

Classroom Teacher

DIS Teachers are responsible for the educational care and development of students in accordance with the DIS vision, mission statement and values.

1. Student Learning Needs

Goal: To identify the students' entering knowledge and skills in relation to the curriculum objectives for the subject.

Elements: Conducts formal/informal pre-testing
Utilizes prior achievement records
Refers students with special needs

2. Course Content and Instructional Materials

Goal: To apply a program of instruction consistent with the students' identified learning needs, the school's curriculum (IB) objectives, instructional materials, international mindedness and intercultural sensitivity.

Elements: Relates specific student learning outcomes to be attained in relation to student needs and the curriculum objectives
Determines a sequence of learning experiences
Utilizes School adopted instructional materials
Selects and utilizes appropriate supplementary materials but not as a substitute to the use of School adopted base program materials without prior School consent.
Develops, in collaboration with colleagues, and utilizes written plans, which includes weekly lesson plans, as the basis of instruction.
Develops, reviews, and revises curriculum documentation

3. Teaching Strategies

Goal: To apply appropriate teaching strategies consistent with the students' learning needs, selected curriculum and time allocations.

Elements Gain students' attention
Informs students of learning objectives
Links to the IB learner profile
Stimulates recall of prior related learning
Presents the curriculum material
Provides learning guidance
Elicits the desired knowledge/skills performance
Provides timely and aptitude-appropriate feedback on learning
Assesses learning progress through a variety of methods
Reinforces retention and transfer of learning
Employs other resources

Committed to teaching the whole child

4. Classroom Environment

Goal: To create and manage a classroom environment conducive to student learning.

Elements: Develops and communicates expectations regarding behavior and the consequences thereof to students.
Seeks to develop relationships between self and student and among students based on:

- listening to others
- mutual respect
- concern for others
- positive reinforcements of desired behaviors and attitudes

Makes appropriate use of instructional time
Maintains an appropriate physical environment
Maintains appropriate individual, class and program records

5. Parent Relations

Goal: To facilitate student learning through parent-teacher communication.

Elements: Communicates regularly students' academic and social progress and needs to parents
Listens to parent requests for information/assistance and responds through conferences, telephone conversations and written communications.
Communicates the classroom instructional and discipline program
Listens to parents concerns and opinions on the education of their children
Encourages parents to provide at-home educational support

6. Professional Development

Goal: To improve the effectiveness of one's own teaching competencies.

Elements: Conducts an annual self-evaluation of performance competencies
Responds to supervisor's performance evaluation recommendations
Participates in required school sponsored in-service and school-wide curriculum planning and coordinating; Selects other professional development programs and activities as the need arises

7. Professional Conduct

Goal: To develop and maintain standards of professionalism.

Elements: Conducts relationships with others based on:

- listening to others
- mutual respect

- concern for others
- positive reinforcements of desired behaviors and attitudes

8. Adjunct Duties

Goal: To perform duties as assigned pursuant to the Employee Contract.

Elements: Reference Employee Contract

9. Required Qualifications

Education:

- Bachelor's degree from an accredited college or university.
- A qualified teaching certificate (certified by country's Board of Education or equivalent body)

Experience:

- At least two year's successful experience teaching in grades K-12 is recommended.

The elements listed under each goal area are not intended to be all-inclusive nor would any employee be expected to employ all elements in any one teaching or other communication session.