



## SMIC-I Early Childhood Kindergarten 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 Teacher	<i>Department</i>	Early Childhood
<i>Approved By</i>	International K-12 Principal	<i>Section</i>	
<i>Revision No/Date</i>	Created November 18, 2017; Updated May 27, 2020; Effective August 2020		
POSITION DESCRIPTION			
<b>Job Purpose</b>	Contributes toward building a world class SMIC-I through providing instructional guidance in the kindergarten as a subject 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.		
<b>Successful SMIC Private School educators have ...</b>	<ul style="list-style-type: none"> <li>• <u>Passion</u> about bringing quality education to students that includes ...               <ul style="list-style-type: none"> <li>○ love for education</li> <li>○ consistently operating with a commitment to positivity, excitement and creative problem-solving</li> <li>○ respect for working in a multicultural environment where multiple work styles are valued and celebrated</li> <li>○ being a caring contributor who bring enjoyment to the workplace</li> </ul> </li> <li>• <u>Team spirit</u> commitment that includes ...               <ul style="list-style-type: none"> <li>○ a can-do attitude</li> <li>○ respect for genuine joyful collaboration</li> <li>○ dedication to positive and supportive interpersonal relationship skills</li> <li>○ willingness to take initiative</li> <li>○ desire for transparency</li> <li>○ ability to take direction easily when needed</li> <li>○ willingness to make personal sacrifices for the greater school-wide good</li> <li>○ committed to working in a team based teaching environment where flexibility and collaboration are key</li> </ul> </li> <li>• <u>Strong work ethic values</u> that include ...               <ul style="list-style-type: none"> <li>○ high standards of quality</li> <li>○ effective organizational skills</li> <li>○ being self-directed</li> <li>○ ability to multitask</li> <li>○ comfort with big picture concepts while being detail-oriented when implementing school plans</li> <li>○ serving as a strong positive role model for students at all times</li> </ul> </li> <li>• <u>Responsible outlook</u> that includes ...               <ul style="list-style-type: none"> <li>○ a sense of ownership and reliability in getting the job done correctly to the end</li> <li>○ ability to work under pressure with deadlines yet also demonstrating flexibility with ease when needed</li> </ul> </li> </ul>		

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

**Job Duties**

**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.
- Teaching the academic subjects of math, science, social studies and centers/small group as assigned
- Collaborate with the homeroom teacher, Chinese teacher and classroom assistant to deliver effective high quality educational opportunities to students
- Work on early childhood curriculum development in math, science, and social studies as assigned, which includes preparing effective diverse lesson units based on the school’s curriculum formats using *Understanding by Design* (UbD)
- Develop and follow the established SMIC-I early childhood curriculum in all subject areas including designing units and lessons to support it
- 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

**Assist with the Homeroom Teacher in the following Duties**

- Communicate and promote upcoming class, grade, and school events with both parents/families, and students
- Create a positive and collaborative relationship with homeroom parent.
- Report on each child’s behavioral and academic progress
- In collaboration with Senior Director, SA Director and possibly 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 involves 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 in accordance with 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
- Maintain and update timely student records including grading (homework, grade books, progress reports, report cards, student attendance, and other required documents)
- Be actively involved in at least two extra-curricular activities 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
- 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 elementary grades substitute teacher when needed
- Assist with additional duties as assigned



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<p><b>Organization and Communication Skills</b></p>	<ul style="list-style-type: none"><li>• Demonstrates strong positive commitment toward school improvement</li><li>• Demonstrates commitment to education at the elementary grades' level including innovations and best practices</li><li>• Knowledgeable about the American-style education system and how early childhood instruction integrates into it</li><li>• Comfortable working in a school that integrates Chinese and American style educational philosophies</li><li>• Comfortable with computers for school related purposes including PowerSchool, Rubicon Atlas, email, and MS Office programs</li><li>• Desires to actively engage in professional development opportunities as provided by the school or through individual initiative</li><li>• Flexible and culturally sensitive in adapting to a multi-cultural environment with school community members (students, staff, and families) of many nationalities</li><li>• Strong understanding of working with students, parents/guardians, and staff from diverse cultural background</li><li>• Positively and proactively communicate with parents/families and students</li><li>• Works effectively with students who exhibit near English proficiency</li><li>• Patient in working with members of the school community calmly and positively in tense high pressure situations including following chain of communications command</li><li>• Fluent in both oral and written English at a professional standard</li></ul>
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<b>Research-based Best Practices Guiding SMIC-I Frameworks</b>	<ul style="list-style-type: none"> <li>• <i>Mindset: The New Psychology of Success</i>. Carol S. Dweck. Random House. 2006</li> <li>• <i>Understanding by Design</i>, Grant Wiggins &amp; Jay McTighe. ASCD. 2005</li> </ul>
<b>Education and Work Experience Requirements</b>	<ul style="list-style-type: none"> <li>• 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 teaching license and 2 years of verifiable full-time teaching experience</li> <li>• Must possess a valid teaching license/certificate in elementary or early childhood education</li> <li>• At least 2 years full-time teaching in the same position in a regular elementary school setting</li> <li>• Evidence of current relevant professional development especially at the lower elementary grades level</li> </ul>
<b>Signatures</b>	<ul style="list-style-type: none"> <li>• As the employee, I have reviewed this job description with my direct supervisor and have been provided a copy of this job description.</li> </ul> <p style="text-align: center;"> <span style="font-size: 2em; margin-right: 100px;">X</span> <span style="font-size: 2em;">X</span> </p> <hr/> <p>Employee <span style="float: right;">Printed Name</span></p> <p style="text-align: center;"> <span style="font-size: 2em;">X</span> </p> <hr/> <p>Date</p> <ul style="list-style-type: none"> <li>• As this staff member's direct supervisor, I have reviewed this job description with the employee assigned to this role as listed above.</li> </ul> <p style="text-align: center;"> <span style="font-size: 2em; margin-right: 100px;">X</span> <span style="font-size: 2em;">X</span> </p> <hr/> <p>Direct Supervisor <span style="float: right;">Printed Name</span></p> <p style="text-align: center;"> <span style="font-size: 2em;">X</span> </p> <hr/> <p>Date</p>