

Job Description

Job title/Position: Secondary School Chinese Co-Teacher with Lead Teaching Responsibilities

School: Secondary School

Direct Supervisor: Secondary School Principal

Position Overview

The Secondary School Chinese Co-Teacher will collaborate with the Mandarin teaching faculty to ensure that the learning programme is well organised and maintained, and that general tasks are completed on a need basis. The Co-Teacher will work under the guidance and direction of the Mandarin Teachers. The Co-Teacher will be supervised by and report to the School Principal. They will perform duties across grade levels as/when required, supporting students in and out of the classroom. The Co-Teacher will also ensure that engagements and interactions meet the needs of all students in line with the mission, vision and values of the school.

In addition, this role will include the responsibilities to lead teach two (2) IB Middle Years Programme Language Acquisition classes.

Qualifications and Experience

The Secondary School Chinese Co-Teacher should be a native Mandarin speaker and have:

- Native level proficiency in Mandarin Chinese (simplified characters)
- Putonghua Proficiency Test level 2-A or above
- A solid understanding of and desire to work with middle and high school students
- The mindset of a learning designer through Universal Design for Learning (UDL) principles, able to meet the individual needs of diverse learners
- A willingness to be flexible with approaches and tasks
- A solid work ethic
- The ability to take initiative
- Current Teaching certification will be required

Responsibilities

The Secondary School Chinese Co-Teacher will work closely with all departmental staff to:

Provide Teaching & Class Support

- Participate actively in the co-planning, co-teaching, co-assessing and co-reflecting of student Mandarin Acquisition and Mandarin Language & Literature courses across Grades 6-12 following the International baccalaureate (IB) Middle Years Programme (MYP) and Diploma Programme (DP)
- Take an active role in behavioural management and pastoral care of students
- Collaborate with classroom teachers
- Lead individual and/or small group programmes under the direct supervision of classroom teachers
- Assist, as required, in the development and preparation of curricular materials
- Attend and constructively contribute in staff and team meetings and stay up-to-date with day-to-day planning and plan for differentiated instruction

- Serve in the role of the classroom teacher on a short-term basis e.g. teacher absence

Provide Administrative Support

- Take part in duties, including morning arrivals, afternoon dismissal, and break and lunch duties
- Attend field trips and camps if applicable
- Participate in professional development
- Participate in school committees
- Read and respond to all email communication, e.g. staff memos, school correspondence, surveys, parent emails, and so on, within 48 hours
- Other duties as assigned by supervisor

In addition, this role will include the responsibilities to lead teach two (2) IB Middle Years Programme Language Acquisition classes. An associated stipend for the equivalent teaching load will be provided.

Responsibilities and Expectations for Lead Teaching IBMYP Classes:

The Mandarin Teacher (IBMYP/DP) Teacher will be responsible for the effective learning* of students. In support of this, the teacher is expected to implement the HKA Learning & Teaching Framework and Professional Practices that bring the school's mission and values to life.

**HKA definition of high quality learning: "Learning is an active process of building on prior experiences to discover new or further develop ideas, character and/or competencies, resulting in the ability to apply what's learned in different contexts."*

The list below provides an overview of key responsibilities and expectations.

Embody and nurture HKA's mission, vision, and values

- Nurture a culture of belonging that characterised by mutual benefit for all community members
- Support student activities within and beyond the classroom to ensure that every student is seen, heard, valued, and feels they belong
- Demonstrate the values, competencies, and characteristics of a global citizen

Model and promote the skills, competences and attitudes of a global citizen

- Take an active role in pastoral care and behavioural management of students (including assisting in supervising student breaks)
- Provide authentic experiences in which learners might become responsible members of local, national and global communities
- Support the development of intercultural communication and intercultural mindedness through the study of Mandarin Chinese

Skillfully, collaboratively and positively contribute to the curriculum cycle

- Utilise the frameworks of the IBMYP and IBDP
- Embed multiple entry points for a range of learners into all three components of the curriculum (written, assessed, and taught curriculum)
- Use inquiry as a pedagogical framework for teaching and learning

Use assessment and feedback to improve teaching and learning

- Determine the extent to which learning outcomes are on the way to being achieved based on the IBMYP and IBDP frameworks, and school assessment policy
- Collect and use data to draw conclusions about what will best support learning
- Maintain up-to-date records of learning and communicate with parents

Critically evaluate and effectively apply relevant research based strategies in a diverse and inclusive setting

- Design instruction so as to customise and personalise learning activities to address students' diverse learning strengths and needs through the Universal Design for Learning (UDL) framework
- Collect and use data to draw conclusions about what will best support learning
- Craft meaningful experiences in which learners can take ownership of their own learning and understanding, nurturing intellectual curiosity and supporting intrinsic motivation

Support the learning, social, emotional, wellbeing needs of all learners through developing self regulation

- Serve as an advisor and mentor for students through the Advisory and fleX programmes
- Support students to develop and utilise self regulation strategies and utilise appropriate strategies to maintain their own wellbeing
- Implement Restorative Practices in their classroom

Positively and constructively collaborate with all members of the learning community

- Collaborate and communicate with fellow team members in order to have productive dialogue and share in decision making
- Establish partnerships with parents so that they are well informed about student progress and work together to support student growth

School Hours

7:30 a.m. to 3:30 p.m. Monday, Tuesday, Thursday. 7:30 a.m. to 4:45 p.m. Wednesday and 7:30 a.m. to 3:15 p.m on Friday. Classes meet 8:00 a.m. to 3:10 p.m. with the exception of Wednesday with the early dismissal of all students to enable teachers to engage in professional and curriculum development from 1:30 p.m. to 4:45 p.m.

Visa

Work visa sponsorship not applicable to the role.

Contact: recruitment@hkacademy.edu.hk

May 2024