

APPENDIX A1



THE INTERNATIONAL MONTESSORI SCHOOL

JOB DESCRIPTION

Pre-Elementary Chinese Lead Teacher

TITLE: Pre-Elementary Chinese Lead Teacher

QUALIFICATIONS:

- Completion of a full three year cycle within an IMS classroom
- Written and spoken fluency in both Chinese, and preferably English.
- Demonstrates aptitude or competence for assigned responsibilities.
- Such alternatives to the above qualifications as the School management may find appropriate.
- Flexibility and understanding of the needs of the School.

REPORTS TO: Campus Curriculum Leader; Pre-Elementary Chinese Curriculum Leader

COLLABORATES WITH: Campus Faculty; Chinese Curriculum Development Team;
Pre-Elementary English Lead Teacher

SUPERVISES: No direct supervision

TERM: This is a one-year position. Future terms are evaluated on a year by year basis.

JOB GOALS:

1. To be a key leader in the improvement and standardisation of IMS Chinese curriculum, materials, and practice. To coordinate curriculum implementation with the Chinese teachers at one's own campus, the Pre-Elementary Chinese Lead Teachers from other campuses, and the Pre-Elementary and Elementary Chinese Curriculum Leaders.
2. To provide skilled leadership and effective facilitation for the faculty at his or her own campus, in accordance with the direction of the Curriculum Leaders, AMI Montessori principles, and with the School's vision, mission, values, policies, and strategic planning.
3. To help ensure that Chinese Casa dei Bambini and Foundation teachers have the prescribed set of IMS Chinese materials in their classes and present the materials in the prescribed format and sequence.
4. To proactively communicate with the Chinese teachers to support their understanding of the Montessori Method and to engage them in the development and proper implementation of the IMS Chinese curriculum and materials.
5. To support clear communication within the IMS parent and faculty communities relating to all aspects of the IMS Chinese programme and classroom activities.
6. To provide opportunities to deepen one's own practice as a Montessori educator and to cultivate skills that would prepare one for further leadership roles.

PERFORMANCE RESPONSIBILITIES:

Management

1. Assist Curriculum Leader and Pre-Elementary Chinese Leaders to ensure that tasks related to teacher mentorship, record keeping and reporting, school events, scheduling, material supplies, staff meetings, staff professional development, parent education, parent communication, and school promotion are conducted in a timely and effective manner, and in keeping with the School's goals and the best interest of the children.
2. Report developments, concerns, and suggestions to the Curriculum Leaders.
3. Provide insight and suggest initiatives for how the campus and school as a whole can better reach the goals set out by the School's vision, mission, and values.

Curriculum and Timetable

1. Help to maintain school-wide curriculum standards and outcomes that are consistent with the school's mission and vision and the best interest of the children.
2. Assist leadership to set and execute rotas and schedules for staff duties and student events.

Staff Support & Development

1. Act as role model for all faculty members and support staff in professional conduct and best teaching practices. Provide positive, collaborative mentorship to faculty.
2. Assist Chinese speaking teachers to have a thorough understanding of the school's academic programmes and professional expectations.
3. The Pre-Elementary Chinese Lead Teacher is responsible for supporting the other classroom teachers in the following ways:
 - Ensure that s/he is aware of the full scope and sequence of the Montessori Chinese programme as currently prescribed within IMS.
 - Introduce new materials, new approaches and/or new measurement systems to the teachers as they are developed.
 - Share your experience with regard to good communication and work-relationship with your Co-Teacher.
 - Assist faculty to understand the routine record-keeping needs, including the importance and role of teacher observation notes.
 - Introduce any new measurement systems or rubrics to the faculty.
4. Mentor new Chinese speaking faculty in all aspects of their work at IMS.
5. Provide input regarding professional development and in-service training needs for the Chinese-speaking faculty.
6. Lead or help to lead at least one professional development event per year.
7. Inform the Curriculum Leader & Pre-Elementary Chinese Curriculum Leader of all staff concerns related to the IMS Chinese programme and campus practices.

Materials

1. Ensure standard list of Chinese-language materials are present in each class, including suitable books for the classroom library, and teacher-made materials.
2. Support the confidentiality and ownership of IMS materials. Editable soft copies of materials should not be shared without the approval of Chinese Curriculum Leadership, and must be copyrighted on every page prior to printing.
3. Assist the Chinese Curriculum Development Team to create new materials such as video-tapes of Chinese presentations for new teachers, translations of Montessori materials into Chinese, and developmentally appropriate materials for advanced children.
4. Help ensure all Chinese-speaking teachers are fully trained in all of the IMS Montessori Chinese materials and are able to effectively present these materials and evaluate their students' levels.

Communication

1. Present a positive attitude towards Dual-Language implementation.
2. Encourage regular dialogue among teachers about all aspects of teaching and learning.
3. Model positive, productive, and suitably confidential communication about all IMS children and parents. Encourage all campus staff to adhere to these principles of communication at all times.
4. Help enhance systems for communication and collaboration among staff members.
5. If requested, participate in parent, student, and community information sessions.
6. If requested, help write and distribute documents for faculty and parents.
7. In collaboration with other staff, prepare and submit any documentation required for accreditation.
8. Meet with the other members of the Chinese Curriculum Development Team on a routine basis.
9. Contribute in a leadership capacity to the weekly Campus and / or programme team meetings with the Chinese Curriculum Development Team's working objectives in mind.
10. Assist the Chinese Curriculum Development Team to establish a standard for regular communications from the Chinese-speaking classroom teachers.
11. Support teachers in the planning and communication of routine school events.
12. As requested by the Curriculum Leadership, collect and review Chinese teacher's documentation: teacher's files, lesson plans, etc. in order to discuss development needs and ideas with Curriculum leadership.
13. Support new faculty members and new co-teacher relationships in their efforts to successfully implement the IMS Dual-Language Montessori programme, and to help them solve problems that may arise.
14. If requested, participate in parent information and education sessions for existing and potential parents, as well as the broader community.

TERMS OF EMPLOYMENT:

The Pre-Elementary Chinese Lead Teacher will receive an additional salary of HK\$3,000 for each month that they hold this position. This additional salary is fixed and will not be subject to annual increases. Employment term begins from the first week of the fall term to the last day of June, and is on an annual review basis. All eligible faculty members may apply for this position at each campus, each year, and current Lead Teachers are likewise required to apply if they wish to continue in the position for the following year.

EVALUATION:

Performance of this job will be evaluated on an annual basis in accordance with provisions of the School's Policy. The primary evaluators will be the Campus Curriculum Leader, the Pre-Elementary Chinese Curriculum Leader, and the Director of Pre-Elementary Programmes, with input from the other members of the IMS Pre-Elementary Leadership. Renewal of this position will be based on the faculty members performance in the position, their renewal application, the need to provide equitable opportunities for leadership roles to qualified faculty members, and the needs of the Curriculum Leadership.