

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
Tel: +86 10 8771 7171 Fax: +86 10 8771 7778
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
Tel: +86 10 6770 0766
北京市朝阳区东柏街11号, 100022

www.bcis.cn

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 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 for more information about the school.

| | |
|----------------------|----------------------------|
| Application deadline | Open |
| Start date | Aug 1 st , 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.

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我校遵从国际儿童保护工作组 (the International Task Force on Child Protection) 的建议，在招聘实践中坚持更高的标准，特别关注儿童保护。

中方校长 北京乐成学校

使命

北京乐成学校的使命是通过不断挑战，赋予学生力量，让他们成为有爱心，充满灵感的人，他们视人类的幸福为己任，身体力行地为实现世界的可持续发展做贡献。

概述

北京乐成学校 (BCIS) 成立于 2005 年 9 月，旨在为北京的外籍家庭及具有国际视野的中国家庭子女提供个性化教育。作为一所民营非营利机构，BCIS 由指定的董事会管理，学校的运作资金主要来源于学费。

学校拥有专门建造的最先进的空气过滤设施，旨在支持先进的教学环境和课程。其主校区占地 51,000 平方米，坐落于中央商务区中心黄金地段，距离中国国际贸易中心不到一公里。2014 年，幼儿园迁至新建的幼儿教育中心，距离北京乐成学校主校区约一公里。2019 年，乐成四合院幼儿园开园，独特的校园设计融合古今中外文化，为学生打造启发性、开放性和连接性强的学习环境。

北京乐成学校是一所兼容并蓄的学校，招收那些能从学校课程中受益的学生并认同学校价值观的家庭。教学语言为英语，年龄较大的学生必须精通英语或愿意通过学校的 EAL (英语作为外语) 课程获得入学资格或继续参与学校的学习项目。

作为国际文凭 (IB) 世界学校之一，北京乐成学校注重个性化学习和学术严谨性，将中国国家课程与 IB 课程结合，获得教授 IB 文凭、IB 中学和 IB 小学课程的授权。IB 课程强调探究的重要性以及全面教育儿童的理念。2018 年，学校还推出了自己的探究式两年制高中文凭课程 IDEATE，以进一步提供个性化学习。北京乐成学校获得了 CIS 和 WASC 认证，是 CIS、EARCOS 和 ACAMIS 的成员。学校于 2022 年春季集体制定了最新的战略规划。

目前，北京乐成学校的三个校区入学人数达到 1400 名学生。

幼儿园

我们很高兴专为幼儿教育打造了两座符合 LEED 金牌标准的校区，在这里欢迎最年幼的学生。美丽的校园为学生创造了独特的学习环境，激发好奇心，支持个人探究。校园内设有宽敞且资源丰富的教室、教学厨房、室内健身房、大型运动游戏空间以及丰富的幼儿图书馆。从屋顶花园到古老的中国庭院，我们风景优美的户外学习空间鼓励环境和感官体验。

在北京乐成学校，我们采用基于游戏的教学法和以儿童为中心的探究作为学习的主要方式。我们坚信，当幼儿通过真实体验并能自由地与环境、同龄人和教师互动以构建理解和意义时，他们的学习效果最佳。我们注重学习概念、技能、态度和知识，并认为这些早期阶段对于为孩子们未来的学习生活做好准备至关重要。

我们的幼儿年龄范围从 2 岁到 6 岁不等，包括托育班 (2 至 3 岁)、小班 (3 至 4 岁)、中班 (4 至 5 岁) 和大班 (5 至 6 岁)。我们的幼儿项目资源丰富，拥有约 40 名教师和 40 名教学助理，他们都是两个校区内经验丰富的专业人员。领导团队包括一位校长、两位副校长和两位课程协调员，分别在两个校区工作。每个校区都有团队负责人，他们积极推动团队、项目和学校的发展。

小学部

我们的小学部于 2005 年 9 月开学，当时拥有 84 名学生，自那时起规模显著扩大。我们的教师来自中国、澳大利亚、新西兰、加拿大、美国、爱尔兰、南非和英国。小学招收 1 至 5 年级的学生。小学设有独立班级，采用混合能力分组。

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我们的小学可以教授 IB 小学项目 (PYP)，并创造性地将中国国家课程融入我们的探究课程中。这个课程框架涵盖了所有关键学习领域，包括中文、语言艺术、数学、科学、社会研究、艺术（视觉艺术和音乐）以及个人、社会和体育教育。PYP 课程采用基于探究的学习方法，强调以跨学科形式获得技能。

我们致力于在积极的学习环境中培养孩子，促进每个孩子的持续进步。我们的跨学科、以儿童为中心和基于探究的方法鼓励在高度协作的环境中培养对自我和他人理解。

中学部

北京乐成学校除了提供 IB 文凭外，还设有特色文凭课程，该课程简称为 IDEATE。IDEATE 课程旨在让高中生能够规划自己的学习道路，从而掌控自己的学习。IDEATE 已获得世界各地大学的认可，是一项个性化、基于探究的两年制高中文凭，适合那些追求激情、培养未来技能并成为社区变革者的高年级学生。

中学拥有大约 70 名教职员工和 20 名助教。高级领导团队包括校长、副校长、DP 课程协调员和 MYP 课程协调员作为常设成员，并根据需要邀请其他协调员和中层领导加入。每个学习领域都有一名团队负责人，这些团队负责人在中学建立了额外的领导小组。

我们的课程融合澳大利亚、英国和北美的标准和基准。课程单位围绕概念构建，采用探究式教学。评估是持续、相关且差异化的。作为一贯制学校，我们也根据 MYP 标准进行评估。外部评估包括 MAP、PSAT、SAT 和 GL PASS，以确保我们的课程与其他国际学校保持竞争力。支持服务包括两名指导顾问、两名大学指导顾问、EAL 教师和助教 (TA)、两名学习支持教师和学习支持 TA。此外，图书管理员还兼任扩展论文协调员。

学生参与丰富的活动计划，包括各种学生主导、教师主导和学生运营的活动。学生主导了大部分计划，并有许多机会成长为领导者。北京乐成学校提供三个运动赛季，并参加 ACAMIS、ISAC 和北京本地的联赛和协会。此外，北京乐成学校定期参加和主办艺术节（如 ISTA 和 TAPS），以及学生领导力活动，如全球问题网络 (GIN)、模拟联合国 (MUN)、中文辩论以及学生发起的商业竞赛和电影节。

中方校长 北京乐成学校

职责概述

中方校长致力于通过不断挑战，赋予学生力量，让他们成为有爱心，充满灵感的人，他们视人类的幸福为己任，身体力行地为实现世界的可持续发展贡献力量。通过领导并将最新的教育研究成果应用于实际课堂实践中，尤其注重优质中文教育的需求，与教学总监共同合作，提升北京乐成学校作为进步的、以价值观为基础的国际教育典范的声誉。

中方校长是北京乐成学校执行领导团队成员，同时也是北京乐成学校教学领导团队的重要一员，直接向校长汇报。作为经验丰富的教学领导者和未来课程开发专家，中方校长积极促进国际课程与国家课程的融合与互动，并积极推动国家课程改革在学校的试点，致力于实践中国的教育理念，传承并发扬中国文化。中方校长负责领导各年级国家课程科目以及新教学项目的开发、实施、教学、评估和持续改进工作，整合并引入各类优质教育资源，中方校长与各学部课程协调员、教师、行政团队、外部专家密切合作，以确保北京乐成学校的课程内容严谨、富有吸引力，并能够满足学校多样化学生群体的需求。

基本职责

有效监控、记录和评估北京乐成学校高质量学习和教学标准的实施情况是中方校长的工作宗旨。

在北京乐成学校，高质量学习和教学始于我们的使命，涉及到学习社区所有成员的积极合作。

挑战：学习和教学应该是个性化的、促进发展的、协作的，并鼓励将知识和技能应用于真实环境中。

赋能：学习和教学是具有明确目标的、基于概念的、引导的和跨学科的，旨在培养批判性和创造性思维。

启发：学习和教学鼓励自主探究，为学习者提供机会，使他们能够为不断变化的世界中所有人的利益采取有意义的行动。

同情：学习和教学具有包容性，支持学习者在学术、社交情感发展和福祉方面的全面发展。

通过与教学总监密切合作，为校长提供支持的领域包括：

愿景和战略目标

- 在各年级（幼儿园到 12 年级）中国课程教育领域引领高质量学习和教学的愿景和战略方向，紧跟教育发展趋势及国家教育政策，融合最佳实践，并确保学校课程与国际和本地标准保持一致。
- 作为高级学术领导团队的关键成员，在制定、起草和执行学校行动计划的过程中扮演核心协调角色，以持续改进教学实践。

课程开发与创新

- 领导开发创新的中国课程教育计划、课程和学术提升计划，在试点和大规模课程方面展示组织、协调、监督和评估的能力。
- 积极参与新的教学项目，推广创新的教学方法，培养面向未来的学习文化。
- 制定和实施系统化的方法，以获取社区和人员资源，从而增强学校的教学。这包括联络与协调关键的利益相关者以整合高质量的教育资源，例如拓展课程、外包项目和学生自主项目，以支持个性化教学。设计体验式学习，让学生和教师深入了解中国和中国文化。
监督有效评估实践的开发和执行，以评估中文课程项目的学习成果。这包括分析学习数据以识别关键的优势和劣势，利用这些信息来指导课程设计和教学，并促进学生的进步和高水平的成就。

专业发展

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
Tel: +86 10 8771 7171 Fax: +86 10 8771 7778
北京市朝阳区百子湾南二路77号, 100022

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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
Tel: +86 10 6770 0766
北京市朝阳区东柏街11号, 100022

www.bcis.cn

- 与校长合作，参与中国课程教师的招聘工作。
- 确定全校中国课程教师的专业成长需求，将专业发展计划与学校战略重点相结合。
- 与教学总监和校长协作，实施中方教师的绩效评估系统，指导如何最好地挑战和授权教师，帮助他们提高知识水平并贯彻当前的教学研究。

认证和外部评估

- 监督学校的当地教育评估和认证工作，支持学校的国际认证和评估（如 IB、CIS 和 WASC 等）工作，利用反馈推动教学和学习实践的不断改进。与教职员工合作，确保学校的运营符合认证和评估标准，并领导对反馈报告的分析，制定相关行动计划。

与行政团队的合作

- 与行政领导紧密合作，确保学校完全遵守所有国家和地方的法规及法律要求，并作为执行领导团队成员之一，共同促进学校的可持续发展。
- 解读教育政策，分享教育研究和最新发展趋势，为相关问题提供专业的咨询和解决方案。
- 支持并促进建立积极的社区关系，包括访问/加入当地教育相关组织，通过所有适当的渠道成为学校大使（例如主持家长工作坊），宣传推广学校，确保为学校树立适当的形象，尤其在中国教育市场，并能够很好地传达学校中文教育的最佳实践。支持学校舆情监控与管理，促进校园环境的安全与和谐。

中方校长的特质：

成功的候选人将具备以下特质：

- 在理念上与北京乐成学校的愿景、使命、战略计划和目标保持一致；
- 公认的教育领导技能与领导成就；
- 出色的口头和书面沟通能力；
- 高情商，能以同情和坚定的态度回应同事且尊重对方；
- 热爱学习，求知欲强，积极成为他人的模范并能激励他人；
- 能够自信地处理多项任务、确定优先次序、分配工作；
- 包容、透明、平易近人和支持型领导风格，同时果断和负责；
- 热衷于为中国教育创新做出贡献；
- 能够与家长有效沟通学生在中国课程学习方面的表现；
- 具备人际交往和个人修养技能，作为高效协作团队成员的必要条件；
- 具有幽默感，能看到事物美好的一面，并推断出积极的意图。

所需资格：

- 教育学学士学位或同等学历，硕士学位者优先考虑；
- 深入了解中国历史和文化；
- 至少拥有 15 年教育领域的专业经验，不限于中文，历史和数学等专业；尤其有国际学校的教学（任何科目）和领导经验者优先；
- 具备在学校高级领导团队中工作的成功经验；
- 了解中国课程开发、教学、评估和学生支持服务的最佳实践；
- 具有 IB 课程经验和/或能够适应 IB 课程；
- 出色的英语和普通话双语能力；
- 拥有中国本地校长任职资格证书者优先考虑；
- 具有在非本国文化环境中工作的经验。

申请流程：

感兴趣的候选人请尽快将以下材料整合成单个 PDF 附件，并发送至 jobs@bcis.cn。请注意，一旦找到合适的候选人，北京乐成学校保留随时结束选拔过程的权利。申请审核将在收到申请后开始。

所需材料包括：

Beijing City International School 北京乐成国际学校
No. 77 Baiziwang Nan Er Road, Chaoyang District, Beijing 100022, P.R. China
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- 求职信
- 教育理念
- 简历
- 四位推荐人的信息，包括电话号码和电子邮件地址。其中至少两位推荐人应为直接主管。
- 推荐信（低分辨率扫描件）可包含在申请中，但非必需。

有关北京乐成学校的更多信息，请访问学校网站 www.bcis.cn

申请截止日期：开放

工作起始日：2025年8月1日

备注：上述岗位职责反映了该岗位的主要功能或职责的总体要求，并不能被视为对该岗位要求的详细描述。