

Beijing City International School 北京乐成国际学校  
No. 77 Baizhuan Nan Er Road, Chaoyang District, Beijing 100022, P.R. China  
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北京市朝阳区百子湾南二路77号, 100022

 **BCIS** BEIJING CITY INTERNATIONAL SCHOOL  
北京乐成国际学校

  
文行  
忠信  
Empowering and  
Inspiring through Challenge  
and Compassion

Beijing City International School Early Childhood Center 北京乐成国际学校幼儿园  
No. 11 Dongbai Street, Chaoyang District, Beijing 100022, P.R. China  
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***Aligned with the recommendations of the International Task Force on Child Protection, we hold ourselves to a higher standard of effective recruiting practices with specific attention to child protection.***

## Chinese Director Beijing City International School, P.R. China

### Mission

The BCIS Mission is to challenge and empower students to be compassionate and inspired people, who act for the good of all and for the sustainable development of the world.

### General

Beijing City International School (BCIS) was opened in September 2005. It was established to provide an international education for the expatriate communities in Beijing, as well as, uniquely, offering education to the children of internationally-minded Chinese nationals. Beijing City International School is a private, not-for-profit institution governed by an appointed Board of Trustees. The school is funded by tuition fees.

The school boasts purpose-built, state-of-the-art, air-filtered facilities specifically designed to support our curriculum and progressive teaching and learning environment. The 51,000 square meters main campus sits on a plot of prime land in the heart of the CBD and within one kilometer of the China World Trade Centre. In 2014 the Early Childhood Program (Toddler, Nursery, Pre- Kindergarten, and Kindergarten classes) transferred to a new purpose-built Early Childhood Center located approximately one kilometer from the flagship BCIS campus. In 2019 the Courtyard Kindergarten campus opened featuring a unique campus design of ancient and modern, China and the world, which allows children to engage in inspiring, open and connected learning spaces.

We are an inclusive school that admits students who can benefit from our program and whose families are committed to our school values. The language of instruction is English. Older students must either be fluent in the English language or willing to develop fluency through the school's EAL (English as an Additional Language) program to gain admission to, or continue in, the school's program of studies.

BCIS is an International Baccalaureate (IB) World School which places a strong emphasis on personalized learning and academic rigor. We have aligned the Chinese National Curriculum with the BCIS curriculum and we are authorized to teach the IB Diploma, the IB Middle Years and the IB Primary Years Programmes. The IB curriculum frameworks stress the importance of inquiry and educating the whole child. In addition, in 2018 BCIS launched its own inquiry-based, two-year high school diploma, IDEATE, to further personalize learning for high school students. The school is accredited by CIS and WASC and is a member of the Council of International Schools (CIS), the East Asia Regional Council of Schools (EARCOS) and the Association of China and Mongolia International Schools (ACAMIS). The most recent strategic plan was collaboratively developed in the spring of 2022.

Current enrollment across the three campuses typically reaches 1,400 students.

### About our Early Childhood Education

We are delighted to be hosting our youngest children in our two purpose-built LEED Gold Standard early years facilities. Our beautiful campuses allow us to create unique learning environments that encourage curiosity and support individual inquiry. Our campuses boast generously sized and well-resourced classrooms, teaching kitchens, indoor gyms and gross motor play spaces and well-resourced early childhood libraries. From roof-top gardens to an ancient Chinese courtyard, our beautifully landscaped outdoor learning spaces encourage both environmental and sensory experiences.

At BCIS, we use play-based pedagogies and child-centered inquiry as the vehicle for learning. We truly believe that young children learn best when they are engaged in authentic experiences and can interact freely with the environment, their peers and teachers to construct understanding and meaning. We place an emphasis on learning concepts, skills, attitudes and knowledge, and consider these early years to be of the utmost importance in preparing the children for a life of learning.

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Our children range in age from two to six years old: Toddler (two- to three-year olds), Nursery (three- to four-year olds), Prekindergarten (four- to five-year olds) and Kindergarten (five- to six-year-olds). Our early childhood programs are well-resourced with highly skilled practitioners of about 40 faculty and 40 teaching assistants across both campuses. The leadership team includes a Principal who works across both campuses and two site-based Deputy Principals and two Curriculum Coordinators. Each campus has Team Leaders as well who are empowered to move teams, projects and initiatives forward.

### About our Elementary School

The elementary school opened in September 2005 with eighty-four students and has grown significantly since this time. Our teaching staff comes from China, Australia, New Zealand, Canada, the United States, Ireland, South Africa, and the United Kingdom. The elementary school serves children from Grade 1 through Grade 5. It is organized into self-contained classes with mixed-ability groupings. In the elementary school, we are authorized to offer the IB Primary Years Programme (PYP) and have creatively and authentically embedded the Chinese National Curriculum within our program of inquiry. This is a curriculum framework that covers all key learning areas – Chinese, language arts, mathematics, science, social studies, arts (visual art and music), and personal, social and physical education. PYP utilizes an inquiry-based approach to learning with emphasis on skills acquisition in a transdisciplinary format. We strive to educate the whole child in a positive learning environment that nurtures the continuous progress of each child. Our transdisciplinary, child-centered and inquiry-based approach encourages opportunities to develop understanding of self and others in a highly collaborative environment.

### About our Secondary School

In addition to the IB Diploma, BCIS offers a BCIS Diploma program that has been aptly named IDEATE. BCIS IDEATE Program empowers high school students to take charge of their own learning by truly ideating their own path of study. Fully accredited and recognized by universities around the world, IDEATE is a personalized, inquiry-based two-year high school diploma for senior students who want to pursue their passions, develop future-ready competencies, and apply their learning to be change-makers in their communities.

The secondary school consists of around seventy faculty and twenty teaching assistants. The senior leadership team includes the Principal, Deputy Principal, DP curriculum coordinator and MYP curriculum coordinator as standing members with other coordinators and middle leaders invited in as needed. Each of the eight areas of learning has a Team Leader. These Team Leaders create an additional leadership group in the Secondary School.

Our curriculum includes standards and benchmarks taken from Australia, Great Britain and North America. Units are built around concepts and utilize Inquiry-based instruction. Assessment is ongoing, relevant and differentiated. As a continuum school, we also assess based on MYP criteria. External assessments include MAP, PSAT, SAT and GL PASS to ensure that our programs remain competitive with other international schools. Support services include two guidance counselors, two university guidance counselors, EAL teachers and teaching assistants (TAs), two learning support teachers and learning support TAs. In addition, the Librarian offers support as the Extended Essay coordinator.

Students participate in a robust Enrichment Activities program that includes a wide range of student-led, teacher-led and student-run activities. Students drive much of the program and have many opportunities to grow as leaders. BCIS offers three sports seasons and participates in ACAMIS, ISAC and Beijing-based leagues and associations. BCIS regularly participates in, and hosts, arts festivals (e.g., ISTA and TAPS) and student leadership events such as Global Issues Network (GIN), Model United Nations (MUN), Chinese Debate, and student-initiated business competitions and film festivals.

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## Chinese Director Beijing City International School, P.R. China

### Role Description

Beijing City International School's (BCIS) Chinese Director is responsible for *challenging and empowering learners to be compassionate and inspired people, who act for the good of all and the sustainable development of the world*. By leading the implementation of current educational research findings into practical classroom practices, with a particular focus on the need for an excellent quality of Chinese Education, side by side with the Director of Teaching and Learning, the work of the Chinese Director builds the reputation of BCIS as a leader of progressive, values-based cosmopolitan education.

Reporting to the BCIS Head of School (HoS), the Chinese Director is a member of the executive leadership team as well as a key member of the BCIS instructional leadership team. As an experienced pedagogical leader and specialist in the development of future-focused curricula, the Chinese Director is tasked with the best learning and teaching practices and the mutual merging and promoting between the international curriculum and the national curriculum reflecting Chinese educational philosophy in order to fulfill the reform of the national curriculum as a pilot school and inherit and promote Chinese culture. The Chinese Director leads the development, implementation, instruction, assessment, and continuous improvement of the curriculum in the subjects under national curriculum across all grade levels and new educational projects. This involves coordinating the work of the divisional curriculum leaders, collaborating with teachers, admin team and external experts, and introducing various high-quality resources to ensure the curriculum is rigorous, engaging, and reflects the needs of our diverse student body.

### Essential Duties and Responsibilities

Effectively monitoring, documenting and measuring the implementation of the BCIS definition of high-quality learning and teaching will guide the work of the Chinese Director.

At BCIS, high-quality learning and teaching begins with our mission and is a responsive partnership that involves all members of the learning community.

**Challenge:** Learning and teaching is personalized, developmentally appropriate, collaborative, and allows for transfer of knowledge and skills into authentic contexts.

**Empower:** Learning and teaching is intentional, concept-based, agentic, and cross-disciplinary to foster critical and creative thinking.

**Inspire:** Learning and teaching allows for self-directed inquiry that presents opportunities for learner to take meaningful action for the good of all in an ever-changing world.

**Compassion:** Learning and teaching is inclusive and supports the academic, social-emotional development and well-being of the whole learner.

### Support the Head of School in the following areas by working closely with the Director of Teaching and Learning:

#### Vision and Strategic Goals

- Lead the vision and strategic direction for High-Quality Learning and Teaching in Chinese Education across all grade levels (early years to Grade 12). This involves staying abreast of educational trends and national policies, incorporating best practices, and aligning the school's curriculum with international and local standards.
- As a key member of the senior academic leadership team, take a central coordinating role in the process of formulating, drafting and implementing the school's action plans for the ongoing improvement of instructional programs.

#### Curriculum Development and Innovation

- Lead the development of novel China curriculum educational programs, courses and academic enhancement programs for learners, demonstrating the skill in organizing, coordinating, supervising, and evaluating programs.
- Engage actively in new educational projects, promote innovative teaching methods and foster a culture of future-focused learning.

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- Develop and implement a systematic approach to accessing community and personnel resources that enhance teaching and learning at BCIS. This includes liaising and coordinating with key stakeholders to integrate high-quality educational resources, such as enrichment activities, outsourced programs, and student initiatives, to support personalized teaching and learning.
- Develop sound experiential learning of China and Chinese culture for students and teachers. Oversee the development and implementation of effective assessment practices to evaluate the learning outcomes of the Chinese curriculum program. This includes analyzing learning data to identify key strengths and weaknesses, using this information to inform curriculum design and instruction, and promoting student progress and high achievement levels.

#### Professional Development

- Collaborate with Principals and the Director of Teaching and Learning on the recruitment of Chinese Program faculty.
- Identifying whole school professional growth needs for Chinese Program faculty, aligning professional development plans to strategic priorities.
- Collaborate with Director of Teaching and Learning and Principals on the implementation of the performance appraisal systems for local academic faculty, guiding how best to challenge and empower faculty on improving their knowledge and implementation of current pedagogy research.

#### Accreditation and External Evaluations

- Oversee the school's preparation for local education evaluations and support on the preparation for international accreditation and evaluations (IB, CIS, and WASC etc.), utilizing feedback to drive continuous improvement in teaching and learning practices. This involves collaborating with faculty and staff to ensure alignment with accreditation standards and leading the analysis of feedback reports for the development of relevant action plans.

#### Collaboration with Administrative Team

- Working closely with admin leaders to ensure that the school is operating in full compliance with all national and local regulatory and legal requirements and maintain school-wide responsibilities of its sustainable development as part of the executive leadership team.
- Interpret educational policies, share educational research and the latest development trends, and provide professional consultation and solutions for related issues.
- Support and facilitate positive community relations, including visiting/membership of local educational related organizations, being an ambassador and promoting the school through all appropriate channels (e.g. parent workshops), ensuring the projection of an appropriate image for the school, particularly to the Chinese Education market, and communicating the best practice of Chinese studies at BCIS.
- Support school in monitoring and managing public opinion to promote a safe and harmonious campus environment.

#### **Attributes of the Chinese Director**

Successful candidates will...

- Philosophical alignment with the BCIS vision, mission, strategic plan and goals;
- Proven educational leadership skills and accomplishments as leader;
- Excellence in communicating orally and in writing;
- High emotional intelligence, including the capacity to respond with compassion and firmness while maintaining the respect of co-workers;
- A passion to model, and inspire in others, a love of learning and intellectual curiosity;
- The ability to multi-task, prioritize and delegate with confidence;
- A leadership style characterized by inclusiveness, appropriate transparency, approachability and support while remaining decisive and accountable;
- Enthusiasm to continue to contribute to the innovation of education in the host country, P.R. China;
- be able to well communicate to our parents how well we are doing in terms of China curriculum studies;
- have the inter- and intrapersonal skills necessary as a highly functioning collaborative team member;
- have a sense of humor, the ability to see the good in all, and presume positive intentions.

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### Desired Qualifications

- Bachelor's Degree in Education or equivalent, Masters Degree preferred;
- Deep understanding of Chinese history and culture;
- Minimum 15 years of professional experience in the education field, not limited to Chinese, History and Math; Specifically teaching (any subjects) and leadership experiences in international schools preferred;
- Successful experience in working in a school senior leadership team.
- Understanding of best practices in Chinese curriculum development, instruction, assessment, and student support services;
- Be experienced in, and/or able to embrace, the IB framework;
- Excellent bilingual skills in English and Mandarin;
- License of Chinese local principal is preferred;
- Experience working in a culture other than your own.

### Application Process

Interested candidates are asked to email the required materials outlined below as a single PDF attachment to [jobs@bcis.cn](mailto:jobs@bcis.cn) as early as possible, as **BCIS reserves the right to close the selection process at any time if the right candidate is found**. The review of applications begins as applications are received.

- Cover letter
- Educational Philosophy
- Resume
- Four references with phone numbers and email addresses. Two references should be direct supervisory references.
- Letters of reference (scanned at low resolution) that may already be in your may be included in the application but is not a requirement.

Applicants should visit the school website at [www.bcis.cn](http://www.bcis.cn) for more information about the school.

Application deadline	Open
Start date	Aug 1 <sup>st</sup> , 2025

NOTE: The above job description reflects the general requirements necessary and describes principal functions or responsibilities of the job identified. It shall not be interpreted as a detailed description of the work requirements that may be inherent in the job, either at present or in the future.