



**SDFAS** SAN DIEGO FRENCH ★ AMERICAN SCHOOL v.0424,2021

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**SAN DIEGO FRENCH-AMERICAN SCHOOL  
KINDERGARTEN TEACHER  
(ENGLISH PROGRAM)**

**2021-2022**

[www.sdfas.org](http://www.sdfas.org)

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**ABOUT SDFAS**

- Independent, co-educational dual language, ~350 students PK-8. Spacious campus at top of beautiful Mount Soledad in La Jolla.
  - Founded in 1988, we are a unique, dynamic school moving each year toward greater and greater excellence. We offer a compelling combination of small size, bilingual international programs, and dedication to social-emotional learning and nurturing the whole student. A recognized leader in international education among San Diego private schools and within the French-American school network.
  - Accreditations: French Ministry of Education (one of 52 in US and 500+ worldwide outside France), California Association of Independent Schools, and Western Association of Schools and Colleges.
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**POSITION REQUIREMENTS**

- Authorization to work in the United States for any employer.
- Bachelor's Degree and an advanced degree in education and/or fields related to education and areas of teaching expertise (teacher credentials desirable but not required)
- Considerable experience (3-5 years minimum) and demonstrated knowledge of and successful professional experience developing skills outlined in the below list of *SDFAS Educator Competencies*.
- Ability to lead by example in demonstrating understanding and commitment to the school's mission and core values.

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**SDFAS EDUCATOR COMPETENCIES:***Cultural competencies.*

Demonstrated cross-cultural, inter-relational and active listening competencies; commitment to building and sustaining a school culture centered around best practices in diversity, equity, and inclusion. The successful candidate will be knowledgeable about research on how implicit biases in race, ethnicity, gender identity and socioeconomic class can shape curricula and pedagogy and have demonstrated experience avoiding these and fully developing and reinforcing equity in teaching and learning. In addition, the teacher will be familiar, skilled at recognizing implicit biases with the classroom and in designing lessons and curriculum materials.

*Pedagogy.* Employment of brain-based approaches, growth mindset teacher language, best practices in differentiated instruction and assessment and teaching to multiple intelligences, this to individualize the educational experience in ways that ensure learning and growth for every student; understanding and engagement of foundational education theories.

*Stages of human development.* Knowledge of developmental stages of teaching and learning, experience with children, and able to demonstrate highly effective skill sets in the domain of classroom management, pacing, and efficient use of classroom time with students.

*Curriculum, unit, lesson and project design.* Use of backward planning in designing curricular units (formative and summative); Engagement of students (and colleagues) in project-based teaching and learning, cross-disciplinary units and multilingual educational endeavors; consistently taking into account, referencing and making connections to the realities of the world of their generation and lived experience.

*Academic teaching and social-emotional learning.* Ability to employ effective student-centered teaching approaches that integrate into academics a focus on activities that cultivate social and emotional skills as well as competencies in the domain of diversity, equity and inclusion

*Educational technology.* Expertise in integrating educational technology to advance and enhance curricular objectives and support highly effective teaching, learning and collaboration (preferably within a one-to-one Chromebook program using Google Suite and Classroom, GoGuardian, and other leading applications)

*Professional development.* Intrinsic motivation and desire to further grow and develop as professional educators by seeking ever greater knowledge and deepened teaching and learning skill sets through workshops/seminars, reading/research, peer review, professional networking, piloting innovative projects, taking risks, and constantly practicing self-reflection and collaborating with colleagues.

*Communication with parents.* Collaborate and build trusting relationships with parents by regularly reporting observations and facts about academic performance, social and emotional skills, and behavior or mindset issues. Effective management of difficult conversations (favoring telephone or video-conference over email; modeling healthy communication; seeking and offering solutions, requesting assistance and input).

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## **ACQUIRED SKILLS, KNOWLEDGE & ABILITIES**

- Passionate, engaged, flexible and patient whole-person educator and life-long learner for whom teaching children and helping people develop and grow is a veritable calling
- Autonomous, proactive, self-starter who values clarity at all levels and possesses superior social-emotional and relationship building skills
- Previous training in - or a willingness to learn, through training provided by the school - Social Emotional Learning pedagogical skills (such as positive discipline, Responsive Classroom, Visible Learning, etc) is required
- For French Program positions, native-level French fluency is required, ability to communicate in English is desired; for English Program positions, native-level English fluency is required, ability to communicate in French is a plus
- Functions well in a paced and at times high pressure teaching and learning environment; adapts well to and assists others in adapting to and coping with uncertain and/or changing circumstances; possesses a sense of humor and regularly engages skill sets in self-care, stress-management and/or mindfulness.

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## **POSITION-SPECIFIC OVERVIEW**

The American Program Kindergarten English Teacher, within the context of a bilingual immersion program, is responsible for instruction in English in 2 different Kindergarten class sections, with co-teaching in collaboration with main French classroom teachers and bilingual teaching assistants. The teacher will be in charge of the distance learning program as well. The school's theme-based English language arts program for Kindergarten students focuses on listening skills, oral expression, vocabulary building, alphabet and sounds, and continues to dedicate a generous

amount of time to comprehensible input through stories, children's books, songs and dances.

Science, Math and social studies concepts are also woven into the curriculum. There is a very strong focus on social and emotional learning taking full advantage of required Responsive Classroom training.. Activities are leveled, differentiate and involved a routine of rotation through stations (each with a different activity and each with a least three different tasks. dOther responsibilities include recess and lunchtime duties, as well as participating in various school activities that support the program.

Collaborating regularly with colleagues is essential when designing the overall program and both monolingual and bilingual projects The individual in this position will closely collaborate with the Preschool and Kindergarten French teaching teams (teachers and bilingual assistants), ensuring consistency of horizontal and vertical instructional sequences within and across grade levels as well as vertically. With the Preschool French program teachers, this teaching role requires articulating and blending (via close and ongoing collaboration) the French and American curricular streams.

Teachers at SDFAS also provide ongoing communication with families through blogs with photos, regularly report on their students' progress, and conduct Parent-Teacher conferences. As part of an emphasis on best practices and collaborative work, SDFAS teachers attend regular staff meetings, committee meetings and take part in ongoing professional development.

This position also includes some supervision times in the morning to welcome the students and parents on campus during drop off and in the afternoon to help with the pick up time. Finally, the position often includes a requirement for to participate in after school or before school extended care supervisory duties.

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## **POSITION-SPECIFIC REQUIREMENTS**

- Hold a Bachelor's degree in English or a relevant field (Master's degree preferred but not required)
- Hold a California teaching credential for the Preschool level (preferred but not required)
- Have a minimum of 3 years of Pre-Elementary level classroom experience with demonstrated success (preferred but not required)
- Be proficient in French (preferred but not required)
- Be knowledgeable of implementing national Preschool standards
- Have a working understanding of developmentally appropriate constructivist

teaching practices

- Have experience with inquiry-based teaching strategies and real-world applications
- Have an ability to provide a differentiated program addressing various skill levels, learning styles and degrees of English proficiency
- Have a good understanding of social and emotional needs of students in their Preschool years
- Have knowledge of best practices for distance teaching and learning, and proficiency with technology and educational applications used to enhance both in-person and distance teaching and learning (Zoom, Seesaw, variety of online educational tools)
- Have an ability to actively work in a collegial, collaborative environment
- Have a demonstrated commitment to ongoing professional development
- Have a growth mindset, active sense of humor, warm personality, and excellent organizational and communication skills
- Act as a role model for Preschool students in terms of ethics and values
- Be committed to diversity, inclusion, and equity
- Demonstrate commitment, energy and drive

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## **SALARY & BENEFITS**

Excellent benefits and salary commensurate with qualifications and experience:

- Compelling mission and core values
- Dedicated and supportive faculty, staff and administration
- Medical, dental and vision benefits (100% of premium covered)
- Annual 403B matching up to 5% of base salary after 2 years of employment
- Annual vacation time of 14 weeks
- Annual professional growth & development opportunities
- Responsive Classroom® training

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## **HOW TO APPLY**

To apply, please send an email to the attention of Mark Rosenblum, Head of School (employment@sdfrenchschool.org) with a **single** PDF scan in attachment comprising:

- Cover letter (one-page maximum)
- Teaching resume (one-page maximum)
- Statement of second language teaching philosophy (one-page maximum)
- Two letters of professional reference (one must be from the current or most recent direct supervisor).
- Sample lesson plan, assessment tool, teaching video, unit overview or link to a digital teaching portfolio or teacher web page.