

Job Description for the Position of Teacher (Full-time)

All teachers at Li Po Chun United World College share responsibility for the quality of teaching and learning in the school.

The status of the teacher as a professional with high order knowledge in the discipline(s) taught underpins the duties of the position. Teachers at the College are required to be highly professional people who should indicate the highest standards of preparation for teaching and learning, punctuality and student management. The building of a positive relationship with students and colleagues is a requirement, as is the expectation that all teachers will work to enhance the mission and values of the United World Colleges movement (www.uwc.org) as well as the development plan of the College.

Teachers are responsible to the Principal through their Head of Department and Program Coordinators. The role of a Teacher at the College includes the following:

1. Effectively teaching a variety of classes, including undertaking appropriate lesson preparation and setting/marking examination and test papers where necessary.
2. Making an active contribution to enhance the overall aims of the College.
3. Setting and marking students' work accurately and promptly, giving advice to students as required.
4. Establishing classroom environments that are stimulating, hardworking, focussed and pleasant to be in, and which reflect the UWC's declared values.
5. Diligently following the scheme of work for each class approved by the Head of Department.
6. Assessing and responding to student abilities and progress adapting where appropriate to different individual learning styles among the students.
7. Writing reports and testimonials as required within the deadlines set.
8. Attending and positively contributing to departmental meetings as scheduled by the Head of Department, and staff and college meetings as appropriate.
9. Contributing to the College's 全才 (*quan cai*), program, to special projects (such as China Week or Project Week), and to the residential life of the College.
10. Maintaining an in-depth familiarity with the appropriate curricula and current teaching trends and developments.
11. Protecting and enhancing the physical and emotional welfare of the students.
12. Helping to build a positive sense of community among staff and students.
13. Adhering to the policies and procedures of the College as approved by the Board and/or the Principal.

Requirements and Procedures for Effective Teaching and Tutoring

This is a full-time residential teaching post, and the appointee will be expected to carry out the following duties:

- a full teaching load or equivalent;
- the duties of a residential tutor;
- a quan cai commitment;
- involvement in Orientation Week, Change of Pace Days, Open Days, China Week, Project Week and other community occasions;
- attendance at College meetings, Staff meetings, House meetings, Departmental meetings, and meetings of ad hoc committees formed to progress some aspect of College life;
- fulfilling administrative procedures prescribed by the College.

Teaching Load

A full load is normally considered to be 22.5 hours of teaching in the course of a 7 block 7 day schedule, covering a range of Higher and Standard courses. Teachers are expected to teach HL classes for 4.5 hours and SL classes for 3.5 hours per cycle block. Teachers can normally expect to be assigned no more than 5 HL classes or up to 6 classes of SL & HL up to a maximum of 22.5 hours per cycle. In assigning classes, the number of different courses taught, the number of students taught, the number of extended essays being supervised, and the preparation and marking component, are all considered to try to provide an equitable distribution of work.

A staff member on less than a full teaching load may reasonably be asked to undertake additional duties in some other area to compensate. If through timetabling constraints extra teaching blocks are required, or student numbers are high, or all teaching is at Higher level, duties in some other area may be reduced.

Residential Duties

As tutor, the appointee will be responsible for a group of ten to twelve students, and will be expected to monitor and support their progress in all aspect of College life throughout their time at the College. Tutors meet with their tutees regularly both individually and as group forming part of the student support system. The role requires a high level of commitment. It is recognised that teachers have varying degrees of counselling experience and training, and if complex issues arise they should be referred to a more senior or more experienced member of staff. Special cases may be referred to a professional counsellor in consultation with the Head of Residences.

The tutor has a number of reporting duties, and in particular must provide reports on the student's academic progress, quan cai involvement and social and personal qualities. The tutor also prepares draft testimonials for University applications.

The tutor contributes to House organization by doing regular check-ins and participating in House activities. The role however extends beyond this to trying to create a sense of group identity with the tutees through shared activities which are subsidized by the College.

Staff-Tutee Contact Time

It is not possible to quantify the precise contact time expected with tutees. The job has a professional as well as social aspect to it, and some tutors are happy to have tutees in their apartment more often than others. Those with larger apartments can also entertain, or allow students to cook, more easily.

The minimum expectation is that all necessary meetings are held, either individually or as a group, that arise from academic, quan cai, University Guidance, or S³ activities and are requested by the relevant teacher in charge. In addition the modest food allowance should be spent, and should be adequate to cover three meals each term plus a number of snacks or drinks, provided the meals are held 'at home' rather than in a restaurant.

Going beyond this on the social front will put you out of pocket unless you claim the food allowance from the Office and the students make up the difference.

Most staff put something extra towards tutee entertainment but it is strictly not an obligation.

Quan Cai

All staff contribute to the quan cai programme and are expected to lead or share leadership of an Action or Creativity or one of the two Service components – off campus service to the wider community and on campus support to our own community. All students do regular service so staff involvement is essential to maintain a quality programme.

Staff may contribute to an existing activity or offer a new one arising from their own interests and expertise. In many areas staff act as a liaison or advisor with students themselves acting as leaders. The equivalent of two afternoons a week involvement on average is the minimum expectation.

Special Events

There are a number of special events and activities during the year in which staff participate. It is hoped that once established in the College each staff member will take on a major role in some or all of following major events that serve the purpose and ethos of the College:

Orientation Week – with the active involvement of returning second year students, the new first year students are given a structured orientation about academic options, residential rules, outdoor activity opportunities, service obligations, and engage in a number of bonding activities within the tutor group. They are organised to complete immigration procedures and personal banking and health arrangements. All staff will be involved with their tutees during the week, and others will have major roles to do with the camp, reception of students, and so on.

Change of Pace Days – several times a year a normal teaching day is substituted by one devoted to a theme or to the student support system e.g. faith and philosophy or conflict resolution. In addition to those responsible for the day, staff act as facilitators or workshop leaders on a volunteer basis.

China Week – all first years have the opportunity to travel into mainland China on a staff led project.

Project Week – all students participate in a project for a week with the aim of personal challenge in an area that is in harmony with the ethos of the College. Projects range from environmental work to expeditions, service activities, UWC initiatives and drama workshops. Staff are

encouraged to act as leaders and help with planning, particularly for service projects working with an external agency.

Staff may reasonably be asked to participate in one of Project Week or China Week each year, or perform residential duties on campus in lieu as required.

General

Special features of the College – the Theory of Knowledge programme, International and Cultural Affairs, International Evenings, Open Days, University guidance and spontaneous student run activities, all benefit from volunteer staff input. It is assumed that staff will give willingly of their time and expertise when they can.

The position therefore requires a full, all-round commitment to the academic, quan cai, residential, tutorial and informal/social aspects of College life. Staff must expect to work intensively during the time that College is in session.

Arnett Edwards

Principal

19 December 2011