



**Title:** Language Acquisition Coordinator

**Department:** Administration

**Reports to:** Head of School

**Status:** Exempt (salary)

**Duration:** 12 month full-time

### **General Summary**

The language acquisition coordinator is a vital member of The International School community. The language acquisition coordinator is an educator uniquely trained in language acquisition, coaching, mentoring, and curriculum development. They help to create a school climate that welcomes and appreciates the strengths and gifts of a culturally diverse community. Through the Primary Years Programme, the language acquisition coordinator collaborates with all members of the community to ensure that students' learning experiences are coherent, relevant, engaging, and challenging.

The language acquisition coordinator works to bring all four languages (Japanese, Mandarin, Spanish, and English) together through consistent teaching and learning practices. They mentor and coach teachers on Universal Design for Learning to build consistent approaches to language instruction across all classrooms. The language acquisition coordinator works with students, parents, and teachers to promote the success of all students by supporting access and equitable learning experience. The language acquisition coordinator helps students achieve academic success, and develop social/emotional skills in response to issues they face.

This position works together with the Educational Leadership Team (ELT) consisting of The Head of School, Head of Early Childhood, PYP Coordinator, and Student Support Services Coordinator to implement and promote the values, philosophies and expectations of The International School's mission and vision. As a member of the ELT, they are expected to actively integrate the IB Learner Profile into all aspects of their workday and model the profile through their own behavior.

### **Essential Duties and Responsibilities**

- Support the development and implementation of the written, taught, and assessed curriculum
- In collaboration with the PYP Coordinator, support the process of developing or reviewing the school's language scope and sequence documents
- Cultivate an environment that promotes and defines good teaching and effective learning through student-centered inquiry-based learning
- Demonstrate the use of research-based instructional strategies and share resources to improve student achievement
- Co-teach and co-plan with teachers and model lessons
- Collaborate in planning meetings and facilitate collaboration with other teachers

- Organize opportunities for teachers and teaching assistants to observe, to be observed, and to participate in feedback and reflective coaching activities as a part of the teaching and learning process
- Informally observe (non-evaluative) lessons and provide feedback for a teacher's professional growth and student success
- Develop TIS Guiding Principles of Language Instruction
- Be actively involved in professional learning for staff and parents
- Mentor new or experienced teachers and teaching assistants seeking to improve early years instructional skills, planning and delivery
- Align language assessment policies and practices with the Primary Years Programme
- Collaborate with the PYP Coordinator to ensure the successful development and refinement of the TIS curriculum
- Collaborate with the Heads of Early Childhood and Elementary to assist with the planning and implementation of school improvement plans;
- In conjunction with the ELT, manage and track the overall academic standards of the school.
- Understand and assess TIS' implementation of the curriculum to ensure that all curriculum areas are developed, delivered, and assessed appropriately in order to develop student learning

#### **Other**

- Assist daily with drop-off and pick-up of students
- Support development and marketing initiatives
- Other duties as assigned by the Head of School

#### **Knowledge, Skills and Abilities**

- Passionate about the mission and vision of the school.
- Self-motivated, proactive, resourceful and creative problem solver
- Exceptional time management and organizational skills
- Project management skills with the ability to meet deadlines
- Commitment to the IB standards and a positive attitude toward facilitating and supporting teachers implementing those standards
- Collaborative team player that can work together with teachers, the admin team and work independently.
- Attention to detail and ability to produce accurate information in the most efficient manner possible
- Ability to communicate effectively and professionally, orally and in writing, with a broad range of internal and external constituents
- Comfortable proactively learning new technology and suggesting technology-related solutions.
- Advanced skills in MS Office (Word, Excel, PowerPoint)
- Experience with Google Suite (Gmail, Google docs, Google calendar)
- Advanced skills utilizing online database software. Specific experience using Achieve is a plus.

**Working Conditions/Physical Requirements**

- During peak activity periods, this position may be requested to work in excess of 8 hours per day and/or 40 hours per week.
- Capable of quickly traveling to multiple locations on school campus including up and down hills, lifting or otherwise carrying 40 pounds, traveling up/down flights of stairs, standing and sitting for long durations, typing for continuous hours on a computer keyboard, and reading information on a computer screen.
- Ability to travel occasionally to attend off-site events.

**Required Qualifications**

- Communicate fluently in written and spoken English
- Experience leading in and motivating employees within a diverse community

**Preferred Qualifications**

- Masters Degree and Administrators License
- Background in coaching and co-teaching
- Experience in IB Primary Years Programme or inquiry-based, constructivist, inclusive educational environments
- Bilingual: Communicate fluently in written and spoken English and any of the languages taught at the school: Spanish, Japanese or Chinese, or another language
- Any other combination of education, training and experience which demonstrates the candidate is likely to possess the skill, knowledge, ability and trait characteristics essential for this position may be considered.