



The American International School of Budapest seeks an Elementary French Teacher with the starting date of August 1, 2023

The American International School of Budapest

Founded in 1973, AISB is a private, non-profit educational institution. It is accredited by the Council of International Schools (CIS), and the Middle States Association of Colleges and Schools (MSACS.)

AISB is an International Baccalaureate (IB) World School and offers the Diploma program in addition to the American High School Diploma. AISB's basic tenet is to offer an international education through an American pedagogical approach, which highlights critical thinking skills, creativity and inquiry-based learning.

The School is a member of Central and Eastern European School Association (CEESA), Sports Council of International Schools (SCIS), International Baccalaureate (IB) and the International Schools Theatre Association (ISTA).

AISB occupies a single campus of 16 hectares on the northern outskirts of Budapest. The Middle/High School building houses 51 classrooms, library, cafeteria, computer rooms, double-sized gymnasium, single-size gymnasium, 25-meter swimming pool, 350-seat theatre, and performing and visual arts facilities. The Elementary building has 27 classrooms, library, cafeteria, computer rooms, double-size gymnasium and performing and visual arts facilities. On the grounds there are 2 soccer fields, an athletics track with lights, 4 lighted tennis courts and a basketball court.

AISB has a very strong Student Support Program and Service Learning Program running throughout the entire school. AISB graduates are welcomed each year to a broad range of the World's most selective colleges and universities.

Governance

AISB is governed by a 11 person Board of Directors who are elected or appointed for two-year terms up to a maximum of 8 years' tenure.

Enrollment

Current enrollment is 942 (ES: 388; MS: 227; HS: 327) there are 58 nationalities in the school with the top three being American (22%), Hungarian (20%), and Chinese (13%).

Faculty

In the 2022-23 school year, there are 117 full-time and 5 part-time faculty. 41% of faculty are U.S. citizens, 16% are Canadian, 14% are British. The remaining 29% of the faculty are from 13 other countries.

Non-Discrimination Policy

AISB does not discriminate on the basis of race, color, religion, national or ethnic origin, sexual orientation, age, sex or marital status in its educational programs, activities, and services or its employment practices.



School Mission, Vision and Values

MISSION

We empower our learners to build their futures and contribute to a better world.

VISION

Future-ready, today

VALUES

Excellence, Wellbeing, Inclusion, Growth, Global Citizenship

We pursue **EXCELLENCE** in all that we do.

We uphold high standards and act with integrity.

We invest in ourselves and take pride in our pursuits.

Our resilience is built through failure, perseverance, and achievement.

We promote **WELLBEING** so people flourish*.

*flourish - verb (SUCCEED) We define flourish as reaching the highest levels of personal attainment, coupled with the highest levels of wellbeing.

We flourish when we have a purpose and feel safe, valued, and connected.

We emphasize kindness to ourselves and each other.

We are at our best when we maintain a healthy balance in our lives.

We design learning that challenges each individual to **GROW**.

Each of our learners is supported and stretched to reach their fullest potential.

Learning is about continuous adaptation and growth; it brings joy and meaning to our lives.

Learning is engaging when it is relevant and authentic.

We commit to **INCLUSION*** so that everyone belongs.

*Inclusion - noun

At AISB, inclusion means that everyone is seen, heard and valued. We create a learning environment where individual needs are prioritized, so everyone has access to all that AISB has to offer. We want everyone to feel connected and see their identity, culture, and beliefs valued in our community.

Our diversity is our strength. Each and every voice matters.

We respect and embrace our uniqueness, ensuring equity and access for all our students.

We are a caring community where everyone can find their place now and always.

We develop **GLOBAL CITIZENS** to make a positive impact together.

We act because we care.

We achieve more when we work together towards a more sustainable future.

We empower our learners to be catalysts of positive change in our community and beyond.



Job Title: Elementary World Language Teacher (Spanish, French and/or German)
Reports To: Elementary Principal

Position Overview:

The World Language Teacher's primary function is to facilitate the development of the student in the cognitive, affective, ethical, emotional and physical domains of his/her growth. The teacher works collaboratively with all faculty, staff, parents and students to effectively implement the curriculum and strives to ensure all interactions meet the needs of all students in line with the mission, vision and values of the school.

Qualifications and Experience:

Personal Attributes

- Illustrates organizational and time-management skills
- Demonstrates initiative, flexibility, and a positive attitude
- High Emotional Intelligence (EQ): Establishes cooperative and collaborative working relationships with staff, students, and parents because of strong communication and empathy skills
- Communicates effectively in English, both in written and oral form
- Accepts and manages change effectively
- Maintains a solution-based approach to problem solving
- Openly accepts and considers different perspectives
- Actively contributes to a positive school climate
- Seeks continuous improvement and engages in action research
- Exemplifies commitment to Professional Learning Community principles
- Demonstrates an interdisciplinary mindset/thinking: inquisitive beyond content area, possesses wide interests, and is a connector and collaborator beyond disciplines

Knowledge

- Demonstrates a solid knowledge of course-specific content and pedagogy and how to make connections within and across disciplines
- Understands Backward Design planning and the importance of collaboration for the program to be successful
- Can unpack standards/benchmarks and communicate learning objectives in student-friendly terms
- Demonstrates an understanding of typical developmental characteristics of adolescents

Qualifications & Experience

- Holds a valid teaching certification (or equivalent) in their teaching field
- Proficient in oral and written Spanish, German and/or French (Level C1 in CEFR or Advanced in ACTFL framework)



- Recent experience teaching Spanish, German and/or French language in Elementary School
- Experience with or knowledge of Teaching Proficiency through Reading and Storytelling (TPRS)
- Technology literate in Web and Google Applications

Preferred Skills and Experience

- Master's Degree in subject area or in education
- C1 / Advanced proficiency and experience teaching two languages is preferred, which could include languages in addition to French, Spanish or German
- Understanding of the varying needs of language learners across divisions, as well as experience teaching various age levels, is an asset.
- Experience with online curriculum documentation (e.g., Toddle) and/or digital journals (ex. Seesaw)
- Demonstration of ongoing professional development in areas of best practice

Key Responsibilities

- Implements school policies and procedures to support AISB's Mission, Vision, and Values
- Actively incorporates current research-based teaching practices and department essential agreements into daily teaching and learning
- Promotes an inquiry-based approach to teaching within a standards-based curriculum
- Effectively prepares long-term and short-term lesson plans; maintains overall units on Toddle using the UbD format
- Collaboratively plans with teaching partners and other faculty members
- Implements differentiation techniques to meet the individual language and learning needs of all students
- Teaches, assesses, and reports on the standards and benchmarks for the course as well as the AISB Learning Identities
- Provides ongoing feedback to students to encourage growth and development
- Maintains accurate and complete records of student progress and development for ongoing communication with parents, including but not limited to: goal setting, report writing, portfolios, and conferences
- Collaborates with the divisional counselor and other teachers to ensure the social, emotional, and educational needs of students are met
- Integrates technology with intentionality, as appropriate, to leverage learning
- Manages student behavior in the classroom through establishment of expectations and reinforcement of standards of conduct in alignment with the behavior expectations of the school



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- Responds to misbehavior in an appropriate manner that respects student dignity, while reinforcing the responsibility of making the right choices
- Performs additional duties effectively (during and outside the regular school day) as required by the school, including leading extracurricular activities
- Proactively participates in faculty meetings and parent meetings as required

*AISB takes child safeguarding measures seriously.
Appointments are subject to satisfactory enhanced criminal checks.
AISB is an equal opportunity employer.*