

Job Description - Full-time Teacher

Mission and Values of UWC:

UWC makes education a force to unite people, nations and cultures for peace and a sustainable future. UWC schools, colleges and programmes deliver a challenging and transformational educational experience to a diverse cross section of students, inspiring them to create a more peaceful and sustainable future.

UWC believes that to achieve peace and a sustainable future, the values it promotes are crucial

- International and intercultural understanding
- Celebration of difference
- Personal responsibility and integrity
- Mutual responsibility and respect
- Compassion and service
- Respect for the environment
- A sense of idealism
- Personal challenge
- Action and personal example

General Expectations

All teachers are expected to have a clear commitment to the UWC Educational Model (see Appendix 1) with an emphasis on Experiential Learning. Within Li Po Chun United World College there is an expectation that each teacher makes a strong:

1. Academic commitment
2. Student Welfare/Residential commitment
3. Education Outside the Classroom (EOTC) commitment

Teachers besides the specific expectations listed below are expected to undertake professional duties as outlined in staff contract including attending Staff Meetings, College Meetings and other meetings called by the Principal.

1) Academic Commitment

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

1. Teaching well-prepared lessons within the scope of the departmental Unit Plans.
2. Assessing student performance and providing appropriate feedback and support for students in accordance with the College Assessment Policy.
3. Employing a variety of teaching strategies to stimulate students to maximize their potential. This includes recognizing the diversity of needs within the student community and differentiating accordingly, working with EAL and EA staff as needed.
4. Maintaining knowledge of developments in the IB DP and work with HOD and colleagues to deliver an effective programme. Where required, teachers are expected to attend professional development events within the region.

5. Providing feedback in line with the published Reporting Guidelines.
6. Supporting the work and activities of the department as outlined in the departmental development plan, facilitated by the Head of Department and in collaboration with colleagues.
7. Writing academic references as required.

A full load is normally considered to be 25 hours of teaching in the course of an 8 block 8 day schedule, covering a range of Higher and Standard courses. Teachers are expected to teach HL classes for 5 hours and SL classes for 4 hours per cycle block.

The balance between the three areas of the College will be considered in class allocation and every effort will be made to allow an equitable distribution of workload.

2) Student Welfare/Residential Commitment

All full-time teachers are tutors. Tutors are responsible to the Principal through their Head of House and Director of Student Welfare. Tutors are organised in four house teams each under the leadership of a Head of House. A tutor is likely to be responsible for the daily welfare of up to twelve students.

The main focus of the tutor is monitoring the general welfare of students in their tutor group. The tutor acts as an overall mentor and the role requires a high level of commitment, as it requires supporting the student in their social, emotional, academic, and cultural development. The tutor supports the College in helping students to develop a personal philosophy of life whilst respecting other people's philosophies, cultures, religious beliefs, and celebrating diversity and differences in race, ethnicity, age, gender, and sexual orientation.

The tutor is expected to enforce College Rules/Procedures and promptly report infringements to the relevant line manager (e.g. Head of House, Director of Student Welfare).

In particular the role of the tutor includes:

1. Facilitating the integration of the student within the tutor group and the College community. For this to occur tutors will have meetings with their tutees which include academic; social; emotional; and Quan Cai meetings as outlined in Appendix 2.
2. Contributing to the development of corporate House and College identity by helping to organise and attend Block activities (COP day or afternoons) in a participatory and supervisory role. Tutors are also encouraged to attend weekly House Meetings.
3. Supporting the weekly Lifeskills programme that takes place on a Monday afternoon assisting where appropriate the planning and running of this programme, as required by the Director of Student Welfare.
4. Supporting, where appropriate the Change of Pace (COP) days that occur throughout the year. There are usually five COP days in a year, as required by the Director of Student Welfare.
5. Attending and participating in tutor team meetings that are scheduled during the year.
6. Writing a tutor report on each tutee each semester covering their academics progress, their contribution to the Quan Cai programme, the tutor group, house and residential life of campus.

7. Writing an (outline) testimonial which forms the basis of the College university recommendation as per the deadlines published by the University Guidance Counselor.
8. Undertaking general duties which includes Check in; Holiday and Special Week supervision; dorm checks; block and College walkabout and supporting emergency situations as outlined in Appendix 3.

3) Education Outside of the Classroom commitment

All teachers are expected to undertake an EOTC commitment and is responsible to the Principal through the Director of Education Outside the Classroom. The role of teachers in the EOTC programme includes:

1. Quan Cai programme (IB CAS) Staff Supervisors/Liaison

At least one Staff Supervisor role (attending all activity sessions/projects) and one Staff Liaison role. Both roles include:

- a) Vision for the development of the activity
- b) Overview of Quan Cai activity running and attendance
- c) Edit and submit QC reports
- d) Submit annual QC budgets
- e) Organise transport, venues and facilities for activities in collaboration with Student Leaders

2. CAS Advisor/tutor

- a) Meet tutees to advise on Quan Cai selection and review personal goals
- b) Ensure tutees complete reflections and 8 learning outcomes on ManageBac
- c) Complete student interviews in accordance with IB CAS requirements on ManageBac

3. China/Project Week

- a) Supervise one China or Project Week trip per year including:
- b) Overview of preparation meetings, visa and flight information collation, budget management, trip reflections as required and supervision of the trip itself.

4. Orientation Week

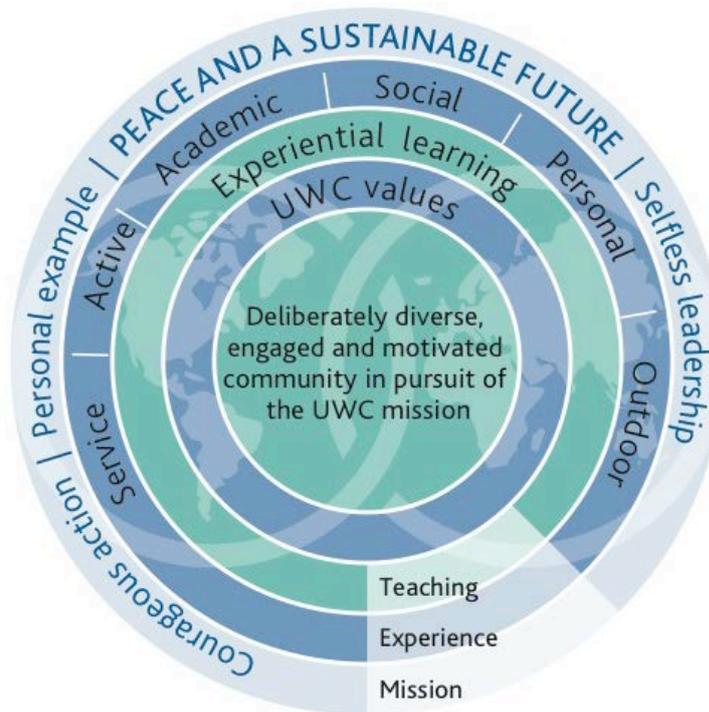
- a) Supervision or participation in Orientation Week as required by the Director EOTC.

Arnett Edwards

Principal

13 December 2017

Appendix 1 - UWC Educational Model



UWC Mission

UWC makes education a force to unite people, nations and cultures for peace and a sustainable future

UWC Values

International and intercultural understanding | The celebration of difference
 Personal responsibility and integrity | Mutual responsibility and respect
 Compassion and service | Respect for the environment
 A sense of idealism | Personal challenge | Action and personal example

Summary of UWC Educational Model

1. UWC Community: Deliberately diverse, engaged and motivated community in pursuit of the UWC mission

Guiding Principles: “This education should take place within a diverse community. The selection of students should ensure representation from regions and social groups that reflect the wide range of tensions among and between people.”

Explanation: The core of the UWC experience lies within a diverse community of learners who share a common commitment to the mission and values of the UWC movement. Diversity is supported by National Committees in over 140 countries which interview and select students who have made the most of the opportunities they have had and who exhibit qualities that fit with the UWC mission and values. Students are then chosen to join school communities to ensure cultural, racial, gender, socioeconomic, and language diversity in pursuit of a common mission. In this way, each campus reflects a global diversity that enhances connection, sharing, debate, and community living; and, thus encourages opportunities for growth, empathy, and understanding. Faculty and staff actively engage in community life as teachers, tutors, mentors and learners.

2. UWC Values

Guiding Principles: “All schools and colleges share the same basic values as outlined in the UWC mission statement – international and intercultural understanding; celebration of difference; personal responsibility and integrity; mutual responsibility and respect; compassion and service; respect for the environment; a sense of idealism; personal challenge; action and personal example.”

“This education requires active promotion of intercultural understanding and the development of genuine concern for others founded on shared life experiences, and cooperative and collaborative living. This includes reflective dialogue on global issues and critical and courageous engagement in the pursuit of peace.”

“Community interaction is placed at the heart of college life. This requires the full and active participation of all members of the school or college.”

“Opportunities for students to practice personal initiative, self discipline and responsibility, to manage risk and embrace challenge must be provided. Where appropriate, these opportunities are supported by a reassuring adult presence.”

Explanation: This part of the model, together with the outcomes, speak to the values infused in a UWC education throughout the movement.

3. Teaching: Experiential Learning

Guiding Principles: “Requires active promotion of intercultural understanding and the development of genuine concern for others founded on shared life experiences, and cooperative and collaborative living. This includes reflective dialogue on global issues and critical and courageous engagement in the pursuit of peace.”

“Community interaction is placed at the heart of college life. This requires the full and active participation of all members of the school or college.”

“Students are able to engage in continuing, positive action towards issues of sustainability, on both an institutional and individual level.”

“Opportunities for students to practice personal initiative, self discipline and responsibility, to manage risk and embrace challenge must be provided. Where appropriate, these opportunities are supported by a reassuring adult presence.”

Explanation: Experiential learning is fundamental to UWC. Experiential learning is the process of making meaning from direct experience. Young people are thrust into a dynamic and diverse community. This situation provides a plethora of challenging experiences to inspire a range of emotions and learning opportunities. These experiences can be challenging, joyful, frustrating, and life-changing. UWC provides a safe and supportive environment from which to learn through direct experience. By living and working together, students develop empathy and make sense of their experiences through such means as reflection, dialogue, trial-and-error, and perspective taking.

Along with living in a diverse community, students have opportunities to initiate and collaborate on areas of passion, interact with the larger community, and take advantage of service, creative, and physical opportunities. All of these programmes provide rich experiences for making meaning and learning.

Experiential Education is a more formal pedagogy that employs a philosophical stance and a variety of methodologies. Teachers and staff intentionally provide opportunities for students to engage in activities, exercises, and events to mindfully make meaning and apply emerging skills and understanding.

4. Experience: Active – Academic – Social – Personal – Outdoor – Service

Guiding Principles: “Recognition is given to the fact that each individual possesses unique talents and abilities. Programmes should exist in each college which enable all selected students to fulfill their potential.”

“Physical fitness and a healthy lifestyle are integral to the balanced development of the whole person. Unhealthy lifestyles limit human potential and hinder progress in all dimensions of development.”

Explanation: Within the context of the experiential process are the actual experiences shared within the UWC community. These are both formal and informal activities, programs, and situations that challenge students on a variety of levels. Formal experiences balance high expectations within the context of a rigorous academic programme, along with a rich and varied co-curricular program in which students engage in creative, physical, and service learning both offered by others and initiated by students.

Students are also informally challenged through interactions in an intercultural and diverse environment in their residence life and social activities. These challenges encourage sharing, dialogue, conflict transformation, and reflection to encourage seeing the world from a variety of perspectives.

5. Mission and Outcomes: Peace and a Sustainable Future

Courageous Action • Personal Example • Selfless Leadership

Guiding Principles: "Underpinning these principles is the pursuit of peace and justice as the founding aim of UWC."

"UWC schools and colleges offer life-defining experiences for young people, enabling them to discover the possibility of change through courageous action, personal example and selfless leadership. This education enshrines a commitment to the balanced development of the whole person; that is, its task is to encourage an integrated development of human potential across a range of different dimensions, including the intellectual, moral, aesthetic, emotional, social, spiritual, and physical."

"Students are able to engage in continuing, positive action towards issues of sustainability, on both an institutional and individual level."

Explanation: By bringing together a diverse and motivated student body, immersing them in a global community experience based on the UWC values, and challenging them formally and informally, students grow in their abilities to be active global citizens.

The holistic UWC experience leads to learning skills, competencies, and outcomes toward the UWC mission to make "education a force to unite people, nations and cultures for peace and a sustainable future."

Appendix 2 - Tutor Meetings with Students

a) *academic*

In order to do this the tutor will initiate individual progress meetings with tutees when needed including after every grading period.

b) *Social*

Tutors are expected to meet approximately every 3 weeks with their tutees as a group. The exact venue and timing of tutorial meetings are at the discretion of the individual tutors, but as far as possible they should take place on Wednesday evenings, which are reserved for tutor activities. The College provides a budget for meals and snacks during those events.

c) *Emotional*

Tutees might meet with their tutor when experiencing emotional and or mental health issue. Further help from the College Counsellor and/or other professionals might be considered.

d) *Quan Cai*

Tutors advise students on their Quan Cai selection. They also have progress meetings with tutees to monitor that they are satisfying Quan Cai requirements as required by the Director of Education Outside the Classroom (DoEOTC).

e) *Miscellaneous*

Other sessions will follow up College or Staff meeting discussions, or will develop from the "life skills programme".

Appendix 3 - General Tutor Duties

- i) *Check in* - Approximately once a week, a tutor conducts check in at 21:00 in the dayroom and/or student rooms.
- ii) *Holiday and Special Week supervision* - During short holidays, Chinese New Year, China Week, many stay on campus. A duty roster for those period of time is organised by the DOSW at the beginning of the academic year. During this time, the tutor should be/do:
 - o Available to respond to student needs and emergencies (whether they have the emergency phone or not)
 - o Check in
 - o On campus or within 20-30 minutes of campus when responsible for the emergency phone, on site and available.
- iii) *Dorm Checks* - At random times during the academic year, in order to reinforce consideration and college rules, the DOSW organises a College wide dorm check. Tutors are asked a few days before the check to participate. This should happen no more than twice a year for each individual tutor.
- iv) *Block 'walkabout'* - Approximately every 6-7 weeks (depending on the tutor allocation in the residence), a tutor is asked to walk around their residence after 23:00 to reinforce consideration and enforce the College rules in a friendly manner.
- v) *College 'walkabout' and emergency phone*
Each week a tutor is in charge of the emergency phone. During that week the tutor is ask to walk around the whole campus after 1:00am to reinforce consideration and enforce the College rules in a friendly manner.
- vi) The tutor is expected to respond to emergency according to the emergency policy. If the College nurse is not available, the tutor is expected to deal with the medical emergencies of their tutees.