

Xi'an Liangjiatan International School Job Description

Position: Secondary Teacher
Department: Secondary
Supervisor: Secondary Principal

XLIS Mission

XLIS provides a non-profit education focusing on enabling students to be confident, open-minded global citizens through life-long learning and a sense of community.

XLIS Vision

To lead education through innovation and a student-centered, community-driven approach.

Main Responsibilities:

The responsibilities and expectations of the secondary teachers in XLIS are categorized into the following strands that align with good teaching and learning practices.

Planning instruction

Teachers would align lesson objectives to the curriculum standards adopted at XLIS in a timed manner through short- and long-term planning with available resources. Lessons are differentiated by using student learning data for maintaining the right learning pace, transitioning, and achieving mastery over content to enhance understanding and promote lifelong learning.

Delivering instruction

Teachers engage students through differentiation instruction to ensure that learning is active and builds upon the student's existing knowledge and skills. Learning goals are reinforced to check for understanding using effective instructional strategies including technology.

Assessment practices

Frequent and relevant formative and summative assessment data allow for, of and as learning. It allows teachers to enhance planning and delivery of instruction. Use of assessment data allows teachers to guide goal setting for students through a process of monitoring, sharing meaningful and timely feedback. Assessments are multimodal and aligned to the curriculum standards and benchmarks to ensure validity of marks and grades.

Learning Environment

Teachers would use available resources, routines, and procedures to make sure that students feel valued as learners. This is possible by providing them a safe, positive, and mutually respectful environment and patiently listening to them. Expectations are clarified and reinforced using essential agreements for fairness and student voice. Teachers respect the cultural differences that exist and see the potential of appreciating diversity to strengthen our community. This is built using collaborative practices and a climate of trust inside the classroom. Maximizing classroom engagement would reduce possible disruptive behavior.

Professionalism

Teachers are expected to engage in all school related activities, events, assigned duties model professional behavior by maintaining positive relationships and respectful communication with members of the community. All members are expected to adhere to the school policies, be part of improving the professional learning community by working collaboratively with teachers and administrators and improving their own pedagogical practices and language through implementation. The teachers should carry out other duties as may reasonably be required by the school senior leadership team.

Student Progress

Teachers measure student progress using academic evidence to guide students in setting goals that are realistic. Attendance is recorded in a timely manner to make sure to communicate patterns in prolonged absence to the secondary principal.

Student and School Support

Teachers offer their support to individual students after observing learning patterns by setting goals. Other areas of expected support are whole school events.

Adapted from the work of Charlotte Danielson and James Stronge.