



MHS Resource Teacher (English/Social Studies Focus)

REPORTING STRUCTURE			
<i>Job Family</i>	Teacher	<i>Center</i>	School
<i>Report To</i>	Assigned Grade Level Leader	<i>Division</i>	SMIC International Division
<i>Job Title</i>	MHS Resource Teacher (English Language Arts/Social Studies Focus)	<i>Department</i>	MHS
<i>Approved By</i>	International Superintendent	<i>Section</i>	Assigned Team
<i>Revision No/Date</i>	Created September 25, 2018, Updated February 24, 2022; Effective August 2022		
POSITION DESCRIPTION			
Job Purpose	Contributes toward a world-class SMIC-I MHS by providing instructional support mainly as an English language arts or social studies resource teacher for long-term and short-term teacher vacancies, but could include other subjects, all while actively contributing to the students and school through associated roles expected of a holistic professional educator in a dynamic system dedicated to honor, excellence, community, and joy.		
Successful SMIC Private School educators have ...	<ul style="list-style-type: none"> • <u>Passion</u> about bringing quality education to students that includes ... <ul style="list-style-type: none"> ○ love for education ○ consistently operating with a commitment to positivity, excitement, and creative problem-solving ○ respect for working in a multicultural environment where multiple work styles are valued and celebrated ○ being a caring contributor who brings enjoyment to the workplace • <u>Team spirit</u> commitment that includes ... <ul style="list-style-type: none"> ○ a can-do attitude ○ respect for genuine joyful collaboration ○ dedication to positive and supportive interpersonal relationship skills ○ willingness to take initiative ○ desire for transparency ○ ability to take direction easily when needed ○ willingness to make personal sacrifices for the greater school-wide good ○ committed to working in a team-based teaching environment where flexibility and collaboration are key • <u>Strong work ethic values</u> that include ... <ul style="list-style-type: none"> ○ high standards of quality ○ effective organizational skills ○ being self-directed ○ ability to multitask ○ comfort with big picture concepts while being detail-oriented when implementing school plans ○ serving as a strong positive role model for students at all times • <u>Responsible outlook</u> includes ... <ul style="list-style-type: none"> ○ a sense of ownership and reliability in getting the job done correctly to the end ○ ability to work under pressure with deadlines yet also demonstrate flexibility with ease when needed 		

Job Duties

Core Workload Teaching Assignment	Grade Level	Number of Class Sections / Week	Total
MHS Resource Teacher for Long-term Vacancies in English Language Arts, Social Studies or as Needed	Grades 6-12 as assigned	Up to 4 class sections/week (@ 5 classes/section)	20 periods
TOTAL NUMBER OF PERIODS / WEEK			20 periods

Resource Teacher

- Serves as a long-term or short term substitute teacher for SMIC middle and high school grades 6 -12 as assigned, primarily in the areas of English language arts and social studies
- First substituting priority will be to take on a long-term full-time substitute role when a teacher is on extended long-term leave
- Some substitute roles may involve teaching in a classroom for various subjects, which could include social studies and English language arts primarily, but in exceptional circumstances may include math and science
- When not fulfilling substituting duties as a teacher, provides instructional support primarily in the MHS, which could include SMIC-I and, on occasion, the CIC (Curriculum Integration Center)
- As needed for when substituting, carry out the ongoing development of the school’s MHS English language arts and social studies curricula, as related to observatory use, following the *Understanding by Design* (UbD) concepts
- Prepare effective and diverse classroom lessons to implement the school’s curriculum following the school’s accepted methods
- Design authentic subject assessments and measure their effectiveness in meeting curricular goals
- Differentiate lesson plans to meet the needs of both struggling and advanced students.
- Collaborate with grade-level team to plan, teach, and assess interdisciplinary units
- Help direct and coordinate student participation projects for special events during the school year, including (but not limited to) National History Day, Humanities Symposium, English Week, and other school events
- Helping maintain and care for the MHS English language arts and social studies curricular supplies and equipment, including inventorying those items when needed and doing the same for other assigned curricular materials as well
- If in the science lab, work in cooperation with the science lab assistant
- Helping train and guide students to follow proper safety procedures
- Comfortable working with advanced motivated students who have strong academic backgrounds
- Support the work of MHS English and History Department initiatives, including supporting science-related student clubs such as National History Day, Humanities Symposium, etc.

General Teacher Duties

- Positively and productively collaborate with grade level or department teachers
- Actively and positively promote the school’s “Expected School-wide Learning Results” (ESLRs): global citizenship, motivated learners, healthy individuals, and persons of character
- Follow the SMIC Code of Ethics and school policies as outlined in the most current version of the *SMIC Staff Handbook*
- Closely follow the SMIC-I “Curriculum, Instruction, and Textbook Policy” as is appropriate for the Chinese context
- Maintain and update timely student records, including grading (homework, grade books, progress reports, report cards, student attendance, and other required documents)
- Be actively involved in at least 40 hours of administrator approved extra-curricular activities a year as a faculty sponsor/advisor/coach/helper/school committee member

	<ul style="list-style-type: none"> • Create an engaging and organized learning space (classroom) for students • Actively fulfill assigned supervision duties, which could include passing period duty, lunch duty, study hall assignments, etc. • Work closely with parents/guardians through providing feedback on progress, answering questions, and being an educational partner regarding their child’s learning • Proactively meet and communicate with parents/guardians, students, and other teachers when necessary to develop interventions for students with academic, emotional/behavioral, or other needs • Take an active role in required meetings (grade level; departmental; grade level; committees, faculty; etc.) • Serve as a departmental substitute teacher when needed • Serves as an administrative assistant when not working on full workload expectations • Assist with additional duties as assigned
<p>Organization and Communication Skills</p>	<ul style="list-style-type: none"> • Demonstrates a strong positive commitment toward school improvement • Demonstrates commitment to education at the secondary grades’ level, including innovations and best practices • Knowledgeable about the American-style education system and how secondary school level instruction integrates into it • Comfortable working in a school that integrates Chinese- and American-style educational philosophies • Comfortable with computers for school-related purposes, including PowerSchool, Rubicon Atlas, Canvas, email, and MS Office programs • Desires to actively engage in professional development opportunities as provided by the school or through individual initiative • Flexible and culturally sensitive in adapting to a multicultural environment with school community members (students, staff, and families) of many nationalities • Strong understanding of working with students, parents/guardians, and staff from diverse cultural backgrounds • Positively and proactively communicate with parents/families and students • Works effectively with students who exhibit near English proficiency • Patient in working with members of the school community calmly and positively in tense, high-pressure situations, including the following chain of communications command • Fluent in both oral and written English at a professional standard
<p>Research-based Best Practices Guiding SMIC-I Frameworks</p>	<ul style="list-style-type: none"> • <i>Understanding by Design</i>, Grant Wiggins & Jay McTighe. ASCD. 2005 • <i>Mindset: The New Psychology of Success</i>. Carol S. Dweck. Random House. 2006
<p>Education and Work Experience Requirements</p>	<ul style="list-style-type: none"> • Bachelor’s degree <u>required</u> in an English/drama education-related field (i.e., secondary English, social studies, or drama), but bachelors’ degrees in related fields (such as journalism, writing, fine arts, history, economics, geography) along with a teaching license is considered with at least 2-years prior full-time teaching experience in a regular secondary school English language arts or social studies • Eligible to obtain a teaching license/certificate • Evidence of current relevant professional development in secondary education or science or math

Signatures	<ul style="list-style-type: none"> I have been provided a copy of this job description which I have reviewed.
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	<div style="display: flex; justify-content: space-around;"> Employee Printed Name </div>
	<div style="font-size: 2em;">X</div> <hr/>
	Date
	<ul style="list-style-type: none"> As the school's designated representative, I have reviewed this job description with the employee assigned to this role listed above.
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	<div style="display: flex; justify-content: space-around;"> Official School Designee Printed Name </div>
	<div style="font-size: 2em;">X</div> <hr/>
	Date