



المدرسة الأميركية الدولية في أبو ظبي ذ.م.م. The American International School in Abu Dhabi L.L.C.

TEACHER

PRIMARY PURPOSE

At the American International School in Abu Dhabi (AISA) each Teacher is accountable for implementing the School Mission, Vision and Values every day, namely to produce reflective, responsible, independent and respectful students, who possess strong global citizenship, integrity and an appreciation for lifelong learning.

In pursuit of these responsibilities Teachers reports to their School Principals.

AISA Teachers Shall:

- Create an environment of respect and rapport, engaging students actively in their own learning.
- Communicate clearly and positively, showing flexibility and responsiveness.
- Address the needs of students with different levels and types of ability.
- Use prescribed curriculum frameworks and address curricular standards.
- Use a range and balance of teaching strategies.
- Utilize developmentally appropriate instructional strategies.
- Use a variety of resources for pursuing open-ended inquiry.
- Build on what students know and their cultural heritage.
- Maintain constant awareness of the needs of second language learners.
- Provide prompt, regular and appropriate feedback to students and parents by maintaining appropriate records for each student.
- Use technology to optimize learning.
- Plan collaboratively, based on agreed curriculum frameworks, standards, and instructional goals.
- Create learning units with the end in mind (backward design).
- Document, revise, review and rewrite curriculum maps using Atlas Rubicon.
- Build upon student prior knowledge and experience and accommodating a range of ability levels.
- Plan the use of varied and appropriate resources.
- Maintain accurate records including lesson plans and marks.
- View planning, teaching and assessing as interconnected processes.
- Use a range and balance of assessment strategies and documentation.
- Assess the levels of the student's current experience and understanding before embarking on new learning.
- Base assessments on process as well as completion.
- Use assessment to guide instruction.
- Ensure the learner knows what is being assessed and how he/she is being assessed.
- Use common assessment vocabulary.
- Balance assessments to include formative and summative assessments.
- Provide anecdotal, qualitative, and quantitative feedback to students.
- Plan assessments in a timeline that prevents student overload.
- Enable students to see assessment as a means of describing their learning and involve students and colleagues in the assessment process.



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- Involve students in shared reflection during and at the end of each unit.
- Make sure students fully understand how their grades are determined.
- Write reports and maintain records of regular parental contact.
- Work collaboratively with colleagues to ensure that the results of assessment provide a link to further curriculum development.
- Providing a safe environment for the student at all times, in and out of the classroom.
- Efficiently carrying out supervision responsibilities.
- Support the moral, social and emotional development of each child in our care.
- Ensure calm and sensible behavior at all times through the application of fair and consistent discipline.
- Demonstrate positive attitudes of tolerance, respect and integrity by example.
- Celebrate multicultural origins and national identities in our community.
- See that equality is observed in our school and not allowing gender or social status to intrude.
- Gain insight in students through communication and partnership with families and colleagues.
- Reflect on teaching and create an annual Professional Growth Plan.

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.