

# TEACHING AT WOODSTOCK SCHOOL

## 2020 Vision: People, Passion, Potential

By 2020 Woodstock School will be widely recognised as a leading educational institution in Asia, impacting the world from its Indian Himalayan context. Our diverse student body and talented staff will be drawn from many nations. Our educational approach will be relevant, innovative and inspiring, built upon values which have anchored the school for more than 150 years. We will graduate self-directed and reflective young people with a passion and curiosity for life, equipped for leadership and influence throughout the world. Through highly engaged staff, and with the support of worldwide networks of alumni and partner institutions, Woodstock will become a beacon of excellence in India and beyond – holding out a uniquely effective educational vision of hope and possibility.

## Mission

Woodstock School strives for excellence in teaching and learning, offering an exceptional education in a diverse international community. Inspired by our Indian Himalayan environment and our inclusive Christian tradition, we develop visionary, articulate and ethical individuals equipped to achieve their full potential in leadership and in life.

## About Woodstock

Woodstock School is an accredited international residential school with a Christian foundation and ethos. Our student body of over 500, ages 3-18, is drawn from over twenty-five different nationalities. Our US accreditation is through the Middle States Association of Colleges and Schools, and our curriculum is college-preparatory, with over 90% of our graduates attending universities and colleges in the USA, Europe and Asia. Our students are entered for IGCSE (UK) and Advanced Placement (USA) examinations. Students wishing to apply for Indian Universities can apply for an Indian Marksheet, and our Graduation Diploma is recognised by the Association of Indian Universities. The holistic Junior School (Preschool-Grade 6) programme aims to lay strong foundations in preparation for Senior School.

Our curriculum places a high emphasis on active learning and personal research. Our aim is to teach our students knowledge, skills and values, and thus to produce graduates who can think for themselves. The school values a breadth of experience for all students, including participation in music, visual and performing arts, sport, outdoor education and service activities.

## Desired Learning Outcomes

All staff members—teachers, administrators, support staff—are part of a teaching-learning community. We learn from each other and from our students, as they learn from us. Adults model the behaviors we seek to develop in our students; we talk about “Desired Learning Outcomes”, not just for students, but applicable to all the adults who share the school environment with them and who should be demonstrating these characteristics in their own lives. The Desired Learning Outcomes are appended to this document.

## What is Woodstock looking for in a teaching candidate?

### ***Teachers at Woodstock are expected to:***

- Plan and provide teaching and learning classes and activities appropriate to the needs of our international student body and in conformity with the Woodstock curriculum, preferred teaching strategies, and classroom environment guidelines.
- Contribute to the extra-curricular activities that are an essential part of learning in an international boarding school.
- Accept and support Woodstock's Religious Life Policy, which can be found on the website.
- Contribute to school committees and staff meetings.
- Participate in the life and work of the Woodstock community.
- Participate in annual evaluation, and take advantage of professional development opportunities.

### ***Teachers at Woodstock have the following specific duties and responsibilities:***

- Teaching about 30 periods in a forty period week.
- Supervising study halls and student social activities during evenings and weekends.
- Organizing and running at least one extra-curricular activity.
- Chaperoning student travel at ends or beginnings of semesters.
- Participating in orientation and professional development days at the beginnings and endings of semesters.
- Chaperoning or leading field trips during Activity Week.

### ***Teaching positions require the following skills and relevant experience, qualities and qualifications:***

- A Bachelor's degree from an accredited institution in an appropriate discipline and/or in Education for a Junior School position.
- Ability to contribute to the extra-curricular programme.
- Fluency and accuracy in written and spoken English.
- Computer skills at a level that permits creative use of technology in the classroom.
- Proven ability to work effectively in a team, preferably involving both national and international staff.

### ***The following additional skills, qualities and qualifications are desirable:***

- International experience in a multi-cultural environment.
- At least two years of experience in a comparable institution in India or abroad.
- A Master's degree in the relevant field.
- Ability and willingness to contribute to the religious life of the community.

## Desired Learning Outcomes

*Members of the Woodstock community increasingly take initiative in developing the following skills, attitudes, and values:*

### **In developing a profound sense of self, we:**

1. Act with integrity.
  - a. Persevere, with conviction and courage as sources of motivation.
  - b. Acquire wisdom to make ethical decisions.
2. Possess creativity, curiosity, focus, passion, and a sense of vocation.
3. Remain open, teachable, humble, with an ability to follow when appropriate.
4. Pursue physical, emotional, and spiritual well-being through these practices:
  - a. Celebrate achievement and remain resilient through failure.
  - b. Maintain a reflective lifestyle that includes time for thought, reading or prayer.
  - c. Manage complexity and practice self-discipline.
5. Gain an informed understanding of Christian beliefs and practices as we learn to think independently about our own and others' faiths.

### **In developing healthy interpersonal relationships, we:**

1. Learn collaboratively, working with diverse people in effective teams.
2. Identify with the hopes, dreams, and struggles of people around us.
3. Give and receive effective feedback.
4. Remain flexible and adaptable, able to absorb others' ideas and able to live with ambiguity.
5. Bring out the best in others by leading with our own positive example.

### **In equipping ourselves to survive and thrive in the 21<sup>st</sup> century, we:**

1. Create intellectual capital through lifelong exploratory learning in all areas of human endeavour.
2. Think critically, actively applying our knowledge and analysing patterns to find solutions.
3. Practice and master methods of scientific inquiry and research
4. Communicate effectively to construct and support sophisticated arguments orally, in writing, and using creative forms of expression.
5. Utilize technological resources responsibly and with ease.

### **In developing as citizens, we:**

1. Maintain a sense of personal responsibility for our neighbours' welfare.
2. Explore and appreciate regional and global cultures, languages, religions, and histories.
3. Remain comfortable in multiple environments because of our cross-cultural competency.
4. Possess and act on a strong sense of social justice and empathy with those less and more privileged than ourselves.
5. Understand and seek to preserve our natural environment as good stewards of the earth for future generations.