

CIS SOCIAL STUDIES TEACHER - FRAMING the ROLE - HIGH SCHOOL

Most recent update October 2023

Particulars

- This position's focus is High School and Includes Social Studies courses and IB Theory of Knowledge.

The CIS Mission

Our mission is to Connect / Inspire / Serve. (CIS) We are a positive community with passionate learners.

The CIS Community Principal

- **Kindness** - We value kindness. Our kindness is illustrated in all of our interactions: with our own children, with others' children, with families, with staff, and with administrators. How we communicate with each other is emblematic of our collective kind and caring spirit.
- **Partnership** - We are strongest when we work together, when we share ideas and resources, and when we partner with the greater Cayman community. A spirit of collaboration not only makes our community stronger, it makes students learning richer by connecting stakeholders in exciting and innovative ways.
- **Sustainability** - We take into consideration long-term impacts when making decisions. This applies to decisions about programming as well as to our personal and collective behavior. We live on an island with limited resources and our environmental stewardship is essential in keeping it viable and healthy for generations to come.
- **Good Intent** - We assume good intent. We trust that members of our community have what is best for one another at heart. We engage diverse perspectives with empathy and open-mindedness. We aim to be our best selves in all that we do.

The CIS Learning Principals

- **Language of Learning** - We understand that to make learning happen effectively and collectively we need a shared language that describes what learning is and how we do it.
- **Ownership of Learning** - We understand that we are all able to learn and ultimately responsible for our own learning.
- **Nature of Learning** - We understand that learning is emotional as well as cognitive and is both an individual and social experience.
- **Context of Learning** - We understand that learning transfer happens best in rich, relevant contexts.

Title / Role

- Social Studies Teacher

Position Requirements

- Bachelor's degree in Education (Master's preferred) from an accredited university
- Valid teaching certificate/license from a country whose program is recognized by the Caymanian Government
- Minimum of two years of relevant successful teaching experience in an accredited school or school system with a US-based or International Baccalaureate Programme
- Successful experience with pastoral care / advisory / social emotional programming
- Proven track record of excellence at current and previous place(s) of service
- Specific experience and training with the following;
 - Specialized qualifications in Teaching Social Studies including History, Geography, and Theory of Knowledge
 - International Baccalaureate training and experience
 - Training from an education program or school with a US-based curricular focus
 - Prior experience in project-based learning or similar progressive pedagogy

Demonstrated Experience

- Prior experience as a teacher in an N-12 educational setting
- Strong organizational ability and initiative
- Success with developing, delivering, assessing and moderating Internal Assessments
- Preferred - Theory of Knowledge experience or experience with the IB programme

Desired Attributes

- Flexible, Adaptable, and Open-Minded
- Approachable, Listener, and a Sense of Humour
- Dedicated and Energetic
- Display a generosity of spirit and commitment to personal, professional and organizational growth
- Effective communicator
- Contributor to afterschool programming
- Embodies CIS Community Principles

Reports to

- High School Principal

Overview

The High School Social Studies teacher is responsible for educating children holistically, guiding them in the process of becoming learners who understand important ideas, grow important skills, and who are guided by principles and values. The teacher will be an integral member of a grade level and subject area teams and will integrate the Social Studies and TOK curriculum into a rich, relevant context for learning. The candidate must be passionate about their students' learning and their own.

Sample of Duties and Responsibilities

- Model and promote the IB learner profile
- Effectively teach classes, as allocated, including differentiated learners
- Monitor, assess and report on learners' work and progress, in accordance with the IB policies and procedures on assessment and reporting
- Contribute to the development of the IB inquiry-based curriculum (the production and ongoing review of units and/or schemes of work - including Interdisciplinary Units), ensuring both diversity and inclusivity are incorporated to student learning experiences
- Intentionally embed service-learning into the curriculum
- Actively contribute to the curriculum/teaching team
- Be actively involved in school-related activities, such as concerts, sports events, graduation, etc. some of which may take place outside of the school day
- Play an active role in all aspects of the pastoral care of students, focusing on their social and emotional development. To include but not limited to:
 - Acting as a channel for communication between students, staff and parents;
 - Supporting students with the development of organizational skills and study skills;
 - Carrying out academic monitoring, such as checking Google Classroom, the completion of homework etc.
 - Upholding the expectations outlined in the Student Code of Conduct and dress code.
- Demonstrate and pursue excellence in teaching and best practices in education, including teaching and learning in technology integrated environment
- Keep professionally current on developments in the field of education, through reading and participating in in-service courses and workshops

- Carry out supervision duties on a rotation basis
- Identify and adopt the most effective active, creative teaching approaches for all students in line with current best practice and the ethos of our school
- Work with other members of the faculty to apply consistent standards in the following: curriculum planning and delivery; formative and summative assessment through classwork, homework, and formal examination; standardisation and moderation
- Create a stimulating learning environment, including displays of student work
- Seek ways to take learning outside the classroom; identify opportunities and take advantage of resources to contextualize learning locally, regionally, and/or globally
- Adopt strategies and monitor teaching and learning activities to support individuals, working collaboratively with the Learning Support teacher and when applicable, co-teach alongside Learning Support teacher
- Set, communicate, and assess homework/formative work regularly in line with school subject policy
- Identify and teach study skills/strategies that will develop students' ability to work independently
- Supervise students for the Personal Projects and/or IBDP Extended Essay as required
- Understand the health and safety policy and procedures, implementing these in all aspects of the role
- Attend staff meetings and participate in group committee work as required
- Abide by school decisions and policies
- Provide relevant information about student or parental concerns or conflicts to the appropriate Principal
- Fulfill the **Expectation of Classroom Teachers** at CIS (see the final page of document)

Other Responsibilities

- All teachers at CIS are also expected to contribute to the holistic life of the school through their involvement in our Activity Programme and participation in our thriving school community.
- All teachers are expected to be a Homeroom / Advisory teacher should that be required by the School
- Participate in duty rotation as needed
- Serve on a variety of working committees related to curriculum, policy, student issues, etc. on an as needed basis
- *Often works in a capacity beyond the above job description*

Equity and Inclusion

It is CIS policy that decisions about staff assignments, promotion, demotion, and selection for training shall be taken without regard to race, colour, ethnicity, gender, disability or sexual orientation.

Evaluation / Reflection / Professional Growth

Performance will be evaluated within the framework of our appraisal and professional development protocol

Compensation and Work Year

- Compensation as per contract in relation to CIS Remuneration Scale
- Work year as per the school calendar
- As with most all roles in education, be ready to serve above and beyond the call of duty

Our Culture

Our team recognizes that school years for children of all ages are periods of tremendous growth, curiosity and transition in the lives of students and parents. Through good teaching practice and modeling we facilitate the students' intellectual, social, emotional and physical growth through school and beyond. Indeed, students' well being is at the centre of our teaching practice and as such, teachers must be committed to working collegially, collaboratively, energetically and enthusiastically to enhance the learning environment for students, staff and

community. Our school and its community value staff who demonstrate excellence, collaborate, communicate in an effective and timely fashion, have a sense of humour, are flexible, demonstrate cultural awareness, celebrate diversity, appreciate and engage in Caymanian culture, accommodate different learning styles and sponsor after school activities.

NB: Cayman citizens, status holders and residents are encouraged to apply.