

Duties and Expectations for a Teacher at UWC Red Cross Nordic

A teaching position at UWC Red Cross Nordic – involving pastoral care, academic class-based instruction and engagement in the extra-academic programme – is remarkably diverse, challenging, interesting and rewarding! It is, in many respects, a vocation; we are a community responsible for students' welfare and education, working in a collegial context. In terms of our statutes we are a Foundation, hence an independent legal entity. Recognizing the significant commitment that colleagues make in educating students towards UWC's and RCN's mission and values, this document presents the duties and expectations for a teacher at RCN; it is aimed to promote the fair distribution of work among teachers and is for information purposes, to be part of the Staff Handbook and follows consultation of the Working Environment Act (*Arbeidsmiljøloven*) and discussions with Staff and *Utdanningsforbundet* (Education Union) Representatives, an RCN *verneombud* (Safety Officer) and external agencies including the Senior Consultant Utdanningsforbundet (Førde), an employment lawyer at Kindem & Co, NAV *arbeidslivssenter* (Working Life Centre) for Sogn og Fjordane, Dale vgs and Oslo International School.

General Responsibilities

- To perform all areas of professional life in keeping with the spirit of the UWC's mission statement and values;
- To maintain a high personal and professional standard of conduct in all dealings with colleagues and students. The building of a positive relationship with students and colleagues is a requirement, as is the expectation that all teachers will work to enhance the mission and values of the United World Colleges movement. Expectations and requirements in terms of professionalism are based on standards reflected in Norwegian Working Environment legislation, the International Baccalaureate Organization and the Principles of Good Practice for the Adult Community at UWC RCN;
- To attend College meetings;
- To attend appropriate staff meetings – e.g., Education, Rektor's – and serve as member on a standing committee;
- To respect the confidential nature of discussion at Education meetings and other contexts in which sensitive information is communicated – particularly in terms of interactions with students;
- The staff body is a driving force for implementing, supporting and enhancing the aims and ambitions of RCN, and it is within this spirit that the work of individual staff will be reviewed on an annual basis and developed as part of *medarbeidersamtale* ('collegial discussion'). The focus of this review is to assist and enable each teacher to develop and improve her/his work as an educator in the academic, residential and extra-academic programmes - and to set objectives for the future. The College is committed to supporting teachers to develop as professionals*, so that they can enjoy job satisfaction and career progression that comes from developing their potential and discovering new teaching, pastoral, extra-academic, or leadership and management skills. The main focus of the

discussion will be to provide a supportive forum for open dialogue between the reviewer / line manager and the teacher about the reviewee's all-round contribution, development, work schedule and workload – with a view to the next academic year.

The profile of a full-time teacher within the Education team normally consists of engagement in the three RCN programmes, viz. pastoral, academic and extra-academic. As this is an international residential educational institution, with the UWC Mission imparting a special character, working hours will depend on the routines of the school term and its special unpredictable demands - as stated in College contracts. Working hours are therefore necessarily flexible and may vary during the year – salaries and holiday allowances reflect these extra demands. In addition to the Residential School Allowance, (see 'Pastoral', below), first introduced at RCN as a form of "*folkehøgskuletillegg*", the College also offers longer vacations than standard in the Norwegian upper secondary education system.

The College academic year (including Staff Introduction Week and mid-term breaks) is currently in session for 39 weeks; The College factors in two weeks holidays in mid-term for each teacher, bringing each teacher's commitment to 37 weeks per annum. With the required *normalårsverk* (normal working year) for teachers of 1687.5 hours, this equates to ca. 45 hours per seven days for each teacher. It is worth noting that a) normal working hours delivered in the standard pattern of 37.5 hours per week (7.5 hours per day) in the workplace would extend RCN's academic year to just over 44 weeks per annum b) the length of RCN's terms are designed to support international scholarship students unable to afford to go home and c) the College has recently factored in two weeks – one week per term - of holiday for staff over and above the 13 weeks for the Summer and Christmas holidays, for a total of just under 16 weeks holiday (including Easter break) per annum. The mid-term breaks provide an opportunity for staff to recharge. The College also has a senior policy in support of senior staff – see separate document.

Normal working hours are defined as the time when the teacher performs required duties, including scheduled teaching classes, attend meetings (staff & ad hoc meetings), EACs, Connect Time, *etc.* For periods in between these scheduled working hours there is no requirement to be at work. Following advice from Utdanningsforbundet, the College distinguishes between "place-required duties" (*tilstedeværelseplikten*) and other duties which may take place at the teacher's discretion (e.g., planning, marking and reporting). The College divides the 1687.5hrs *normalårsverk* into 1150hrs for the former and 537.5hrs for the latter, when calculating the yearly teacher workload. Given the residential context of the College and the design of our timetable and programme (special days and weeks as part of the calendar), the College trusts the integrity of teachers to manage the responsibility of flexi-time and to fulfil their obligations in terms of *normalårsverk* – without the College wishing to implement a regulated system more akin to a Norwegian upper secondary school. The College trusts the staff and line managers to create a work schedule for the academic year which supports that normal working hours are delivered.

(As per the College's definition of holiday entitlement for teaching staff and Section 10-5-i of the Working Environment Act,) Normal working hours are arranged in such a way that, on average, that the total working hours do not exceed nine hours per 24 hours and 45 hours per seven days. Work schedules (academic, extra-academic, pastoral and community responsibilities) are published at least two weeks in advance, in w4, the calendar and the Staff Notice Board – easily accessible to teachers.

Academic Responsibilities

Teaching

- To teach classes / groups as agreed with the Deputy Rektor. A full teaching load is normally considered to comprise five blocks (or classes, each meeting ca. 3 times per week): 15-17 hrs per week depending on mix of Higher Level and Standard Level classes, in the first instance, reductions granted in lieu of other duties (e.g., House Mentor, science laboratory preparation); other variables include number of exam students taught, class sizes normally comprising fewer than 19 students, number of different courses taught etc. In assigning classes, the College seeks to provide an equitable distribution of work.
- A staff member on less than a full teaching load may reasonably be asked to undertake additional duties in some other areas to compensate. If through timetabling constraints extra teaching blocks are required, or student numbers are high, or all teaching is at Higher Level, duties in some other areas may be reduced (as appropriate);
- To teach students according to their needs and abilities, following the relevant IB Curriculum Guide(s);
- To employ teaching strategies that engender enthusiasm for the subject matter and raise the aspirations of all students;
- To engage in reflection on their teaching practice, including – but not limited to – the prompts provided through discussion with students in the termly “Feedback Week” process;
- Should the need arise through extraordinary circumstances, a teacher could be required to cover for a colleague; in such cases, the teacher would be approached for discussion in the first instance. Workload, reduction in other responsibilities, and possible financial remuneration (as appropriate) would be discussed.

Student Learning

- To manage and maintain a classroom atmosphere conducive to learning the subject matter;
- To prepare students for IB examinations and assessment;
- To set and mark work such as homework assignments and tests on a regular basis, in order to promote both student learning and to provide insights into the quality of intellectual development;
- To comply with the College's policy for marking students' work and to keep a record of marks and grades awarded;
- To complete Records of Progress and enter grade predictions by due dates;

- To set internal examinations (e.g., end of first year and second year practice exams) consistent with IB standards, to mark their work and to record the results as required;
- To ensure that each student has a target examination grade;
- To provide students with the opportunity for feedback on the progress of their learning and the conduct of the class, within and outside of scheduled termly Feedback Weeks;

Subject Contribution

- To contribute to the development of the curriculum within the subject/Department, among Education faculty and the College as a whole;
- To offer to supervise up to seven Extended Essays per annum, unless as agreed with the Deputy Rektor;
- To contribute to the development of teaching and learning materials for use by the subject;
- To take part in subject / Department / Education staff meetings for curriculum planning purposes;
- To participate in invigilation of internal and external examinations;
- To ensure that care is taken of the fabric of the classroom, the furniture and apparatus, and to see that rooms are left tidy and in good condition after use by teachers;

Pastoral Responsibilities

- To be fully involved in the pastoral work of the College, understanding that a supportive and effective Advisor system is a core component of the residential UWC education experience;
- To share responsibility for protecting and enhancing the physical and emotional welfare of the students;
- To perform Advisor duties: duties and expectations are described in a separate document available on w4. In recognition of these socio-educational tasks, some of which are carried out beyond normal working hours in the residential context, Education staff receive the Residential School Allowance for inconvenience / special character of working hours. In addition, some staff perform House Mentor duties; again, duties and expectations shall be described separately.

Extra-Academic and Community Responsibilities

- To supervise two extra-academic commitments (EACs) per session, as agreed with the Director of Extra Academics; this may include, for example, supervision of a weekly *leirskule* (campschool) session;
- To supervise one “Campus Responsibility” (CR) per session, as agreed with the Senior House Mentor;

- The Director of Extra-Academic will strive to ensure even and fair distribution in terms of time commitments beyond the classroom to members of staff;
- In the Winter Term, by arrangement with the Director of Extra Academic, to offer a Project Based Learning (PBL) Week in October or to be on campus duty in the week of November break and offer the same number of hours as a standard PBL week. This provides a planned and distinct week-long break from duties for staff during the course of the Winter Term;
- In the Spring Term, by arrangement with the Director of Extra Academic, to offer either
 - (a) To run a Jan/Feb PBL which will also involve providing other support on campus during the period of this special week or;
 - (b) To take part in Friluftsvеke (Ski Week) or;
 - (c) To be on duty on campus during the Second Year Study Week (a normal working hours week) or;
 - (d) To propose a different combination.
 This provides a planned and distinct week-long break from duties for staff during the course of the Spring Term.
- As part of our commitment to the Red Cross and duty of care to students, staff are required to complete the Red Cross First Aid course (12 hours over 2.5 days) in late January, every three years to sustain the qualification. This equates to 4 hours per annum. Staff are welcome to maintain a different (and current) First Aid certificate, approved by the College's Red Cross Coordinator.
- To share enthusiasms and service activities with students in the extra-academic programme;
- The reviewer, in consultation with the Director of Extra Academics, is asked to examine the weekly workload distribution in relation to the reviewee's non-academic responsibilities and to ensure that staff are not asked to be at work for more than nine hours per day. For example, those members of staff delivering Connect Time between 7.45pm and 8.45pm on a certain night will be invited to have either that afternoon free of extra-academic commitments beyond 3pm, or deliver Connect Time on a different night. A similar arrangement would apply to staff engaged in evening EACs.
- To be open to take learning away from campus for activities, events, expeditions and other trips;

*through, for example, attendance in I.B. workshops, updating and developing teaching skills or other professional development interests as agreed through EMT.

Working Party, Spring 2014

Agreement

Following the “Duties and Expectations for a Teacher at UWCRCN” document, this information below constitutes an agreement between UWC RCN and teaching staff through consultation with Staff Representatives re the Average Calculation of the Normal Working Hours (*Gjennomsnittsberegning av den alminnelige arbeidstid*) (*Arbeidsmiljøloven* / Work Environment Act § 10-5-i) . According to the Act, the written agreement needs to be reviewed annually by UWC RCN and the Staff Representatives. Any significant changes would involve consultation with Staff Representatives and Union Representatives (in relation to Union members).

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Normal working hours are arranged in such a way that, on average, that the total working hours do not exceed nine hours per 24 hours and 45 hours per seven days.