



We have a job opening for Infant Toddler Program Trainer / Director in Shanghai, China. Looking for someone who is interested in joining an extremely dynamic team to build an innovative national ECE model in the fastest growing economy.

Salary: \$70,000 - \$85,000 (based on experience) + Equity

Housing and Meals: Company paid

Annual Travel: 2 x Round trip tickets between China and US Paid

POSITION SUMMARY:

Coaches and supervises teachers with a research-based coaching model which involves ongoing cycle of reflection, observation/practice, demonstration/modeling and feedback that emphasizes the analysis and application of child and program quality data to improve the delivery of instruction and other services to achieve targeted child and program outcomes. Directs and manages the operations of education within assigned classrooms within the school structure. This includes providing leadership, direction, reflective supervision, coaching, monitoring and the coordination of training for staff as appropriate. Partners with team leads to provide leadership for the delivery of quality comprehensive school based services.

ESSENTIAL DUTIES and RESPONSIBILITIES:

- Coaches classroom teachers in birth to five developmentally appropriate curriculum using a research-based coaching model that emphasizes the analysis and application of child and program quality data to improve the delivery of instruction and other services to achieve targeted child and program outcomes.
- Demonstrates/models effective practices and provides ongoing training and coaching to teachers on site that is directly responsive to individual teacher needs and questions related to research and best practices in early childhood education.
- Utilizes the Classroom Assessment Scoring System (CLASS) to provide an ongoing measure of the teacher-child interactions for purposes of professional development. Uses common metric and vocabulary of CLASS to describe various aspects of interaction across three dimensions of quality including: emotional support, classroom organization and instructional support.
- Demonstrates an understanding of and implements federal, licensing and organizational guidelines, performance standards as well as state and local regulations. Manages, coordinates, tracks, monitors and maintains record keeping systems in compliance with these requirements.
- Reviews monthly monitoring and tracking reports to ensure quality benchmarks are met including: lesson plans, assessments, screenings, home-visits, parent-teacher conferences, child/family reviews, attendance, performance standard requirements and the implementation of quality services for children and families.
- Collaborates with Lead Teachers to provide opportunities for professional growth and classroom training by working with Johns Hopkins University School of Education to develop competency-based training modules.
- Ensures that ethnic and cultural backgrounds are appropriately recognized and integrated into the curriculum, classrooms, programs and services. Provides opportunities for cultural competency development activities.
- Collaborates with content teams to discuss children's progress and ensure their individual and group needs, including those with special needs, are met. Works effectively with the management team to ensure smooth program operations. Follows established lines of communication.
- Provides supervision to lead teachers in accordance with the organization's policies and applicable laws. Initiates personnel actions such as interviews and hires; manages staff performance such as directs work, appraises performance, rewarding and disciplinary measures, and professional development; promotes positive employee relations through open communication, reflective supervision and prompt resolution of issues.
- Demonstrates responsible professional behavior by participating effectively within and across teams. Works effectively on the management team to ensure smooth program operations.

EXPERIENCE AND TRAINING:

Minimum education: Master's Degree in Early Childhood Education preferred. Three (3) years of classroom experience plus 1 year of administration or teacher training level experience. Knowledge of economic, cultural, and societal challenges of ethnically diverse communities.

Work experience in positions similar or related to this job: 3 to 5 years working with infants/toddlers..

Certificates or licenses: Pediatric CPR and First Aid certification. Valid driver's license with evidence of vehicle insurance.

Special professional and/or job-related requirements: Current PPD-TB and physical examination, background check, and compliance with other regulatory requirements as applicable.

Special training or experience: Experience in relating to children 0-5 years old, and interacting with parents and others who represent the community. May involve interaction with various backgrounds.

Experience in evaluating situations and decision-making. Ability to provide team leadership. Demonstrated organizational, writing, and communication skills. Training or experience in working as a functional member of a team.