)

POSITION SUMMARY: Teachers in the SCIS Community are the school's most valuable resource. Faculty members are recruited and offered on-going employment based upon continued exemplary teaching performance.

QUALIFICATIONS:

- Three or more years of teaching experience
- Bachelor's degree (Master's Preferred)
- Fluent in English
- Excellent written and oral communication skills

PREFERRED:

- Experience with the IB Primary Years Programme (PYP)
- Experience with TCRWP Units of Study
- Experience with Positive Discipline and/or Second Step
- Experience with Seesaw and iPads
- Experience with Managebac
- Experience working in a multi-cultural environment; an appreciation for the cultural differences between Western and Asian staff; a willingness to respectfully collaborate with all staff in order to promote positive change

REPORTS TO / EVALUATED BY: Principal

SUPERVISES: NA

MAJOR RESPONSIBILITIES AND DUTIES:

Written Curriculum:

- Collaboratively maintain up to date curricular information resources and unit planning on ManageBac. This includes all core subject areas for Homeroom Teachers and grade-specific units for single subject teachers. Single subject teachers should also demonstrate commitment to connecting with grade level units of inquiry when appropriate and authentic.

Taught Curriculum:

- Purposefully plan for and differentiate instruction in a way that allows all students to access the curricular content including English Language Learners and those who require additional learning and/or student support.
- Demonstrate a commitment to understanding and implementing the inquiry-based, student centered and inclusive philosophy of the Primary Years Programme across all subject areas and disciplines.
- Demonstrate a commitment to understanding and implementing the Positive Discipline approach to social-emotional development.
- Demonstrate a commitment to understanding and implementing the TCRWP Reading and Writing workshop approach and units of study for Reading and Writing.
- Demonstrate a commitment to understanding and implementing inquiry-based and differentiated mathematical practices through a workshop model based upon the Common Core State Standards for Mathematics.



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Assessed Curriculum:

- Implement ongoing formative and summative assessments and maintain documentation of student growth and progress.
- Assist students with the yearly development of a growth-orientated digital portfolio (via Seesaw) composed of student work from all subject areas that demonstrates the learning process, as well as progress made throughout the year and incorporates varying levels of student reflection.
- Assess students using the Fountas and Pinnell Benchmark Assessments in order to determine independent and instructional reading levels. (K-5)

Collaboration:

- Demonstrate commitment to the Faculty Essential Agreements, as well as collaborative planning of curriculum, moderation of assessment and professional learning through active participation in Faculty Meetings, weekly curricular planning and team meetings and other professional learning platforms.

Professional Development and Responsibilities:

- Demonstrate a commitment to professional growth, as reflected in participation in professional development experiences, curricular committees, professional collaboration, and by seeking feedback and adjusting practice where needed based on feedback.
- Demonstrate a commitment to using Seesaw as the primary tool for home-school communication and to track student growth and progress.
- Demonstrate a commitment to understanding and implementing the Philosophy Statements and Essential Agreements for English Language Arts, Mathematics, Technology, as well as those outlined in the SCIS-Faculty Handbook.
- Seek professional development and apply individual professional development funds in support of SCIS programs, with the direction of administration. This may include, but is not limited to: PYP Category I, II, or III workshops, workshops focused on Reading and Writing Workshop, differentiation, play based, and concept-based learning.
- Regularly attend and participate in community events. This may include, but is not limited to Winter Concert, Winterfest, and Art Auction.
- Support student activities by leading an After School Activity (ASA) two times per year, or assist with the organization of a school wide event.
- Perform additional duties as assigned by the Principal.

SCIS BELIEVES:

- That each employee makes a significant contribution to our success.
- That contribution should not be limited to the assigned responsibilities.

Therefore, this position description is designed to outline primary duties, qualifications and job scope, but not limit the employee or SCIS to only the work identified. It is the expectation of the School that each employee will offer his/her services wherever and whenever necessary to ensure the success of our organization.