

PYP Teacher Job Description

As a member of the KIS Teaching Staff, a PYP Teacher commits to investing in a high level of professional capital, embodying a human, social and decisional capital.

A PYP Teacher commits to excellence for his/her areas of responsibility. He/she ensures that theory is in balance with practice, that data is balanced by professional judgement, while participating continuous professional development. A PYP Teacher is a facilitator for reflective practice and models openness and trust in the creation of an environment where all members commit to collective responsibility for growth. A PYP Teacher is capable of offering support and challenge to all individuals in equal balance and in various situations. He/she is an excellent communicator. A PYP Teacher is consistently visible and approachable by students, parents and colleagues, confident yet humble, resolute and empathetic. He/she is collaborative and result oriented, ensuring continuity while facilitating for innovation and change in the KIS community. He/she is embodying the attributes of the Learner profile.

Organization within the school

- The job reports to the Head of Primary / PYP Coordinator.
- The teacher collaborates with the Head of Primary / PYP Coordinator and the Student Support Coordinator to ensure that students' psycho-social and academic needs are tracked and met.
- The contact teacher coordinates the work of assistants assigned to students in his/her class.
- The contact teacher has the additional responsibility of being the main point of contact between home and school for the students in his/her class.

Standard 01 – Purpose – Sharing an important mission

The teacher will:

- Promote the KIS mission and IB mission with students.
- Promote the attributes of the IB Learner Profile and international-mindedness.

Standard 02 – Environment – Providing essential structures, systems and resources

0201 Leadership and governance

The teacher will:

- Demonstrate leadership within the classroom and teaching team.
- Use the appropriate systems and process to document student learning and progress.
- Capture and use data to inform the implementation of the program.

0202 Student Support

The teacher will:

- Provide a safe and effective learning environment
- Use program documentation, such as unit planners, to inform the design of learning spaces, which allow for flexibility and collaboration
- Facilitate the use of technology and other resources to support engagement with local, national, and international contexts

- Identify and support the needs of students through differentiation and flexible use of learning spaces and resources
- Promotes open communication based on understanding and respect.
- Support student's social, emotional, and physical well-being (including through the use of Student Conversations before conferences in the fall and spring, if contact teacher).
- Provides opportunities for families and legal guardians to contribute to the development and support of student learning.
- Identify and use a variety of human, virtual, and physical resources from the wider community to aid and extend student learning.

Standard 03 – Culture – Creating positive school cultures

The teacher will:

- Promote inclusion and open-mindedness in the classroom
- Promote academic integrity through information and curriculum
- Promote the use and development of all the languages represented in our school
- Promote the understanding and value of assessment for continuous learning and growth
- Review and implement school policies.
- Be committed to child safeguarding, promoting the welfare of students, and adhere at all times to the school's safeguarding/child protection policy and processes.

Standard 04 – Learning – Ensuring effective education

0401 Coherent curriculum

The teacher will:

- Develop understanding of the PYP through the planning process and implementation of the curriculum
- Developing a coherent written, taught and assessed curriculum in accordance with all program documentation
- Facilitate student action and agency through the curriculum
- Document curriculum materials on Toddle
- Develop a curriculum that enables students to make connections across their learning
- Collaborate with other KIS staff on a range of topics: transdisciplinary understanding, planning, assessing, and reflecting on the curriculum and the student learning.

0402 Students as lifelong learners

The teacher will:

- Promote the active development of thinking, research, communicating, social and self-management skills.
- Promote the understanding of the IB Learner profiles and their connection with international-mindedness.
- Assist students in identifying and developing healthy relationships, shared responsibility and effective collaboration.
- Promote and support student action and service, including the students' ability to make informed, reasoned and ethical judgements.
- Facilitate student ownership of learning through goal setting and personal inquiries, as well as facilitating student exercise of flexibility, perseverance and confidence.

0403 Approaches to teaching

The teacher will:

- Improve teaching and learning through collaboration with peers and the Head of Primary / PYP Coordinator, and through professional development opportunities.
- Develop and implement the following with support of Head of Primary / PYP Coordinator:
 - inquiry-based learning as the leading pedagogy across the program
 - interactive and explorative learning opportunities
 - critical-thinking and problem-solving teaching and learning strategies,
 - differentiated teaching and learning strategies that accommodate a variety of learning styles, as well as removing barriers to learning
 - student voice and student choice
 - focused on building transferrable conceptual understanding
 - the use of a range of resources, including information technologies
 - teaching and learning that addresses the essential elements of the curriculum as well as the development of the IB learner profile attributes.
- Create stimulating, holistic learning environments built on understanding and respect, creating a positive and dynamic learning community

0404 Approaches to assessment

The teacher will:

- Use of a range of strategies and tools to assess student learning, both formative and summative
- Develop assessment tasks and recording tools
- Develop and implement quality student portfolios as a method of recording the process and results of teaching and learning
- Conduct fall and spring conferences between students, parents and teachers
- Write reports each semester to record and share student progress and learning.
- Maintain records to document student progress and learning.
- Use assessment results to inform further planning, curriculum development and teaching and learning.
- Administer assessments consistently, fairly, inclusively and transparently

Preferred qualifications and skills for this role:

- BA in Education or similar
- IBPYP knowledge
- Teaching experience in at least one primary school
- Fluency in English, written and oral
- Strong leadership, collaborative, communicative and organizational skills
- Strong relational skills