



March 2015

Job Title: Pre-Kinder 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 Preschool 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:

Teaching Effectiveness:

Committed to the EBI mission of academic excellence

- Aligns and communicates learning goals with EBI mission and core values of bilingualism, educational excellence, diversity, global citizenship and character
- Integrates EBI mission into classroom activities
- Creates instructional goals and activities with high expectations
- Grading and reporting aligned with course subject expectations, including appropriate EBI standards and practices
- Uses the designated language of instruction

Plans and prepares for teaching to maximize student learning

- Remains current with content knowledge in one's subject area/s
- Plans to meet IB standards and practices
- Plans lessons that have a student-centered constructivist approach
- Plans based on the IB learner profile
- Plans for the use of technology and other resources as tools to enhance learning goals
- Plans for student reflection and self-assessment
- Plans collaboratively within teams
- Uses student assessment to plan future lessons

Causes intended learning through instructional practices

- Builds a community in the classroom, where students feel safe, included, represented and appreciated
- Models and incorporates the IB learner profile
- Exhibits student work
- Posts planners, bulletins, appropriate messages, pictures, calendars
- Pursues open-ended inquiry and real life research through a student center constructivist approach
- Involves student actively in their own learning
- Addresses the needs of student with different levels and types of abilities
- Uses technology tools to enhance student performance when appropriate
- Uses a range and balance of teaching strategies, resources and equipment to support student learning
- Empowers students to feel responsible and to take action
- Is accountable for achievement of all students

Assesses and evaluates to maximize student learning

- Views planning, teaching and assessing as interconnected processes
- Includes student input in designing assessments
- Assess student's prior knowledge
- Uses a variety of assessment strategies considering students individual needs and interests

- Uses the assessment to reflect upon the lesson and makes changes if necessary
- Uses student assessment for future planning
- Grading and reporting aligned with grade/subject expectations, including appropriate IB standards and practices

Understands and meets the needs of students:

- Demonstrates the belief and commitment that all children can learn
- Meets with students and or parents to assess needs
- Keeps records of performance and achievement, in a timely fashion
- Communicates with colleagues regarding student progress

Collaborates with colleagues:

- Demonstrates flexibility
- Plans collaboratively within teams/departments
- Works toward building consensus in grade level and/or subject area meetings
- Consults with school head, assistant head, learning specialist, subject coordinator, librarian, other teachers or the family as needed

Professional Growth:

- Commits to professional development aligned with EBI mission and goals
- Incorporates current research and innovation into practice
- Contributes to departmental/team/divisional meetings focusing on curriculum
- Contributes to the writing of curriculum documents
- Supports the professional development of colleagues
- Commitment to life long learning

Commitment to students:

- Develops a relationship of trust and respect with students and families
- Creates an environment where all students feel safe, included, represented and appreciated
- Maintains contact with students' entire support network
- Regularly communicates with families in variety of ways (e-mail, teacher sites, notes/letters, conferences)
- Meets with parents

Contributions to EBI community:

- Participates as a positive and professional member of the EBI community
- Behaves in a manner consistent with the dignity of the profession and philosophy of the school
- Offers constructive suggestions for improvements or practices throughout the appropriate administrative channels
- Abides by and supports the school's policies, procedures and contractual obligations

- Is punctual
- Meets deadlines
- Supervises student behavior and promotes the development of self-management skills
- Supports the EBI mission and goals
- Builds school community

Qualifications and requirements:

- Teachers must be fluent in Spanish and English
- Must have a Child Development Teacher Permit or 24 ECE/CD+2 adult supervision units or BA or higher with 12 units in ECE/ED, 3 semester units in supervised field experience. Minimum 350 days of 3+ hours per day within the last 4 years of experience working in ECE program and within the last 7 years required.
- Experience working directly in children centers with preschool age children within the last two years.
- Part time Teachers AA degree or valid ECE teacher certificate, or 123 ECE/CD core units 7 must meet all state licensing requirements, 2+ years preschool teaching experience in ECE settings within the last 4 years required.
- All teaching personnel must have Department of Justice fingerprint clearance, Criminal Record statement, Physical exam and TB test not older than 12 months, First Aid and CPR certificates.

In addition to classroom instruction, teachers are expected to participate in supervision duties, staff meetings, parent meetings and EBI events, workshops and various activities that promote the school programs, participate in the fundraising effort.

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.

