

SHANGHAI AMERICAN SCHOOL

JOB DESCRIPTION

TITLE: EARLY CHILDHOOD CLASSROOM TEACHER, ELEMENTARY SCHOOL
SCALE: Teacher Salary Scale
CONTRACT DAYS: up to 191

POSITION SUMMARY:

Teachers within Shanghai American School are recognized, along with students, as the schools most valuable resource. Faculty members are recruited and offered employment based upon prior exemplary teaching performance. Teachers must be fully credentialed / certified for their respective assignments and must maintain both teaching excellence and credentials throughout employment. Typically, to be offered employment, faculty members must indicate a willingness to commit to two years of excellent service to our students.

Teachers in SAS's PK Program appreciate the magic of an early years' context. They consider themselves activators of learning who seek to inspire children's curiosity, creativity, and agency. They strive to nurture each child's development from a strengths-based perspective, building from a child's interests and wonderings. They are comfortable co-constructing learning in a child-directed, play-based environment and confidently balancing play and authentic content.

An SAS PK Teacher is collaborative and open to new ideas. They embrace the ideals of holistic child development and view the early years as a crucial time for establishing foundations for life. Inspired by constructivist theories of learning, they are flexible and creative. As a coach, the teacher is thoughtful and responsive as they shape engaging learning environments, experiences and opportunities. As a researcher, they developed a deep understanding of child development, early childhood philosophies and pedagogy, the teacher frames learning and development as a holistic, lifelong endeavor.

SUPERVISED, EVALUATED BY & REPORTS TO:

Building Principal and Vice Principal(s)

JOB REQUIREMENTS

- Minimum Bachelor degree or above
- Minimum five (5) years teaching experience
- Teaching experience in a constructivist style framework that supports a Reggio Emilia Approach and developmentally appropriate best practices as defined by the National Association for the Education of Young Children (NAEYC) to achieve milestones articulated in the Teaching Strategies Gold assessment program
- Understand and demonstrate how to work collaboratively within a team structure and how to impact the success of the team as an individual member
- Able to skillfully use an inquiry-based approach, such as Project-Based Learning, or other approaches to integrated teaching across curriculum areas
- Demonstrate knowledge and experience in supporting students' social and emotional growth inside and outside the classroom, using non-punitive approaches that ensure the respect and dignity of each student
- Experience working with learning management systems such as Seesaw
- Demonstrate the ability to be a reflective practitioner, to give, and to receive feedback
- Articulate the importance of growth mindset and how to develop it in students

PERFORMANCE RESPONSIBILITIES:

- Mirror, support, model, and promote the school's mission and core values
- Build collaborative and respectful relationships with team members and within the school's community
- Collaborate within teams, adopting a framework and philosophy that supports the team to function at a high level
- Partner with instructional coaches as assistants in curriculum design, implementation and assessment
- Assist the team and administrators in the ordering educational supplies and materials

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- Engage in a growth model of instructional excellence that supports students in reaching their optimal potential
- Work within the school's chosen frameworks (e.g., Teachers' College Workshop models, Concept-based Math) and timelines to guide instruction
- Analyze classroom and standardized testing data in order to deliver appropriate and individualized instruction to each student.
- Use non-punitive techniques and approaches with students both inside and outside the classroom that support social and emotional growth, and teach lifelong skills
- Develop a respectful and self-reliant classroom community, with a focus on the social and emotional well-being of each student and their greater school community
- Establish partnerships with parents in support of their student
- Attend school sponsored events & activities
- Participate in the after-school activities program
- Perform additional duties as assigned by the Principal and Vice Principals

SAS BELIEVES:

- That each employee makes a significant contribution to our success,
- That contributions 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 nor SAS 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.