



Upper School Classroom Teacher Job Description

To work with the AISZ team to plan, organize and implement an appropriate program in a learning environment that meets the mission of the school to "develop skills and character for futures rich with promise."

Essential functions may include but are not limited to the following:

- MS Individuals and Societies (3 sections)
- MS English Language and Literature (1 sections)
- MS Service Learning (1 section)
- Participate in the duty rotation
- Offer and lead one semester of After School Activity per year.
- Chaperone overnight Unity Trips or Unity Treks (3-5 day outdoor education trips) with students in Croatia and parts of Europe.
- Work with a team to plan, prepare and deliver lesson plans that facilitate active learning and adhere to the AISZ student impact goals.
- Adhere to all standards of professional conduct as detailed in the faculty code of conduct policies, in particular the expectations regarding child protection and safeguarding.
- Update and maintain all curriculum on relevant academic databases.
- Participate actively in collaborative teams and the PLC process.
- Utilize learning data (MAP, assessment results, etc.) to improve student learning.
- Participate in SST and differentiation strategies for students with ILPs and IEPs.
- Use relevant technology to support and differentiate instruction
- Ability to differentiate instruction for EAL students and learning differences
- Maintain proper order and discipline in the classroom and while on supervision duty in the school, on the school grounds and on school-related field trips
- Update all necessary records accurately and completely as required by law, policies and school regulations in a timely manner.
- Meet deadlines.
- Participate in department, school, parent and student meetings that may take place after school hours.
- Communicate necessary information regularly to students, colleagues and parents regarding student progress and student needs

- Establish and communicate clear objectives for all learning engagements
- Observe and evaluate in a timely manner student performance and development

- Adhere to professional goals and provide evidence towards each on an annual basis.
- Follow all established policies, procedures and protocols as determined by AISZ.
- Participate in professional activities as designated by the Administration
- Be available to assist the students or meet with parents until 3:45 pm each day
- Substitute for colleagues as needed on a rotating basis
- Other duties assigned by the Principal or Director in relation to the school program

Teacher Qualifications:

- Bachelor of Education (or equivalent 4 year degree) and or teaching credential in the area of teaching. Specialist qualification for any specialist position mandatory
- Advanced degree preferred.
- Minimum three years of experience in accredited schools preferably in an international or cross cultural context (student teaching and substituting not included)
- Native or near-native written and spoken English
- In exceptional circumstances, an advanced degree, prior successful teaching record in an accredited international school and the ability to complete a recognised teaching qualification within a year part time will be accepted as an entry level status.
- A demonstrated commitment to student inclusion and difference
- Experience integrating technology to promote learning
- Police clearance (for vulnerable sector)
- *All successful candidates will be required to complete Child Protection and Safeguarding Training*

Teacher Dispositions*

Reflectiveness: being ready, willing and able to become more strategic about learning.

Meta-Learning:

Being aware, and taking control of one's own learning. Having an awareness and understanding of the phenomenon of learning itself as opposed to subject knowledge.

Planning:

Working out learning in advance and a strong ability to plan effectively.

Distilling:

The ability to distil information in order to extract the essential meaning or most important aspects.

Revising:

The ability to reconsider and alter practice or beliefs in the light of further evidence.

Reciprocity: being ready, willing and able to learn alone and with others.

Interdependence:

The ability and desire to work interdependently.

Collaboration:

Highly developed collaboration skills.

Empathy:

A high degree of empathy and the ability to actively listen.

Imitation:

The ability to recognise and imitate exemplars of practice and pick up others' habits and values.

Resourcefulness: being ready, willing and able to learn in different ways.

Questioning:

The ability and desire to inquire and seek answers

Making Links:

The capacity to recognise connections and make links to previous knowledge, concepts, practice and understandings in order to generate new ways of working.

Imagining:

Being able to imagine a changed state and the multitude of hypotheses that can be generated from which to select a course of action or mentally rehearse something new.

Reasoning:

Thinking rigorously and methodically.

Capitalising:

The ability to make good use of resources.

Resilience: being ready, willing and able to lock on to learning.

Absorption:

The ability and desire to be rapt in learning; to be absorbed in one's own learning / work and to bring this "flow" to teaching students.

Managing Distractions:

A strong capacity to manage distractions and set priorities.

Noticing:

Really sensing what is out there and taking notice of what is possible

Perseverance:

The ability to persevere as learning happens and recognising that learning can be hard work.

**Guy Claxton: Building Learning Power*