



Learning for Life

Lead Teacher - Curriculum (TLR 2)

PYP Coordinator

In conjunction with and as a member of the Leadership and Management Team of SJS, the Lead Teacher - Curriculum will:

Ensure that curriculum, in its content, design, implementation, assessment and review is carried out collaboratively and shall reflect the Sha Tin Junior School philosophy, objectives and policies.

- **Provide or facilitate ongoing professional development, support and resources to improve implementation of the curriculum.**
- **Play a leading role in setting the strategic direction for SJS.**

Written Curriculum – to ensure

- *The effectiveness of teaching and learning is regularly assessed and revisions to the curriculum are made after consideration of current educational thinking and pedagogy.*
- *The curriculum is comprehensively documented and aligns with the PYP framework.*
- *Curriculum design provides for the varied developmental, academic, social, physical and emotional needs of students.*
- *The curriculum is articulated vertically and horizontally throughout the school to ensure continuity and progression.*
- *The curriculum utilizes the cultural diversity of Hong Kong and the school community to enhance the educational experiences of students.*
- *The curriculum allows for the development of skills and abilities which will prepare students for lifelong learning.*

Taught Curriculum – to promote

- *Coherence in student learning supported by the five essential elements of the program*
- *A constructivist, inquiry based approach to teaching and learning that promotes inquiry and the development of critical thinking skills*
- *The use of teaching strategies that recognise diverse learning styles.*

Assessed Curriculum – to use and promote

- *Assessment as being integral to planning, teaching and learning*
- *The results of student assessment to evaluate and revise curriculum and methodology on a continuing basis.*

- *The use of assessment data to monitor the progress of individual students and to inform teaching and learning.*
- *The Exhibition as a means for students to demonstrate consolidation of their learning.*

- **The following responsibilities are seen as specific to the post of Lead Teacher Curriculum at SJS:**

Key responsibilities	Accountabilities
<p><u>Dimension 1</u></p> <p>Provide strategic leadership that develops and sustains high standards of achievement and a culture of learning</p>	<ul style="list-style-type: none"> • Demonstrate leadership capacity which supports the mission, vision and values of the school • Be the curriculum leader of the school Develop clear aims and strategic intent in line with the SDP • Collaborate with phase coordinators to ensure the progression and continuity of the curriculum and assessment across the school • Create and maintain a climate in which students maximise their potential • Work collaboratively to inform, educate and communicate with parents and the wider community • Foster improvement and support staff to identify learning needs • Contribute to the development of a learning community • Identify and foster exemplary practice <p>Assessment Responsibilities</p> <p>In collaboration with the LMT</p> <ul style="list-style-type: none"> • Ensure assessment at the school aligns with the requirements of the programme • Ensure formative and summative assessment tasks form part of a ‘backwards by design’ planning process. • Ensure a range of tools and strategies are used to assess student learning • Oversee the standardised assessment programme • Ensure assessment agreements are formulated
<p><u>Dimension 2</u></p> <p>Build and lead teams and contribute to the professional growth of others</p>	<ul style="list-style-type: none"> • Create a climate in which all may succeed • Build teams with a common purpose and a mutual understanding of expected outcomes focused on student success
<p><u>Dimension 3</u></p>	<ul style="list-style-type: none"> • Ensure the curriculum is being implemented successfully in line with IB Program Standards and Practices.

Monitoring and Evaluating performance	<ul style="list-style-type: none"> • Work collaboratively to evaluate teaching learning and student outcomes with reference to evidence • Take on a performance management role as requested by the Principal and as outlined in the ESF performance management process
<u>Dimension 4</u> Manage resources effectively and efficiently for the benefit of learners	<ul style="list-style-type: none"> • Manage and oversee relevant budgets in line with ESF and SJS procedures
<u>Dimension 5</u> Behave with integrity and fairness and contribute to the ESF and SJS learning communities	<ul style="list-style-type: none"> • Demonstrate a commitment to leadership development • Work collaboratively to disseminate innovation and excellence • Be respectful of others, building on their strengths and key contributions • Use the leadership role responsibly for the development of the school and ESF
Cross School Duties Specific to the Lead Teacher Curriculum	
IBO For designated PYPC	<ul style="list-style-type: none"> • Be leader of PYP at SJS • Liaise with IB re PYP developments and communicate and circulate relevant information from the IB
Philosophy	<ul style="list-style-type: none"> • Develop the ‘Action’ component of the PYP • Promote Positive Education • Lead the mother tongue program • Lead the school community in the development of international mindedness
Subject Coordination	<ul style="list-style-type: none"> • Work collaboratively with Heads of Teaching and Learning to develop the written, taught and assessed curriculum. • Lead development of science and social studies across the school • Ensure all teachers are responsible for Personal and Social Education
Collaborative Planning	<ul style="list-style-type: none"> • Set up systems for planning among all staff members involved in implementing the program

School Review and Evaluation	<ul style="list-style-type: none"> • Lead IB Evaluation Process
Continuous Professional Development	<ul style="list-style-type: none"> • Lead the school CPD programme. • Coordinate in-school CPD sessions in line with school development initiatives • Monitor and communicate with teachers regarding regional CPD opportunities and, in conjunction with LMT, identify staff to attend CPD opportunities • Manage the CPB budget and register. • Support the teachers responsible for, and the students involved in, the PYP exhibition in the final year of the programme.
Performance Management Duties	<ul style="list-style-type: none"> • Play a management role in the Performance Management programme of the school.
Governing and Support bodies	<ul style="list-style-type: none"> • Liaise with the various governing and support bodies at school to inform and enhance the program.
Parents as Partners	<ul style="list-style-type: none"> • Liaise with the school principal regarding the curriculum workshop program to ensure a balance of events and timings. • Lead the organisation and presentation of parent workshops. • Contribute regularly to the school newsletter
Resources	<ul style="list-style-type: none"> • Ensure the curriculum is adequately resourced

March 2016