

## Job Description

Job title/Position: Early Childhood Teacher (Pre-K - G1)

School: Primary School

Direct Supervisor: Primary School Principal

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### Position Overview

The Early Childhood Teacher oversees the IBPYP curriculum, instruction and assessment of the cognitive, aesthetic and social/emotional development of the students for the specified grade level. The Primary Teacher reports directly to the Primary School Principal. The Kindergarten Teacher works collaboratively with grade level team members: Co-Teachers, Teachers, Class and Single-Subject Teachers, Team Leaders and the Leadership Team to effectively implement the IBPYP and strives to ensure that the curriculum and interactions meet the needs of all students in line with the mission, vision and values of the school.

### Qualifications and Experience

The Early Childhood Teacher should have:

- Degree/Certification in Early Childhood/Primary Education
- Previous Early Childhood teaching experience
- Ability to communicate well with others
- Positive attitude
- An ability to multi-task
- Ability to participate in and establish collaborative structures
- Deep understanding of Early Childhood students and their needs
- A proven ability to differentiate instruction and integrate learning

### Preferred Skills and Experience

- Advanced Degree/Certification in Early Childhood Education
- 5 years experience teaching in Early Childhood
- Proven ability to work in a multi-cultural environment
- Recent and relevant professional development
- Experience in and understanding of IBPYP

### Pre-Kindergarten Teacher Responsibilities

Pre-Kindergarten is a critical benchmark in education for the three and four years old children learn through exploration and experience. The Pre-Kindergarten curriculum builds on prior knowledge to help children understand the world around them. Through instruction, practice and modelling, students are guided to develop cognitive, social, and behavioural habits necessary for success in school and society. Parents are provided with regular information on how to support their child's learning in the home environment. Pre-Kindergarten classrooms provide an instructional environment rich in print and oral language. Reading and writing instruction are developmentally appropriate and integrated and holistic as each process informs the other. A balanced literacy program is followed, supported by the

Bonnie Campbell Hill reading and writing continuums. Daily oral reading, shared language experiences, developing a love for rich literature and creating stories from experience and interactions, vocabulary development, verbal and auditory activities, are all integral parts of daily language instruction. Science and Social Studies are integrated with the language arts thematically. These units support children as they learn about themselves and their world environment. Vocabulary and concept development are reinforced through read aloud, drawing journals, and oral language activities. The class day for PK1 and Pk2 goes from 8:00 a.m. to 12:30 p.m. Monday to Friday and Wednesday 8:00 a.m. to 12:20 p.m. Class size is limited to 18 students. There is a certified Mandarin co-teacher assigned to every class.

### Kindergarten Teacher Responsibilities

Kindergarten is a critical benchmark in education as five year-old children learn through experience that reflects meaningful and purposeful play and work. The curriculum builds on prior knowledge and provides students with developmentally appropriate activities that develop a foundation for reading, writing, and mathematical skills. Through instruction, practice and modelling, students are guided to develop cognitive, social, and behavioural habits necessary for success in school and society. Parents are provided with regular information on how to support their child's learning in the home environment. Kindergarten classrooms provide an instructional environment rich in exposure to print and oral language. Reading and writing opportunities are integrated and holistic as each process informs the other. Daily oral reading, shared language experiences, phonics development, creative drawing and writing, thematic study, vocabulary development, verbal, auditory activities, and letter formation are all integral parts of daily language instruction. Science and Social Studies are integrated with the language arts thematically. These units support children as they learn about themselves and their social and natural world. Vocabulary and concept development are reinforced through reading, writing, and oral language activities. The class day goes from 8:00 a.m. to 3:00 p.m. Monday to Friday and Wednesday 8:00 a.m. to 12:20 p.m.. Class size is limited to 22- 24 students. There is a skilled co-teacher assigned to every class.

### Grade 1 Teacher Responsibilities

First Grade is a critical benchmark in education as six-year-old children learn through experience. The First Grade curriculum builds on prior knowledge to develop fundamental reading, writing, and mathematical skills. Through instruction, practice and modelling, students are guided to develop cognitive, social, and behavioural habits necessary for success in school and society. Parents are provided with regular information on how to support their child's learning in the home environment. Grade One classrooms provide an instructional environment rich in print and oral language. Reading and writing instruction are integrated and holistic as each process informs the other. A balanced literacy program is followed, supported by the Bonnie Campbell Hill reading and writing continuums. Daily oral reading, shared language experiences, small group guided reading, phonics development, creative writing, thematic study, non-fiction writing, vocabulary development, verbal and auditory activities, handwriting and spelling instruction are all integral parts of daily language instruction. ESL and reading specialists who conduct comprehensive pre- and post-year assessments further support language and reading instruction. Science and Social Studies are integrated with the language arts thematically. These units support children as they learn about themselves and their world environment. Vocabulary and concept development are reinforced through reading, writing, and oral language activities. The class day goes from 8:00 a.m. to 3:00 p.m. Monday to Friday and Wednesday 8:00 a.m. to 12:20 p.m. Class size is limited to 22- 24 students. There is a skilled co-teacher assigned to every class

## General Teaching Responsibilities

In addition to the grade level expectations, teachers at HKA are welcomed into a collegial and collaborative working environment. In support of this, teachers are expected to:

- Communicate and liaise on a regular basis with fellow team department/grade members with regards to planning, assessment, parent and community contact, subject organization and classroom issues such including discipline, expectations and routines
- Communicate and liaise with other school colleagues in an effort to promote and establish integrative links and/or awareness
- Take an active role in behavioural management and pastoral care of class and homeroom groups
- Use a range of strategies to clearly differentiate instruction where needed
- Integrate work in line with the PYP interdisciplinary units
- Be guided by the HKA learner profile
- Attend and constructively contribute in staff meetings
- Assist in supervision of student breaks
- Coordinate class activities as deemed necessary
- Maintain up-to-date records of assessment, attendance, planning, reports, conferences, and communication with parents
- Establish links with your parent community to ensure that parents are kept well informed about student progress
- Report student progress to parent community through semester narrative progress reports, semester parent conferences, and portfolio development
- Assist, as required, in the development of curricular materials
- Act as a resource/contact/support for new staff members (i.e. curriculum, schedules, procedures)
- Participate in and assist with school events as required
- Continue own professional development through conference attendance, seminars, network meetings, journals, etc...
- Other duties as assigned by Supervisor

## School Hours

7:45 a.m. to 2:00 p.m. Monday to Friday for PK1 and PK2 teachers. Classes meet 8:00 a.m. to 12:30 a.m. Monday to Friday for PK1 and PK2 teachers with the exception of Wednesday 8:00 a.m. to 12:20 p.m. and teachers will engage in professional and curriculum development from 1:30 p.m. to 4:45 p.m.

7:45 a.m. to 3:30 p.m. Monday to Friday for K-G1 teachers. Classes meet 8:00 a.m. to 3:00 p.m. with the exception of Wednesday with the early dismissal of all students to enable teachers to engage in professional and curriculum development from 1:30 p.m. to 4:45 p.m.

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