

Position Title	Pre Kindergarten/ Kindergarten teacher	Date advertised: 15 November, 2021
Section	Early Years	
Line manager	Principal	
Position Status	Full Time	
Pay range	¥3,486,305-¥3,848,228/annum	

Description

The role of the Primary Years Programme teacher (Pre-Kindergarten – Grade 5) is essentially to build and maintain a successful program within the school by providing an educational environment that supports student learning and development through the process of inquiry.

Based on inquiry

A KIS teacher is able to undertake personal inquiry, reflection and action to inform their practice:

- ❖ reflect on and apply their own inquiry experience to the design of inquiry-based learning and teaching in the classroom
- ❖ identify their own professional learning needs and engage in relevant development experiences
- ❖ critically engage with professional literature and experiences to reflect on and refine learning and teaching
- ❖ demonstrate creative and flexible problem solving in their practice.

Focused on conceptual understanding

A KIS teacher is able to build/develop conceptual understanding within and across subjects:

- ❖ know how learning within disciplines/subjects progresses
- ❖ design learning around transdisciplinary and disciplinary concepts aimed at deepening students' understanding of complex ideas
- ❖ integrate transdisciplinary and disciplinary concepts, knowledge, and skills in a way that supports a coherent learning experience for students
- ❖ provide opportunities for students to make connections and transfer learning to new contexts and across subjects
- ❖ use key concepts as a tool for inquiry.

Developed in local and global contexts

A KIS teacher is able to design inquiries using local and global context:

- ❖ identify appropriate contexts and examples for learning that have meaning and relevance to individuals and groups of students

- ❖ understand that situating learning in global contexts supports students' understanding of human commonalities (for example, through transdisciplinary themes)
- ❖ design curriculum that reflects the heritages, languages and cultures of students and other members of the learning community
- ❖ support students to initiate and engage in their own inquiries
- ❖ promote student reflection and action in response to their learning.

Focused on effective teamwork and collaboration

A KIS teacher is able to build and maintain collaborative relationships:

- ❖ establish, engage and maintain collaborative relations that support the wellbeing of the learning community
- ❖ use networks including social media to appropriately build and develop relationships that support one another
- ❖ negotiate ideas and understandings with colleagues and other members of the learning community
- ❖ Provide opportunities for student collaboration.

Designed to remove barriers to learning

A KIS teacher is able to foster supportive environments that remove barriers to learning:

- ❖ select teaching approaches, resources, technologies, learning and assessment activities that are inclusive and effective for diverse students
- ❖ support student innovation and creativity through a cycle of inquiry-action-reflection
- ❖ provide and maintain an environment within which students feel safe (physically, culturally, socially, emotionally) to be responsible for their own learning
- ❖ make thoughtful use of resources—time, people, places, spaces and physical materials—to develop flexible and diverse approaches to learning and teaching
- ❖ use technology to extend when, where and how learning takes place.

Informed by assessment

A KIS teacher is able to utilize assessment to inform learning and teaching:

- ❖ demonstrate through their practice that assessment is integral to learning and teaching
- ❖ plan for balanced and effective assessment that monitors, documents, measures and reports on learning
- ❖ analyse and utilize assessment data and evidence to reflect on and evaluate the effectiveness of teaching and learning
- ❖ support the capability of students in assessing their own learning
- ❖ provide feedback to others and feedforward to next steps
- ❖ contribute to and support the assessment culture within the learning community.

Relationships

A KIS teacher is prepared to support and interact with the entire community through:

- ❖ Developing trusting and effective relationships with all the children in the class and their parents
- ❖ Coordinating parent meetings where appropriate to review a students' progress
- ❖ Establishing supportive and positive working relationships with all other members of staff
- ❖ Becoming a presence across the whole school and a representative of it within its wider community
- ❖ Actively participating in school events

Professionalism

A KIS teacher is committed to:

- ❖ Promoting the school's mission, vision and values
- ❖ Regularly communicating with KIS community members in a professional manner
- ❖ Maintaining professional relationships with work colleagues based around cooperation and mutual support
- ❖ Regularly participating in professional development
- ❖ Complying with school policies, procedures and expectations

The Classroom Teacher is responsible for any other reasonable duties assigned by the Principal. Occasionally, assigned tasks may need to be completed outside of expected working hours of the role.

Child Safeguarding

The individual is responsible for promoting and safeguarding the welfare of all children and young persons for whom s/he is responsible, or with whom s/he comes into contact. The individual will adhere to and ensure compliance with the Child Safeguarding Policy and Handbook at all times. If in the course of carrying out the duties of the role, the individual identifies any instance that a child is suffering or likely to suffer significant harm either at school or at home, s/he must report any concerns to the Designated Person for Child Protection. KIS child safeguarding practices are aligned with the UN Conventions on the Rights of the Child (1990).

Position Requirements

- ❖ At least 3 years of experience in working with Early Years children as a teacher with relevant qualifications
- ❖ Curriculum development knowledge is required
- ❖ Possess highly developed interpersonal and teamwork skills
- ❖ Excellent verbal and written English skills
- ❖ Good references on request
- ❖ Proficient in using computers
- ❖ Proficiency in testing and reporting systems
- ❖ Experience with and knowledge of co-teaching

Qualifications

- ❖ Minimum Bachelor's degree in Education or equivalent is required.

Preferred:

- ❖ Master's degree in Education
- ❖ IB PYP trained
- ❖ WIDA trained
- ❖ MAP experience

Working Conditions

- ❖ Duties performed within a school environment.
- ❖ Will be required to work independently and as part of a collaborative team effort.
- ❖ Extended working hours to complete some projects may be required
- ❖ Identify the working conditions and physical demands related to the essential duties – working outdoors, travel, and overtime.

Terms of Employment

- ❖ Working Hours: 8:05 am – 3:45* pm, Monday to Friday
- ❖ Probation Period: 3 months from date of commencement
- ❖ Referee request: Required
- ❖ Background Check: Required

* Allocated work hours can be until 6:00 pm