

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

All teachers at the School share responsibility for the quality of learning and teaching in the School.

Teachers at the School are expected to be highly qualified and experienced professionals in the discipline (s) they teach. Their role as educators at the School extends, however, far beyond the expert delivery of subject material. UWCs provide a unique holistic learning environment in which faculty members are expected to build positive relationships with students and colleagues in pursuit of the movement's philosophy and mission (www.uwc.org). Teaching Staff are further expected to demonstrate their commitment to the specific UWC China 'experience' for students.

Core Responsibility

The Teacher Librarian Research Specialist will report directly to the Dean of Studies. Thereafter, the Teacher Librarian Research Specialist will be referred to as teacher librarian.

Preferred Qualifications

- An undergraduate degree from an accredited university
- A post graduate degree or certification as librarian or teacher ideally with research base component.

Supervises

Paraprofessional(s) who comprise the school library staff, and, if applicable, volunteers and student assistants

Roles and Responsibilities

Instruction & Research

The teacher librarian demonstrates his or her role as an essential and equal partner in the instructional process by:

- Teach
- Participate in the curriculum development process to ensure that the curricula include the full range of literacy and educational research skills (information, media, visual, digital, and technological literacy) necessary to meet content standards and to develop lifelong learners
- Actively promote educational research skills with students and teachers
- Collaborate with teachers and students to design and teach engaging inquiry and learning experiences and assessments that incorporate multiple literacies and foster critical thinking

- Participate in the implementation of collaboratively planned learning experiences by providing group and individual instruction, assessing student progress, and evaluating activities
- Join with teachers and others to plan and implement meaningful experiences that will promote effective and ethical information skills and lifelong learning
- Provide and plan professional development opportunities within the school for and with all faculty, including other school librarians
- Understand copyright, fair use, and licensing of intellectual property, and assisting users with their understanding and observance of the same
- Use evidence of practice, particularly in terms of learning outcomes, to support program goals and planning
- Generate evidence in practice that demonstrates efficacy and relevance of the school library instructional program

Program Administration

There are important behind-the-scenes responsibilities. The teacher librarian oversees the continued growth and maintenance of the collection, ensures that circulation, cataloguing and processing services function effectively, and supervises support staff. In this work the teacher librarian will:

- **Circulation and Processing:**
 - Establish procedures for circulation and the processing of new library resources
 - Train support staff in these procedures as needed
 - Pursue further automation of Library procedures with the Destiny software program
 - Establish and maintain processes and procedures for circulation and resource sharing that assure appropriate resources are available when needed
- **Cataloguing:**
 - Ensure the standardization of cataloguing
 - Suggest revisions of the Cataloguing Conventions as needed and share these recommendations with support staff
 - Train support staff to maintain a level of quality in preliminary cataloguing
- **Supervision of Support Staff:**
 - Oversee the work of the support staff
 - Provide opportunities for coaching and instruction in new skills as needed
 - Provide informal feedback and formal written evaluation as needed
 - Work to develop an understanding of UWC context and values
- **Collection Development:**
 - Create and maintain a Collection Development Policy appropriate to the curriculum, learners, and the teaching styles and instructional strategies employed at UWC CSC which also includes a Selection Policy, and recommendations for long-term growth
 - Maintain records of community recommendations of resources
 - Use reviewing journals to keep up-to-date on new titles
 - Identify gaps in the collection for new purchase and replacement
 - Weed outdated or worn materials regularly
- **Budget:**
 - Identify gaps in the collection and select resources accordingly
 - Prepare resource orders
 - Maintain budget records of Library expenditures
- **Purchase of New Resources**
 - Maintain contacts with local suppliers in order to purchase in China as much as possible

- Complete Purchase Request and Payment Request forms as necessary and maintain files of past forms.
- **Communication and Team Building**
 - Promote team building within the library staff with regular team meetings and encouragement
- **General**
 - Remain current in professional practices and developments, information technologies, and educational research applicable to school library programs
 - Ensure that Library program goals and objectives are aligned with school long-range strategic plans
 - Select and use effective technological applications for management purposes
 - Participate in the training of library assistants, students, and volunteer staff
 - Cooperate and network with other libraries, librarians, and agencies to provide access to resources outside the school
 - Organize the collection for maximum and effective use

Knowledge, Skills and Competencies

- Maintains currency of knowledge, skills as recommended by the International Federation of Library Associations- School Libraries Section and the American Association of School Librarians.

The role of a Teacher at the School includes the following:

- Making an active contribution to enhancing the overall aims of the School.
- Helping to build a positive sense of community among staff and students.
- Being comfortable working with cultural dissonance and having the capacity to guide students towards genuine international-mindedness.
- The ability to engage with students with a variety of learning styles and to engender enthusiasm for learning in a multi-cultural environment.
- Being flexible in teaching methodology and demonstrating a willingness to work collaboratively.
- Establishing classroom environments that are demanding, stimulating, hardworking, focused and pleasant to be in, and which reflect the UWC's declared values.
- Effectively teaching a variety of classes, including undertaking appropriate lesson preparation and setting/marking examination and test papers where necessary.
- Setting and marking students' work accurately and promptly, giving additional guidance and/or work according to their needs.
- Providing feedback appropriately and regularly to students.
- Assessing and responding to student abilities and progress and adapting approaches where appropriate to different individual learning styles.
- Writing reports and testimonials as required within the deadlines set.
- Diligently following the scheme of work for each class approved by the Head of Department.
- Attending and contributing positively to departmental meetings as scheduled by the Head of Department, and staff and college meetings as appropriate.
- Actively contributing to all educational programmes.

- Maintaining an in-depth familiarity with the appropriate curricula and current teaching trends and developments.

- Participating enthusiastically in Professional Development, both that which is mandated by the School and that which is identified by the teacher.
- Ensuring he/she is fully aware of all of the School's policies relating to students and act accordingly to protect and enhance the physical and emotional welfare of the students.
- Adhering to all other policies and procedures of the School as approved by the Board and/or the Head.
- Fulfilling any other reasonable requests made by the Principal.

More specifically the teacher will be expected to carry out the following duties:

- A full teaching load or equivalent;
- The duties of an advisor;
- Involvement in co-curricular activities including, but not limited to, special events and programmes;
- Attendance at School meetings, Staff meetings, House meetings, Departmental meetings, and meetings of ad hoc committees formed to enable progress in some aspect of school life;
- fulfilling administrative procedures prescribed by the School.

Residential Programmes

As advisor, the teacher will be responsible for a group of students, and will be expected to monitor and support their progress in all aspect of School life throughout their time at the School. Advisors meet with their students 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 Director of Residences and/or Principal.

The advisor has a number of reporting duties, and in particular must provide reports on the students' academic progress, involvement in extra-curricular activities and social and personal qualities. The advisor also prepares draft testimonials for university applications.

The advisor 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 students through shared activities.

Co-Curricular Programmes

All staff contribute to the co-curricular programmes and are expected to lead or share leadership in these areas. 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 School, each staff member will take on a major role in some or all of the following major events that serve the purpose and ethos of the College:

Orientation Programme – with the active involvement of returning second year students, the FP 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 advisory group. All staff will be involved with their advisees during the week, and others will have major roles to play 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 'Wellness Programme' 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.

FP-DP1 Project Week – all first years have the opportunity to travel in mainland China on a staff-led project.

DP2 Project Week – all students participate in a project with the aim of personal challenge in an area that is in harmony with the ethos of the School. 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 is expected to participate in one of the Project Weeks each year, or perform residential duties on campus in lieu as required.

General

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

Teaching staff are therefore required to offer a full, all-round commitment to the academic, co-curricular, residential, advisory and informal/social aspects of school life. Staff must expect to work intensively during the time that School is in session.