

Job Description

Job title/Position: MYP Mandarin Teacher & Co-Teacher (50%/50%)

School: Secondary School

Direct Supervisor: Secondary School Principal

Position Overview

The Secondary School Mandarin Teacher & Co-Teacher (50%/50%) is a dual-role position combining 0.5FTE lead classroom teacher with 50% FTE co-teaching and instructional support. The Mandarin Teacher role responsible for ensuring the effective learning of students in grades 6-10 in the subject areas of Mandarin Language Acquisition (Chinese B) and Mandarin Language & Literature (Chinese A) within the IB Middle Years Programme (IBMYP), ranging from Phase 1 beginners to native language/literature levels. The Co-teacher role collaborates with Secondary School faculty across grades 6-12 to co-plan, co-teach, co-assess, and support student learning in IBMYP and IBDP programmes.

The Mandarin Teacher & Co-Teacher reports directly to the Secondary School Principal and works collaboratively with community members to ensure that the interactions and programme meet the needs of all students in line with the mission, vision and values of the school.

Qualifications, Experience, and Mindset

The Mandarin Teacher & Co-Teacher should have:

- Current teaching certification appropriate to age level and subject specialty
- A minimum of an undergraduate degree in the area of expertise required, and preferably a Master's Degree
- A strong belief in, and commitment to delivering, the school's mission and vision
- A positive, collaborative attitude and approach
- 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
- Native level proficiency in Mandarin Chinese (simplified characters)
- Putonghua Proficiency Test level 2-A or above

Preferred Skills and Experience

- Experience and understanding of the IBMYP programmes in both Language A and B
- Experience in curriculum and assessment development
- Recent and relevant professional development, including recent IBMYP training
- Ability to design learning experiences that incorporate digital tools and resources to promote student learning

Responsibilities and Expectations

The Mandarin Teacher & Co-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 learning: "Learning is an active process of developing capability, confidence, compassion, and creativity within and beyond the classroom. "*

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
- 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 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

** Please note that the Middle/High school runs a 1-1 laptop programme. Macbook laptops are used throughout.*

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