



Job Title: Lower School Spanish Speaking Teacher

Escuela Bilingüe Internacional (EBI) is an independent co-educational day school located in the Rockridge neighborhood of Oakland and Triangle neighborhood of Emeryville, of the San Francisco Bay Area. The school offers a Spanish-English dual language program, extending from Pre-Kindergarten through 8th Grade. EBI opened its doors in September 2006, with Pre-Kinder and Kindergarten.

EBI's progressive education program is based on a child-centered, constructivist, inquiry-based approach. EBI is authorized by the International Baccalaureate (IB) to offer the Primary Years Programme (PYP) and is an IB Middle Years Programme (MYP) candidate school.

The community of EBI, including the faculty and staff, is a unique and valuable asset to the school. It is with this in mind that, in addition to specific responsibilities, it is essential that all EBI employees demonstrate the following:

- Personal alignment with EBI and IB missions;
- Value for bilingualism, educational excellence, diversity, international mindedness and the cultivation of character;
- Enjoyment working in a diverse, international and collaborative school environment;
- Effective listening, speaking, writing and presenting skills in Spanish and/or English, as required;
- A positive attitude and a deep sense of professionalism.

The Teacher position reports directly to the Lower School Director

The fundamental responsibility of every teacher is to commit to the values and beliefs of the International Baccalaureate Primary Years Program and to work constantly to translate them into daily classroom practice. The school's primary purpose is student learning and this job description is therefore structured according to the three central questions relating to this learning.

Also, in recognition of the fact that we aim to be a community of learners, we have added a final question, which focuses upon our responsibility for our own learning.

Specific responsibilities:

The teacher is accountable for:

- Creating a safe and comfortable setting for additional language learners
- Speak, read and write in Spanish

- Planning that views second language learning as an integrated process that involves reading, writing and speaking.
- Facilitating learning activities that foster the development of critical thinking and technology skills.
- Planning collaboratively for student learning.
- Planning, based on the IB Learner Profile.
- Involving students in planning for their own learning and assessment.
- Planning which builds on students' prior knowledge and experience.
- Addressing assessment issues throughout the planning process.
- Planning which emphasizes the connection between subjects.
- Planning which recognizes a range of ability levels.
- Planning units which explore similarities and differences between cultures and places.
- Planning units which explore broad human experiences from a range of perspectives.

How best will the students learn? The teacher is accountable for:

- Using a range and balance of teaching strategies.
- Grouping and regrouping students for a variety of learning situations.
- Viewing students as thinkers with emerging theories of the world.
- Building on what students know.
- Using multiple resources to feel responsible and to take action.
- Empowering students to feel responsible and to take action.
- Involving students actively in their own learning.
- Pursuing open-ended inquiry and real life investigations.
- Maintaining constant awareness of the needs of additional language learners.
- Addressing the needs of students with different levels and types of ability.
- Demonstrating a positive attitude toward and enthusiasm for working with children, their parents, and colleagues.

How will we know what the students have learned? (Assessing to the curriculum)

The teacher is accountable for:

- Using assessment information to design and implement appropriate instruction and to monitor language growth.
- Viewing planning, teaching and assessing as interconnected processes.
- Using a range and balance of recording and reporting strategies.
- Involving students in personal reflection and self assessment.
- Evaluating collaboratively.
- Enabling students to see assessment as a means of describing their learning.
- Assessing the levels of students' current knowledge and experience before embarking on new learning.

- Seeking student responses in order to understand their current conceptions.

How can we continue to learn? (Professional appraisal and development)

The teacher is accountable for:

- Actively pursuing professional development in any of the above points which are considered by teacher and/or the school as being factors in need of strengthening.
- Assessing students learning an additional language and developing appropriate programs to meet those students' needs.
- Familiarity with how language learning difficulties manifest themselves in other curricular areas and how to address those issues.
- Awareness of language difficulties and how to support their differences in literacy acquisition.
- Participating in weekly meetings, parents' conferences and whole school training events.
- Consulting and coordinating regularly with other professionals such as the PYP Coordinator and the Language Arts Coordinator.
- Commitment to lifelong learning and language development.

Qualifications and requirements:

- Speak, read and write in Spanish
- BA in education
- At least two year experience in bilingual education (Spanish)
- PYP is not necessary but it will be given preference

Interested candidates should submit a resume, a letter of interest and statement of leadership and educational philosophy to employment@ebinternacional.org.

EBI's commitment to diversity and inclusion is central to our mission and our hiring practices. People of color and LGBT candidates are strongly encouraged to apply.

