



Aoba – Japan International School

Leading Positive Change

Job Description

Title: Transdisciplinary Teacher

Reports to: School Principal / Coordinator

Description: As part of the school's teaching team (TT)¹, the teacher leads and manages all aspects of development; delivery, evaluation, ongoing improvement, promotion and school community involvement related to classroom teaching and associated duties. A full-time teaching position comprises 20 hours of face to face student-teacher contact²

Overarching Responsibilities:

As a member of the TT, the Teacher:

- supports her/his line manager by advancing the Program³ in terms of our Mission, Vision and Strategic Plan.
- endorses and models the School's core values, educational objectives and standards.
- maintains positive and constructive working relationships with all school community members.
- models and promotes a shared vision of inquiry, teamwork and agency in a blended learning community.
- analyses data to inform planning and pedagogy
- adopts a Blended Learning Approach⁴ to practices.
- engages in regular collaborative professional learning planning with 'Core Team' members⁵.
- ensures Program delivery adheres to CIS/NEASC accreditation and IBO authorisation standards.
- has responsibility for the overall achievement and welfare of students in the Program.
- has responsibility for the Program's operations and administration of the Program.
- ensures that regular, sustained and meaningful communications are scheduled and managed for timely sharing of information and concerns with relevant stakeholders related to the Program's effective delivery.
- Attends to scheduled duties and other tasks when requested by the Principal and/or Head of School.
- supports the Leadership Team to ensure the successful completion of external accreditation/evaluation processes.
- Is expected to lead initiatives that benefit the students, class and the school.

Qualifications, Skills and Experience:

- undergraduate and/or postgraduate qualification in education.
- effective communication skills.
- demonstrated competency to innovate and solve problems in collaboration with others.
- leadership experience and the technical skills associated with the Program.
- current and operational Blended Learning⁶ skills.
- demonstrated competency for timely, flexible and empathetic responsiveness.
- experience in working in international schools.
- demonstrated competency to deal with conflict in a calm, positive and solution focused manner.
- demonstrated competency to work effectively in a team.

¹ Teaching Team (TT) consists of all teachers, instructors, coaches and teacher assistants

² Face to face contact includes, but is not limited to, classroom teaching, after-school programs, clubs, and supervision as determined the line manager

³The Programs include: IB (PYP, MYP, DP); GLD; ICT (Blended Learning); ASP; Saturday and Summer School; Camps; Events

⁴ Must meet minimal Blended Learning Teacher standards

⁵ Core teams consist of teachers working in the same grade level to collaboratively plan. These teams are responsible for student learning and wellbeing. That includes communication with parents and other stakeholders.

⁶ Effective skills in Blended Learning include a capacity to leverage ICT to improve the learning, operational and communication experiences for students, parents and other school community members.

Accredited by: The Council of International Schools (CIS) and the New England Association of Schools and Colleges (NEASC)

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IB Primary Years Programme Teacher:

As a member of the PYP, the Teacher must:

- Employ a transdisciplinary pedagogy, deliberately and consistently making meaningful connections between, across and beyond subjects to support the understanding of real-world issues
- Reference the school's pedagogical framework in planning Units of Inquiry by selecting strategies that best support the process of inquiry
- Foster the development of assessment capability among all members of the learning community

Learning Support Teacher:

As a member of the Learning Support Team, the Teacher:

- Influences, supports and upskills Core Team and Primary Planning Team members
- Models best practice for Core Team and Primary Planning Team members
- Determines, collects, and analyses relevant data to inform IEPs and other documentation intended to support the learners
- Develops action plans and carefully monitors progress for each student

English as an Additional Language Teacher:

As a member of the English as an Additional Language Team, the Teacher:

- Influences, supports and upskills the Core Team and Primary Planning Team members
- Models best practice for Core Team and Primary Planning Team members
- Determines, collects, and analyses relevant data to inform learning goals and other documentation intended to support the learners as they acquire English competency
- Develops action plans and carefully monitors progress for each student

IB Middle Years Programme Teacher:

As a member of the MYP, the Teacher must:

- Employ an interdisciplinary, team inquiry-based pedagogy, deliberately and consistently drawing from several disciplines to create engaging, relevant, meaningful learning engagements
- Conduct team-based assessments based on the published MYP Criteria, and reports using the School's published model
- Work with students to create quality portfolios that both demonstrate achievement and help guide discussions regarding senior school options
- Conduct pastoral care to develop the whole student whilst also supporting decisions related to senior school

IB Diploma Programme Teacher:

As a member of the DP, the Teacher is expected to:

- Employs an interdisciplinary pedagogy, deliberately and consistently creating engaging, relevant, meaningful learning engagements that help students connect material between subject areas
- Conducts team-based assessments designed to prepare students for the individual external exams
- Bases assessments on the published DP Criteria, accurately informing all stakeholders on predicted outcomes
- Conducts pastoral care supporting decisions and processes related to tertiary options

Global Leadership Diploma Teacher:

As a member of the GLD, the Teacher is expected to:

- Guides and facilitates personalised learning paths
- Accurately determines and reports progress along a learning path to relevant stakeholders
- Creates and facilitates opportunities for students to engage in learning beyond the classroom
- Conducts pastoral care supporting decisions and processes related to tertiary options as informed by the students

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