www.cis.edu.sg

Lakeside Campus
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lakesidecampus@cis.edu.sg

Canadian International School

CIS JOB DESCRIPTION

Title	Teacher
Department/Division	Early Years, Primary, Secondary
Employee Group	Teacher
Reports to	Principal, Vice-principal
Works collaboratively with	All teaching and operational staff
Supervises	None

KEY ACCOUNTABILITY

To improve the quality of learning outcomes for students by providing teaching and learning 'best practices' within the framework of the school's Mission, Vision, Core Values, Learning Principles, Culture, and the International Baccalaureate (IB) Programmes.

TEACHER STANDARDS

1. Teaching is focused on conceptual understanding
Teaching ensures students have frequent opportunities to engage with the statement of inquiry / central idea, key and additional concepts and develop their own conceptual understandings. They can explain or demonstrate their learning, reflect on their learning and make connections to unfamiliar situations or real-world contexts

2. Teaching is based on inquiry
Teaching develops a student's natural curiosity and wonder to provide opportunities for students to investigate, inquire into and answer questions that they have formulated.

3. Teaching is differentiated to meet the needs of all learners
Learning engagements are differentiated and take into account language proficiency and the depth, complexity and pace of learning needed by students. Students are grouped flexibly according to what they are ready to learn and to provide challenge and enrichment.

4. Teaching is informed by assessment
Students receive multiple forms of feedback (self, peer, teacher) and take ownership of their learning, viewing assessment as an ongoing process toward their goals. They understand their progress and can identify actions to improve. Assessment data and observations inform instructional decisions and feedback.

5. Teaching is developed in local and global contexts
Learning engagements provide opportunities for students to learn about others and the world by engaging and taking action with their community and environment.

6. Teaching reflects how students learn
Teaching plans for implicit and explicit opportunities to develop ATL skills. With guidance, students take responsibility for their own ATL skill development, including setting goals, reflecting on their progress and making adjustments in order to meet their goals.

7. Teaching is culturally responsive
Pedagogical approaches incorporate experiences, contributions and histories from across cultures, nationalities, backgrounds, identities and perspectives so students feel represented and seen in the curriculum.

8. Teaching ensures that visible routines and expectations are in place
Lesson expectations are clearly communicated with resources to support students. Behaviour expectations in the class are co-constructed and modelled by the teacher. Low level behaviour is immediately and consistently addressed and positive behaviour management approaches are used to nurture a positive environment. The teacher pays careful attention to monitor the wellbeing of students and regularly communicates concerns with parents.

9. Teaching considers the environment for learning
The learning environment promotes relationships built on trust. There is a positive student climate with opportunities for student collaboration with a balance of student/teacher led work. The teacher seeks contributions from everyone. Students take risks, utilising technology and the environment to develop the skills taught. Students can regulate their learning and attribute their success to things they can change.

10. Teaching uses a variety of strategies to progress learning
Lessons are well-planned with clear learning intentions shared with students. Teaching engages and excites the students, with common misconceptions addressed. Content is sequenced, considering previous teaching and strategies like retrieval practice are used to reinforce learning. Knowledge and skills are applied across subjects.

Additional Responsibilities

- Ensure the safety and well-being of all students in accordance with CIS administrative policies and divisional procedures.
- Complete all required Child Protection training.
- Participate in the Individual Work Plan (IWP) process:
    - Meet the expectations as outlined in the CIS Teacher Job Description, the CIS Teacher Standards, and the CIS IB Programme Expectations for Teachers.
    - Solicit feedback from parents or students via surveys
    - Develop and implement an Individual Work Plan (IWP) that supports the school's Strategic Plan
    - Reflect individually and collaboratively (IWP Meetings with Principal) on the aforementioned components.
- Be actively involved in special events (e.g. Talent Shows, Steam Fair, Exhibitions, etc.), and provide co-curricular and / or coaching as required based on skill set
- Contribute to community building activities
- Be dependable (be where you are expected to be, complete tasks on time; punctual (arrive at school, meetings, etc. on time); and prepared for class (all materials set up and ready for student arrival; plans readily accessible).

REQUIRED QUALIFICATIONS

- A relevant Bachelor's degree or equivalent
- A teaching certificate/credential
- Successful teaching experience
- Excellent organizational skills
- Positive communication skills
- Capacity to work collaboratively as the member of a team

EXPERIENCE

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Training and experience in the International Baccalaureate PYP, MYP, or DP preferred

COMPETENCIES:

- Culturally competent and able to work with culturally diverse staff and students in a bilingual and multilingual setting.
- Effective selection and use of instructional strategies that leverage the linguistic and cultural assets of ELL students.
- An effective communicator with the capacity to listen, empathise, and connect, as well as teach, present, and motivate.
- A lifelong learner who keeps up-to-date with current research and best practices in teaching and learning.
- A facilitator able to build strong and productive relationships with students, parents, academic and non-academic staff, and the community.
- A change agent, who can motivate and manage positive change in complex environments.
- A strategic thinker who is able to see connections between the school's vision and mission and IB programme philosophy and create action steps to move the school forward.
- An activator with motivation, energy, and enthusiasm to spare.
- A producer who is results oriented and has a strong sense of accountability for student success.
- A character builder and role model, whose values, words, and deeds are marked by trustworthiness, respect, and integrity.
- An active contributor whose priority is making contributions to the development and success of others.