



## **IB MYP & DP Chinese Language Acquisition Teacher Job Description**

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<b>Department:</b>	Secondary School
<b>Term of Employment:</b>	The initial two-year contract and subsequent annual contract are as follows: 190 Days
<b>Band:</b>	Teacher
<b>Reporting Accountability:</b>	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**

Every Teacher at SIS is responsible for providing a safe and developmentally appropriate environment following the SIS program philosophy, school policies and procedures. The Teacher is responsible for planning, teaching, and assessing engaging learning experiences from the approved curriculum, collaborating with other educators in the school and maintaining strong relationships with the parent community. Teachers are expected to work 190 days (new teachers, 195), with a minimum of 180 student-contact teaching days. Responsibilities include attendance at school during set hours to teach, supervise and interact with parents, colleagues, and students, as well as curriculum-related workdays, parent meetings, and conferences.

## Major Duties and Responsibilities:

- Provide a physically and emotionally safe environment for children.
- Collaboratively plan learning programs within the approved curriculum framework with other teachers and administration.
- Keep accurate, up-to-date records and formally and informally communicate with parents to discuss the children's progress.
- Plan and implement at least two extra-curricular after-school activities (ASA) per school year.
- Carry out other required duties for the good operation of the school.
- Utilise approved school systems to communicate, plan and archive units of work, activities, and assessments.
- Collaboratively implement WASC and other operational action plans
- Attend and contribute to relevant schoolwide meetings and functions as required.
- Develop understanding and support the implementation of Diversity, Equity, Inclusion, Justice and Belonging (DEIJ&B) initiatives and related matters.
- Additional duties when requested by the principal.

## Required Qualifications, Skills, Experience and Attributes:

- Professional teacher certification for the relevant area of the school
- At least two years of related working experience

*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.*

## Domains of Performance

### TEACHING AND LEARNING

- Knows students' developmental levels and understands how they affect learning.
- Differentiates instruction to meet student's needs.
- Uses a variety of effective instructional strategies and resources.
- Knows the content, how to select it and teach it.
- Provides feedback to students.
- Makes consistent and comparable judgements.

- Interpret student data.
- Reports on student achievement.
- Manages student behaviour effectively.
- Uses effective classroom communication.
- Uses a variety of methods to assess student learning.
- Embraces student diversity.
- Provides a respectful, positive, safe, and collaborative learning environment.
- Integrates technology to improve teaching and learning.

### BEYOND THE CLASSROOM

- Collaborates with colleagues to support teaching and learning.
- Seeks and responds to feedback in support of student learning.
- Engages with parents to support student learning.
- Maintains high professional standards and is responsible and reliable.
- Contributes to extra-curricular activities.
- Shows flexibility and adaptability to new situations.
- Maintains a positive attitude.

### PROFESSIONALISM

- Supports schoolwide initiatives and activities.
- Demonstrates respect and understanding for school policies and procedures.
- Engages in professional development and improves practice.
- Becomes involved in schoolwide decision-making and school improvement process.

## Professional Growth and Evaluation

The following rubric is designed for self-assessment as part of the Performance Growth and Evaluation process.



**TEACHING AND LEARNING**

	<b>Inconsistent</b>	<b>Developing</b>	<b>Proficient</b>	<b>Accomplished</b>	<b>Lead</b>
<b>TL1</b> <b>Knows students' developmental levels and understands how they affect learning</b>	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					
<b>TL2</b> <b>Differentiates instruction to meet student's needs</b>	Shows inconsistent knowledge and understanding of strategies for differentiating instruction to meet the learning needs of all students	Demonstrates knowledge and experience of strategy 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 specific learning needs of all students
Self-Assessment/Reflection 1					
Self-Assessment/Reflection 2					
Self-Assessment/Reflection 3					

<b>TL3</b> Uses a variety of effective instructional strategies and resources	Shows inconsistent knowledge and understanding of various teaching strategies and resources	Demonstrates knowledge and experience of multiple teaching strategies and resources	Selects and uses different relevant teaching strategies and resources to develop knowledge, problem-solving, and critical and creative thinking skills	Helps colleagues to select and apply different teaching strategies and resources to build 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					
<b>TL4</b> Knows the content, how to select it and teach it	Shows inconsistent knowledge and understanding of the content area and how to select and organise it into effective lesson plans	Demonstrates knowledge and understanding of the content area and how to select and organise 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 organisation 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 organised teaching and learning programs
Self-Assessment/Reflection 1					
Self-Assessment/Reflection 2					
Self-Assessment/Reflection 3					
<b>TL5</b> 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"> <li>Models exemplary practice and initiates programs to support colleagues in applying a range of timely, effective, and appropriate feedback strategies</li> </ul>
Self-Assessment/Reflection 1					
Self-Assessment/Reflection 2					
Self-Assessment/Reflection 3					



<p><b>TL6</b> Makes consistent and comparable judgements</p>	<p>Shows inconsistent understanding of assessment moderation and its applications to support consistent and comparable judgements of student learning</p>	<p>Demonstrates an understanding of assessment moderation and its applications to support consistent and comparable judgements of student learning</p>	<p>Understands and participates in assessment moderation activities to support consistent and comparable judgements of student learning</p>	<p>Organises assessment moderation activities to support consistent and comparable judgements of student learning</p>	<p>Lead and evaluate moderation activities that ensure consistent and comparable judgements of student learning to meet curriculum and school or system requirements</p>
<p>Self-Assessment/Reflection 1</p>					
<p>Self-Assessment/Reflection 2</p>					
<p>Self-Assessment/Reflection 3</p>					
<p><b>TL7</b> Interpret student data</p>	<p>Is inconsistent in the use and interpretation of student assessment data to evaluate student learning and modify teaching practice</p>	<p>Demonstrates the capacity to interpret student assessment data to evaluate student learning and modify teaching practice</p>	<p>Uses student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying student behaviour</p>	<p>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</p>	<p>Coordinates teams and student performance and program evaluation using internal and external student assessment data to improve teaching practice</p>
<p>Self-Assessment/Reflection 1</p>					
<p>Self-Assessment/Reflection 2</p>					
<p>Self-Assessment/Reflection 3</p>					
<p><b>TL8</b> Reports on student achievement</p>	<p>Is inconsistent when reporting to students and parents</p>	<p>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</p>	<p>Reports clearly, accurately and respectfully to students and parents about student achievement, making use of accurate and reliable records</p>	<p>Works with colleagues to construct accurate, informative and timely reports to students and parents about student learning and achievement</p>	<p>Evaluate and revise reporting and accountability mechanisms in the school to meet the needs of students, parents, and colleagues</p>
<p>Self-Assessment/Reflection 1</p>					



Self-Assessment/Reflection 2					
Self-Assessment/Reflection 3					
<b>TL9</b> <b>Manages student behaviour effectively</b>	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					
<b>TL10</b> <b>Uses effective classroom communication</b>	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					
<b>TL11</b> <b>Uses a variety of methods to assess student learning</b>	Shows limited understanding of assessment strategies	Demonstrates knowledge of assessment strategies to evaluate 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 analyse 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					
<b>TL12</b> 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					
<b>TL13</b> 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 maximises 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					
<b>TL14</b> Integrates technology to	Has inconsistent knowledge or understanding of	Demonstrates knowledge and experience of technology, how to	Effectively selects and incorporates technology into teaching and learning and	Uses high-level skills and knowledge of current technology to help	Leads colleagues within the school to select and use technology to expand learning





<b>improve teaching and learning</b>	technology and how to integrate it into teaching and learning	integrate it into teaching and learning, and how to use it safely, responsibly, and ethically	promotes the safe, responsible, and ethical use of technology within the classroom	colleagues integrate technology into their teaching and learning and to use it safely, responsibly, and ethically	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**

	<b>Inconsistent</b>	<b>Developing</b>	<b>Proficient</b>	<b>Accomplished</b>	<b>Lead</b>
<b>BC1</b> <b>Collaborates with colleagues to support teaching and learning</b>	<ul style="list-style-type: none"> <li>Occasionally willing to participate in opportunities to collaborate with others</li> </ul>	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 provides assistance 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					
<b>BC2</b> <b>Seeks and responds to feedback in support of student learning</b>	Rarely seeks or applies constructive feedback from supervisors and colleagues to improve teaching practice	Demonstrates willingness to seek and use constructive feedback from supervisors and colleagues to improve teaching practice	Effectively seeks and uses constructive input 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 training 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					

<b>BC3</b> 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					
<b>BC4</b> 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 conveyed 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 decisions in all professional interactions with students, colleagues, leadership, and parents
Self-Assessment/Reflection 1					
Self-Assessment/Reflection 2					
Self-Assessment/Reflection 3					
<b>BC5</b> 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					



<b>BC6</b> <b>Shows flexibility and adaptability to new situations</b>	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					
<b>BC7</b> <b>Maintains a positive attitude</b>	Does not demonstrate a positive attitude	Generally, shows 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
<b>P1</b> <b>Supports schoolwide initiatives and activities</b>	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 organise school initiatives and activities, and volunteers in support of initiatives and activities organised 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					
<b>P2</b> <b>Demonstrates respect and understanding for school policies and procedures</b>	Shows inconsistent knowledge or support for school policies and procedures	Understands and supports school policies and procedures	Complies with school policies and procedures	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					



<p><b>P3</b> Engages in professional development and improves practice</p>	<p>Does not demonstrate a willingness to engage in professional development</p>	<p>Demonstrates willingness to engage in professional development</p>	<p>Regularly plans for and participates in professional development opportunities to update knowledge and improve practice</p>	<p>Helps other teachers to plan and engage in high-quality targeted opportunities to improve practice</p>	<p>Leads colleagues to collaborate, research, develop, and expand professional learning opportunities to improve practice</p>
<p>Self-Assessment/Reflection 1</p>					
<p>Self-Assessment/Reflection 2</p>					
<p>Self-Assessment/Reflection 3</p>					
<p><b>P4</b> 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>					