



SECONDARY SCHOOL PROFESSIONAL EXPECTATIONS

Category	Professional Expectations
<p>Policies and Procedures</p>	<ul style="list-style-type: none"> The BISS Core Values underpin our programmes at BISS and teachers shall aim to ensure all curriculum implementation will realize our Mission and Objectives. Classroom pedagogy will reflect the philosophy and guidelines of the <i>MYP and DP: From Principles into Practice</i>. The most recent Faculty and Secondary School Handbooks will be read and followed.
<p>Curriculum Planning and Pedagogy</p>	<p>Educators will:</p> <ul style="list-style-type: none"> follow, maintain, and regularly update the curriculum documentation for their subjects stored on Atlas Rubicon complete topic order on Atlas Rubicon at the beginning of the year follow the planning process as outlined by the IB Programme Coordinators to develop quality units that can be easily followed by any teacher link resources to support units, including technology & digital tools, to planning and implementation in an easily identifiable manner teach MYP units through the context of the related Areas of Interaction; teach DP units with Theory Of Knowledge links evident where possible collaborate in planning/team meetings including OLC and/or ESOL teachers on a regular basis. Record minutes of meeting and communicate to IB Programme Coordinators collaborate in year level teams to develop personal development programmes and Interdisciplinary Units of work suited to the needs of students, with minutes of meetings being recorded and communicated to IB Programme Coordinators collaborate in curriculum teams to ensure the vertical articulation of the curriculum across the school, with minutes of meetings being recorded and communicated to IB Programme Coordinators actively seek out current research and professional dialogue to improve the quality of planning and teaching complete weekly plans in advance and be able to produce these plans upon request consult with the MYP/DP Coordinators and relevant Curriculum Review Team in the event that major changes need to be made to unit plans Strive to be a role model of the IB Learner Profile.
<p>Assessment and Reporting</p>	<ul style="list-style-type: none"> Students will be given opportunities for reflection at the end of each unit. Students' development in MYP classes will be supported by a personal ePortfolio that demonstrates their learning through artefacts, reflections, discussions, collaborations and other meaningful evidence of learning. Teachers will facilitate students to have this ePortfolio ready for Student Led Conferences held in Semester Two. Appropriate formative and summative assessment tasks will be clearly identified on Atlas Rubicon. Assessment tasks and an assessment schedule (formative and summative) will be planned and uploaded to Atlas Rubicon and to calendars, and accessible to students and parents on Studywiz. A record of grades will be taken from a variety of assessment tasks to record student performance across subject criteria, with every criterion to be reported upon each semester. All required reports will be completed by the set dates for each reporting period. When reporting, each teacher will strive to inform parents as completely as possible about their child's progress in both academic and non-academic areas of the class. Teachers will follow the Guidelines for Report Writing as outlined in the Secondary Handbook/eBISS. Teachers will support students in the development of ePortfolios as evidence of student learning.
<p>Classroom and Displays</p>	<ul style="list-style-type: none"> Unit questions and activities supporting student learning will be displayed prominently in the classroom and hallways. Resources that promote IB programmes and procedures will be displayed. Displays in class will be presentable and changed regularly; reflecting the current or recent unit, AOI, class activity, Learner Profile, or other learning experience.

Student Management	<p>Educators will:</p> <ul style="list-style-type: none"> • contact parents and document issues on Powerschool at the first sign of concern • contact parents of at-risk students when they are identified by poor behaviour or assessment issues (including low grades, late submission, or academic dishonesty) and follow-up with parents of at-risk students as needed • update Powerschool with details of at-risk students & any other pertinent information in a timely manner • inform the Homeroom teacher, Counsellor and relevant IB Programme Coordinator(s) if a student concern continues • offer additional assistance before school, at lunch, or after school to any student requesting help.
Technology	<p>Educators will:</p> <ul style="list-style-type: none"> • use Powerschool to take attendance, enter grades and comments, report and monitor infractions and seek student biographical information such as home phone numbers or email addresses as needed • use Studywiz as a tool to support delivery and assessment of the curriculum, communicate with students and parents, make relevant eBulletin announcements, and inform students of major assessment deadlines • use eBISS to reference school and programme information and practices, communicate and check daily messages through the eBulletin, make bookings for rooms and resources, and utilize other available tools as directed • use email according to the guidelines in the Faculty Handbook • 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 • respect and adhere to the guidelines in Digital Learning Environment (DLE) Handbook • develop a professional digital portfolio in line with digital citizenship practices at BISS.
Community & Communication	<p>Educators will:</p> <ul style="list-style-type: none"> • participate in community events such as, but not limited to: Meet The Teacher night, Parent-Teacher Conferences, Secondary School Open House, MYP/DP Information Evenings, and Student-Led Conferences • communicate with the wider BISS community through a variety of methods, such as but not limited to: email, assemblies and events, articles for Broadcast, magazines or the webpage, etc. • communicate with parents through email, letters home, Studywiz, phone, or meeting in person.
Professionalism	<p>Educators will:</p> <ul style="list-style-type: none"> • behave in accordance with BISS Mission and Core Values • be professional in dress, conduct, discussions, and punctuality • demonstrate and maintain collegial and respectful relationships with all members of the BISS community • strive to demonstrate a “glass half full” approach; contributing to a positive <i>‘esprit de corps’</i> • presume good intent when presented with information, and request clarification if unclear • confer with the relevant individual directly and professionally in the event of a conflict • treat controversial/sensitive topics with care, always conferring with administration as required • be mindful that as employees of BISS they are ambassadors of BISS internally and externally, and must be culturally sensitive to differences • welcome opportunities for reflection and constructive feedback and consider such feedback carefully • participate in professional development training as deemed appropriate by school leadership • attend and contribute to all staff meetings, assemblies and special meetings/functions as required • lead an ASA/sport on a regular basis • carry out and fulfil supervision duties and activities as needed, in a positive manner • use eBISS as the main form of communication for student and staff notices • participate in orientation, exam/test supervision, and cover classes for absent teachers as necessary • strive to be a role model of IB Learner Profile.

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