

## **CIS ELEMENTARY SCHOOL TEACHER LIBRARIAN - FRAMING THE ROLE**

### **Particulars**

- This position is in the Elementary School.

### **The CIS Mission**

Our mission is to Connect / Inspire / Serve (CIS). We are a positive community with passionate learners.

### **The CIS Community Principles**

- **Kindness** - We value kindness. Our kindness is illustrated in all our interactions: with our own children, with others' children, with families, with staff, and with administrators. How we communicate with each other is emblematic of our collective kind and caring spirit.
- **Partnership** - We are strongest when we work together, when we share ideas and resources, and when we partner with the greater Cayman community. A spirit of collaboration not only makes our community stronger, it makes students' learning richer by connecting stakeholders in exciting and innovative ways.
- **Sustainability** - We take into consideration long-term impacts when making decisions. This applies to decisions about programming as well as to our personal and collective behavior. We live on an island with limited resources and our environmental stewardship is essential in keeping it viable and healthy for generations to come.
- **Good Intent** - We assume good intent. We trust that members of our community have what is best for one another at heart. We engage diverse perspectives with empathy and open-mindedness. We aim to be our best selves in all that we do.

### **The CIS Learning Principles**

- **Language of Learning** - We understand that to make learning happen effectively and collectively we need a shared language that describes what learning is and how we do it.
- **Ownership of Learning** - We understand that we are all able to learn and ultimately responsible for our own learning.
- **Nature of Learning** - We understand that learning is emotional as well as cognitive and is both an individual and social experience.
- **Contexts of Learning** - We understand that learning transfer happens best in rich, relevant contexts.

### **Title/Role**

- Elementary Teacher Librarian

### **Overview**

The Elementary School Teacher Librarian plays a crucial role in delivering comprehensive library and research lessons and services to the school community while overseeing the maintenance and enhancement of the library and its collections. As an essential member of the library vertical team, the Elementary School teacher librarian works closely with homeroom teachers to design interdisciplinary units that are a central component of the Elementary School's learning program. The role encompasses Elementary teaching and librarian responsibilities and actively contributes to fostering a vibrant and engaging learning environment tailored to the needs of Elementary students.

See [Elementary Program Overview](#)

### **Role Requirements**

The successful candidate is required to have the following:

- Bachelor's degree in Education (Master's preferred). Major in School Library preferred or minor in Library Media Specialist with credentials from an accredited university.
- Valid teaching certificate/license from a country whose program is recognized by the Caymanian Government

- Minimum of two years of relevant successful library and research skills teaching experience in Elementary School at an accredited school or school system with a US-based or International Baccalaureate Programme
- Working knowledge of library/information systems services to schools
- Ability to evaluate, select and/or develop library resources and services
- Strong communication skills, public relations, and interpersonal skills
- Training from an education program or school with US-based curricular focus
- Collaborates with the educational community to review, refine and share ideas for the purpose of implementing blended and project-based learning; creating long and short term plans; and addressing organizational objectives to support the curriculum
- Experience collaborating with teachers to integrate information literacy skills into curriculum units of study
- Working knowledge of children's literature (K–8) across various genres
- Proficiency in library management systems, cataloging, and organization of library resources
- Ability to teach information literacy skills to students, including research techniques, critical evaluation of sources, and ethical use of information
- Ability to evaluate, select, and/or develop high-quality resources and services
- Proven track record of professionalism and excellence at current and previous places of service
- Specific experience and training with the following;
  - Experience with educational programming or school with a US-based curricular focus
  - Prior experience with Standards-Based assessment practices
  - Prior experience in Project-Based Learning or similar progressive pedagogy
  - Prior experience with Positive Discipline, Responsive Classroom or similar classroom management approach to social-emotional learning
  - Experience differentiating learning using a UDL approach

### **Desired Attributes**

- Passionate about reading
- Knowledgeable about children's literature
- Flexible, Adaptable, and Open-Minded
- Lifelong learner who displays a generosity of spirit and commitment to personal, professional, and organizational growth
- Demonstrated success encouraging and supporting elementary student interest and success in reading
- Prior experience in Project-Based Learning (PBL) or similar progressive pedagogy.
- Effective communicator - strong verbal and written communication skills, public relations, and interpersonal skills
- Approachable, Active Listener with a Sense of Humor
- Organized, Self-motivated, Dedicated and Energetic
- Demonstrated ability to manage, prioritize and complete a variety of tasks
- Diversity oriented - able to work effectively with people regardless of age, gender, race, ethnicity, or religion
- Committed to providing diverse and inclusive library collections and programming that reflect the needs and interests of all students
- Comfortable with technology, including library databases, digital resources, and educational programs
- Contributes to after school activities and programming
- Actively embodies CIS Community Principles

### **Reports to**

- Elementary Principal and Assistant Principals

## **Sample of Duties and Responsibilities**

As a Library teacher:

- Plan and implement age-appropriate library/research skills lessons that cater to different learning styles and abilities from Kindergarten to Grade 5.
- Encourage student participation while managing behavioral challenges using a positive discipline approach.
- Monitor, assess and report on learners' work and progress, in accordance with CIS policies and procedures on assessment and reporting.
- Contribute to the development of inquiry-based curriculum (the production and ongoing review of units and/or schemes of work - including Interdisciplinary Units), ensuring both diversity and inclusivity are incorporated to student learning experiences.
- Foster an inclusive environment that celebrates cultural diversity through the exploration of different music traditions.
- Collaborate with other staff members to integrate music into cross-curricular activities and school-wide initiatives.
- Adopt differentiated strategies and monitor teaching and learning activities to ensure support for all individuals, working collaboratively with the Learning Support teacher and when applicable, co-teach alongside the Learning Support teacher.
- Participates in school-wide initiatives and professional development

As a Librarian:

- Hosts six Open Library events throughout the year (Saturday and Library at Night)
- Organizes and runs annual Literacy Month/Week activities
- Organizes and runs Halloween Pumpkin competition
- Organizes and runs reading challenges (Summer, Hispanic Month, Winter, Banned Books)
- Orders all library materials that support the educational program
- Responsible for the library email communication for Elementary and Middle School
- Collaborates with librarians and teaching assistants to ensure timely and accurate reshelving of materials across the Elementary and Middle School libraries.
- Reviews and assesses current policies and procedures for all aspects of management of the Library Media Center and upgrades or establishes new policies and procedures as necessary
- Designs and implements current budgetary allowances
- Conducts ongoing inventory of all Library Media Center materials
- Conducts a systematic approach to improving Library books and materials
- Completes collection mapping of entire collection to ascertain strengths and weaknesses
- Systematically updates the catalog and provides instruction in its use
- Communicates with other librarians and media specialists, bookstores, and vendors to assure the best possible purchases for the Library
- Supervises and conducts the classification, cataloging and organizing of all Library Media Center materials
- Serves on school committees to provide input on school wide integration of library services
- Works collaboratively with the school community with a vision of how informational media enhances the teaching and learning process and improvement of operational efficiency
- Ensures that all library media initiatives and resources are aligned, managed, and allocated in a manner that reflects the school's mission and learning principles
- Supervises Library Flex TA or Volunteers, if applicable, providing day-to-day monitoring
- Makes grade level recommended reading lists that interface with library media center curriculum
- Makes resources available to students and teachers through a systematically developed collection which is reviewed yearly
- Provides teachers, students and administrators with information about new materials and services that are available

### **Equity and Inclusion**

It is CIS policy that decisions about staff assignments, promotion, demotion, and selection for training shall be taken without regard to race, color, ethnicity, gender, disability, or sexual orientation.

### **Evaluation / Reflection / Professional Growth**

Performance will be evaluated within the framework of our appraisal and professional development protocol.

### **Compensation and Work Year:**

- Compensation is as per contract in relation to CIS remuneration scale, and work year as per the CIS school calendar.
- This role will work on a 205 contract day schedule, with the expectation of extended day library services including after school and designated Saturdays.
- Extra days may be required for inventory and packing in June and prior to the commencement of in-service for staff in August.
- As with most all roles in education, be ready to serve above and beyond the call of duty

### **Our Culture**

Our team recognizes that school years for children of all ages are periods of tremendous growth, curiosity and transition in the lives of students and parents. Through good teaching practice and modeling we facilitate the students' intellectual, social, emotional and physical growth through school and beyond. Indeed, students' well being is at the centre of our teaching practice and as such, teachers must be committed to working collegially, collaboratively, energetically and enthusiastically to enhance the learning environment for students, staff and community. Our school and its community value staff who demonstrate excellence, collaborate, communicate in an effective and timely fashion, have a sense of humour, are flexible, demonstrate cultural awareness, celebrate diversity, appreciate and engage in Caymanian culture, accommodate different learning styles and sponsor after school activities.

### **CIS Teacher Expectations**

At CIS, our educators are *Ready to serve with purpose*, *Ready to inspire meaningful learning*, and *Ready to grow alongside their students and colleagues*. Teaching at CIS reflects a shared commitment to academic excellence, inclusive practice, and professional collaboration. The expectations below define what it means to contribute fully to your classroom and our school community.

### **Professional Responsibilities**

All Teachers are expected to:

- Meet all administrative, contractual, and procedural obligations as outlined in the Contract of Employment, Annual Forms, and Staff Handbook.
- Ensure active and responsible supervision of students during designated times, including recess, lunch, transitions, and dismissal.
- Uphold school policies and contribute to a safe, respectful, and well organized learning environment

### **High-Impact Learning and Teaching**

CIS teachers are *Ready to* teach with purpose and support every learner's growth through:

- Thoughtful and intentional planning for instruction
- Demonstrating strong subject knowledge and instructional expertise
- Inspiring and challenging students through differentiated and student-centered learning.
- Creating a positive, inclusive, and supportive classroom climate.
- Building respectful and constructive relationships with students.
- Maximizing learning time and providing meaningful learning opportunities.
- Remaining alert to individual student needs and adapting instruction accordingly.

### **Collegiality and Collaboration**

CIS teachers are *Ready to* contribute to a collaborative school culture:

- Maintain positive, respectful relationships with colleagues, students, and families.
- Participate actively in team planning, school initiatives, and professional learning communities.
- Share experience and expertise in support of school-wide improvement efforts.

### **Professional Dispositions**

CIS teachers are *Ready to* grow in their practice and in support of others:

- Demonstrate adaptability, resilience, and flexibility
- Show a genuine interest in student development and wellbeing
- Manage challenges professionally and constructively.
- Welcome classroom observations and engage openly with feedback.
- Pursue personal and professional growth through reflective practice.
- Contribute to the learning and development of colleagues.