



SMIC-I Early Childhood Kindergarten Homeroom Teacher

REPORTING STRUCTURE			
<i>Job Family</i>	School	<i>Center</i>	School
<i>Report To</i>	1. SMIC-I Assigned Kindergarten Grade Level Leader 2. SMIC-I Director of Early Childhood	<i>Division</i>	SMIC-International
<i>Job Title</i>	SMIC-I Early Childhood Kindergarten Homeroom Teacher	<i>Department</i>	Early Childhood
<i>Approved By</i>	International Superintendent	<i>Section</i>	Kindergarten
<i>Revision No/Date</i>	Created November 9, 2018; Updated December 31, 2019; Effective August 2022		
POSITION DESCRIPTION			
Job Purpose	Contributes toward building a world-class SMIC-I through providing instructional guidance in the kindergarten as a homeroom teacher, while actively contributing to our students and school through associated roles expected of a holistic professional educator in a dynamic system dedicated to honor, excellence, community, and joy.		
Successful SMIC Private School educators have ...	<ul style="list-style-type: none"> • <u>Passion</u> about bringing quality education to students that includes ... <ul style="list-style-type: none"> ○ love for education ○ consistently operating with a commitment to positivity, excitement, and creative problem-solving ○ respect for working in a multicultural environment where multiple work styles are valued and celebrated ○ being a caring contributor who brings enjoyment to the workplace • <u>Team spirit</u> commitment that includes ... <ul style="list-style-type: none"> ○ a can-do attitude ○ respect for genuine joyful collaboration ○ dedication to positive and supportive interpersonal relationship skills ○ willingness to take initiative ○ desire for transparency ○ ability to take direction easily when needed ○ willingness to make personal sacrifices for the greater school-wide good ○ committed to working in a team-based teaching environment where flexibility and collaboration are key • <u>Strong work ethic values</u> that include ... <ul style="list-style-type: none"> ○ high standards of quality ○ effective organizational skills ○ being self-directed ○ ability to multitask ○ comfort with big picture concepts while being detail-oriented when implementing school plans ○ serving as a strong positive role model for students at all times • <u>Responsible outlook</u> includes ... <ul style="list-style-type: none"> ○ a sense of ownership and reliability in getting the job done correctly to the end ○ ability to work under pressure with deadlines yet also demonstrate flexibility with ease when needed 		

Job Duties

Teaching Assignment	Grade Level	Total Periods
SMIC-I EC Kindergarten Homeroom Teacher	Grades EP2, K1, or K2, as assigned	25 periods/week

SMIC-I EC Kindergarten Grades EP2, K1, or K2 Teacher Duties

- Work with students in grades EP2 (3-year-olds), K1 (4-year-olds), or K2 (5-year-olds) as assigned, in a self-contained classroom teaching/homeroom for all the core academic subjects (reading, writing, math, science, social studies)
- Coordinate the classroom human resources (Chinese teacher, classroom assistant) to deliver effective high-quality educational opportunities to students
- Supervise and evaluate the Chinese Teacher assigned to work with the class
- Work on early childhood curriculum development in reading, writing, math, science, and social studies as assigned following the *Understanding by Design* (UbD) format
- Prepare effective and diverse classroom lessons to implement the school’s science curriculum following the school’s accepted methods
- Design authentic subject assessments and measure their effectiveness in meeting curricular goals
- Differentiate lesson plans to meet the needs of both struggling and advanced students.
- Collaborate with grade-level team to plan, teach, and assess interdisciplinary units
- Comfortable working with advanced motivated students who have strong academic backgrounds
- Support the work of EC program initiatives including sponsored student activities/events

Homeroom Teacher Duties

- Communicate and promote upcoming class, grade, and school events with both parents/families, and students
- Create a positive and collaborative relationship with homeroom parents.
- Report on each child’s behavioral and academic progress
- In collaboration with EC Director, SA Director, and the Grade Level Leader, create and implement behavioral and academic plans for students in need
- Communicate with parent(s)/guardian(s) directly about emergency safety and health issues involving his/her child’s needs, which could include calling and emailing after regular working hours
- Making visits to families homes during times of extraordinary need such as for extreme illness or family emergency
- Teach and train students in safety, procedures, and character per school-wide expectations and initiatives

General Teacher Duties

- Positively and productively collaborate with grade level and subject level teachers
- Actively and positively promote the school’s “Expected School-wide Learning Results” (ESLRs): global citizenship, motivated learners, healthy individuals, and persons of character
- Follow the SMIC Code of Ethics and school policies as outlined in the most current version of the *SMIC Staff Handbook*
- Closely follow the SMIC-I “Curriculum, Instruction, and Textbook Policy” as is appropriate for the Chinese context
- Maintain and update timely student records including (class webpages, grading homework, grade books, progress reports, report cards, student attendance, and other required documents)
- Be actively involved in at least 40 hours of administrator approved extra-curricular activities a year as a faculty sponsor/advisor/coach/helper/school committee member
- Create an engaging and organized learning space (classroom) for students
- Actively fulfill assigned supervision duties, which could include passing period duty, lunch duty, study hall assignments, etc.
- Work closely with parents/guardians through providing feedback on progress, answering questions, and being an educational partner regarding their child’s learning

	<ul style="list-style-type: none"> • Proactively meet and communicate with parents/guardians, students, and other teachers when necessary to develop interventions for students with academic, emotional/behavioral, or other needs • Take an active role in required meetings (grade level; departmental; grade level; committees, faculty; etc.) • Serve as an EC or ES grades substitute teacher when needed • Assist with additional duties as assigned
<p style="text-align: center;">Organization and Communication Skills</p>	<ul style="list-style-type: none"> • Demonstrates a strong positive commitment toward school improvement • Demonstrates commitment to education at the early childhood grade levels including innovations and best practices • Knowledgeable about the American-style education system and how early childhood instruction integrates into it • Comfortable working in a school that integrates Chinese and American style educational philosophies • Comfortable with computers for school-related purposes including PowerSchool, Rubicon Atlas, Canvas, email, and MS Office programs • Desires to actively engage in professional development opportunities as provided by the school or through individual initiative • Flexible and culturally sensitive in adapting to a multi-cultural environment with school community members (students, staff, and families) of many nationalities • Strong understanding of working with students, parents/guardians, and staff from diverse cultural backgrounds • Positively and proactively communicate with parents/families and students • Works effectively with students who exhibit near English proficiency • Patient in working with members of the school community calmly and positively in tense high-pressure situations including following the chain of communications command • Fluent in both oral and written English at a professional standard

<p>Research-based Best Practices Guiding SMIC-I Frameworks</p>	<ul style="list-style-type: none"> • <i>Mindset: The New Psychology of Success.</i> Carol S. Dweck. Random House. 2006 • <i>Understanding by Design,</i> Grant Wiggins & Jay McTighe. ASCD. 2005 • <i>Units of Study for Teaching Reading: A Workshop Curriculum.</i> Lucy Calkins. Heinemann Publishers. 2015 • <i>Units of Study in Opinion, Information, and Narrative Writing: A Workshop Curriculum.</i> Lucy Calkins. Heinemann Publishers. 2013
<p>Education and Work Experience Requirements</p>	<ul style="list-style-type: none"> • Bachelor's degree <u>required</u> in early childhood or elementary education but a bachelors' degree in a related field (i.e., literacy, ESL, etc.) is considered with a teaching license and 2 years of verifiable full-time teaching experience in early childhood in an elementary school • Must possess a valid teaching license/certificate in elementary or early childhood education • At least 2 years of full-time teaching in the same position in a regular elementary school setting • Evidence of current relevant professional development especially at the early childhood grades level
<p>Signatures</p>	<ul style="list-style-type: none"> • I have been provided a copy of this job description which I have reviewed. <p style="text-align: center;"> X X </p> <hr/> <p>Employee Printed Name</p> <p style="text-align: center;"> X </p> <hr/> <p>Date</p> <ul style="list-style-type: none"> • As the school's designated representative, I have reviewed this job description with the employee assigned to this role listed above. <p style="text-align: center;"> X X </p> <hr/> <p>Official School Designee Printed Name</p> <p style="text-align: center;"> X </p> <hr/> <p>Date</p>