



### Beijing BISS International School Elementary School Professional Expectations

Category	Professional Expectations
<b>Policies and Procedures</b>	<ul style="list-style-type: none"> <li>• The BISS Core Values underpin our programmes at BISS and teachers will aim to ensure all curriculum implementation will realise our Mission and Objectives</li> <li>• Classroom pedagogy will reflect the philosophy and guidelines of the <i>IBPYP: Making the PYP Happen and Standards and Practices</i></li> <li>• Staff will follow IBPYP and ES Curriculum documents stored electronically on Ebiss, Atlas and the Y drive (warehouse)</li> <li>• The Faculty Handbook and ES Parent Handbook (ebiss) will be read and followed</li> </ul>
<b>Curriculum Planning and Pedagogy</b>	<p>Educators will:</p> <ul style="list-style-type: none"> <li>• set the programme of inquiry for two academic years and review it at the end of each academic year</li> <li>• change specific Units of Inquiry only by consultation with the PYP Coordinator and the POI Committee</li> <li>• refer to ES curriculum documents and the appropriate IB Scope &amp; Sequences when developing their specific expectations within their Units of Inquiry and their stand alone units</li> <li>• read and adhere to the Collaboration Essential Guidelines when collaborating in the ES</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• actively seek out current research and professional dialogue to improve the quality of their planning and planners, and will seek to implement “best practice” strategies presented at Professional Development sessions</li> <li>• plan a concept-driven curriculum and provide ample opportunity for student inquiry</li> <li>• complete long range plans at the beginning of the year and keep them on the Y drive and attach them to ATLAS unit plans</li> <li>• complete weekly plans in advance and have them available on request</li> <li>• use BISS’s agreed upon inquiry model as a basis for the structuring of classroom inquiry</li> <li>• use the Learner Profile, Attitudes, Concepts and Skills when teaching their own subject matter</li> </ul> <p><b>Process</b></p> <ul style="list-style-type: none"> <li>• give students opportunities for reflection at the end of each unit</li> <li>• complete the reflection section of the planner within 2 weeks of completing each unit</li> <li>• provide opportunities and encouragement for student initiated action and the evidence should be recorded on the planner</li> </ul> <p><b>Exhibition</b></p> <ul style="list-style-type: none"> <li>• involve the school community through a mentoring system and record/save for future reflection</li> <li>• support the Exhibition process as agreed upon each year</li> </ul>
<b>Assessment and Reporting</b>	<p>Educators will:</p> <ul style="list-style-type: none"> <li>• read and implement the BISS ES Assessment and Reporting Policy (ebiss)</li> <li>• utilize appropriate formative and summative assessment tasks which will be clearly identified on planners and directly address the Central idea of the unit in addition to the essential elements and subject specific goals</li> <li>• plan an assessment schedule (pre-, formative and summative) at the beginning of each unit</li> <li>• keep full and comprehensive assessment records to reflect formative and summative assessment in Math, Language, UOI and Specialist areas</li> <li>• inform parents about their children’s progress in the above areas, as well as their development in the Learner Profile and Attitudes both informally and in conferences and reports</li> <li>• ensure that hard copy and online portfolios reflect the school’s expectations</li> </ul>
<b>Classroom and Displays</b>	<p>Educators will:</p> <ul style="list-style-type: none"> <li>• maintain a clean, stimulating learning environment with children helping to take responsibility for their classroom</li> <li>• display current unit Central Ideas, Lines of Inquiry, Concepts, Teacher and Student Questions as well as the inquiry cycle, transdisciplinary skills, Learner Profile and PYP Attitudes</li> <li>• reflect process and product to celebrate student learning by updating displays regularly</li> <li>• display appropriate student work from their units of inquiry</li> </ul>

<p align="center"><b>Student Management</b></p>	<p>Educators will:</p> <ul style="list-style-type: none"> <li>• document issues via KidChat meetings at first sign of concern and contact parents</li> <li>• contact parents of at-risk students when they are identified by behavioural or assessment issues</li> <li>• invite parents of at-risk students for a parent-teacher conferences</li> <li>• update Powerschool with details of at-risk students &amp; any other pertinent information in a timely manner</li> <li>• inform the homeroom teacher, OLC Coordinator, Counsellor and relevant IB Programme Coordinator/Principal if concern continues</li> <li>• offer help to any student requesting help additional assistance before school, at lunch, or after school</li> </ul>
<p align="center"><b>Technology</b></p>	<p>Educators will:</p> <ul style="list-style-type: none"> <li>• use PowerSchool to take attendance, comment on student issues, and to access student biographical information such as home phone numbers or email addresses</li> <li>• use eBISS to reference school and program information and practices, communicate and check daily messages through eBulletin, make bookings for rooms and resources, and utilize other available areas as directed</li> <li>• use email according to the Guidelines in the Faculty Handbook</li> <li>• use Atlas Rubicon as the main means for documentation and mapping of the curriculum</li> <li>• respect and adhere to the Digital Learning Environment handbook</li> <li>• use mobile devices as well as digital and web 2.0 tools regularly within and outside of the classroom environment to enhance student learning experiences</li> </ul>
<p align="center"><b>Community &amp; Communication</b></p>	<p>Educators will:</p> <ul style="list-style-type: none"> <li>• communicate with parents in various forms, including: communication book, email, Class Blog, Meet the Teacher night, PYP Information Workshops, Parent-Teacher conferences, Student-Led Conferences, regular letters to parents, start/end of UOI newsletters, assemblies, the BISS website and the Broadcast</li> <li>• consistently use the Communication Book or email to facilitate two-way communication</li> <li>• use ebiss as the main form of communication for student and staff notices</li> </ul>
<p align="center"><b>Professionalism</b></p>	<p>Educators will:</p> <ul style="list-style-type: none"> <li>• attend all staff meetings, assemblies, and special meetings/functions as required</li> <li>• be professional in dress, conduct, discussions, and punctuality</li> <li>• behave in accordance with BISS mission and core values</li> <li>• demonstrate and maintain collegial and respectful with all members of the BISS community</li> <li>• strive to demonstrate a glass half full approach; contributing to a positive “Espirit De Corp”</li> <li>• confer with the relevant individual directly in the event of a conflict</li> <li>• treat controversial/sensitive topics with care, always conferring with administration as required</li> <li>• be mindful that as employees of BISS they are ambassadors of BISS internally &amp; externally and must be culturally sensitive to differences</li> <li>• attend and contribute to all staff meetings, assemblies and special meetings/functions as required</li> <li>• lead an ASA/sport on a regular basis;</li> <li>• carry out and fulfill supervision duties and activities as needed.</li> <li>• use ebiss as the main form of communication for student and staff notices</li> <li>• participate in orientation, exam/test supervision, and cover classes for absent teachers as necessary</li> <li>• carry out and fulfill all assigned duties and/or activities prescribed by the School at any time</li> <li>• welcome opportunities for reflection and constructive feedback</li> <li>• participate in professional development training as deemed appropriate by the school</li> <li>• strive to be a real model for IB Learner Profile</li> </ul>

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**Teacher’s Signature**

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**Date**