



Job Description MYP Design

Department:	Secondary
Term of Employment:	The initial two-year contract and, subsequently, annual 190 Days
Band:	Teacher
Reporting Accountability:	Assistant Principal & Principal

Shekou International School provides a rigorous education in a caring community and inspires our students to become principled, innovative contributors in a transforming world.

Safeguarding:

SIS is committed to safeguarding children's and young people's welfare and expects the same from its employees. All new staff employment approval will be subject to two satisfactory employment checks and enhanced pre-employment clearance, including identity checks, criminal background checks, qualification checks, and employment checks, to explore any gaps in employment. Diversity, Equity and Inclusion are the responsibility of all SIS staff.

Scope of Responsibility:

The MYP Design Teacher is a key design and technology educator responsible for delivering and enhancing a curriculum that merges practical skills with theoretical insights. This role is pivotal in fostering creativity, critical thinking, and design thinking, guiding students through exploration, creation, and reflection. The teacher is expected to stay current with industry trends, incorporate emerging technologies into the curriculum, and collaborate with colleagues to nurture a multidisciplinary learning environment. The overarching goal is to inspire and prepare students to excel in the dynamic design field, equipping them with the knowledge and skills for their future academic and professional endeavours.

Major Duties and Responsibilities:

Curriculum Development and Lesson Planning:

- Develop detailed lesson plans that align with the MYP Design curriculum, ensuring a coherent and progressive learning experience.
- Incorporate a variety of design disciplines (such as product design, digital design, and architectural design) to provide a broad learning perspective.
- Integrate interdisciplinary approaches by collaborating with teachers from other subjects to enhance the relevance and application of design thinking.

Teaching and Learning:

- Deliver interactive and differentiated lessons that cater to various learning needs and styles, using a blend of direct instruction, collaborative learning, and independent inquiry.
- Employ various assessment strategies, including formative and summative assessments, to monitor student progress and inform instruction.
- Utilise technology effectively in the classroom to enhance learning and to introduce students to industry-standard design tools and software.

Student Support and Engagement:

- Create a positive and inclusive classroom environment that encourages students to take risks, ask questions, and develop their design skills.
- Offer regular feedback and support to students, addressing individual learning needs and providing guidance on their design projects.
- Use design journals or portfolios to encourage student reflection on their learning process and the development of their design skills.

Collaboration and Professional Development:

- Work collaboratively with the MYP design department and other faculty members to share best practices, coordinate curriculum, and enhance interdisciplinary learning opportunities.
- Stay current with design education and technology developments, attending professional development workshops and conferences to refine teaching practice continually.
- Participate in school-wide initiatives, committees, or working groups to contribute to the continuous improvement of the school community.

Communication and Community Engagement:

- Maintain open and effective communication with parents and guardians, regularly updating student progress and achievements.
- Involve parents and the broader community in the design learning process, organizing exhibitions or showcases of student work.
- Engage with the design industry and local community to create opportunities for students, such as guest speakers, workshops, and field trips.

Extracurricular and School Life Involvement:

- Lead or contribute to extracurricular activities or clubs related to design, fostering students' interests and skills beyond the classroom.
- Mentor students preparing for design competitions or collaborative projects that connect them with real-world design challenges.
- Support the integration of design thinking and practices into other areas of school life, contributing to a culture of creativity and innovation.
- Engage with the school community, participating in events and initiatives that promote design education and showcase student achievements in design.

Design Space Management:

- Organize and maintain the design space and resources, ensuring a functional, safe, and inspiring environment for students to learn and create.
- Manage the layout and organization of the design space to optimize its use for various activities and ensure safety compliance.
- Oversee the maintenance, repair, and replacement of tools and equipment, keeping them in good working condition and up to date with industry standards.
- Curate and replenish materials and resources, ensuring they are readily available and reflect current design practices.



Required Qualifications, Skills, Experience and Attributes:

This position description is designed to outline primary duties, qualifications, and job scope but not limit the employee nor SIS to only the work identified.

Professional Growth and Evaluation:

The Domains of Performance are provided as the basis for appraisal.



TEACHING AND LEARNING

	Inconsistent	Developing	Proficient	Accomplished	Lead
TL1 Knows students' developmental levels and understands how they affect learning	Shows inconsistent knowledge and understanding of student developmental levels and characteristics and how these may affect learning	Demonstrates some knowledge and understanding of student developmental levels and how these may affect learning	Uses teaching strategies based on knowledge and understanding of student development to improve student learning	Uses a variety of teaching strategies to fit student developmental levels and improve student learning	Using knowledge and understanding of student developmental levels leads colleagues to select and develop teaching strategies to improve student learning
Self-Assessment/Reflection 1					
Self-Assessment/Reflection 2					
Self-Assessment/Reflection 3					
TL2 Differentiates instruction to meet student's needs	Shows inconsistent knowledge and understanding of strategies for differentiating instruction to meet the learning needs of all students	Demonstrates knowledge and understanding of strategies for differentiating instruction to meet the learning needs of all students	Differentiates instruction by developing and using teaching activities and strategies to meet the learning needs of all students	Evaluate the effectiveness of teaching and learning activities and strategies using student assessment data to ensure instruction is differentiated and meets the specific learning needs of all students	Leads colleagues to evaluate the effectiveness of teaching and learning activities and strategies that address the particular learning needs of all students
Self-Assessment/Reflection 1					
Self-Assessment/Reflection 2					
Self-Assessment/Reflection 3					
TL3 Uses a variety of effective instructional strategies and resources	Shows inconsistent knowledge and understanding of various teaching strategies and resources	Demonstrates knowledge and understanding of multiple teaching strategies and resources	Selects and uses various relevant teaching strategies and resources to develop knowledge, problem solving, and critical and creative thinking skills	Helps colleagues to select and apply various teaching strategies and resources to develop knowledge, problem solving, and critical and creative thinking skills	Leads colleagues to review, modify, and expand their repertoire of teaching strategies and resources to enable students to use knowledge, problem solving, and critical and creative thinking skills



Self-Assessment/Reflection 1					
Self-Assessment/Reflection 2					
Self-Assessment/Reflection 3					
TL4 Knows the content, how to select it and teach it	Shows inconsistent knowledge and understanding of the content area and how to select and organize it into effective lesson plans	Demonstrates knowledge and understanding of the content area and how to select and organize it into effective lesson plans	Applies knowledge of the content area to develop effective and engaging lesson plans and activities	Exhibits exemplary practice in the selection and organization of content and delivery of lesson plans	Leads initiatives within the school to evaluate and improve knowledge of the content area as well as its selection and sequencing into coherently organized teaching and learning programs
Self-Assessment/Reflection 1					
Self-Assessment/Reflection 2					
Self-Assessment/Reflection 3					
TL5 Provides feedback to students	Shows inconsistent understanding of providing timely, effective and appropriate feedback to students about their learning	Demonstrates an understanding of providing timely, effective and appropriate feedback to students about their learning	Provides timely, effective and appropriate feedback to students about their achievement relative to their learning goals	Selects from an effective range of strategies to provide targeted feedback based on informed and timely judgements of each student's current needs to progress in learning	<ul style="list-style-type: none"> Models exemplary practice and initiates programs to support colleagues in applying a range of timely, effective and appropriate feedback strategies
Self-Assessment/Reflection 1					
Self-Assessment/Reflection 2					
Self-Assessment/Reflection 3					
TL6 Makes consistent and comparable judgements	Shows inconsistent understanding of assessment moderation and its applications to support consistent and comparable judgements of student learning	Demonstrates an understanding of assessment moderation and its applications to support consistent and comparable judgements of student learning	Understands and participates in assessment moderation activities to support consistent and comparable judgements of student learning	Organizes assessment moderation activities to support consistent and comparable judgements of student learning	Lead and evaluate moderation activities that ensure consistent and comparable judgements of student learning to meet curriculum and school or system requirements



Self-Assessment/Reflection 1					
Self-Assessment/Reflection 2					
Self-Assessment/Reflection 3					
TL7 Interpret student data	Is inconsistent in the use and interpretation of student assessment data to evaluate student learning and modify teaching practice	Demonstrates the capacity to interpret student assessment data to evaluate student learning and modify teaching practice	Uses student assessment data to analyze and evaluate student understanding of subject/content, identifying interventions and modifying student behaviour	Works with colleagues to use data from internal and external student assessments for evaluating teaching and learning, identifying interventions modifying student behaviour and modifying teaching practice	Coordinates teams and student performance and program evaluation using internal and external student assessment data to improve teaching practice
Self-Assessment/Reflection 1					
Self-Assessment/Reflection 2					
Self-Assessment/Reflection 3					
TL8 Reports on student achievement	Is inconsistent when reporting to students and parents	Demonstrates understanding of a range of strategies for reporting to students and parents and the purpose of keeping accurate and reliable records of student achievement	Reports clearly, accurately and respectfully to students and parents about student achievement, making use of accurate and reliable records	Works with colleagues to construct accurate, informative and timely reports to students and parents about student learning and achievement	Evaluate and revise reporting and accountability mechanisms in the school to meet the needs of students, parents, and colleagues
Self-Assessment/Reflection 1					
Self-Assessment/Reflection 2					
Self-Assessment/Reflection 3					
TL9 Manages student behaviour effectively	Shows inconsistent knowledge and understanding of strategies to manage challenging student behaviour	Demonstrates knowledge and understanding of strategies to manage challenging student behaviour	Manages challenging student behaviour by setting clear expectations and addressing discipline issues promptly, fairly, and respectfully	Develops and shares with colleagues a range of behaviour management strategies using research and classroom experience	Leads and implements behaviour management initiatives to help colleagues broaden their range of strategies

Self-Assessment/Reflection 1					
Self-Assessment/Reflection 2					
Self-Assessment/Reflection 3					
TL10 Uses effective classroom communication	Shows inconsistent ability to communicate with students and maintain their engagement effectively	Demonstrates the ability to communicate with students and maintain their engagement effectively	Uses a wide range of effective communication strategies to maintain student engagement, learning, and achievement	Helps colleagues to select a wide range of communication strategies to support student engagement, learning, and achievement	Leads by example and demonstrates a wide range of inclusive and collaborative communication strategies to support student engagement, learning, and achievement
Self-Assessment/Reflection 1					
Self-Assessment/Reflection 2					
Self-Assessment/Reflection 3					
TL11 Uses a variety of methods to assess student learning	Shows limited understanding of assessment strategies	Demonstrates understanding of assessment strategies to assess student learning	Selects and uses various assessment strategies to assess student learning	Develops and applies a wide range of assessment strategies to diagnose learning needs, comply with curriculum requirements, and modify teaching and learning strategies	Evaluates school assessment policies and strategies to support colleagues by using assessment data to diagnose learning needs, complying with curriculum requirements and using a range of assessment strategies
Self-Assessment/Reflection 1					
Self-Assessment/Reflection 2					
Self-Assessment/Reflection 3					
TL12 Embraces student diversity	Shows limited understanding of teaching strategies that fit the learning needs of students with diverse linguistic, cultural, religious, and socioeconomic backgrounds	Demonstrates knowledge of teaching strategies that fit the learning needs of students with diverse linguistic, cultural, religious, and socioeconomic backgrounds	Designs and implements teaching strategies that fit the learning needs of students with diverse linguistic, cultural, religious, and socioeconomic backgrounds	Helps colleagues to develop effective teaching strategies that address the learning needs of students from diverse linguistic, cultural, religious, and socioeconomic backgrounds	Leads initiatives to evaluate and revise school teaching and learning programs, using experience and community knowledge, to meet the needs of students from diverse linguistic, cultural, religious, and socioeconomic backgrounds
Self-Assessment/Reflection 1					



Self-Assessment/Reflection 2					
Self-Assessment/Reflection 3					
TL13 Provides a respectful, positive, safe, and collaborative learning environment	Has difficulty understanding resources, routines, and procedures to provide a respectful, positive, safe, and collaborative learning environment	Understands the use of resources, routines, and procedures in establishing a respectful, positive, safe, and collaborative learning environment	Effectively uses a range of resources, routines, and procedures to provide a respectful, positive, safe, and collaborative learning environment	Helps colleagues select and use resources, routines, and procedures to create a dynamic learning environment that maximizes learning	Leads colleagues to identify and implement new resources, routines, and strategies that create and maintain a safe physical and intellectual learning environment where students take academic risks and play an active role in preventing behaviours that interfere with learning
Self-Assessment/Reflection 1					
Self-Assessment/Reflection 2					
Self-Assessment/Reflection 3					
TL14 Integrates technology to improve teaching and learning	Has inconsistent knowledge or understanding of technology and how to integrate it into teaching and learning	Demonstrates knowledge and understanding of technology, how to integrate it into teaching and learning, and how to use it safely, responsibly, and ethically	Effectively selects and incorporates technology into teaching and learning and promotes the safe, responsible, and ethical use of technology within the classroom	Uses high-level skills and knowledge of current technology to help colleagues integrate technology into their teaching and learning and to use it safely, responsibly, and ethically	Leads colleagues within the school to select and use technology to expand learning opportunities and content knowledge for all students and leads initiatives to review and implement new policies and strategies to ensure the safe, responsible, and ethical use of technology on a school level
Self-Assessment/Reflection 1					
Self-Assessment/Reflection 2					
Self-Assessment/Reflection 3					



BEYOND THE CLASSROOM

	Inconsistent	Developing	Proficient	Accomplished	Lead
BC1 Collaborates with colleagues to support teaching and learning	<ul style="list-style-type: none"> Occasionally willing to participate in opportunities to collaborate with others 	Demonstrates willingness to participate in opportunities to collaborate with others or ask for assistance when needed	Effectively seeks out and regularly participates in opportunities to collaborate with others and asks for and helps when needed	Regularly initiates and engages colleagues in discussions about effective teaching and coaches and guides other teachers to contribute to collaborative learning	Takes on leadership roles within Professional Learning Communities and promotes creative, innovative thinking among colleagues to inspire them to improve their professional practice
Self-Assessment/Reflection 1					
Self-Assessment/Reflection 2					
Self-Assessment/Reflection 3					
BC2 Seeks and responds to feedback in support of student learning	Rarely seeks or applies constructive feedback from supervisors and colleagues to improve teaching practice	Demonstrates willingness to seek and apply constructive feedback from supervisors and colleagues to improve teaching practice	Effectively seeks and applies constructive feedback and contributes to discussions with colleagues to evaluate and improve teaching practice	Initiates and engages in discussions with colleagues to evaluate and improve professional knowledge and practice and the educational outcome of students	Leads initiatives to implement professional dialogue within the school or in professional learning networks that is informed by feedback, analysis of current research, and practice to improve the educational outcomes of students
Self-Assessment/Reflection 1					
Self-Assessment/Reflection 2					
Self-Assessment/Reflection 3					
BC3 Engages with parents to support student learning	Rarely demonstrates an understanding of strategies for effective communication and engagement with parents to support student learning	Demonstrates understanding of strategies for effective communication and engagement with parents to support student learning	Establishes and maintains respectful, collaborative communication and relationships with parents to engage them in support of student learning	Helps colleagues to create positive relationships with parents, be responsive in all communications with parents, and engage with them in support of student learning	Leads initiatives to identify, start, and build on opportunities that create positive relationships with parents and engage them in support of both their children's learning and the educational priorities of the school
Self-Assessment/Reflection 1					
Self-Assessment/Reflection 2					



Self-Assessment/Reflection 3					
BC4 Maintains high professional standards and is responsible and reliable	Is inconsistent in showing or applying the principles described in codes of ethics and conduct for the teaching profession	Understands and applies the fundamental principles described in the codes of ethics and behaviour for the teaching profession	Understands and applies all principles as described in codes of ethics and conduct for the teaching profession	Maintains high ethical standards and helps colleagues understand codes of ethics and exercise sound judgment in all school and community contexts	Models exemplary ethical behaviour and exercises informed judgment in all professional interactions with students, colleagues, leadership, and parents
Self-Assessment/Reflection 1					
Self-Assessment/Reflection 2					
Self-Assessment/Reflection 3					
BC5 Contributes to extra-curricular activities	Does not demonstrate a willingness to contribute to extra-curricular activities	Demonstrates willingness to contribute to extra-curricular activities	Willingly contributes to a range of extra-curricular activities	Encourages colleagues to contribute to extra-curricular activities	Leads initiatives to develop more opportunities for extra-curricular activities within the school
Self-Assessment/Reflection 1					
Self-Assessment/Reflection 2					
Self-Assessment/Reflection 3					
BC6 Shows flexibility and adaptability to new situations	Does not demonstrate flexibility and adaptability to change	Demonstrates flexibility and adaptability to change	Is always flexible and welcomes change	Helps colleagues to understand, accept, and implement changes when needed	Leads by example by embracing unexpected situations and adapting to change with a positive attitude
Self-Assessment/Reflection 1					
Self-Assessment/Reflection 2					
Self-Assessment/Reflection 3					
BC7 Maintains a positive attitude	Does not demonstrate a positive attitude	Generally demonstrates a positive attitude	Consistently demonstrates a positive attitude	Reaches out and helps colleagues who may need support in times of personal or professional difficulties	Leads by example within the school and community by exuding a good sense of humour, a positive can-do attitude, and a willingness and ability to work through challenging situations to find a favourable outcome
Self-Assessment/Reflection 1					
Self-Assessment/Reflection 2					
Self-Assessment/Reflection 3					



PROFESSIONALISM

	Inconsistent	Developing	Proficient	Accomplished	Lead
P1 Supports schoolwide initiatives and activities	Is rarely willing to participate in school initiatives and activities	Demonstrates willingness to participate in school initiatives and activities	Actively anticipates school initiatives and activities	Volunteers to join in and help organize school initiatives and activities, and volunteers in support of initiatives and activities organized by colleagues	Leads the development or management of school initiatives and activities and shares information with colleagues and the community about school initiatives and activities
Self-Assessment/Reflection 1					
Self-Assessment/Reflection 2					
Self-Assessment/Reflection 3					
P2 Demonstrates respect and understanding for school policies and procedures	Shows inconsistent knowledge or support for school policies and procedures	Understands and supports school policies and procedures	Complies with school policies and procedures	It helps other teachers to understand and comply with school policies and procedures	Leads initiatives to review and revise school policies and procedures when needed
Self-Assessment/Reflection 1					
Self-Assessment/Reflection 2					
Self-Assessment/Reflection 3					
P3 Engages in professional development and improves practice	Does not demonstrate a willingness to engage in professional development	Demonstrates willingness to engage in professional development	Regularly plans for and participates in professional development opportunities to update knowledge and improve practice	Helps other teachers to plan and engage in high quality targeted opportunities to improve practice	Leads colleagues to collaborate, research, develop, and expand professional learning opportunities to improve practice
Self-Assessment/Reflection 1					
Self-Assessment/Reflection 2					
Self-Assessment/Reflection 3					



<p>P4 Becomes involved in schoolwide decision making and school improvement process</p>	<p>Rarely/Occasionally willing to participate in planning and decision making at the school, department, and grade level</p>	<p>Demonstrates willingness to participate in planning and decision making at the school, department, and grade level</p>	<p>Regularly participates in planning and decision making at the school, department, and grade level and contributes relevant ideas</p>	<p>Engages colleagues in planning and decision making at the school, department, and grade level and seeks out their ideas and expertise</p>	<p>Leads initiatives to develop new ideas and expertise that are critical to school improvement efforts</p>
<p>Self-Assessment/Reflection 1</p>					
<p>Self-Assessment/Reflection 2</p>					
<p>Self-Assessment/Reflection 3</p>					