

POSITION: Elementary School Early Years Teacher
REPORTS TO: Elementary School Principal
CONTRACT TERM: 2 School Years (2024-2026)
CONTRACT START DATE: 1 July 2024
JOB OPENING: 1 November 2024

External: We reserve the right to end the recruitment process once a suitable candidate is found.

PURPOSE

Jakarta Intercultural School (JIS) Early Years Program educators provide memorable experiences for JIS students. JIS Early Years teachers are responsible for working collaboratively to develop and implement the three- to five-year-old program at JIS. Our Early Years educators work in a professional learning community to continuously improve teaching practice for the benefit of the students at the JIS in pursuit of our *Mission, Vision, Values and Dispositions*.

QUALIFICATIONS, EXPERIENCES and ATTRIBUTES

1. Minimum Bachelor's degree
2. Teaching credential
3. Minimum five years of teaching experience in the Early Years
4. Experience in a school with a well-defined Early Years philosophy – international setting preferred
5. Experience with and commitment to a Professional Learning Community (PLC) and departmental work
6. Documented evidence of strong pedagogical foundation and practices in Early Years education, with an emphasis on constructivist approaches to teaching and learning
7. Versed in documenting student learning via innovative approaches
8. Knowledgeable in working with differentiated instruction, EAL and in an inclusive environment
9. Background in associating with students outside of the classroom environment – this could include experiences in drama, sports, clubs, music or other non-academic endeavors
10. Evidence of a professional, nurturing demeanor
11. Clear commitment to Child Protection, safety, service learning and environmental stewardship

DUTIES AND RESPONSIBILITIES

1. Creating a classroom community which supports positive and developmental appropriate learning experiences, as well as, a sense of community.
2. Providing students with positive and appropriate learning experiences
 - a. Faculty must demonstrate commitment to professional learning and inquiry by:
 - i. Identifying essential elements of curriculum and building age appropriate engagements
 - ii. Personalizing instruction, knowing and engaging each learner using and planning appropriate interventions
 - iii. Continuing to develop pedagogy that benefits student learning
 - iv. Having a deep understanding of literacy development and practices
 - v. Providing effective feedback that helps to shape the next learning experience
 - b. Creating a safe learning environment
 - c. Using a range of teaching strategies that take into account what students know and what inspires them
 - d. Demonstrating knowledge and skills in the content areas and explicitly developing the Learning Dispositions (Resilience, Resourcefulness, Relating and Reflectiveness)
 - e. Collaboratively support students and execute Individual Learning Plans (ILPs) as appropriate for students in their charge
 - f. Planning, coordinating and supervising the work of classroom assistants and assistant teachers as appropriate
3. Building positive interpersonal relationships
 - a. Promoting positive interactions among students who have differing cultural, linguistic and national backgrounds
 - b. Engaging students in restorative practice to maintain the dignity of the child

- c. Fostering a sense of identity and pride in the school among students, parents and colleagues
 - d. Contributing positively towards the culture of the school
 - e. Maintaining an open attitude toward new ideas and accepting of others whose experiences, opinions and beliefs may differ
 - f. Collaborating with grade-level teams, specialists, school-wide teams and the elementary Student Support Teams
4. Seeking ongoing professional growth
 - a. Continuing to acquire new learning and reflecting new learning and professional practice
 - b. Engaging in opportunities for in-service and workshop offerings
 - c. Sharing professional knowledge with colleagues
 - d. Working closely with Team Leaders, Curriculum Coordinator and specialist teachers to plan cooperatively, develop curriculum and maintain a positive, professional school climate
 - e. Setting goals for professional development, taking advantage of professional development opportunities and demonstrating current best practice in the field of education
 5. Communicating effectively
 - a. Providing opportunities for parent involvement in school programs, activities or the classroom
 - b. Building a strong home school relationship with regular opportunities for personalized communication
 - c. Communicating concerns for students who may be experiencing social, emotional or academic difficulties to the Student Support Team
 - d. Communicating effectively with students, colleagues and parents
 - e. Communicating curriculum expectations clearly and on a regular basis
 6. Embracing the JIS Learning Dispositions of Resilience, Resourcefulness, Relating and Reflectiveness
 7. Performing other related duties and assuming other responsibilities as assigned by the Elementary School Principal

TO APPLY

Interested qualified candidates, please send your cover letter, resume, and 3-5 list of professional references to teachingapplication@jisedu.or.id