

Beijing City International School 北京乐成学校
 No. 77 Baiziwang 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

Beijing City International School Early Childhood Center 北京乐成学校幼儿园
 No.11 Dongbai Street, Chaoyang District, Beijing 100022, P. R. China
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 北京市朝阳区东柏街11号, 100022

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.

BCIS Early Childhood Center Teacher Librarian

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 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 (BCIS) 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 facilities specifically designed to support our curriculum and progressive teaching and learning environment. This 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 2014/2015 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. This 21,000-square meter facility has been built to an extremely high standard (LEED Gold Standard) of environmental sustainability, in line with the school's mission. 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.

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 framework stresses the importance of inquiry and educating the whole child. In addition, the Early Childhood Center also provides a Toddler program with children commencing their educational journey from two years of age. 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 is approximately 1,400 students, with 260 children currently enrolled in the ECC.

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About the Early Childhood Center (ECC)

The ECC follows the IB Primary Years Programme (PYP) framework from Nursery to Kindergarten, while the Toddler program uses the Early Years Learning Framework to guide the programme. Play-based pedagogies and inquiry are 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, approaches to learning and knowledge, enhancing children's active participation in the school and the local community. A particular focus is how young children come together and learn from and with each other, and the teacher's role in responding to children and their play. The center also prides itself on forming strong relationships with families that encourage them to take part in our learning programmes.

We are delighted to be hosting our children in our purpose-built LEED Gold Certified air filtered facility. Our beautiful campus allows us to create unique learning environments that encourage curiosity and support individual inquiry. The campus boasts generously sized and well-resourced classrooms, seven teaching kitchens, gymnasium, an indoor play space, an early childhood library, a roof-top garden and landscaped outdoor learning spaces encouraging both environmental and sensory experiences.

Children at the ECC range in age from two to six years old. We have two sections of Toddler (two to three-year old's), four sections of Nursery (three to four-year old's), three sections of Pre-Kindergarten (four to five-year old's) and five sections of Kindergarten (five to six-year old's). The ECC consists of about 35 faculty and 35 teaching assistants. The leadership team includes the ECC Principal, ECC Deputy Principal and Curriculum Coordinator. Each of the grade levels has a Team Leader who acts as a horizontal facilitator. BCIS is a mission-driven school and these school leaders are empowered to move their teams forward.

Reports to: ECC Principal

Key Areas of Responsibility for the BCIS Early Childhood Center Teacher Librarian

In conjunction with the Early Childhood Center (ECC) Principal, Deputy Principal and Curriculum Coordinator, the Early Childhood Center Teacher Librarian is expected to work as a member of the ECC team to support the learning and teaching, both in and out of classrooms, of ECC children.

Instructional Responsibilities

- Model and promote the BCIS Graduate Profile.
- Teach across a range of ages and abilities.
- Promotes the values and mission of BCIS.
- Ensures school-wide policies are implemented.
- Promotes and maintains a positive working environment in the school.
- Maintains open communication with staff.

- Works with children, other teachers and teaching assistants to create a learning community that is empowering, inspiring and challenging for young children
- Uses play-based approaches to extend children's learning and thinking through the learning environment; collection and analysis of documentation; and how the teachers responds and designs programs to ensure each child reaches their potential including support for English as an Additional Language.
- Scaffolds and nurtures the development of each child's learning and social identity.
- Prepares and maintains a learning environment where children learn through active exploration and interaction.
- Uses documentation to create a responsive curriculum to children's theories and thinking.
- Ensures the safety of children through constant supervision, effective arrangement of space, proper maintenance of equipment and knowledge of emergency procedures.
- Effectively teach classes, as allocated, to a mixed-ability class (or classes), drawn from a wide range of cultural and educational backgrounds, including students for whom English is not their first language.
- Organizes efficient procedures and systems for delivery of services, including flexible time-- - tabling for use of the library.
- Develops and administers resource budgets.
- Coordinates the roles and daily tasks of library staff / volunteers.
- Manages the automated library system and related technology.
- Coordinates displays, special events and activities to support children's learning.
- Advises the ECC Leadership on the long-term growth and development of literature, language and information literacy in the Early Childhood Center Library founded in the philosophy of playful literacy Works with leadership to develop and implement yearly objectives for the Early Childhood Center relating to the library services and writes a summary of the activity and results of work conducted.

Learning and Teaching Program

- Maintains records designed to document and respond to each individual child's needs, strengths and interests.
- Creates the library as a community hub where families and primary care-givers engage are in a supportive environment to further develop their child's literate and technological identities.
- Provides direct supervision, support, guidance and leadership, to assigned assistant teachers.
- Assists with the children's transition into the program and exiting out of the program.
- Attends all meetings as required by the school leadership team.
- Carries out substitution and supervisory duties, within established acceptable guidelines, as required by the school administration.
- Contribute to the development of learning and teaching implementation plan that responds to children and the context.

Specific Responsibilities for Teacher Librarian

- Cultivate a supportive community where each child feels known, valued, and a sense of belonging through intentional strategies of relationship-building .
- Champion student wellbeing and learning progress by serving as the primary point of contact for families and the first line of support for observing, documenting and responding to children's social, emotional, and learning progress.
- Design programs of learning that consider and integrate the wellbeing of children.
- Selects resources to support the information needs of the school community.
- Employs strategies to maximize access to print and electronic resources.
- Facilitates access to community resources and information services.
- Instructs children in specialist information tools and services.



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- Provides a friendly learning environment in which students feel confident that their information needs will be addressed.
- Creates a space where children want to be, to read, to research and develop their identity as a literate person
- Provides access to local knowledge networks.
- Ensures that the library is multi-functional and a focal point for children's learning.

Specific Responsibilities for Language Learning and Teaching

- Foster a culture of language and literacy through playful literacy, where oral language is foundational to the developing the literate identity of each child.
- Cultivate children's ability to use languages as a means for representation of thought, self-expression and taking action, connecting literacy to the BCIS Graduate Profile. Encourage the use of language for authentic purposes
- Design programs that use children's first language as a foundation for learning their Additional Language

Operational Responsibilities: Administrative reporting

- Contribute to board and accreditation reports as required.
- Contribute to Enrichment Activities program as per contractual obligations
- Develop family information sessions, offering workshops and open house events to foster engagement, share updates, and support children's success through clear and effective information exchange.

Key Attributes Sought in the BCIS ECC Teacher Librarian

- A sound understanding of Early Childhood education, extensive knowledge of how young children learn, inquire and explore their world in order to make meaning, and a good understanding of the PYP in the Early Years;
- Ability to communicate effectively in written and oral form, using positive interpersonal skills with children, faculty, staff, administration and families;
- Ability to work closely with a classroom team consisting of members who may be of a different culture to your own

Required Qualifications

- Fluent in English
- Bachelor Degree in Education
- Teaching qualification
- Experience working with and specialization in early childhood education preferred
- Successful experience in working as part of a team

Salary and Benefits

The salary will be regionally competitive and commensurate with the qualifications and experience of the successful candidate. The package includes: generous salary, furnished housing, medical insurance, annual travel allowance, shipping allowance, tuition for dependent children, ample professional development opportunities and the benefit of belonging to both a highly engaged leadership team and a warm, caring and innovative community.



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Application Process

Interested candidates are requested to apply to eccprincipal@bcis.cn and to send the following in a single PDF document:

- Cover letter
- Educational Philosophy
- Resume
- Educational experience and achievements or performance highlights

Shortlisted candidates will be interviewed remotely and shortly thereafter finalist candidates will be invited to Beijing to visit with the school, along with spouse, if applicable and if travel allows. Candidates are requested to submit the requested materials as early as possible, as the search committee reserves the right to close the selection process at any time if the right candidate is found. The Search Committee will conduct initial interviews as applications are received.

Application deadline	open
Start date	1st August 2026

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.

BCIS is an equal opportunity employer.