



# Epsom Girls Grammar School

Te Kura Tuarua o Ngā Taitamāhine o Maungawhau

## Epsom Girls Grammar School Vision and Values

Vision: Enabling students to be confident, active, resilient learners

Epsom Girls Grammar School is a leading New Zealand school founded on traditions of service and commitment to girls' education and focused on developing young women to become confident and resilient learners, actively contributing to their communities.

Values: Courage, compassion, curiosity, community

<b>Position:</b>	Language Assistant – 5 hours per week, term time only (Mandarin Chinese)
<b>Responsible to:</b>	TiC of specialist language and LAD Languages
<b>Direct involvement with:</b>	TiC of specialist language, LAD Languages and all Languages staff
<b>Primary responsibility:</b>	To contribute to the development of a learning environment in which the aims of the Learning at EGGGS Statement may be achieved within the specific context of the Languages Learning Area.

### Key Tasks:

In order to support students and staff working in the Languages Learning Area, the role of the language assistant can include the following areas of duty:

#### Classroom work:

- Modelling writing and pronunciation of specialist language
- Team-teaching on a range of language topics
- Presentations to the class on subjects about their home country e.g., sport, regions, hometown, pop music, local customs
- Activities based on current material from their country e.g., magazines, newspaper articles etc.
- Leading Competitive games or Socio-cultural quizzes and songs – to encourage discussion on issues and attitudes
- Listening comprehensions
- Watching news extracts and discussing e.g., cultural differences between NZ and elsewhere
- Essay writing (modelling and advising)
- Pronunciation activities
- Photos and pictures: finding differences, describing, comparing with Aotearoa NZ



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## Small group work:

- Quizzes
- Pair dialogues (creating, practising)
- Card activities
- Role-play
- Games
- Drilling vocabulary and sentence patterns
- Informal dialogue
- Discussion of a topic already studied
- Remedial or extension work

## Other activities:

- Examination coaching in the lunch period
- Preparation of resources e.g., update on cultural aspects, practice drills, texts to be used alongside reading material
- Proofread texts, worksheets, tests
- Record pronunciation or listening exercises
- Conduct and record oral tests
- Limited checking of written work for grammar and structures
- Providing techniques for improved performance in NCEA
- Checking homework
- Can conduct a variety of activities with their classes, e.g.: cooking, video exchanges with target country, email exchanges, matching pen friends

## The successful candidate should be:

- A good communicator - relate well to both students and teachers in a warm and professional manner
- Highly organised with attention to detail
- Proactive in their approach to responsibilities
- Flexible and reliable, particularly during busy periods
- Knowledgeable and passionate about promoting learning in specialist language within the school
- Able to understand appropriate and respectful language and behaviour within the school environment and promote constructive relationships using restorative practices
- Able to take initiative and be accountable for their own performance and setting a professional standard for others
- Experienced in overseas travel and/or exchanges
- Familiar with information and communication technologies (ICT)
- Knowledgeable of, and have the ability, to convey one's own cultural knowledge and practices
- A patient and effective communicator
- An advocate for the written conventions of their own language.
- Being aware of where to pitch their language
- Be willing, hardworking and very reliable
- Willing to extend their own intercultural knowledge, language skills in English / Māori and understanding of Aotearoa NZ