Position Description for Primary Homeroom Teacher (Pre-Kinder)

Position: Primary Homeroom Teacher (Pre-Kinder) - Contractual Position
Contract Period: February 2027 to June 2027
Responsible to: Divisional Principal (Primary or Secondary)

Salary Placement: According to ISD Teacher Salary Scale

ISD is building a community of responsible, compassionate life-long learners who are committed to a sustainable future.

It is expected that as an IB Teacher will model the qualities of the IB learner profile and attitudes and be an active member of our learning community.

International School Dhaka is a well-established, authorized IB World School offering PYP, MYP and DP programs. We are also accredited by the Council of International Schools (CIS) as well as the New England Association of Schools and Colleges (NEASC).

Educational Qualifications and Requirements:

- Bachelor of Education or equivalent
- IB experience preferable but not essential
- International passport holder

Teachers at the International School Dhaka (ISD) are primarily responsible for student learning and committed to supporting the mission, vision and values of the school. Professional standards are based on the following principles of practice:

1. Respects and promotes the vision, mission and core values of the school
2. Demonstrates and practices the philosophy, vales and pedagogy of the IB programmes, to:
    - Place appropriate emphasis on conceptual and inquiry based learning
    - Strive to develop international mindedness and the IB learner profile attributes
    - Understand the relevance of the UN Sustainable Development Goals and

Rights of the Child in the programme

- Commit to the trans- and interdisciplinary nature of the IB programmes
- Participate in responsible action within and beyond the school community

3. Engages in open communication with all stakeholders based on understanding and respect.

Responsibilities:

1. Planning for Learning

- Prepare and record unit planners that builds upon previous learning
- Plan authentic and engaging learning experiences to develop student conceptual understanding with goals linked to unit objectives
- Plan positively and Collaboratively with grade level/subject teachers and curriculum leaders to support the implementation of the IB programme(s).

2. Teaching and Learning

- Enable students with strategies, including reflection, to make their own meaningful enquiries and thinking strategies
- Support students to become actively responsible for their own learning (ATLs)
- Differentiate instruction in order to meet student learning needs, language needs and styles
- Develop learning that guides students to transfer understanding and skills across disciplines
- Develop international mindedness with a focus on human commonality, diversity and multiple perspectives through language, history, culture and the exploration of global issues
- Incorporate a wide range of teaching strategies, questions, materials, technology and groupings to encourage effective learning in the programme
- Teach the understanding and practice of academic honesty
- Develop student attitudes and skills that allow for meaningful student action in response to students' own needs and the needs of others

3. Assessment for Learning

- Collaborate in the preparation of valid and reliable formative and summative assessments that assess intended criteria using available rubrics.
- Use a range of strategies and tools to assess student learning
- Collaborate and independently analyze data, evidence, and feedback to positively impact student learning
- Provide students with earliest, timely feedback to inform and improve their learning
- Maintain an accurate electronic record of required student assessment data on school information management systems and meets all school reporting requirements

4. Classroom Management for Learning

- Establish a learning environment where students feel safe, respected and learn to communicate with empathy and care.
- Model and teach the use of respectful language, volume and tone with all members of the school community
- Teach and model appropriate and respectful behavior and accountability
- Create a learning environment which is studious, productive and purposeful

5. Professional Learning

- Demonstrate knowledge of inquiry and concept based teaching methods, current research of child development and how students learn.
- Commits to professional growth through recognition, feedback and suggestions from peers, students and leadership
- Acquires and shares professional learning through study, workshop attendance, etc. and the application of training gained.