

**Title: Curriculum Coordinator (Literacy-focused)**

**Scale:** Teacher Salary Scale

**Reports to:** Curriculum Director

**Position Summary:**

Teachers within Shanghai Hongqiao International 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.

**Role:**

To successfully improve student learning of the English Language through observations, co-teaching, conferencing, research, and reflective practice, both in classrooms and library; to empower teachers to recognize their instructional knowledge and strengths and support them in their learning and application of new knowledge and instructional practices.

**Academic Matters**

- Support Curriculum Director with the development, documentation, and implementation of the school's Programme of Inquiry, Scopes and Sequences, Curriculum Map, EAL program and other strategic plans as assigned
- Collaborate with the Curriculum Director to support Teachers, Single-Subject Teachers, and Student Services to develop and implement the program that align with school's mission, vision and values
- Coordinate and support all school EAL program including but not limited to EAL classes, literacy seminars (in Upper school), language test administration (including but not limited to WIDA), entrance exams administration
- Coordinate with Curriculum Director to update curriculum materials in accordance with standards, maintain a record of completed planners,
- Assist the Administrative Team in identifying resource needs/Organize resources as demanded and establish an inventory of resources to facilitate efficient management, ensure that copies of IB PYP publications and other key curriculum resources are available to all staff
- Be knowledgeable and share about quality assessment and instruction; support assessments and help teachers learn to administer them, interpret data, analyze data and design instruction based on data
- Collect authentic data, observe and record age appropriate student assessments, and utilize assessment results in a prescriptive, constructive manner to promote student learning
- Ensure that essential agreements are formulated for assessment and for all areas of learning, utilize assessment data to deliver appropriate instruction to each student
- Lead groups in examination of student work to determine strengths and weaknesses, facilitate teachers in their understanding of students' individual needs and help them differentiate instruction, assist in student intervention efforts
- Support teachers and students in preparing for the PYP Exhibition and transition programs
- Provide professional development to faculty, and facilitate weekly grade level meetings
- Collaborate with school leadership in creating schedules, student class assignments, student portfolios and exhibitions, student assessment, teacher assignments, and classroom locations.
- Coordinate and manage the proofreading of progress reports in conjunction with the Curriculum Director
- Contribute to the facilitation of the Student Council, Student houses, and other student development activities
- Participate in PYP Exhibition process to reach the highest standard
- Participate in PYP self-study preparation
- Participate in school events and school sponsored events & activities

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Our Values: All students are Global, Respectful, Empowered & ENGaged.

- Participate in the after-school activities program
- Perform additional duties as assigned by the school leadership

### **Literacy Matters**

- Lead, coordinate and implement school's literacy program, facilitate assignment and assessment, lead teachers in data analysis and following development
- Coach teachers in the implementation of the school's literacy program, help teachers develop the means to reflect on and improve their language instruction, model lessons and co-teach in individual classrooms
- Collaborate with the Curriculum Director to encourage/maintain literacy standards, co-chair the Literacy Committee, and participate in the revision of the school's Language Policy
- Organize and lead school events such as Literacy Week and Literacy Night
- Lead literacy program in library sessions to meet students' inquiry needs in the library through collaboration on meaningful research projects, create a schedule that allows additional time in the library for projects requiring more support, teach research processes in meaningful ways to ensure students develop information literacy fluency and support anti-plagiarism efforts
- Coordinate reading incentive programs and integrate technology into the library
- Create or oversee the creation of display and documentation boards that support PYP curriculum, provoke student interest, educate, and document student learning, reinforce classroom learning whenever possible, building background knowledge through literature and electronic resources
- Maintain knowledge of literature for all grade levels and aid students in selecting appropriate reading materials
- Remain informed about new technologies and shares knowledge with staff and students, assist students and staff with their use of equipment and technology in the library
- Seek input from teachers, administrators, and students when developing the collection, develop a collection that supports the curriculum and reader interests
- Consult professional resources and reviews to select the best resources—print and nonprint—for the collection, maintain the library catalog
- Compile an annual report documenting circulation statistics, points of interest in collection development, and the overall literacy program; use the annual report to reflect on the literacy program and practice and to plan changes

### **Community Stakeholders**

Facilitate constructive working relationships with:

- Parents
  - Work cooperatively with parents to create strong partnerships and meet the needs of students promote the philosophy and goals of the school
  - Conference with parent, teacher, and/or students regarding behavior or academic concerns
  - Coordinating bi-annual parent-teacher-student conferences
  - Supporting meetings and marketing events to convert prospective families to enrolled families
- Academic, administrative, and support personnel
  - Involve all teachers at all levels of knowledge and experience in collaborative dialogue to provide each student with day-to-day instructional excellence
  - Provide professional development to faculty, and facilitate weekly grade level meetings
- Community and government agencies
- Ensure open communication by:
  - Attending weekly staff meetings, scheduled parent meetings, and community forums
  - Co-facilitating meetings with team leaders and school department heads

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- Contributing to newsletters to parents
- Providing ongoing email communication

**Qualifications:**

**Knowledge**

- Demonstrated knowledge of curriculum and the needs of students
- Demonstrated knowledge of literacy instruction, particularly early childhood and elementary levels
- Demonstrated leadership skills
- 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 ManageBac
- 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
- Adequate knowledge and experience in applying technologies into teaching and learning

**Experience**

- At least four years teaching experience in a constructivist style framework that supports the 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. Experience in IB program and American Common Core preferred.
- Literacy Coaching experience preferred

**Education/Certification**

- Bachelor's or Master's degree in Education
- Teaching certification from an accredited institution
- Literacy Coach or Reading Specialist degree preferred

**SALARY & BENEFITS**

- Month salary: negotiable.
- Collaboration with top U.S. school faculty members directly; Opportunities for PD training in America, England, Hongkong and other countries.
- Performance-based bonus.
- Housing allowance and other benefits.
- Seven sick days per whole academic year (191 working days).
- Free Lunch and snacks.

**HQIS BELIEVES**

- That each employee makes a significant contribution to our success
- Those 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 HQIS 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.

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## HQIS 3 PILLARS OF ACADEMIC EXCELLENCE

### Academic Rigor

- ✓ Learning is a result of thinking
- ✓ Critical thinking arises from authentic problem solving that requires use of individual skills within the discipline
- ✓ Rigor requires critical thinking that mirrors thought processes utilized by professionals in the discipline
- ✓ Learning results from consideration of big or difficult problems that don't have one 'right' answer. Consideration of multiple perspectives deepens learning



### 21<sup>st</sup> Century Skills

- ✓ To succeed in higher education and in the workplace students need skills not typically taught in traditional schools with 19th century teaching and learning models.
- ✓ Three key 21st Century Skills identified as communication, creativity and collaboration
- ✓ How do we teach these within the context of the curriculum?



### Living Environment

- ✓ The Living Environment theme is integrated into the curriculum to complement and give purpose to traditional curriculum content.
- ✓ Integration of a Living Environment Strand with four themes:
  - Mankind's Place in the Natural World
  - Conducting Scientific Research
  - Ecosystems and How They Function
  - Acting Individually and Collectively with prerequisite skills to Preserve Our Planet



STUDENT-CENTERED WHOLE PERSON EDUCATION

WORLD-CLASS EDUCATORS | TEACHER TO STUDENT RATIO 1:5

20 YEARS+ OF EXCELLENT INTERNATIONAL EDUCATION FOR STUDENTS AGED 2 -18

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