



ELEMENTARY LEADERSHIP OPPORTUNITIES

Dear Elementary Faculty,

At IMS, it is important for us to develop and distribute leadership among our staff. A Montessori environment is an environment where each individual can maximise their fullest potential and share that potential with their community. We strive for this to be true for our students, and we also wish for this to be true for our staff.

With this objective in mind, ***we invite all faculty members to seriously consider if they are interested in a leadership role beyond the classroom.*** We believe that our faculty benefit most when individuals with IMS classroom experience support them, but at the same time, moving toward a leadership position requires a deliberate and considered effort on the part of any interested individual. Herein we are making our annual solicitation for any faculty interested in our Level 1 Pod Leader Teacher roles and Level 2 Curriculum Facilitator roles both from the Montessori and Chinese teams. We invite anyone interested in future Lead Teacher, Campus, or whole-school leadership aspirations to participate in this process. ***Expressing interest and participating in the Lead Teacher recruitment process is the first step toward leadership opportunities at IMS.***

As you are aware, we have six positions for **Level 1 Pod Leading Teachers** and up to four positions for Level 2 Curriculum Facilitator positions. These roles are generally intended for those who have completed at least one 3-year cycle in an IMS classroom. We will take applications for each position, but we will only fill the positions if we have suitably qualified and enthusiastic candidates. If you apply for a position and are not appointed, please do not take this as a negative, but rather take the feedback from your Curriculum Leader as an opportunity to prepare yourself for further growth and preparation.

These positions are not necessarily for the most “experienced” or “highest quality” teacher, but rather they are seeking to identify staff who have the ability to have a positive influence outside their own zone of responsibility. Simply, people who go above and beyond to collaborate, mentor and support their peers, therefore making our school better for all of us.

Level 1 Pod Leader positions have an additional payment of HK\$3,000 per month, which is applied and reviewed each year. It is expected that Lead Teachers will be capable of allocating an average of 30 minutes per day (2-3 hours per week) towards the duties described in the attached Job Description, during their regular work hours. Please note that the attached Job Descriptions outline the full range of responsibilities that a Lead Teacher might be involved. It is not expected that a Lead Teacher would fulfil all of these duties, but instead, Curriculum Leaders will provide specific guidance as to the responsibilities that should be fulfilled depending on the needs of the campus and the skills, aptitudes, and development of the Lead Teacher.



Level 2 Curriculum Facilitator positions have an additional payment of HK\$5,000 per month, which is attached to your current contract and lasts as long as your existing contract. It is expected that Curriculum Facilitators will be capable of allocating an average of approximately 5-6 hours per week (including a classroom release block of 3 hours) towards the duties described in the attached Job Description, during their regular work hours. Please note that the attached Job Descriptions outline the full range of responsibilities that might be asked of a Curriculum Facilitator. It is not expected that a Curriculum Facilitator would fulfill all of these duties, but instead, Curriculum Leaders will provide specific guidance as to the responsibilities that should be fulfilled depending on the needs of the campus and the skills, aptitudes, and development of the Curriculum Facilitator.

If you are interested in applying for one of these positions or have any future leadership aspirations, please review the attached **Job Description** and submit a **one-page Expression of Interest** to your Curriculum Leader outlining how you feel your strengths fulfill each of the following five **Leadership Criteria** by **Wednesday 11 May**. We may appoint a position without further process if only one candidate fulfills the criteria below; however, if there are more than the required expressions of interest, we will interview candidates. If you are currently a Lead Teacher and would like to be considered for the role again for next year, please also submit a one-page Expression of Interest outlining how you have filled the role this year and what you envision for next year. At IMS, it is important for us to both develop and distribute leadership among our staff. A Montessori environment is an environment in which each individual can maximise their fullest potential and share that potential with their community. We strive for this to be true for our students, and we also wish for this to be true for our staff.

LEADERSHIP CRITERIA - Please consider the following **Leadership Criteria** and attached **Job Description** as you write an **Expression of Interest** of not more than one page for an **IMS Pre-Elementary Lead Teacher Position**.

1) HUMAN LEADERSHIP - building and maintaining relationships with all stakeholders

The leader builds positive relationships with and values all adults and children in the school community. They work to harness the school's social and interpersonal potential. This component is about building quality relationships, based on respect, value and care. It is about taking time to get to know and understand others in an educational sense, but also in a wider social and personal sense.



Key Questions to Consider

- Have I encouraged positive and productive relationships between members of the team?
- Are my interpersonal relationships with the team of a high standard?
- Do I provide personal and professional support to members of the team?
- Do I make time to listen and talk through issues and concerns as they arise?
- Do I respond to staff needs and requests?
- Do I offer constructive and effective feedback throughout the year?
- Would I provide support and guidance to members of staff, students and parents?
- Would I recognize the value of the work of individuals in the team?

This component is demonstrated by:

- finding out about the interests and backgrounds of each team member
- encouraging all members to contribute to team goals
- responding positively and non-judgmentally to team member contributions
- sensing potential areas of conflict and work to a desired solution
- building and maintaining morale
- encouraging participatory decision-making
- encouraging professional growth and flexibility

This component is NOT demonstrated when:

- good practices exist in individual classrooms, but are not spread across teams

2) TECHNICAL LEADERSHIP - sound leadership skills

- Would I lead the team effectively?
- Do I communicate information effectively?
- Would I assist the team with the resources they require to do their jobs effectively?
- Would I organise and run effective meetings, assemblies events etc.?
- Do I practice student management processes and policies effectively?
- Would I delegate management functions appropriately?
- Would I look for areas within my team that could be improved?

3) EDUCATIONAL LEADERSHIP - pursuing expertise in Montessori pedagogy and effective school practices

- Do I demonstrate an understanding of the pedagogical issues that underpin learning?
- Would I recommend the team with effective strategies to deal with issues pertaining to students and parents?
- Would I keep the team informed about current initiatives?
- Do I demonstrate willingness to adapt to new school initiatives and adjust my classroom practices to meet the needs of the individual children?
- Would I provide support for individual and team professional learning?



- Would I have the requisite knowledge and skills to contribute to the educational agenda at IMS?

4) SYMBOLIC LEADERSHIP - modelling of important goals and behaviours

- Do I demonstrate a personal code of ethics?
- Do I treat all members of the team and the school community with dignity and respect?
- Is there consistency between what I say is important and what I do in practice?
- Do I model self-reflection and a standard of excellence in my classroom teaching practice?
- Do I model positive and productive interactions with students/staff and parents?
- Do I model a commitment to professional growth by participating in a range of PD opportunities?
- Do I address destructive behaviour and help others work towards positive outcomes?

5) CULTURAL LEADERSHIP - strengthening the values and beliefs that informs the school its identity

- Do I refer to the school's purpose and values and make reference to them when decisions have to be made?
- Do I articulate the school's vision and values through different forums such as student assemblies, staff meetings and parent education and information sessions?
- Do I use different opportunities to highlight and celebrate the achievement of individuals and groups within the school?
- Do I consistently enable students to fulfil their highest potential in all areas pertaining to their learning, behaviour, and social interactions?
- Do I assist members of the team to work collaboratively with one another and the staff body?

If you have any questions about these roles or would like to learn more, please contact your Curriculum Leader for further details.

Please email your one-page Expression of Interest to Adam / Teresa by Wednesday 11 May.

We look forward to learning about the contributions you can make to the IMS community!