



## PYP/MYP Japanese Language Teacher Job Description (P/T or F/T)

### **CTIS Mission Statement**

At CTIS we want our students to be safe, happy and always doing their best. We therefore encourage our students to take responsibility for their actions, especially their learning and relationships with others and the environment. We do this by linking learning to relevant and meaningful real life situations, and encourage our students to think critically, but also respect and work with different ideas from people who come from various cultural backgrounds. This enables our students to take risks in their learning, and through inquiry, collaboration and reflection they develop the necessary knowledge, understanding and skills to explore their interests and achieve personal goals.

### **Vision for Teaching and Learning at CTIS**

CTIS educators know and understand the needs, interests and talents of every learner we teach, and this informs everything we do from the design of our curriculum to the organization of events and excursions. Our school is a positive, supportive and productive place to learn where all participants develop key 21st century skills. Students use their skills, language and cultural understanding to examine and address real world issues through inquiry, collaboration and problem solving.

**Purpose of the Role:** The PYP/MYP Japanese Language Teacher maintains and develops professional standards and culture as outlined in the CTIS school policies, actively promotes openness, professional growth, teamwork, and initiatives, models the Learner Profile we wish to see developed in our students in word, demeanor and performance. The role involves teaching Language and Literature and Language Acquisition classes. The PYP/MYP Japanese Language teacher has two supervisors (Head of Section and Head of School) depending on whether the matter is related to a school section or to the whole school.

### Qualifications and experience:

- Teaching qualifications and Bachelor's degree and/or post-graduates degrees.
- Five years IB teaching experience in a minimum of two programs.
- Experience of teaching students with English as an Additional Language.
- Ability to teach PYP and/or MYP subjects.
- Masters degree in education or a related field, preferred.
- Experience of using Toddle, ManageBac, and Google Classroom.



## Salary and benefits:

- ¥ 4,000,000 (F/T)
- Health insurance.
- Pension.
- Professional development opportunities.

## **Responsibilities of the Role:**

### Curriculum design and development:

- To be familiar and comply with IB departmental and school-wide principles, procedures and practices of curriculum development and evaluation.
- Thoroughly plan the structure and components of each lesson and make full use of a variety of appropriate, authentic resources/ materials aligned with learning objectives set in units.
- Integrate aspects of multilingualism, intercultural awareness and global engagement in real world issues and contexts in the development of creative, applicable lessons unit plans to allow students to understand multiple perspectives.
- Explicate links of learning objectives and outcomes set in unit plans with 'approaches to learning' and the learner profile attributes.
- Ensure all learning components, activities, materials and assessment strategies are in alignment with the philosophy, fundamental concepts, pedagogical approaches and core components of the PYP and MYP.
- Plan and prepare lessons that cater for the needs of the mixed- ability range within the class including those who are second language learners or have learning difficulties.
- Ensure explicit teaching and learning of the ATLs, LP, and IM.

### Teaching and learning:

- Develop strategies to link students' knowledge and understanding to prior learning.
- Use appropriate instructional practices which promote high academic standards and inclusive education within the IB programmes as developed at CTIS.
- Use teaching strategies to promote higher order thinking, international mindedness, and metacognition within the subject areas, and to ensure that reflection and self-evaluation is encouraged in all subject areas in order to develop students' ability to think critically.
- Use a variety of technologies in teaching and learning.



- Constantly use IB specific terminologies in the classroom to form shared understandings of those essential components of the programmes and strive to develop conceptual understanding in the class.
- Communicate expected behaviour with students to establish shared understandings.
- Provide a learning environment to encourage the ownership of learning and promote intercultural understanding /international-mindedness and respect, while encouraging self-expression.
- Take part in interdisciplinary unit planning and implementation that strengthens cross-curricular skills and deepens the understanding of key concepts.
- Stay current on all changes within the IB programmes through the use of MyIB and programme coordinators/heads of section/head of school communications, meetings, etc.
- Explore current educational theory and practice to gather evidence to fully prepare lessons and improve pedagogy.

### Assessment and reporting:

- Have a clear understanding of the principles of IB programmes and the CTIS Assessment Policy.
- Design and use appropriate and authentic tasks and strategies for formative and summative assessment in relation to IB programme objectives, and to ensure that these are supported by benchmarks and exemplars.
- Meet all deadlines specified in school and IB assessment calendars, and other deadlines whether they are whole-school or programme-specific.
- Ensure that feedback and marking is criteria-based, transparent, detailed, informative, and constructively critical to encourage reflection on and learning from their performance.
- Use assessment data to inform planning and facilitate further learning.
- Keep full and accurate records of individual students' (academic and non-academic) performance including uploading grades, comments, feedback, etc to the school assessment, and reporting platforms.

### Other professional responsibilities:

- To make recommendations for the collection of suitable teaching and learning resources and maintain records of textbooks and teaching materials used.
- To take all necessary precautions to protect, maintain and return all equipment and materials.
- To inform line managers of any on-going difficulties or potential concerns.
- To supervise PYP Exhibition, MYP Community and Personal Projects, Project Based Learning (PBL), as required.
- To provide cover for classes when a staff member is absent



## CAPITAL TOKYO INTERNATIONAL SCHOOL

- To be responsible for the duties related to recess, lunch, arrival, departure, bus monitoring, etc.
- To participate in school trips and events when required.
- To participate in collaborative planning meetings including departmental meetings faculty, daily, and other meetings.
- To support school events such as open days, recruitment events, etc.
- To follow school guidelines and procedures when organizing field trips.
- To maintain curriculum documentation.
- To ensure professional handover of all teaching and learning resources to new teachers joining the school.
- To fully engage in the teacher growth development plan and monitoring processes and activities and incorporate the feedback into their class, professional responsibilities, etc.
- To protect the rights of the student by maintaining the confidentiality of student information and records.
- Be familiar with tasks, protocols and procedures, policies, and other documentation and notices as communicated by meetings agendas, individual meetings, emails, etc.
- Maintain high levels of collegiality and respectful and professional communication.
- Respond to all communications within 24 hours.
- Other responsibilities as assigned by the Head of School.

### Training and Professional Development:

- Engage in professional development opportunities organized by the school
- Actively participate in Faculty, Daily Morning, Program-specific, and other meetings, since these are also considered professional development exercises at CTIS.

### Resources:

- Suggest resources to develop the CTIS Resource Library.
- Ensure safekeeping and organization of resources under the teacher's supervision