

OXFORD INTERNATIONAL COLLEGES OF CHINA

PRINCIPAL'S LETTER

I am delighted to see your interest in applying for a post at one of our Oxford International Colleges here in China.

British Education Ltd. (BE) and Oxford International College (OIC) are well on their way to establishing the best IGCSE and A-level opportunities available in China to both Chinese nationals and expatriate students. We take pride in offering a first-class academic programme underpinned by a comprehensive holistic provision which together allow our students to obtain places at top universities in the UK and worldwide.

OIC schools have excellent facilities in newly-built premises, and are well-resourced. It is however in the quality of the teaching staff that OIC schools distinguish themselves. We wish to employ, retain and develop staff of the highest calibre as part of our philosophy of continual development and improvement. In this way OIC schools will succeed in fulfilling the aspirations of our students and their parents.

A full-boarding school, OIC takes its holistic educational responsibilities seriously. All who work at OIC are determined to identify students' full potential and strive to ensure that they fulfil this potential. This means motivating and supporting them in enjoying their education, and stimulating in them a growing enthusiasm for self-improvement and lifelong learning.

A full curriculum day includes components which aim to develop our students' skills and competencies in teamwork, leadership, independent learning, communication and presentation. This is enhanced within the boarding community.

OIC teachers are also expected to be Tutors and to fulfil pastoral roles. Every colleague has a commitment to delivering at least one ECA (extra-curricular activity) per week. Candidates may apply for a residential position in exchange for sharing in the life of the boarding community and taking on specified pastoral duties.

Before continuing the application process I would ask you to bear the following issues in mind:

- We invest much in our teachers; you will find us to be caring and professional employers.
- Our OIC teachers are committed, caring professionals with heart; they go the extra mile.
- OIC schools are blazing an educational trail for the new China. All OIC staff are therefore pioneers. The schools are not yet mature, and this requires colleagues to roll up their sleeves and help develop the systems and structures required to run the schools efficiently.
- There is additional demand on colleagues to cooperate with Chinese colleagues and administrators, so collaboration and cultural sensitivity are prerequisites. It should also be noted that many of our students are EAL (English as an Additional Language) students, so this requires the relevant awareness and skills from our teachers.
- At OIC we attract and retain a teaching team which is committed, loyal and collaborative, where professionalism counts. We spend much time and effort helping our new teachers settle in and providing a professional induction package. We train them to work within the curriculum framework we provide and to deal with the cultural implications of living and working in China. This is a substantial commitment from our side. We fully realize that some potential teachers are unsure about committing themselves to an international future, and need to put their toe in the water first. However please only apply for a post with us if you have considered this move thoroughly beforehand.

Most Chinese students come to OIC following a successful course of study at their Chinese middle school. We take their achievements and build on them, guiding them towards their chosen future. OIC students are (generally):

- diligent
- well-behaved
- enthusiastic
- respectful.

Our challenges:

- the English competency of our Chinese students often leaves much to be desired. In many respects, OIC teachers are EAL (English as an Additional Language) teachers. Candidates' ability to deliver effectively to second language speakers is as important as their theoretical grasp of their subject.
- Chinese students are trained to memorize facts and accept learning somewhat more passively than the western model; moving them to a more inquiry-based, active learning model takes time
- Chinese parents are demanding. They tend to be much more actively involved in their child's learning than is the norm in the western world; their desire for regular statistically-based updates can sometimes be overwhelming. A full curriculum day includes components which aim to develop our students' skills and competencies in teamwork, leadership, independent learning, communication and presentation. This is enhanced within the boarding community.

China is a very exciting place to be. It is a heady mixture of first and third world standards and over the past 5 years it has changed beyond recognition. On the one hand it can provide foreigners with many of the creature comforts available anywhere else in the world; public transport is good, restaurants cater for all tastes, shopping is easy, satellite TV is available. On the other hand it can be rather more difficult to obtain the standards of service and goods to which one is used in the West. However, it is an extremely safe place to live (apart from crossing the road...) and westerners are usually accorded an automatic respect. The cost of living is low, so a teacher's salary goes a long, long way. China still retains its unique cultural heritage which makes exploring the country a fascinating adventure.

In your application I would ask you to summarise how you may be able to help us 'make the difference' and contribute to developing the areas listed above.

If you have the qualifications, experience, confidence, flexibility, teamwork, drive and enthusiasm to succeed in such an educational environment, we look forward to receiving your application and to discussing your candidature with you in more depth.



Best regards,

Roger Sinnett

Principal, Oxford International Colleges of China

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Most Promising New Business finalist - 最有前途新企业奖

Innovative Service of the Year finalist - 年度创新性产品/服务奖

British Business Awards 2009 - 入围 2009 英国商业大奖

OXFORD INTERNATIONAL COLLEGES

A SUMMARY

The OIC philosophy is summarized by the 3 A's: Achievements, Attitudes, and Abilities. Evidence of such achievements, attitudes, and abilities maximises OIC students' chances of achieving entry to the world's top universities.

Achievements

What are we trying to achieve?	How do we achieve our objectives?
OIC students access to top universities through:	
Excellent A-level grades	Building on their prior academic attainments, OIC provides students with an IGCSE and A-level curriculum delivered in small classes, by expert teachers. Good examination grades allow students to clear the first hurdle in accessing top international universities.
Fluency in English	OIC develops students' English-language skills through intensive English programmes, supported by Individual Education Plans, helping them achieve advanced reading, writing, comprehension and speaking proficiencies.
Personal achievements evidenced by the Duke of Edinburgh Awards	All OIC students must take part in the Duke of Edinburgh Award. The DoE programme includes volunteering, physical activity, developing practical and social skills and personal interests, planning, training for and completing an adventurous journey; and at the Gold level, staying and working away from home.

Attitudes

What are we trying to achieve?	How do we achieve our objectives?
Self-confidence, social competence and character	OIC's curricular and extra-curricular activities instil students with determination, perseverance and independence. Group work and team sports encourage the development of emotional intelligence and interpersonal skills. Public speaking and performance, the teaching of etiquette and good manners and high standards of personal appearance help round off students' education.
Strong personal values	OIC develops students' values system, including a respect for others, pragmatism, integrity, accountability, and an aspiration for excellence.
International-mindedness and a spirit of enterprise	OIC students learn to become thoughtful risk-takers and entrepreneurs, gaining success through a spirit of enterprise. Through international summer courses, the study of current affairs, they develop global awareness, and become global citizens.

Abilities

What are we trying to achieve?

How do we achieve our objectives?

Mastery of the English language and culture, and strong communication skills

OIC emphasises the development of effective communication skills and offers constant opportunities to develop these skills. Interacting daily with native English speakers, inside and outside the classroom, OIC students achieve a level of mastery equivalent to that resulting from complete language immersion.

Independent study, creative and critical thinking skills

OIC students are pushed to think creatively, and critically. They learn how to process information, reason, and understand the whole. They are gradually compelled to take responsibility for personal organization, time management and develop independent study and research skills.

Leadership and team-spirit

OIC's House-based organisation and leadership opportunities built into the academic and extra-curricular programmes lead students to challenge themselves and learn discipline and resilience, responsibility and accountability, and self- confidence. Our students acquire a sense of team spirit and teamwork, decisiveness, and leadership.

THE EDUCATIONAL CORNERSTONE

What are the core components of an OIC education?

We define the ethos which colours OIC and gives the schools their personality.

CURRICULUM

OIC offers the International General Certificate of Secondary Education (IGCSE) to students usually aged between 14 and 16. This is a two-year course of study in Years 10 and 11, with examinations at the end of Year 11 (age 16).

OIC offers a range of GCE A-levels in Years 12 and 13 (age 17 and 18).

English language provision is through the IGCSE and IELTS, which is the certification accepted for UK/international university entrance.

In addition to the formal curriculum, OIC students also study:

ENRICHMENT

- OIC offers an intensive programme of support for English as an Additional Language (EAL), designed to enable students to access the English-language curriculum.
- **Projects:** OIC students engage in a demanding programme of research-based projects.
- **Global Awareness:** OIC students prepare themselves for the international world by studying international themes.
- **Games:** OIC students follow a balanced and demanding programme of physical activities which includes badminton, basketball, swimming, rugby, hockey, football, cricket – and a programme of personal fitness designed to increase stamina.

ECA (EXTRA-CURRICULAR ACTIVITIES):

All OIC students follow the **International Award** (Duke of Edinburgh Award) .

Offered at Bronze, Silver and Gold levels, the IW provides young people between the ages of 14 and 25 with a wide range of opportunities for self-development. Fitness, discipline, community service, survival skills, cooking, an expedition and much, much more. The is recognised by universities throughout the world. www.dofe.org

Examples of ECA:

School production/drama	Kung Fu/Karate	Origami (the Japanese art of paper-folding)
Chess	School newsletter	Music (and individual music tuition)
Yoga/meditation/stress management	Table tennis	Guitar

All colleagues are asked to contribute their interests and hobbies to enriching the lives of the students, and therefore the ECA list is always changing.

LIFE-SKILLS

Providing students with the skills they need to access places at top universities is a key component of an OIC education. Of course these are also the competencies they require to take employment in the international world after university, so this dimension of an OIC education is considered to be both special (few schools offer this component) and life-changing.

- Teamworking
- Leadership
- Independent study
- Research
- Presentation and public speaking

- Discussion and debate
- Project planning
- Graphics
- Working to deadlines

ATTRIBUTES

The world requires its future leaders to have a solid grounding in moral philosophy. Central to an OIC education is the Learner Profile. This dimension helps us deliver a holistic education. OIC students strive to be:

- Inquirers
- Thinkers
- Communicators
- Risk-takers
- Knowledgeable
- Principled
- Caring
- Open-minded
- Balanced
- Reflective

JOB DESCRIPTION FOR TEACHERS

There are two models for OIC schools in China. Both have full boarding provision.

- 1 High schools, specializing in the 14-18 age-range, offering IGCSE and A-level courses together with intensive English support, mainly to Chinese nationals.
- 2 'Through schools', 5 – 18, with both expatriate and Chinese students.

OIC schools are either new or relatively new, and growing quickly. Class sizes vary but are often very small, offering substantial opportunities for individualised learning.

Starting January/February/August 2012

PRIMARY TEACHERS

As homeroom teacher, you will deliver the National Curriculum of England to both expatriate and Chinese students, working together with a local Chinese teacher in a team-teaching arrangement. This will ensure that all students develop bilingual competence during their primary years.

You will deliver the full curriculum supported, where appropriate, by subject specialists.

SECONDARY TEACHERS

As part of a small and growing team of teachers, you may well be responsible for the IGCSE and A-level courses at the school. Following the Edexcel syllabuses you will be responsible for the provision of Schemes of Work, Programmes of Study, assessments, etc. in your subject area(s).

IGCSE and A-level courses are taught over two years, the first of which has a substantive emphasis on the English-language components required for students to access the curriculum content.

All secondary colleagues are expected to be Tutors, working within the life-skills and tutorial/mentoring programme, and delivering at least one ECA (extra-curricular activity) per week.

As with all boarding schools, there are lessons on a Saturday morning which will involve some teachers. Exeat weekends take place once a month as from the Friday lunchtime. All students leave the school, allowing the residential staff to have an extended free weekend.

You may apply to be one of the resident house staff, joining the boarding community. Residential staff have their own independent accommodation which is offered, together with all meals during the defined school year, free of charge in exchange for boarding duties.

You may be non-residential, and OIC will help you find appropriate accommodation in the local area. Flats are furnished, but you will need to provide utensils and personal household items. All teachers are required to share in the overall supervision of boarding. This may be homework supervision or a weekend duty on a staff rota.

A staff committee organises regular social events, to include dinners, events and excursions.

SALARY AND BENEFIT PACKAGE

Expatriate teachers receive a comprehensive package which includes the following:

Very Competitive Base Salary...

Contracts are normally signed for a minimum of two years. These can be renewed subject to successful appraisals.

All salaries are payable in Chinese Yuan (RMB). Salaries quoted in the contracts and offer letter are also in RMB. For your convenience, however, we have calculated the equivalent in pounds sterling (GBP).

For qualified teachers the salary ranges from **GBP 22,000 to 30,300 p.a.** depending on qualifications, experience, and specific skills which enrich the school's educational provision.

The most senior educators may be offered supervisory and/or managerial positions, with correspondingly higher loads and responsibilities. For such positions, salaries range from **GBP 33,880 to 38,000 p.a.** In addition, senior educators may be eligible for a bonus scheme adding up to GBP 3,600 p.a. to basic salaries. Bonuses are payable on a sliding scale at the end of the academic year and based on a formal performance appraisal scheme.

Teachers are eligible for international health insurance selected by BE, as well as yearly airfare reimbursement of approximately GBP 1,000, and a one-off shipping reimbursement of GBP 450.

Tax rates vary in accordance with individual situations, but the general rate of tax on the above salaries would be around 17.5%. China has also enacted a domestic social insurance scheme that will encompass foreigners, resulting in a yet unannounced additional withholding.

The cost of living in China is low. OIC teachers enjoy a very good standard of living, eat out regularly and have the disposable income to travel extensively, as well as save.

Candidates are advised to note:

Oxford International College schools are currently being founded at the rate of one per year.

China is one of the few countries which are experiencing stable and continual growth, and which are relatively untroubled by political or financial upheavals.

Applicants who show their calibre during their tenure will be considered for promotion within the growing family of OIC schools.

APPLICATION PROCEDURE

Please complete the application form.

Send the completed form together with your CV and a covering letter giving information on your educational philosophy and reasons for wishing to teach in China.

Enclose a recent photograph and details of three professional referees, one of which should be your most recent employer.

Address this information to Roger Sinnett, Principal, Oxford International Colleges of China, and email to jobs@oxcoll.com. Initial Skype/phone interviews will be followed by a personal interview in Oxford at a time between 5th and 8th January, 2012. For candidates not in the UK, special arrangements will be made.

We are looking forward to hearing from you.