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## Job Description 2021-2022

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| <b>Title:</b>       | Transdisciplinary Teacher  |
| <b>Reports to:</b>  | School Principal / Programme Coordinator   |
| <b>Description:</b> | As part of the school's teaching team (TT) <sup>1</sup> , 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 no more than 20 hours of face to face student-teacher contact. <sup>2</sup> |

### Overarching Responsibilities:

As a member of the TT, the Teacher:

1. supports her/his line manager by advancing the Programme<sup>3</sup> in terms of our Mission, Vision and Strategic Plan
2. endorses and models the School's core values, educational objectives and standards
3. maintains positive and constructive working relationships with all school community members
4. models and promotes a shared vision of inquiry, teamwork and agency in a blended learning community
5. analyses data to inform planning and pedagogy
6. adopts a Blended Learning Approach<sup>4</sup> to practices
7. engages in regular collaborative professional learning and planning with 'Core Team' members<sup>5</sup>
8. ensures Programme delivery adheres to CIS/NEASC accreditation and IBO authorisation standards
9. has responsibility for the overall achievement and welfare of students in the Programme
10. has responsibility for the Programme's operations and administration of the Programme
11. ensures regular, sustained, meaningful communication through timely sharing of information and concerns
12. maintains all documentation and communication only through the designated school-wide platforms
13. attends to scheduled duties and other tasks when requested by the Principal and/or Head of School
14. is expected to participate in initiatives that benefit the students, class and the school
15. follows all expectations and guidelines as established in the published handbooks and policies

### Qualifications, Skills and Experience:

1. undergraduate and/or postgraduate qualification in appropriate field(s)
2. effective inquiry pedagogy and communication skills
3. demonstrated competency to innovate and solve problems in collaboration with others
4. leadership experience and the technical skills associated with the Programme
5. current and operational Blended Learning<sup>6</sup> skills
6. demonstrated competency for timely, flexible and empathetic responsiveness
7. experience in working in international schools
8. demonstrated competency to deal with conflict in a calm, positive and solution focused manner
9. demonstrated competency to work effectively in a team

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

<sup>2</sup> Face to face contact includes, but is not limited to, classroom teaching, after-school programmes and approved clubs. It does not include duties and/or other supervision as determined the line manager.

<sup>3</sup> The Programmes include: IB (PYP, MYP, DP); GLD; ICT (Blended Learning); ASP; Saturday and Summer School; Camps; Events

<sup>4</sup> Must meet Blended Learning standards as defined by the school

<sup>5</sup> 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.

<sup>6</sup> 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.

**Primary Teacher:**

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

1. employ a transdisciplinary pedagogy, deliberately and consistently making meaningful connections between, across and beyond subjects to support the understanding of real-world issues
2. implement the school's pedagogical framework by planning/selecting strategies to best support the process of inquiry
3. foster the development of assessment capability among all members of the learning community

**Secondary Teacher (MYP):**

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

1. employ a transdisciplinary, team inquiry-based pedagogy, deliberately and consistently making meaningful connections between, across and beyond subjects to support the understanding of real-world issues
2. conduct team-based assessments based on the published MYP Criteria, and report using the School's published model
3. work with students to create quality portfolios that both demonstrate achievement and help guide discussions regarding senior school options
4. conduct pastoral care to develop the whole student whilst also supporting decisions related to senior school
5. have 'case manager' responsibility for individual students<sup>7</sup>

**Secondary Teacher (DP):**

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

1. employ a transdisciplinary pedagogy, deliberately and consistently creating engaging, relevant, meaningful learning engagements that help students connect material between subject areas
2. conduct team-based assessments designed to prepare students for the individual external exams
3. base assessments on the published DP Criteria, accurately informing all stakeholders on predicted outcomes
4. conduct pastoral care supporting decisions and processes related to tertiary options
5. have 'case manager' responsibility for individual students

**Secondary Teacher (GLD):**

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

1. guide and facilitate personalised learning paths
2. accurately determine and report progress along a learning path to relevant stakeholders
3. create and facilitate opportunities for students to engage in learning beyond the classroom
4. conduct pastoral care supporting decisions and processes related to tertiary options as informed by the students
5. have 'case manager' responsibility for individual students

**Support Teacher:**

As a member of the Support Team, the Teacher is expected to:

1. influence, support and upskill Core Team members regarding learning support or EAL through a co-teaching model
2. model best practice for Core Team members
3. determine, collect, and analyse relevant data to inform any learning goals or other documentation intended to support the learners
4. develop action plans and carefully monitor progress for each student

**Information Literacy Specialist Teacher:**

As a member of the Information Literacy Team, the Teacher is expected to:

1. influence, support and upskill the Core Team members
2. model best practice for Core Team members
3. work with the ICT team to develop a full suite of literacies in students
4. determine, collect, and analyse relevant data to inform learning goals or other documentation intended to support the teachers and learners as they acquire information literacies
5. develop action plans and carefully monitor the library/information literacy programme transformation
6. manage all subscriptions, platforms, and physical assets to achieve School goals for all literacies

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<sup>7</sup> Case manager role requires the systematic tracking and communicating of the students intellectual and social well being throughout the year.