

Teacher

Summary

BFIS teachers will be excellent collaborators who deeply value making students thinking visible and reflecting on their practice with other colleagues. The BFIS curricular programme has been designed and will evolve over time to best meet the learning needs of a diverse group of students that are both local and international and who include students who have English as an additional language and students with learning enrichment needs. Teachers will be up-to-date with research based practice to support students and collaborate with other teachers. The school believes that there is a very real need for humans to develop ways to solve environmental and societal problems that make the world a better place and that this should infuse our teaching and learning. Learning how to be creative to solve problems for action and impact is fundamental to our philosophy as is the nurturing of a caring and compassionate community of adults and young people. Concept based learning in local and global context is key to successful learning and teaching at BFIS.

BFIS teachers are expected to utilize our school adopted US Curriculum Standards that are taught in an International IB MYP Framework in Secondary, in a concept and inquiry based program of inquiry in the Elementary School, and a Reggio influence play based curriculum in Early Childhood. Teachers who teach in the IB Diploma program teach the IB prescribed curriculum for their subject.

Directly Reports to

Learning Leader /Head of Section/Associate Head of Section of Associate Head

Roles and Responsibilities

BFIS currently utilizes **Danielson's Domains** to form the basis for conversations about teaching and learning. They currently serve as the school's professional standards for teachers. [BFIS Goal Setting and Feedback Process](#).

The professional learning process for staff at BFIS embodies the mission and vision of our school. All staff deserve to have opportunities for reflective dialogue about their classroom practice as well feedback opportunities from peers and their learning line leader. We are a professional learning community that recognizes that evidence of learning data comes in many formats (a variety of learning products as well as test data). Learning data, when documented and dialogued around, creates conversations between professionals that makes student learning better. Any professional learning model at BFIS will incorporate this into its framework.

Skills and Requirements

- A recognized teaching degree in their area of assignment or a teaching degree with a post graduate qualification from an accredited institution of higher learning.
- The experience and drive to join a team working towards being a research based educational environment.
- A collaborative teacher that values teamwork.
- Remains current in professional practices and developments, information technologies, and educational research applicable to their area.

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