



MYP & Future Pathways Coordinator

► **Effective Date: July 2027**

The IB MYP and Future Pathways Coordinator reports to the Secondary Principal and provides leadership for the implementation, development and evaluation of the International Baccalaureate Middle Years Programme (MYP), alongside the coordination and development of alternative academic pathways.

The Coordinator serves as a key link between AISG and the International Baccalaureate Organization (IBO), promoting the philosophy and principles of the MYP and ensuring programme requirements are effectively implemented.

Working collaboratively with the Secondary Leadership Team, Subject teams, the IB Diploma Programme and Future Pathways Coordinator, counselors and student support teams, the Coordinator supports high-quality teaching and learning, curriculum coherence and appropriate academic pathways that respond to students' strengths, needs and aspirations.

The position may include a teaching assignment, with responsibilities and allocation determined according to school priorities and programme needs.



S I N C E 1 9 8 1



American International School of Guangzhou

The **AMERICAN INTERNATIONAL SCHOOL OF GUANGZHOU** (广州美国人外籍人员子女学校) is an independent, non-profit, multicultural, and co-educational day school for foreign children ages 3 to 18. It is located in Guangzhou, Guangdong, China, with two campuses, one on Ersha Island, Yuexiu District for Pre-K to Grade 3 and one in Science Park, Huangpu District for Grades 4-12. Founded in 1981, AISG is the oldest and longest established non-profit international school in South China.

► Our Strategic Direction

From our volunteer board members, to our dedicated faculty, to our supportive parents, to our hard-working students, there is a sense of connection and community in working together to fulfill our mission and vision.

Vision

AISG will set the standard in creating unique, **transformative learning journeys** that will forge a globally connected community.

Mission

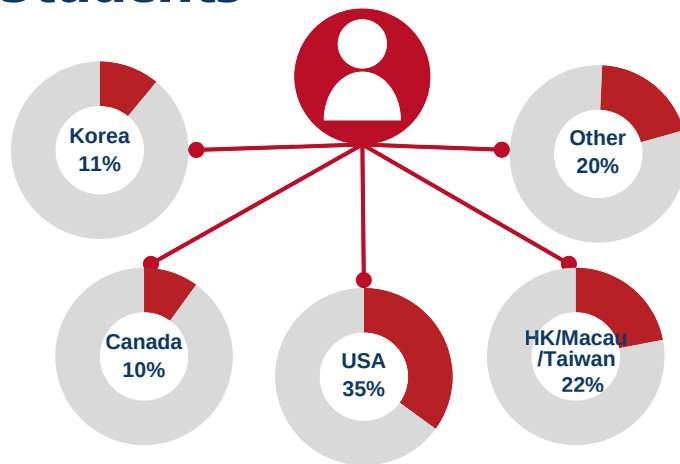
AISG is a **compassionate community** providing inclusive pathways to empower all learners to make a positive impact.

Social Vision

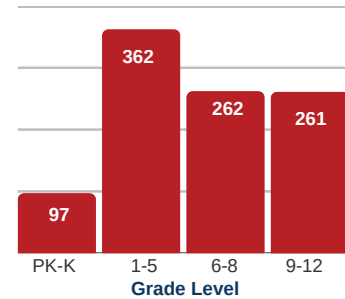
AISG is a community **where every voice is valued**, and each person can be who they truly are.

► Our Overview

Our Students

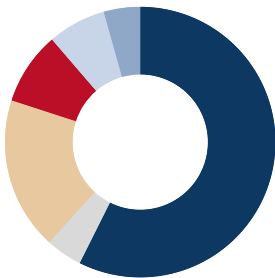


Number of Students at AISG

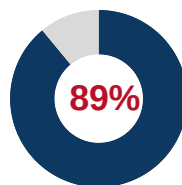


Our Faculty

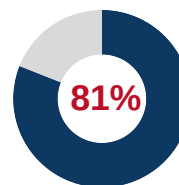
- North America (66%)
- Europe (5%)
- Asia (21%)
- Oceania (10%)
- Africa (8%)
- South America (5%)



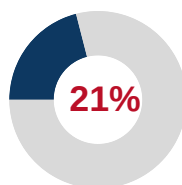
Faculty who are expatriate



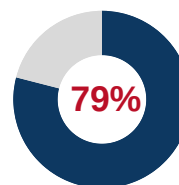
11+ yrs experience in education



Bachelor's Degrees

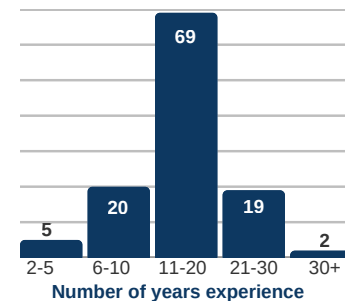


Advanced Degrees



115
Teachers

Number of Teachers at AISG



Our Accreditations



Our Memberships



► Our Curriculum

As an **IB Continuum School** (PYP, MYP, DP), AISG provides a globally recognized curriculum that balances academic rigor and personal growth. Accredited by **WASC** and following **AERO**, **Common Core**, and **NGSS** standards, our program prepares students for future success.

At AISG, learning is anchored in a clear vision: empowering every student to connect, collaborate, and take meaningful action through inclusive and authentic learning experiences. This vision is realized through AISG's **Transformative Learning Framework, Engagement for All**, a single school goal designed to foster student agency, deepen connections to real-world contexts, and inspire purposeful action.

At AISG, the **Professional Learning Community** (PLC) model is implemented from Early Years through Grade 12. Educators work collaboratively in recurring cycles of collective inquiry and action research to enhance both teacher and student learning.

► Science Park



The Science Park campus is located in the heart of Guangzhou's technology center, Science City, in Huangpu District, where Upper Elementary students (Grades 4 and 5) and Secondary students (Grades 6-12) attend. The Science Park campus finished its complete renovation in August 2023 and has state-of-the-art, well-equipped facilities with an open-concept design. The campus also features a Performing Arts Center, an Athletic Center, and additional amenities that include design classrooms, a cafeteria and cafe area, a creative multimedia space, and a central library.

All classrooms are equipped with appropriate technology to support interactive instruction. Students participate in a 1:1 device program, with laptops for Grades 6–12. Teachers purposefully integrate technology into teaching and learning to support and enable the Transformative Learning Framework. Technology is used intentionally where it adds value to learning, with an emphasis on developing research, digital, and information literacy skills. Each teacher is assigned a MacBook laptop.

► Our Location

Guangzhou is the third largest city in China with a population of over 15 million and is part of the Greater Bay Area, Guangzhou-Hong Kong-Macau. Known as the hub for high-end manufacturing and innovation, the area continues to grow and has all the modern conveniences of an urban lifestyle: western-style restaurants, shopping, and entertainment.

Located in the Heart of Asia, Guangzhou is only an hour away from Hong Kong by high-speed train and has direct flights to neighboring and global destinations. It is also known as the 'Garden City' with its tropical climate, beautiful parks and bike trails along its many rivers and throughout the city.

Guangzhou also has deep cultural roots, capturing the heart of Cantonese culture with its fantastic cuisine, historical buildings, unique language and customs. In summary, Guangzhou is a dynamic and safe city waiting to be explored and is a great place to live for singles, couples and families alike.



► Our Voices

Our community says it best. Listen to the voices of our AISG community and hear what drives our educators, what our parents value and what our students want to share with you. You will come away understanding why AISG is The Premier International School in Guangzhou.



Mario, Secondary Math Teacher: “What I like teaching about math the most is helping students make their breakthroughs. Even small steps toward their goal matter. To me, that’s a successful lesson.”



Ashley, Elementary EAL Teacher: “When my learning leaders say they have an open-door policy, they really mean it. They’re not just leaders, they’re coaches. I know they’re always there for me.”



Alex, Secondary Student: “I really love how big of a community focus there is at AISG. I feel like everybody really wants to work together to make you thrive.”



William, AISG Caregiver: “While I’m proud of my son’s academic achievements, what truly moves me is the compassion he shows. AISG doesn’t just cultivate numbers on a transcript; it shapes the open-mindedness of students.”



Lisa, AISG Alum: “AISG taught me to be confident in my ideas and take the opportunity to try.”

► Diversity, Equity and Inclusion

AISG embraces diversity and is committed to creating an inclusive and equitable workplace, welcoming applications from all qualified persons. We strive to attract, develop and retain highly talented diverse staff who share this commitment and who can contribute their unique perspective and experiences to enhance our programs.

AISG is a caring community that looks for passionate teachers who bring their forward-thinking pedagogy along with an empathetic approach to enrich each child's learning.

► The Position

Administrative Duties:

The IB MYP and Future Pathways Coordinator will be accountable and responsible for:

- informing and advising school leadership and the wider school community regarding the MYP and assigned academic pathways;
- leading the planning, implementation and ongoing development of the MYP in collaboration with the Secondary Leadership Team;
- overseeing the delivery and evaluation of the MYP in accordance with IB standards and practices;
- contributing to strategic and action planning, resource allocation and scheduling to support programme quality, student learning and wellbeing;
- maintaining regular communication with the IBO and overseeing all relevant programme administration and documentation;
- coordinating preparation for MYP programme evaluation, moderation, certification and eAssessment, as applicable;
- maintaining accurate programme and student records within relevant IB systems;
- overseeing the development, implementation and administration of the Personal Project in collaboration with designated supervisors;
- supporting the induction of new faculty, students and caregivers into the MYP;
- identifying professional learning needs related to MYP implementation and coordinating appropriate professional development;
- collaborating with the PYP and DP Coordinators to ensure continuity of learning and effective transitions between programmes;

- working with relevant colleagues to support the development and implementation of service learning within the MYP;
- participating in subject team meetings, Learning Leaders, Secondary Leadership and other relevant meetings as required;
- collaborating with the counselors and student support teams to promote appropriate learning support, student wellbeing, and access to the curriculum.

Curriculum Leadership

The Coordinator will be accountable and responsible for:

- working collaboratively with Subject leads to ensure departmental curriculum planning and documentation align with MYP requirements and schoolwide expectations;
- providing programme-specific guidance to Subject leads and teachers regarding MYP unit planning, assessment and curriculum development;
- supporting consistent understanding and implementation of MYP assessment criteria and practices;
- facilitating collaborative planning and interdisciplinary learning across subject areas;
- supporting the coherent development of the IB Learner Profile and Approaches to Learning (ATL) skills across Grades 6–10;
- collaborating with Subject leads* to support curriculum review, vertical articulation and continuous improvement;
- promoting inclusive teaching practices, differentiation and student agency in collaboration with teachers and student support specialists;
- supporting the development of a positive and collaborative MYP culture across the Secondary School;
- working with the PYP and DP Coordinators to strengthen curriculum continuity and student transitions.

*Subject leads retain responsibility for leading subject-specific curriculum development and departmental collaboration, while the Coordinator provides programme-level leadership and guidance regarding MYP expectations.



Future Pathways

The Coordinator will be accountable and responsible for:

- contributing to the development, implementation and review of alternative academic and graduation pathways that meet the diverse needs and aspirations of AISG students;
- coordinating or overseeing assigned alternative diploma and academic programmes, including modified or school-based diploma pathways, as determined by the Secondary Principal;
- collaborating with the IB Diploma Programme and Future Pathways Coordinator to ensure appropriate progression and continuity between the MYP and upper secondary pathways;
- working with counselors, Subject leads, EAL and learning support specialists to identify appropriate academic pathways for students;
- supporting the development and implementation of pathway requirements, assessment expectations, academic documentation and graduation criteria;
- monitoring student progress and programme effectiveness within assigned pathways;
- supporting communication with students and caregivers regarding academic options, programme expectations and future opportunities;
- contributing to the ongoing evaluation and development of inclusive academic pathways in response to student needs and school priorities.

Specific pathway responsibilities will be assigned by the Secondary Principal to ensure clear accountability and alignment with other programme leadership roles.

Teaching

The IB MYP and Future Pathways Coordinator may be expected to assume a teaching load, as determined by the Secondary Principal.

The teaching allocation will be reviewed according to programme responsibilities, additional assigned duties, student needs and schoolwide staffing priorities.



Desired Qualifications and Experience

- A minimum of three years of successful teaching experience within the IB MYP;
- A deep understanding of IB MYP philosophy, curriculum, assessment and programme requirements;
- A minimum of at least two years of experience as an MYP Coordinator or similar within an international school preferred;
- Experience in programme coordination, curriculum leadership or instructional leadership within an international school setting;
- A creative and collaborative leader with experience supporting mission- and strategic plan-driven improvement;
- Strong organizational ability, initiative and attention to detail;
- Experience with curriculum development, documentation and assessment within the IB MYP;
- Knowledge of the IB PYP and DP and an understanding of curriculum continuity across programmes;
- Understanding of alternative academic and graduation pathways, or a willingness to develop expertise in this area;
- Commitment to inclusive education and supporting students with diverse learning needs;
- Excellent interpersonal, communication and collaborative leadership skills;
- Experience facilitating professional learning and supporting teacher development;
- MYP examiner, workshop leader or programme evaluation experience will be viewed favorably;
- A master's degree in education, educational leadership, or a related field is preferred.

► Our Student Safeguarding Statement

AISG is committed to the prevention of child abuse and to the protection of children in accordance with the United Nations Convention on the Rights of the Child, of which the People's Republic of China is a signatory. AISG is committed to child safe recruitment practices. The school shall take all necessary steps to ensure that the selection and interview of potential new candidate hires are appropriately screened, and reference checks are conducted. All candidates will be subject to criminal background and employment checks. AISG will make direct contact with candidates' current supervisor as part of our hiring practices. As mandated in the AISG Employee Code of Conduct, all employees must report suspected incidences of child abuse or neglect whenever the employee has reasonable cause to believe that a child has suffered or is at risk of suffering abuse or neglect.



Hiring Process:

The hiring process involves several stages:

Stage 1: Prepare

Candidates are required to prepare the following:

- A **cover letter** explaining how their skills, training, experience, and interests align with the needs of the school
- A **resume/CV** limited two (2) pages
- The names of at least **three (3) professional references**, preferably current or recent supervisors. For each referee include:
 - Name and position
 - Work address
 - Work phone number and personal phone number
 - Email address
- You can create all of the above into **one single PDF of 5MB** or less, naming the file using the candidates full name, i.e. **Firstname_Lastname.pdf**

Stage 2: Apply

- Go to the [Current Opportunities](#) page on the AISG website.
- Click on the link for the position and follow the instructions to upload your single PDF, which is recommended but not required.
- Submit your application by **November 13, 2026**.

Stage 2: Interviews

The Search Committee will review qualified candidates and conduct screening interviews for short-listed candidates.

Stage 3: Conclusion

Finalists will have an additional online interview and a decision will be communicated.

Please direct any questions to
teaching@aisgz.org

NOTE: Candidates are encouraged to apply early, as AISG reserves the right to conclude the search prior to the announced deadline.