

ECC Classroom teacher 岗位说明书

一、基本信息			
岗位名称	ECC Classroom Teacher	所属中心	PYP
所属部门	Pedagogical	部门代码	
二、岗位职责 Responsibilities			
<p>Core tenets:</p> <p>1) Highest expectations for learning, achievement and conduct; 2) Highest levels of agency, engagement and well-being; 3) Highest levels of learning community participation; 4) Meticulous, detailed planning and assessment.</p> <p>Core responsibilities:</p> <p>Work to fulfill the core vision and mission of BIBS PYP schools; Act with an exemplary professional and ethical attitude at all times for the benefit of everybody in the school community; Complete all assigned tasks involved with the following roles and responsibilities on time, efficiently and to a high quality; Build a deep understanding and awareness of school expectations, curriculum documents, policies, procedures and all PYP curriculum documentation.</p> <p>Specific responsibilities: 具体职责</p> <p>Community 团体</p> <ul style="list-style-type: none"> • Fulfill the BIBS vision of love, care and support towards all members of the school. Treat all staff and students equitably regardless of race, gender, color, ethnicity, religion, disability, or other characteristics. • Ensure the health and safety of all students at the school at all time regardless of which class they are from. Ensure all students follow school codes and regulations at all times. Continually monitor and intervene immediately when students break codes of conduct. • Maintain an open classroom where all members of the community are welcomed at all times. Actively seek and share growth oriented feedback. • Encourage and scaffold students and parents to contribute fully to the school community. Provide regular opportunities for student and parent contribution. • Be an ethically responsible and professional member of the BIBS community. Understand and follow all school curriculum, ethical and professional working policies, regulations and verbal guidance. • Work closely and harmoniously with other staff in your class, year group and across the school. Ensure all tasks and objectives in your class are clearly communicated and assigned to a single individual who takes accountability for their completion and quality. • Communicate daily, regularly with parents concerning all aspects of student development, progress and achievement. Share responsibilities for parent communication equitably with other class members. Form close, reciprocal professional relationships with parents. • Participate as a trainer, mentor or mentee in internal induction and professional development programmes as required. Complete all tasks assigned by mentors and/or supervisors. Participate in the mentoring, professional development and evaluation processes of colleagues as required. 			



- Participate in or organise extracurricular classes and events, special events and activities as reasonably required by the school.
- Engage as a lifelong learner by actively participating in professional development and evaluation processes.
- Participate in promotional activities and be a positive advocate for BIBS schools, staff and students inside and outside the school.
- Contribute to or take responsibility for short term projects in specific areas of curriculum or policy development as a participant or project leader.

Learning and teaching 学习与教学

- Have extremely high expectations for all areas of student learning, development and behaviour.
- Take full responsibility and accountability for student transdisciplinary learning and development, including transdisciplinary skills, personal and social learning, social studies, language, mathematics and science.
- Ensure students 'on average' meet or exceed written or verbally communicated school progress expectations in all areas. Ensure learning gaps and skill differential between students grows smaller over time.
- Understand and implement an effective play-based inquiry learning programme that scaffolds student understanding of concepts linked to overarching transdisciplinary themes
- Cultivate students to take agency in their own learning by providing opportunities to express their voice, make choices and take developmentally appropriate action.
- Effectively implement a language programme that is differentiated to the individual needs of students in the class and includes at least: a synthetic phonics based phonics programme, foundational literacy development, listening, speaking, language application, pre-reading and pre-writing.
- Effectively implement an English-language mathematics programme that focuses on developing basic concrete and abstract conceptual understanding using English.
- Have extremely high expectations for all areas of student learning, development and behaviour.
- Take full responsibility and accountability for student transdisciplinary learning and development, including transdisciplinary skills (ATLs), personal and social learning, social studies, English language, English mathematics and science.
- Ensure students 'on average' meet or exceed written or verbally communicated school progress expectations in all areas. Ensure learning gaps and skill differential between students grows smaller over time.
- Ensure every period of teaching is carried out to the highest of standards with clear objectives, scaffolding student understanding, practice of concepts and skills, and assessing of outcomes.
- Understand and implement an effective inquiry-based learning programme that scaffolds student understanding of concepts linked to overarching transdisciplinary themes
- Cultivate students to take agency in their own learning by providing opportunities to express their voice, make choices and take developmentally appropriate action.
- Effectively implement a language programme that is differentiated to the individual needs of students in the class and includes at least: a synthetic phonics based phonics programme, foundational literacy development, listening, speaking, language application, reading comprehension and writing.
- Implement an English-language mathematics programme that effectively uses the Singapore mathematics CPA (concrete-pictorial-abstract) framework for early years, focuses on developing foundational understanding of mathematical concepts and symbology.
- Assign high-quality, differentiated and challenging classroom learning experiences and inquiry-based home tasks for students that focus on: gathering information; helping others, practising skills, exploring their homes, communities and culture. Consistently and accurately monitor, check and give written feedback on classwork and homework assignments.
- Ensure students are grouped, regrouped, working alone and in collaboration with others at different times throughout the class/day.
- Guide students to make informed choices for play, socializing and engaging in learning experiences

**Learning environment 学习环境**

- Create a learning environment which integrates aspects of emergent curriculum and structured inquiry, and in which students have a rich variety of learning options and paths through a day and week
- Create an inclusive learning environment that actively fosters health and well-being, and which engages with and resolves challenges in a constructive and respectful manner.
- Ensure the classroom, shared learning areas and outdoor learning areas are setup with appropriate and challenging learning experiences, provocations and play opportunities ready for the next day/week prior to leaving in an evening.
- Organise the classroom with several (at least six) conceptually driven, age appropriate learning centres that are each supplied with sufficient resources to explore concepts fully. Ensure students engage with all learning centres and experiences during a day in an organised manner.
- Create a culture of agency and highest expectations for learning and achievement. Ensure the learner profile is integrated into all classroom learning.
- Maintain a safe, clean, tidy, well-organised and comfortable classroom with sufficient and appropriate resources for learning at the student's level. Ensure students contribute to it's design and maintenance.
- Create a culture that is positive and collaborative, and where students and teachers support each other to achieve personal and group learning goals.
- Ensure students are organised, well-behaved and respectful of self, others and the environment at all times. Have clear and effective agreements, expectations and consequences for behaviour, communication, classroom management and procedures.
- Ensure students understand and work to developmentally appropriate standards of academic honesty.
- Provide an immersive simultaneously bilingual learning environment where English and Chinese are used equally throughout all parts of a day.
- Ensure both languages support student understanding with minimal (<20%) translation or explanation of expectations in another language. Use differentiated language constructs suitable for individual students to understand.
- Ensure student thinking and the journey of student knowledge, skills and learner profile development, in both English and Chinese, is clearly visible and respectfully displayed in the classroom environment.

Planning 教学计划

- Work collaboratively to create bilingual units of enquiry that have shared conceptual understandings, learning goals, outcomes and content. Ensure that UOI learning experiences in both languages of instruction complement and support each other and are collaborative whenever possible.
- Work individually to create units of enquiry to support student learning outside the programme of enquiry (particularly in mathematics and language foundations)
- Ensure units of enquiry have clearly chosen objectives for student learning and that all plans for learning correlate clearly with those objectives;
- Complete and hand in semester, unit of enquiry, and any other plans as required on time and to a high quality. Ensure plans in Managebac are up to date and current at all times. Keep detailed personal daily learning plans and learning records that are available when requested.

Goals, assessment and reporting 目标、评估和报告

- Ensure each student has daily personal learning goals and plans
- Ensure students regularly reflect upon their experiences and learning.
- Ensure students are regularly involved in monitoring, assessing, checking, reflecting upon and improving their own work.
- Carry out ongoing assessment and reporting of student learning in relation to conceptual understandings, subject content, knowledge, skills and in relation to the learner profile. Carry out assessment as detailed in the school assessment policy and as verbally instructed.

- Identify assessed tasks/projects in each unit of enquiry and keep ongoing assessment records of performance and achievement in Managebac.
- Ensure all events or behaviours of concern between students or between students and teachers are reported accurately and within 24 hours to the student support team and relevant classroom teachers. Ensure accidents or physical altercations between students are immediately (at the earliest possible time) communicated to parents, classroom teachers and the student support team.
- Ensure each student has and personally maintains a learning portfolio that contains exemplars demonstrating significant learning moments or achievements.
- Complete assessment reports for each unit of enquiry and at end of term that accurately reflect student achievement and learning.
- Carry out student performance testing in order to give accurate, proven and objective data to inform teaching and learning. Perform evaluation and analysis as required by the school and to the highest of professional and ethical standards. Ensure data and information given to parents and the school are a genuine reflection of student learning.

三、主要工作权限 Main Work Authority

1. Supervise the work quality and work content of classroom assistants and caregivers
2. Require class members and visitors to abide by classroom agreements
3. Set and carry out non-punitive consequences for students when breaking agreements
4. Request assistance from student support centre

四、主要工作关系 Main work relationships

Reports to	Pedagogical: ECC principal --> PYP Primary principal --> Head of school
Reported to by	Classroom assistants/caregivers

六、工作条件

工作时间	Mon-Fri: 40 working hours per week between 08:00 and 18:00
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