



Position: Elementary School Chinese Lead Teacher

Supervisor: Principal

Start Date: August 12, 2024

Application Deadline: Applications will be accepted on a rolling basis through August 1, 2024. However, the position may be closed prior to that date if a qualified candidate is hired.

The Opportunity: We are seeking Chinese lead teachers with experience in elementary school education to provide instruction in Mandarin Chinese at Global Citizens Public Charter School (Global Citizens PCS). Global Citizens PCS is the first dual language immersion elementary school in Washington, DC, to offer language immersion in both Mandarin Chinese and Spanish pathways - exposing students to the top three languages spoken in the world. Paired with a focus on social justice and whole child wellness, Global Citizens PCS equips children to become empathetic, globally competent, and socially-minded leaders who are prepared for a future we cannot yet imagine. Global Citizens PCS opened in Ward 7 to provide children and their families living east of the Anacostia River with equitable access to dual language immersion programs. This position offers an incredible opportunity to work alongside a founding team, within an entrepreneurial and collaborative environment focused on improving educational opportunities for all students, especially those who are most marginalized and undervalued.

Mission: The mission of Global Citizens PCS is to inspire and prepare the next generation of global citizens. We will do this by supporting students, ages 3-11, to reach their full academic and leadership potential in a nurturing learning environment. We will immerse them in the Mandarin and Spanish languages, promote the value of diversity, and equip them with the knowledge, skills, and mindsets they need to contribute to a better world.

Vision: We envision academic excellence, language acquisition, and authentic inclusion of a diverse student population. We will build a strong community of learners who are confident in their ability to communicate in the Chinese, Spanish, and English languages. Our children will use language to liberate and advocate for themselves and those most marginalized. All of our children will develop a sense of self and a sense of belonging, build empathy and emotional resilience, learn to understand and appreciate diverse perspectives, and challenge themselves to take action to improve the world.

Philosophy: We believe that all cultures have richness and value, deserve respect and consideration, and do not belong to a hierarchy. We are aware of white supremacy culture and the systemic oppression that exists – even in the current education system. At Global Citizens PCS, we will critically examine our biases and then actively work on counteracting these biases and disrupting the dominant narrative. We will continually examine our teaching and curricula to ensure we incorporate multiple perspectives from diverse cultural backgrounds and life experiences, including the experiences of our students, families, communities, and staff. We will create an environment in which all students will yearn for intercultural connections and see their benefits.

Diversity, Equity, and Inclusion (DEI) are our **core values** and central to our learning, development, and growth:

- **Diversity:** All children, of all backgrounds, learning abilities, and physical capacities, will thrive and contribute to a positive, inclusive, and supportive learning community.

- **Equity:** All children are capable of reaching high levels of academic excellence and whole child wellness. Thus, all children will have the opportunity to gain fluency in more than one language/culture and learn from and with each other. All children will be held to high expectations – ensuring equally high outcomes for all and removing the predictability of success or failure that currently correlates with social, cultural, or socio-economic factors.
- **Inclusion:** We will live our core value of diversity by creating an environment of connection, belonging, empowerment, and respect – where the richness of different ideas, backgrounds, and perspectives are harnessed to create value.

The core values live in our Global Citizens PCS educational model through four **key pillars:** Globally Competent Bilingualism, Academic Excellence, Social Justice, and Whole Child Wellness.

Elementary School Chinese Lead Teacher Job Description

The Chinese elementary school classroom lead teacher is one of the primary stakeholders who influence the lives of children at Global Citizens PCS. Chinese lead teachers will foster a student-centered learning environment that respects the culture and identity of each and every child so they can thrive academically, socially, and emotionally. In early childhood, our children learn all content areas in the target language for approximately 90% of the school day, and they learn their early literacy and math skills in English for approximately 10% of the school day. In elementary school (Kindergarten through 5th grade), we use a 50/50 model, where our children receive standards-based instruction (aligned to the Common Core State Standards) in reading, writing, math, and science in the target language for 50% of the time and in English for 50% of the time (each day). The Chinese lead teacher will teach all content areas in the target language and will serve as the instructional lead and model for the target language (Mandarin Chinese). The Chinese lead teacher will work collaboratively with support teachers and The Georgetown University Program in Educational Transformation (EDTR) Residents to positively impact student development by creating a warm and inviting learning environment; building relationships with students and families; creatively designing and implementing effective lessons within a free and liberating classroom environment; analyzing and interpreting data; collaborating professionally with colleagues; and, participating in the larger school-wide community. The Chinese lead teachers will be coached and supported by the Chinese Instructional Coordinator. The Chinese lead teachers, with support from the Chinese Instructional Coordinator, will work collaboratively with all grade-level and leadership team members to fully understand and respond to the needs of students and families, create and implement plans according to the mission, vision, and pillars of Global Citizens Public Charter School while remaining focused on the implementation of high-quality Chinese language instruction.

Key responsibilities include, but are not limited to:

School Mission and Vision

- Implement a shared school mission and vision to promote each student’s social, emotional, and academic development
- Actively participate in data-driven instruction and methods of continuous improvement to ensure we meet the needs of each student
- Reinforce the mission with students and families, inspiring them to act on the mission every single day
- Reflect on instructional practices and adjust behavior and systems accordingly: ask regularly for feedback; model humility and admit mistakes; seek out thought partners; and, engage in professional learning
- Collaborates with support teachers and other staff to ensure proper and consistent implementation of our instructional program

Equitable and Inclusive School Culture

- Model ethical, equitable, and professional behavior and acts with integrity, fairness, cultural competence, and empathy with students and colleagues
- Contribute to a professional school culture focused on developing relational trust with colleagues and building each other's capacity to promote each student's social, emotional, and academic development; serves as a mentor teacher for support teachers
- Set personal and professional learning goals to promote wellness and enhance professional practice; attend summer institute and weekly professional development sessions
- Participate in professional development and coaching cycles led by Chinese Instructional Coordinator, Principal, and other instructional leaders
- Encourages open, productive, collaborative, and trusting working relationships among administrators, teachers, and staff to promote an environment of continuous improvement
- Mentors support teachers and The Georgetown University Program in Educational Transformation (EDTR) Residents develop a strong classroom culture
- Develop a supportive and positive learning environment focused on uplifting student voice and using student data to drive student development, growth, and achievement

Curriculum, Instruction, and Assessment

- Develop lesson plans and teach all core subjects - Mandarin Language Arts (and Culture), math, and science
- Utilize culturally sustaining and anti-bias/anti-racist practices (along with data) to inform and guide daily instruction; incorporate student cultures, interests, and experiences into lessons and activities
- Set clear and measurable goals throughout the year for every student in all areas of study; regularly assess the progress of each child and provide differentiated, child-centered instruction to meet the needs of each child on a daily basis
- Actively participate in data-analysis cycles and protocols with support teachers and The Georgetown University Program in Educational Transformation (EDTR) Residents in order to evaluate and increase rigor, coherence, impact, and equity of curriculum, instruction, and assessment
- Collaboratively plan weekly with the Chinese teaching team and The Georgetown University Program in Educational Transformation (EDTR) Residents to develop holistic lesson plans that foster self-directed learning
- Ensure that each student has equitable access to classroom materials, texts, learning resources and opportunities, academic and social-emotional supports, and other resources in the target language

Equitable and Inclusive Student Support

- Improve and sustain a school environment that is inclusive, equitable, caring, and culturally competent (and meets the academic, social, emotional, and physical needs of each student)
- Maintain positive, fair, and unbiased student behavior policies that emphasize relationship reconciliation and behavioral change
- Work with Special Education Teacher and English Learner Teacher to plan for and support all learners' needs
- Use student performance and placement data, as well as school culture data, to promote greater inclusiveness, caring, equity, and closure of opportunity gaps
- Serve as a member of the Student Support Team (SST) and implement a Multi-Tiered System of Supports (MTSS) to meet the needs of all children, including special populations

Family Engagement

- Maintain open, welcoming, and ongoing communication with families regarding student progress that values inclusiveness and builds trust

- Provide routine, two-way communication with families about school activities and culture, student performance and development, and school initiatives
- Build and sustain positive, collaborative, and productive relationships with families to ensure student success
- Engage parents and families in meaningful, reciprocal, and mutually beneficial ways to promote each student's social, emotional, and academic development
- Participate in parent conferences and school-wide events and contributes to the broader school community

Lead Teacher Requirements:

- Bachelor's degree or a Master's degree in Education related
- Two years of combined experience in teaching position is preferred
- A teaching license is preferred, but not required
- Deep experience and knowledge of learning standards and student-centered curriculum
- Fluent speaking, reading, and writing in Mandarin Chinese
- An energetic, flexible, creative, innovative individual who can develop strengths-based, student-centered support plans that support learning for students of various abilities, including those with various identified exceptionalities
- Ability to excel as a member of a multi-disciplinary team and an instructional team
- Ability to work in a multicultural, multilingual environment
- Ability to collaborate and teach through a lens of diversity, equity, justice, and inclusion
- Strong communication skills (both oral and written)

The ideal candidate is highly knowledgeable in the following:

- Effective bilingual and language acquisition strategies
- Research-based, tiered instructional strategies
- Elementary School curriculum, instruction, & development
- Data analysis protocols
- Culturally Sustaining Pedagogy
- Anti-racist beliefs and practices
- Responsive Classroom/Restorative Justice/Conscious Discipline
- Readers and Writers Workshop & Play-Based Centers

Compensation

Salary for this position is competitive and ranges from \$63,750 to \$116,258. Additionally, Global Citizens PCS offers a comprehensive benefits package.

We are Deeply Committed to Diversity, Equity, and Inclusion

Global Citizens PCS is an equal opportunity employer and an organization that values diversity. We strongly encourage people from diverse backgrounds to apply. It is our policy to ensure that all individuals whom we are in contact with are not discriminated against on the basis of race, color, ethnicity, disability, gender identity, gender expression, age, marital status, national origin, religion, sexual orientation, military status, family responsibilities, pregnancy, parenthood, or any other personal or professional status.

How to Apply

If you are interested in applying for this position, please click "Apply for This Job" in BambooHR. We'll review applications as we receive them until the position is filled. If you have any questions, please contact us at careers@globalcitizensschool.org.

Global Citizens PCS is committed to building a team that reflects the varied backgrounds and experiences of the students we seek to serve. It is important to us that you use your application materials to clearly delineate ways in which your background and experience align with Global Citizens PCS's core values and key pillars, including our commitment to diversity, equity, and inclusion.