

English as an Additional Language Teacher (EAL)

High School Campus

Job Description

General Description

The EAL teacher teaches High School EAL courses and provides in-class support to students who have identified language acquisition needs. The EAL teacher collaborates with subject teachers during planning periods to ensure the needs of EAL students will be addressed during the lesson. All educators at ISZL work toward fulfilling our Mission, Vision, Values and Learning Principles. The EAL teacher works as part of the Student Support Services team and is supported and led by the Head of Student Support Services and reports to the Head of Campus/Principal.

Application Process and Contract Length

Preferred candidates should have EAL-specific qualifications and direct experience working with students from diverse linguistic backgrounds. Depending on qualifications, experience and fit, the initial contract could be a *one-year interim* appointment, in which case successful candidates would be invited to apply for-- but not guaranteed--a longer-term contract. The nature of the contract will depend on circumstances. To apply, please send a letter of interest, updated CV, and contact details for three references to edward.wexler@iszl.ch and employment@iszl.ch. Given summer work hours, (virtual or in-person) interviews may not be scheduled until mid-to-late July.

School Wide Expectations

- Uphold the ISZL Mission, Vision, Values and Learning Principles (see below)
- Uphold the ISZL School Ethos and Culture, policies and procedures
- Promote the School's positive image and reputation

Working with EAL students:

- Teach EAL courses at the High School and maintain EAL curriculum documentation for these courses.
- Use effective in-class support strategies to ensure differentiation and EAL student access to the curriculum.
- Assess students placement into and exit from EAL support.
- Create, review, and update EAL student targets.
- Develop a strong understanding of the educational and linguistic backgrounds of EAL students they support.
- Affirm the multilingual profiles of students and promote mother tongue maintenance at the school.
- Collaborate with members of the student support services team to ensure the support and monitoring of EAL students who may have additional academic or social/emotional needs.

Working with colleagues:

- Participate in departmental efforts connected with Student Support Services
- Share EAL support strategies with teachers of EAL students in mainstream classes.
- Liaise with college counselors, curriculum coordinators, and administration about EAL students and their future curricular pathways
- Remain as up to date and as fully conversant as possible with developments in EAL
- Represent the department, as requested, on various committees.

Working with ISZL parents and outside professionals

- Support parents and liaise with outside professionals concerning the teaching and learning of EAL at ISZL, in consultation with the Head of Student Services
- Provide information sessions for parents (on an individual or group basis).

ISZL Mission, Vision, Values and Learning Principles

Our Mission

We are a community of learners determined to make the world – or our corner of it – a better, kinder place. We reflect our values in everything we do so that we make the most of opportunities and challenges in a spirit of enthusiastic inquiry.

Our Vision

We help every student turn learning into action, creating opportunities for students to stretch themselves further and achieve more than they believe possible.

Our Values

We respect. We show empathy and are inclusive and thoughtful in our interactions with others. Every person is valued and valuable.

We motivate. We inspire each other and grow by building on everyone's individual and collective passions.

We achieve. We create an exceptional learning environment focused on academic achievement and holistic development.

Our Learning Principles

The learning sciences are a field of research that has helped us better understand how one learns. ISZL's commitment to the fundamentals of how we learn allows us to address more effectively the conditions in which successful learning can occur for all our students. **The following principles are intended to guide how we design and facilitate learning in the classroom and beyond.** They are not intended to capture everything we know to be true about learning or what we will continue to learn about learning but ground us in a shared approach to living the ISZL mission.

Centered on the Learner

Every learner is unique, bringing with them a diverse set of skills, experiences and prior knowledge. We see students as key drivers of learning with the potential to develop the skills and strategies needed to take responsibility for their own growth.

Meaningful

Learning that is active, constructive, intentional and authentic empowers students to retain information and apply what they learned to solve problems in different contexts beyond the classroom. Learners have the opportunity to access knowledge from many different starting points, transferring their understanding in ways that hold meaning for them.

Challenging

We communicate high expectations and encourage learners to achieve to the best of their abilities in order to motivate students to reach their potential and keep them engaged in learning. Learning which focuses on enduring concepts and encourages curiosity challenges each student to reach their goals.

Emotional

The interplay between emotional well-being, motivation and cognition influence a student's ability to learn. We support students in building the knowledge, attitudes, and skills necessary to understand and manage emotions, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Informed by Multiple Assessment Approaches

We facilitate learning with high expectations using assessment strategies consistent with those expectations. There is a strong emphasis on formative feedback enabling both students and teachers to receive feedback that is actionable.

Connected

Knowledge and understanding are built through social interactions in a collaborative culture. Learners reach deeper levels of understanding when they have opportunities to inquire into diverse viewpoints, address misconceptions, and solve problems together in respectful, equitable ways.