



International Teaching Position
Positions begin Mid July 2022
Contract Term 2022 - 2024
At the Canadian International School System-Vietnam
(CISS - VN)
Ho Chi Minh City

The Canadian International School System (CISS-VN) operates four programs in Ho Chi Minh City, Vietnam. The Canadian International School System – Vietnam (CISS-VN) consists of:

1. The **Canadian International School (CIS)** delivers the Ontario Curriculum Kindergarten to Grade 12 entirely in English. After Grade 10, students are eligible to apply to the IBDP Programme Years 1 and 2, Grades 11 and 12.
2. The **Bilingual Canadian International School (BCIS)** delivers the Vietnamese National Curriculum, Grades 1 – 12 and instruction in English language oral and written fluency according to the Ontario Ministry of Education documents for Language Arts and English Language Learners.
3. The **Canada-Vietnam Kindergarten (CVK)** delivers programs for children ages 18 months to 5 years old.
4. **The Canadian International School - Lao Cai (CIS - Lao Cai)** will be the 4th member school of CISS (Canadian International School System - CISS). CIS - Lao Cai is recognized as the first-ever Alberta Accredited International School in Vietnam approved to offer the Alberta Curriculum. CIS - Lao Cai is also the first international school in the North-Western region of Vietnam.

The Toronto District School Board (TDSB) provides staffing and recruitment consulting services to CISS-VN for CIS, BCIS, CVK and CIS – Lao Cai. As a part of the consultancy agreement, the TDSB provides CISS with up to date Ontario curricula and offers guidance and support to ensure that CISS staff and students are meeting Ontario expectations. All CIS teachers are either members in good standing, or are eligible to be members in good standing, with the Ontario College of Teachers (OCT). All applications are provided to CISS. Applicants are hired by CISS, and if successful, will be an employee of the CISS-VN, reporting to the CISS-VN Principal.

Aligned with the recommendations of the International Task Force on Child Protection, CISS holds a high standard of effective recruiting practices with specific attention to child protection.

The position(s) listed in this posting is/are for the duration of 2-years. The contract period may be extended upon mutual agreement.

Current TDSB staff, who would like to apply, will be considered for a leave of absence from Toronto DSB. Successful candidates are employees of CISS- Vietnam.

Postings for Bilingual Canadian International School - (BCIS)

Positions	Subject	Grades
Special Needs Teacher	Learning Support program	Grades 6-12

Special Needs Teacher

Responsibilities:

Acts as a resource person for all staff on school programs such as, but not limited to Character Education, Anti Bullying Pink Shirt Day, Healthy Living Programs.

Duties include

Developing and creating capacity in the Learning Support program

- Lead and manage the Learning Support Department to oversee the school learning support program.
- Work with Shadow teachers, Tutor/teacher tutor, make recommendations to parents and administration regarding their effectiveness.
- Conduct Learning Support team meetings on a regular basis, to review student progress and issues and set up intervention as necessary to ensure that provides our best support.
- Meet with the Principals on a regular basis, to review student progress and issues/problems.
- Make recommendations for hiring Learning Support staff (Shadow teachers, Tutor/teacher tutor).

Providing in Service to staff

- On the referral process
- On their professional responsibilities, once a student has an intervention plan
- On common SEN issues and interventions found in the school
- Identify and Assess students with special needs
- Develop and lead 'referral process': preliminary interventions and trials of various strategies, recorded, before formal referral for IEP. Work to identify students with special educational needs and learning difficulties, at-risk students to ensure that their needs are met.
- Observe the students in their general setting (classroom, playground, specialist class if needed) and gather information/evidence from teachers, specialists, and parents if needed.
- Refer and oversee the assessment of the educational needs of students entering the IEP program, and utilize the written results of the assessment (psychoeducational and developmental assessment).
- Identify the potential issues before students join the school by being involved in the admission/enrollment of new students (conduct admission testing).

Plan and organize IEP Program and Progression progress (At Risk)

- Write IEP or Action Plan for each student with special needs and learning difficulties in setting up educational objectives and teaching strategies.
- Responsible for planning, communicating and negotiating of IEP/Action Plan between parents, teachers, principals, and outside agencies, and students if needed.
- Observe the IEP/At-Risk students in their general setting (classroom, playground, specialist class if needed)
- Observe the IEP/At-Risk students monitor the student's progress, in their general setting (classroom, playground, specialist class if needed)

Support and Consultation

Support:

- Serves as an instructional resource for teachers by providing them with strategies, methods, and materials if needed for dealing with the IEP/At-Risk students.
- Support the teachers in accommodations and modifications of the curriculum to the student's profile/pattern of learning.
- Support the parents in providing recommendations regarding outside support such as psychologists, therapists, counselors.
- Reporting: Meet with the Principals on a regular basis, to review student progress and issues/problems.

Consult:

- The classroom teachers: suggest accommodations and or, in limited circumstances, modifications to the curriculum, reports on the progress of students, discussing schedules, student behavior, monitoring of medicine – if needed, anecdotal records (for their progress reports "See Comments").
- The Principals: provide information on progress, issues, etc. (Learning Support meeting with Principals on a regular basis, and LST folder confidential-limited access in the school server).
- Other professionals: consult with a psychologist to conduct Psycho-educational assessment, Developmental assessment, Speech, and Language Therapist, Occupational and Behavior Therapist., counselors, etc.
- Parents: conduct IEP meetings to ensure that parents are on board with the school, and consult with parents as needed.
- Students and/or parents: Counsel Students with behavior and social-emotional issues, as well as to parents if needed.

Required Qualifications

- A valid Ontario Certificate of Qualification
- A member in good standing with the Ontario College of Teachers (OCT)
- A signed Annual Offence Declaration. As an international school system, CISS schools are held to high levels of scrutiny to ensure that our recruiting processes pay careful attention to the principles of [Child Protection](#)
- A commitment to complete Teaching English Language Learners Part 1 before or during the 2022 - 2024 school year
- Undergraduate degree in Psychology or Social Work
- Recognized certification as an elementary school counselor.
- 3 years teaching experience
- 2 years relevant counseling experience
- Student-centered and nurturing personality
- Commitment to collaborative planning

Abilities/ Skills

- Professional Attributes and Experience
- Proven ability to work in teams
- Work effectively with teachers, parents, administrators, and students
- Commitment to creating a school culture that is caring, collaborative, safe, and responsive to the needs of all students
- Demonstrated commitment to student success
- Experience in the international environment and teaching English Language Learners is an asset.

Remuneration

Remuneration is based on experience and qualifications. It also includes housing allowance. cost of flights to and from Canada (Toronto or Vancouver) to Ho Chi Minh City once per year, a one-time settling-in allowance, free tuition for the first child and a 50% reduction in tuition fees for the second child. Basic medical and health insurance is provided.

Start Date: Mid July, 2022

Application Process

Submit the following:

- Download and sign Offence Declaration: [Offence Declaration](#)
- Cover letter
- Resume including your current OCT
- Names and contact information (telephone number(s) + email addresses) of **three (3)** professional references

Your referees are, preferably, those who have been in a supervisory role to you and who can be readily contacted to provide a reference by phone or email.

It would be great if you can spend time to complete the [Google Form](#) we share with you which helps us to know your qualification or experience clearly.

Submit your application online to: jobapplication@admin.cis.edu.vn

If you have questions, please contact:

thao.trinh@khoinguyenholdings.edu.vn

Only applicants selected for an interview will be contacted



Bilingual Canadian International School – Vietnam



The Canadian International School Bilingual-Vietnam (BCIS-VN) is a renowned International private school in Ho Chi Minh City, Vietnam. BCIS-VN has received approval from the Ministry of Education and Training in Vietnam and the Department of Education and Training in Ho Chi Minh City to accept both Vietnamese nationals and expatriate nationals learning together as students in our school. The school's languages of instruction are Vietnamese and English. The Bilingual Canadian International School - is committed to providing outstanding learning opportunities for our students to demonstrate academic excellence. We have chosen to follow the structure and curriculum used in Canadian public schools in the Province of Ontario, Canada for the English program in our school.

The BCIS-VN Academic Leadership Team (1-12) is comprised of experienced and accredited system and school leaders who are building a professional learning community in an international setting committed to enhancing student learning and achievement. At BCIS we understand the importance of providing a supportive and stimulating learning environment for all our students. We are committed to the intellectual and personal development of each student and our core objectives, we believe, prepare all students for a purposeful life as a global citizen

in the 21st century. We know our greatest asset is our teaching staff. We recruit OCT-equivalence certified educators who are members in good with their respective teaching certification. Delivering instruction using the inclusive Ontario curriculum at all grade levels Grade 1– 12, our dedicated teachers provide a caring environment committed to the individual success of each student. Our Character Education in Action program is exemplary. Beginning in 2020, BCIS has also began offering IGCSE courses to year 9 and 10 high school students and therefore have also been actively recruiting IGCSE teachers.

For more information, visit <https://bcis.edu.vn/en>