



INTERNATIONAL SCHOOL OF TIANJIN

FACULTY ORIENTATION GUIDE 2024-2025









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Sample images of IST campus



DIRECTOR'S MESSAGE

Dear Teacher Applicant,

It is my pleasure to offer a warm welcome to those of you who are considering or have already decided to teach at the International School of Tianjin (IST).

The purpose of this book is to provide you with some useful information about our school and about our wonderful host country, China. It also explains the procedures you will need to follow when planning and making your move to China.

I have lived in China since August 1996 and I feel very much at home in the school and in its host city of Tianjin. The school's teaching and support staff are excellent, and the Tianjin people are incredibly friendly and welcoming.

There can be no country more fascinating to live in than China. Within a two-hour drive from Tianjin you can visit such extraordinarily beautiful sites as the Forbidden City in Beijing, the Great Wall and the Eastern Qing Tombs. The opportunities for travel farther afield are far too numerous to mention here; to whet your appetite you should look up some of the books and websites mentioned in 'Background and Reference Information' section

towards the end of this handbook.

As one of China's first IB schools and as one of the very few genuine non-profit and parent governed schools, we have a strong and well-established reputation. We have an excellent faculty, most of whom are expatriate, and they are supported by highly competent and enthusiastic assistants and administrative staff. The students are a delight; hard working, cooperative and unfailingly polite. We also have a spacious 7.2 hectare campus with 30,000m² of world-class architecturally designed facilities and extensive park-like grounds. We are a student-centered school with a warm family atmosphere. The salary and benefits package for IST teachers is very competitive, especially considering that the cost of living in Tianjin is relatively inexpensive. You will find full details of the package in the guide under 'Salary and Benefits Overview.' (PAGE 71)

Our school is seeking energetic and highly motivated teachers with strong academic backgrounds, a firm commitment to ongoing professional development, and the highest academic and behavioural expectations of their students. IST is committed to safeguarding and promoting the wellbeing of children and young people, and expects all employees to share this commitment. Our school has a detailed code of conduct and child protection policies and safeguarding procedures to guide its actions and those of current and potential community members.

All new candidates considering employment at our school must review the 'IST Community Safeguarding Framework Overview' (see pages 64-70) and commit to its intent by signing a 'Personal Disclosure Form' (see sample, page 68) upon arrival at our school, and following Safeguarding training, all employees must also sign a 'Personal Declaration Form' (see sample, page 69). All candidates should also be aware that the school will

- verify the identity of all employees
- require valid and authenticated certifications and credentials
- screen candidates by actively seeking and following-up confidential references

- require security clearance involving the submission of criminal record reports for all countries in which the candidate has taught
- conduct internet searches to verify information

At IST we also need teachers who will make contributions beyond the confines of the classroom in areas such as extra-curricular activities, school events and committees. We seek teachers who encourage their students to become independent and creative thinkers with a strong sense of responsibility for themselves, for others and for their environment. We seek teachers who are willing to take part in community service activities with the students. Perhaps above all, IST requires teachers who are team players; teachers who actively seek opportunities for collaboration with their professional colleagues.

To summarize, we are seeking teachers with intelligence, vision, adaptability, the ability to work with others, a deep commitment to safeguarding the wellbeing of students, and, of course, a sense of humour. I hope you find the contents of this handbook informative and helpful. Please do not hesitate to contact me if you need further information. Whether or not you finally join our school, I wish you every success in the current academic year and beyond.

Sincerely



Steve Moody

Director



8 **LEARNING OBJECTIVE STATEMENTS****LEARNERS AT IST STRIVE TO BE:**

Friendly	We cheerfully engage with all members of the community, showing genuine interest and goodwill towards others. We speak positively and charitably with and about each other to foster sincere and inclusive relationships.
Courageous	We approach uncertainty with forethought and determination; we work independently and co-operatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Inquirers	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
Thinkers	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Communicators	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
Principled	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
Open-Minded	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
Caring	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
Balanced	We understand the importance of balancing different aspects of our lives—intellectual, physical, (spiritual) and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

(based on the IB learner profile © International Baccalaureate Organization 2013)



VISION

The school of choice where students come first.

MISSION

The International School of Tianjin is a not-for-profit school offering an outstanding education for the students of the international community of Tianjin.

MOTTO

Working together

Learning together

Acting together for our common future

PHILOSOPHY

Our school is a friendly place where the needs of the student come first. We all agree that the school and the family must work closely together to help each child achieve his or her unique potential. We help our students develop resilience and self-confidence, expecting them to be respectful of others and to recognize that everybody is entitled to his or her own point of view.

Our students love to learn. They learn to think for themselves, but they also understand the benefit of working together in teams. Our students learn how

to think creatively and critically, how to make sound judgments, and how to apply their knowledge in real life situations. Teachers and parents have high social, moral and academic expectations of our students. Together, they challenge students to make the most of their abilities, and help them to make meaningful connections between the different branches of human knowledge. Our teachers appreciate that individual students learn differently, so they provide a variety of learning experiences and use a wide range of teaching resources, technologies, methods, and assessment strategies. Our community promotes balance and wellbeing, celebrates all kinds of student success, and appreciates that adults, too, are learners.

Our common future requires that we all look beyond our immediate needs. For this reason, our students learn that they have a duty to the wider community and to the environment. They learn to take part in government, to give service to others, and to work towards a better and more peaceful world. They learn about our host country, China, embrace multilingualism, and reflect on how different people in the world can learn from each other. Our students learn to be honest, to persevere in everything they do, and to have the courage to defend their views while making informed and ethical choices as future leaders in our changing world.

INTERNATIONAL MINDEDNESS

International Mindedness at IST is grounded in the principles of the IST School Philosophy, the Mission of the International Baccalaureate, and

- our commitment to a rigorous IB education and character development through the IST Learner Profile;
- our dedication to multilingualism, literacy, numeracy, and responsible lifestyles and use of technology; and
- our provision of a wealth of service opportunities, co-curricular programs, and special events that allow individuals from around the world to come together as a diverse and unified community here in Tianjin.



HIGH QUALITY LEARNING (HQL)

Learning at IST is an inquiry-based, conceptually-driven process guided by our school Philosophy and the IB programmes where we cultivate and deepen knowledge, skills, understandings and dispositions through engaging, meaningful and diverse experiences repeated over time.

High quality learning:

- Nurtures curiosity, enthusiasm and courage
- Builds on prior experiences and is guided by a clear purpose
- Explores ideas, issues and topics of personal, local and global significance and extends learning to new situations and contexts
- Applies critical, creative and ethical thinking to evaluate ideas and situations
- Uses diverse literacy skills for effective communication
- Draws upon transdisciplinary skills and disciplinary knowledge, processes and structures
- Inspires innovative ideas and solutions utilizing relevant technologies and media
- Includes modeled, guided, independent and interdependent learning experiences
- Relies on frequent and diverse forms of feedback, assessment and reflection
- Ensures students have choice, voice and ownership and opportunities for action



SCHOOL OVERVIEW

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INTRODUCTION

The International School of Tianjin (IST) is a non-profit day school for the children of expatriate families living in the Tianjin area. IST was founded in 1994 with some 20 students in grades one to four. Since then IST's student body has expanded to our current enrollment of approximately 450 students from 30+ countries. We currently employ some 64 highly qualified teachers from 12 countries including Australia, Canada, the United Kingdom, the United States, and New Zealand. The language of instruction is English, which is the meeting ground of our diverse, multi-cultural school community. Our programs range from KG1 (3 year olds or 2 years 9 months) through Grade 12.





1994	Founding of TEDA International School, Tianjin (T-IST) at original Mu Nan Dao downtown campus
1997	Facilities expansion with Grade 5 and the new Grade 6-8 Middle School located at Da Li Dao downtown campus
1998	Initial accreditation granted by Western Association of Schools and Colleges (WASC)
2000	Initial application and implementation of IBMYP and IBDP
2001	Inauguration of new 12,000m ² purpose built 'Qin Building' at current Weishan Lu campus.
2002	IBMYP and IBDP authorization granted by the IB
2003	Initial application and implementation of IBPYP
2004	School name changed to International School of Tianjin (IST)
2005	IBPYP authorization granted by the IB
2005	Joint accreditation granted by both WASC and the Council of International Schools (CIS), making IST the first—and to this day only—doubly-accredited international school in Tianjin City.
2005	Graduation of 'Class of 2005', the first IST/IB Diploma Grade 12 class
2007	Adoption of IST Board of Governors Constitution and Administrative Structure
2010	Successful 5-year mid term re-evaluation of all three IB programmes by the IB and re-accreditation of all facets of the school's curriculum and operations by WASC and CIS.
2011	Inauguration of new 18,000m ² purpose built 'Han Building'
2014	Installation of school-wide clean air filtration system
2015	Successful 10-year re-evaluation of all three IB programmes by the IB and re-accreditation of all facets of the school's curriculum and operations by WASC and CIS. Completion of 'Qin Building' renovations, including new HVAC system, all electrical wiring and lighting, all bathrooms, cafeteria, data cabling, and ceilings.
2016	Renovation to create new Design Centre, including maker space, machine room, CAD lab, robotics lab, two IT labs, and associated upgrades in technology equipment; all Qin internal gardens re-landscaped, including installation of new outdoor playground; renovation to create new elementary Chinese language and cultural learning area; upgrades on K-2 and 3-5 playrooms; all roofs repaired and repainted; new furniture throughout elementary building; installation of new 7-side artificial soccer pitch.
2017	Installation of new 400m running track and new full size artificial soccer pitch.
2018	Re-cladding of Han Building, installation of solar panels, and renovation of Han Theater.
2020	Successful re-evaluation of all three IB programmes by the IB and re-accreditation of all facets of the school's curriculum and operations by WASC and CIS.
2021	Installation of twin bridges between the Qin and Han Buildings; upgrades to cafeteria and Qin Building cladding; and general landscaping.
2022	Full renovation of Han Building, including new flooring throughout, and upgrades to the Library, Black Box, Science labs, and Teacher and Student Centers. Resurfacing and painting of all Qin interior walls. Installation of new MS playground.

ACCREDITATION

IST is fully accredited by the Western Association of Schools and Colleges (WASC) and the Council of International Schools (CIS).

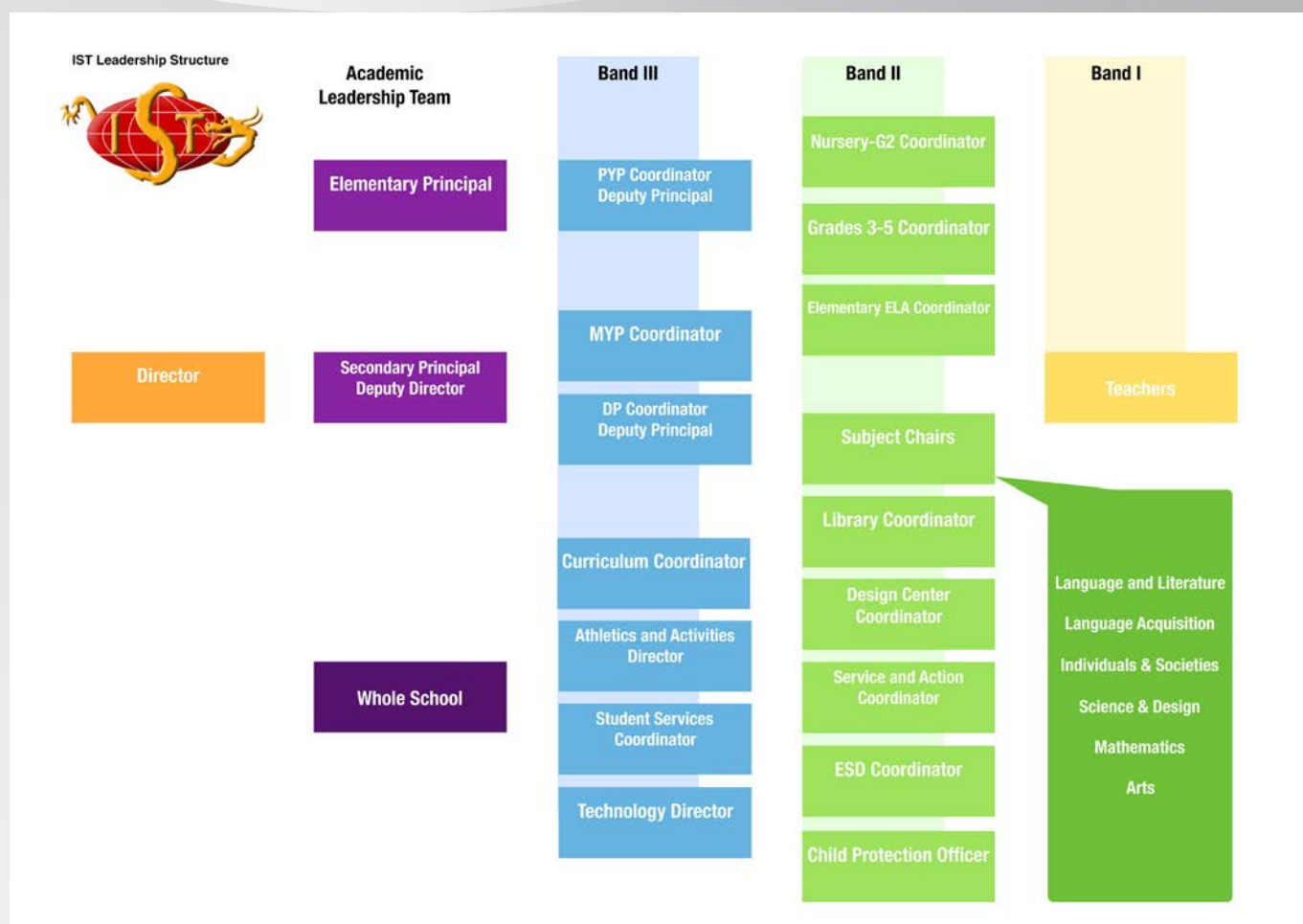


GOVERNANCE

The school's unique status of being state-owned but parent-governed ensures that the school has excellent relations with local government agencies while retaining autonomy of governance in all key areas, including: finance, curriculum, and staffing. The Board of Governors consists of nine voting members and seven non-voting members. The nine voting members comprise seven appointed and two elected members, whose roles include the following: policy development; strategic planning; and making major financial decisions including capital investments, fees, and employees' salaries. The Board of Governors delegates policy implementation to the Director, whom they appoint and evaluate.

PEDAGOGICAL LEADERSHIP STRUCTURE

The International School of Tianjin has always been characterized by its warm and caring family feeling and each member of our school shares in the responsibility of nurturing this environment to ensure that our school remains a friendly place where the needs of the students come first. Whatever our community member's position in the school's organizational structure, the overriding goal is always to ensure that we are guided by our school philosophy and work, learn and act together for our common future.





IST CAMPUS

Accompanying IST's dynamic curriculum development has been the construction and expansion of our world class, purpose-built school campus, including a facility-wide clean air filtration system. The school is situated on approximately 7.2 hectares of park-like grounds and has 30,000m² of outstanding facilities for its academic, cultural and sporting programs (primary school building and a separate new secondary school building) including:

- 80+ general purpose classrooms (equipped with digital projectors and interactive whiteboards)
- Magnificent Library Information Literacy Center with resources, specialists and accommodations for all age groups
- 5 science laboratories (four secondary and one elementary)
- Digital and Product Design Center, with machine room, CAD laboratory, elementary and secondary IT labs, 2x XR (AR/VR/MR) labs, robotics, broadcasting and green screen and recording studios
- Elementary Maker Space
- Numerous mini computer labs (one per elementary grade level)
- 520-seat Theater, Black Box and extensive Music and Art suites (including ceramics studio)
- Indoor (double-sized) gymnasium with floor-to-ceiling climbing wall
- Full-size and 7-a-side football pitches
- 400m running track
- Dedicated Early Learning Center and outdoor play areas
- Extensive leisure and private study facilities
- Range of indoor and outdoor play spaces and equipment
- Cafeteria & Café
- Fully operational school clinic staffed by a qualified nurse and an emergency access scheme with the Tianjin Raffles Clinic and the Tianjin Family United Hospital.

The quality of our sporting amenities, and the strength of the sporting program, ensures that IST takes a leading role in interschool sports leagues, both in the Beijing-Tianjin area and China-wide. For younger student there is a range of indoor and outdoor play equipment.

EQUAL OPPORTUNITY EMPLOYMENT POLICY

It is the policy of the Board that all Board and management decisions about staff assignments, promotion, demotion, transfer, determination of salaries and benefits, and selection for training, shall be taken without regard to race, color, religion, national origin, gender, sexual orientation or disability. Individual merit and suitability for the particular job shall be the only considerations. Applicable laws will be strictly observed.

STAFFING PHILOSOPHY AND GOALS

The purpose of the International School of Tianjin is to provide the highest quality education for our students. To that end, we recognize that the personnel employed by IST constitute our single most important resource. The school therefore strives to recruit and retain only high-quality staff at all levels.

The school will endeavor to employ a dynamic, effective, well-qualified, and efficient staff to carry out a constantly improving educational program. The Board's specific personnel service goals are to

- Recruit, select, employ, and retain the best qualified personnel available to staff the school in furtherance of the school's philosophy, commitment to diversity, equality and inclusion, and school-wide performance indicators;
- Provide equal employment opportunities for all candidates for positions, in accordance with the Board's equal opportunity policy;
- Develop a quality of human relationships conducive to high levels of staff performance and satisfaction;
- Deploy available staff in such a way as to use them as effectively as possible to achieve the school's stated philosophy and school-wide performance indicators;
- Develop and manage staff compensation, leave, and benefit programs in ways that attract and retain qualified employees;
- Manage the development and updating of job descriptions;
- Oversee an employee appraisal program that contributes to the improvement of staff performance and professional development;
- Develop and maintain a dynamic program of professional development for all employees;
- Effectively administer contracts and personnel policies with the aim of safeguarding good relations between the board and its staff.





ACAMIS ETHICAL EMPLOYMENT AND ENROLMENT PRACTICES

Teacher recruitment and enrolment development are the lifeblood of international schools. During times of uncertainty, deteriorating conditions can erode the basic principles that maintain the integrity of a school's practices and the professional respect of neighboring schools. With an increased number of concerns brought to the ACAMIS Board's attention about these two issues, ACAMIS has compiled a set of guidelines for our members that encourage the continuation of high professional standards. Non-member schools will also benefit from following these practices. Any school that has been impacted by breaches of these principles immediately recognizes their value. Schools that deviate from them may solve an immediate problem but will soon find themselves with a long-term problem of loss of institutional integrity to the detriment of their relationships with other schools in the region. These guidelines help to remind us that integrity is vital to the reputation of a school.

INTEGRITY:

- Schools should meticulously carry out the promises and contracts made with any person, school, organization, or the general public.
- Schools should carefully avoid misleading or ambiguous statements about their work, situation, or status.
- Schools should respect normally accepted conventions regarding confidentiality in accordance with host country employment law.
- Schools should respect the intellectual property of other organizations.

EMPLOYMENT STAFF RECRUITMENT

- A school should not directly solicit teachers from another school unless they confirmed that person's contract status or eligibility. People do have the right to visit and to consider employment in a school other than the one in which they are currently employed without notifying the current employer. If a teacher contacts a school, the school should be allowed to interview, but should not make any offer until the contract status is clarified.
- A school has a right to hold preliminary discussions about possible employment with a faculty member/administrator/staff employed in another school without notifying that person's school as long as no offer is made to commence during the time period in which that person is already contracted. This may be referred to as a preliminary interview to determine status.
- If it is determined that the prospective teacher is under contract for the period intended by the new school, (which includes a binding offer/agreement with the current school), no interview should be held.
- Contracts should be respected. No school should knowingly attempt to influence a person to break an existing contract. Teachers applying to start a new position before their current contract expires should not be hired. This is commonly called "breaking contract" and should not be condoned unless through negotiation with the current employer.
- No school should penalize a person who wishes to further a career and follows standard procedures. If a teacher has declined an offer of a contract extension and elects to move on, it is reasonable that the school support the teacher and/or also transfer their visa/work permit to another city or province if requested (where possible), and even if moving to a school in the same city.

- Contracts with faculty members/administrators should include a clause in which prospective employees certify that they are not bound by any other employment contract.
- Schools should include a clause in all employment contracts which states that upholding the safeguarding of children is a requirement of all employees. References should always be checked including a courtesy call to the Head of the school where the teacher is employed to determine if the teacher remains under contract or is in good standing. If an applicant has been in country for some years, the security checks could have been bypassed.
- It is important to remember that a written contract is for the protection of both parties and that employment provisions apply equally to both parties. The inviolability of the two-way nature of a contract has eroded somewhat over time with either some employees or employers thinking the contract is mostly relevant to them rather than to both parties. Contracts remain legally valid in most countries and violations by either party can be successfully pursued at little cost in court, which usually honors the terms of the agreement.
- Ensure that all staff charged with recruitment of staff and students are aware of these points and provide training about the ethics of recruitment.

TRANSFER AND ENROLLMENT OF STUDENTS

- Schools should recognize the right of a student and his/her parents to visit and consider schools other than that which the student is presently attending, as is the right of such other schools to hold preliminary discussions about possible admission without notifying the school of current attendance. However, a school should not itself knowingly initiate an attempt to enroll a student currently enrolled elsewhere.
- When a student is transferring from one school to another, irrespective of whether either school is an ACAMIS member, and the first school notifies the receiving school that some financial obligation due to the former remains outstanding, the receiving school should delay admission of the student until a satisfactory arrangement to settle prior accounts has been agreed upon.
- Schools should consider their most important obligation in enrolling a new student to be the welfare of that student. Financial assistance or any other advantage not regularly accorded to all students should not be offered in such a way as to influence the enrolment decision improperly.





RESOLUTIONS:

- While we are always interested in knowing about conflicts about these issues and can offer advice, ACAMIS is not an adjudicator and will not intervene on anyone's behalf.
- The best means of resolution is to speak directly to the offending school Head to first present what is known and to seek the facts. It is possible that a Head is not aware of actions taken by other staff charged with recruitment. Then point out the transgression and refer to the Ethical Guidelines.
- If, after hearing the other school's view of the issue, there is no resolution, the other school will at least be informed and be more inclined to follow the guidelines next time.
- If the loss of a teacher is due to "breach of contract" and you really wish to retain the teacher, inform the other Head that you intend to take the issue to court where contracts are usually upheld and this will be embarrassing and possibly costly for the offending school.
- It is good to remember also that by this point, the staff member may be mentally prepared to make the change and if forced to remain may be a disgruntled employee during the remainder of the contract.
- It is advisable to include some penalties in contracts for anyone who departs before the agreement ends.



ADMISSIONS

GENERAL ADMISSIONS AND PLACEMENT POLICY

The school does not discriminate in admissions with regard to race, gender, ethnic origin, or religion. The decision to admit a student is based on an assessment of the student's ability to benefit both from the school's academic program and also from the student life environment, which emphasizes care for the person, development of self-discipline, and responsibility to the community.

Students who are 2 years 9 months, and fully potty trained can join the half-day KG1a program at IST. However, to immediately join the full-day KG1 program students must turn 3 years of age by September 30th. Children must be 4 years of age by September 30th of the current academic year to be placed in the KG2; 5 years of age by September 30th to join KG3; 6 years of age by September 30th to join grade 1, and so on at all grade levels throughout the school.

Students shall be placed in grade levels by age. The cut-off date determining grade placement shall be September 30th. The minimum age for admission shall be two years and nine months. No student may be admitted who shall turn 20 years of age prior to the date of his or her graduation. The Director shall specify any exceptions.

ELA ADMISSIONS POLICY

In aiming to maintain a learning environment in which the majority of our student body is able to comprehend the cognitive academic language spoken in the classroom, the school limits the number of Beginning (Level 1) and Early Intermediate (Level 2) students in a classroom as follows:

- No restriction in KG1/KG2
- No restriction in Kindergarten but with the guideline not more than 50% of the maximum class size

- 25% of the maximum class size in Grades 1- 7
- Admission decisions for ELA students in Grade 8 or above are made on an individual basis

In seeking to diversify enrolment, additional ESL students may be admitted to enhance the linguistic and cultural diversity of the class. ELA admissions that exceed the above-mentioned percentages must be approved by the Principals, in consultation with the Director and relevant academic staff.

INCLUSIVE EDUCATION

IST expects that all enrolled students are included in mainstream classes for the majority of the school week. Inclusion at IST aims to increase access and engagement in learning for all students by developing a differentiated and supported program meeting the needs of each student. This is achieved by a culture that upholds and respects the partnership between all stakeholders so that the interests of all students within IST are safeguarded. IST believes that all students should have access to an appropriate education that affords them the opportunity to achieve their personal potential.

GENDER AFFIRMATION AND INCLUSION OF TRANSGENDER STUDENTS

The International School of Tianjin is fully committed to supporting opportunities for transgender students to participate and compete in sports and all other activities. The IST philosophy and associated values are grounded in a concern for each student's unique needs and potential and an appreciation of the importance of feeling that one belongs in a diverse, equitable, and inclusive community that 'Works, Learns and Acts TOGETHER'. Our school therefore prioritizes the active inclusion of all students at all levels of sport and activities –including transgender students– both within the precincts of our own campus and beyond.

Our school acknowledges that transgender and nonbinary students face unique challenges with



respect to feelings of belonging and identity that may be different to those of their cisgender peers. We believe that restricting their participation in activities based upon their gender identification – including attendance at inter-school events– serves only to exacerbate any existing sense of isolation that the student may be experiencing and ultimately has the potential to negatively affect their self-image. Transgender students, whether they represent IST or any other school, shall therefore not be excluded from participating in any IST hosted event or activity based upon their gender identification. Our school and community expectation is that all students are treated equally and with dignity and respect, irrespective of venue or activity.

At IST, we believe:

- Transgender students must have equal opportunity to participate in all activities and events.
- A student has the right to participate in an event in a manner consistent with their gender identity, even if that identity differs from the gender listed on the student’s registration records or identification documents.
- Where a student has a transgender or nonbinary identity, school staff will work in partnership with the student to ensure participation and facility usage that is affirming and safe.
- IST shall ensure that ‘All Gender’ bathrooms and showers are available to all students.
- Transgender and nonbinary students may use a common name or gender pronouns that are inconsistent with school records or identity documents. Every effort will be made to honor a student’s common use name and gender pronouns.
- School personnel should clearly communicate with the student in question and seek their feedback about what information can be presented in communication within or between schools. These discussions can include expectations for treatment including the use of locker/toilet/shower facilities, names, and pronouns.
- A student’s gender identity, gender affirming health related documentation, and other highly personal information, if consensually disclosed, will be kept confidential by relevant staff. Where students or teams are competing against other schools, staff and/or coaches/facilitators/sponsors must communicate with their counterparts, without violating the student’s confidentiality.

INDIVIDUAL NEEDS ADMISSIONS POLICY

IST accepts students with mild to moderate learning difficulties. Students will be admitted who are able to participate successfully in the regular classroom with a limited amount of support. There is limited access to specialized support services in Tianjin and IST may not be able to meet the needs of students who require a high level of such support. Decisions on admissions of students with special educational needs are made by the school's administration in consultation with the Student Support Team and the student's parents. It is recommended that parents of students with special educational needs inform the school before they accept an offer of employment and decide to move to Tianjin. IST will support and monitor the progress of enrolled students with special educational needs. If the school determines that it can no longer meet the needs of an enrolled student, the parents may be requested to withdraw the student from the school.

CLASS SIZE

Through policy adopted by the school's Board of Governors, class sizes are limited to the following maximum numbers, although classes are frequently smaller:

Nursery (KG1a&b)/Pre-Kindergarten (KG2)	14 students (ratio of 1:7 adults across the ECC)
Kindergarten (KG3) - Grade 2	18-20 students
Grade 3 -12	20-22 students



SCHOOL ORGANISATION

TEACHING DIVISIONS

IST is divided into two divisions: Elementary (KG1 to Grade 5) and Secondary (Grade 6 to Grade 12), with the Elementary school housed primarily in the Qin Building and the secondary school primarily based in the Han Building. Each school division is headed by a principal who is supported by his or her own leadership team, including IB Coordinators, school-wide coordinators, subject chairs and sub-divisional coordinators. One of the principals acts as the Deputy Director. Both principals report to the Director.

ELEMENTARY	CURRICULUM FRAMEWORK
Early Learning Center: KG1 (KG1) and KG2 (KG2)	IB-PYP
KG3 (Kindergarten) to Grade 5	IB-PYP
SECONDARY	
Grades 6-8 (Middle School)	IB-MYP
Grades 9-12 (High School)	IB-MYP (G9-10)
	IST Diploma/IB-Diploma (G11-12)

THE SCHOOL YEAR

The school calendar will typically include 188 to 190 days, including special events/education days, parent conferences, staff development, and faculty planning days. There are a total of 180 instructional, student contact days. New faculty members are required to report to the school two weeks before school commences (see the “Arrival” section in this guide). Returning faculty must begin work one week before school begins. Faculty may be required to remain one day following the close of school in order to bring the school year to a close.

The 2024 - 2025 school year will run from 14 August to 7 June for students. New hire and returning teachers will report on 1 August and 7 August respectively, and finish on 7 June.



International School of Tianjin 2024-2025 Academic Calendar

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24 Admin Report 29 New Faculty Report	July '24							August '24							5 Faculty Report 12 First day of Classes		
		M	Tu	W	Th	F	Sa	Su		M	Tu	W	Th	F		Sa	Su
		1	2	3	4	5	6	7					1	2		3	4
		8	9	10	11	12	13	14		5	6	7	8	9		10	11
		15	16	17	18	19	20	21		12	13	14	15	16		17	18
		22	23	24	25	26	27	28		19	20	21	22	23		24	25
		29	30	31						26	27	28	29	30		31	
14 PD Day 16 Long Weekend 17 Mid Autumn Festival 30 National Holiday	September '24							October '24							1-4 National Holiday 22 End of First Quarter 45 days		
		M	Tu	W	Th	F	Sa	Su		M	Tu	W	Th	F		Sa	Su
								1			1	2	3	4		5	6
		2	3	4	5	6	7	8		7	8	9	10	11		12	13
		9	10	11	12	13	14	15		14	15	16	17	18		19	20
		16	17	18	19	20	21	22		21	22	23	24	25		26	27
		23	24	25	26	27	28	29		28	29	30	31				
8 PD Day	November '24							December '24							16-31 Winter Holidays		
		M	Tu	W	Th	F	Sa	Su		M	Tu	W	Th	F		Sa	Su
						1	2	3		30	31						1
		4	5	6	7	8	9	10		2	3	4	5	6		7	8
		11	12	13	14	15	16	17		9	10	11	12	13		14	15
		18	19	20	21	22	23	24		16	17	18	19	20		21	22
		25	26	27	28	29	30			23	24	25	26	27		28	29
1 New Year 2-3 Winter Holidays 15 End of Semester 1 (90 days) 18 PD Day 27-31 Chinese New Year Holiday 28 Chinese New Year Eve	January '25							February '25									
		M	Tu	W	Th	F	Sa	Su		M	Tu	W	Th	F		Sa	Su
				1	2	3	4	5								1	2
		6	7	8	9	10	11	12		3	4	5	6	7		8	9
		13	14	15	16	17	18	19		10	11	12	13	14		15	16
		20	21	22	23	24	25	26		17	18	19	20	21		22	23
		27	28	29	30	31				24	25	26	27	28			
26 End of 3rd Quarter (45 days) 31 Spring Break	March '25							April '25							1-4 Spring Break 4 Qingming (Tomb Sweeping)		
		M	Tu	W	Th	F	Sa	Su		M	Tu	W	Th	F		Sa	Su
		31					1	2			1	2	3	4		5	6
		3	4	5	6	7	8	9		7	8	9	10	11		12	13
		10	11	12	13	14	15	16		14	15	16	17	18		19	20
		17	18	19	20	21	22	23		21	22	23	24	25		26	27
		24	25	26	27	28	29	30		28	29	30					
1-2 May Day Break 31 Dragon Boat Festival	May '25							June '25							6 End of Semester 2 90 days 9 Summer Holiday Start		
		M	Tu	W	Th	F	Sa	Su		M	Tu	W	Th	F		Sa	Su
					1	2	3	4		30							1
		5	6	7	8	9	10	11		2	3	4	5	6		7	8
		12	13	14	15	16	17	18		9	10	11	12	13		14	15
		19	20	21	22	23	24	25		16	17	18	19	20		21	22
		26	27	28	29	30	31			23	24	25	26	27		28	29



SCHOOL HOURS

The school gates are officially opened at 7:45am allowing students to enter the school. The school day commences at 8:10 am and consists of homeroom, recess and lunch, and eight 40-minute instructional periods.

School ends at 3:15 pm at which time students return home, apart from students participating in after-school activities. School buses depart at 3:25pm and there are school buses at 4:30 or 5:00 pm for students taking part in after-school activities.

The KG1 morning program (KG1a) is a half-day program and ends at 12:00 pm, at which time these students return home. There is an optional full day KG1 (KG1b) program for students who are 3 years of age by September 30th of the current academic year. The KG2 class is a full day program.

There is a shortened school day on Wednesdays, when classes end at 2:15pm and buses depart at 2:25pm. The purpose of the shortened school day is to provide teachers additional time for collaborative meetings. Students follow a compressed schedule of hours on Wednesday, no lessons are missed.

WEEKLY CLASS SCHEDULE

OVERVIEW OF ELEMENTARY SCHEDULE		
Period	Mon/Tues & Thurs/Fri	Wed
Homeroom	8:10-8:20	8:10-8:20
1a	8:25-9:05	8:25-9:05
1b	9:05-9:45	9:05-9:45
Recess	9:45-10:05	9:45-10:05
2a	10:05-10:45	10:05-10:45
2b	10:45-11:25	10:45-11:25
3a	11:25-12:05	11:25-12:05
Lunch	12:10-1:05	12:10-12:50
3b	1:10-1:50	12:50-1:30
12:50-1:30		Lunch
4b	2:30-3:10	No period
Homeroom	3:10-3:15	2:10-2:15

OVERVIEW OF SECONDARY SCHEDULE		
Period	Mon/Tues & Thurs/Fri	Wed
Thurs/Fri	Wed	8:10-8:20
Homeroom	8:10-8:20	8:10-8:20
1	8:25-9:05	8:25-9:05
2	9:05-9:45	9:05-9:45
Recess	9:45-10:05	9:45-10:05
3	10:05-10:45	10:05-10:45
4	10:45-11:25	10:45-11:25
5	11:30-12:10	11:30-12:10
6	12:10-12:50	12:10-12:50
Lunch	12:50-1:50	12:50-1:30
8	2:30-3:10	No period
Homeroom	3:10-3:15	2:10-2:15

TEACHER WORK TIMES AND CONTACT LOADS

The teacher workday is from 7:30 am to 4:00 pm; however, if teachers provide notice, they are free to leave at 3:30pm unless an after-school meeting has been called. School finishes one hour early on Wednesdays at 2:15pm to allow an extended two-hour period of teacher work and collaboration time. All staff must remain at school until 4:30pm on Wednesdays. Staff may leave early at 3:30pm on Fridays without notice unless otherwise committed.

Various sporting and cultural activities take place after school hours and at weekends. All teachers are expected to contribute to the extra-curricular activities program and in the broader corporate and social life of the school.

The targeted teaching load in secondary is 27 periods, with a range of 26-28 periods, within in a 39 period week. The target load in Elementary (KG3 to G5) is 29 periods, with a range of 28-30 periods, within a 39 period week. Teachers in the Early Learning Center (KG1-2) have a greater number of contact periods, with target load of 31 periods per week. Teachers with additional responsibilities may be assigned additional release. In the event of a change to the weekly schedule of lessons, teaching loads will be maintained in the same proportion. Faculty may access the campus and school facilities building at any time.





Sample Elementary Timetable

1R Timetable 2019-20

26

		Monday	Tuesday	Wednesday	Thursday	Friday
HR	8:10 - 8:25	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
1	8:25 - 9:05	UOI/Literacy/ELA Co-teach	UOI/Literacy/ELA Co-teach	Inquiry Math	Music	Assembly
2	9:05 - 9:45			UOI	P.E.	UOI/Literacy/ELA Co-teach
MR	9:45 - 10:05	Morning Recess	Morning Recess	Morning Recess	Morning Recess	Morning Recess
3	10:05 - 10:45	Library	Inquiry Math	UOI/Literacy/ELA Co-teach	UOI/Literacy/ELA Co-teach	UOI/Literacy/ELA Co-teach
4	10:45 - 11:25	Inquiry Math	World Languages			World Languages
5	11:25 - 12:05	UOI	UOI	World Languages	Inquiry Math	Inquiry Math
L	12:10 - 13:05	Lunch Recess	Lunch Recess	Lunch Recess (12:10 - 12:50)	Lunch Recess	Lunch Recess
6	13:10 - 13:50	Handwriting/Words Their Way	Words Their Way	P.E. (Fitness)	Art	Handwriting/Poetry
7	13:50 - 14:30	World Languages	P.E. (PYP Planning)	Homework review		UOI
8	14:30 - 15:10	Circle Solutions	Music	till 14:10	UOI/STEM Co-teach	UOI
HR	15:10 - 15:15	Homeroom	Homeroom	Early Dismissal / Meetings	Homeroom	Homeroom

to add reading

Sample Elementary Timetable

		Monday	Tuesday	Wednesday	Thursday	Friday
HR	8:10 - 8:25	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
1	8:25 - 9:05	Math	Writing / ELA Pull Out	Writing / ELA Pull Out	Reading / ELA Co-teach	Assembly
2	9:05 - 9:45					UOI
MR	9:45 - 10:05	Morning Recess	Morning Recess	Morning Recess	Morning Recess	Morning Recess
3	10:05 - 10:45	STEM Co-teach	Art	Math	World Languages	Writing / ELA Pull Out
4	10:45 - 11:25			Music	Math	Word Study / ELA Co-teach
5	11:25 - 12:05	World Languages (PYP Planning)	Reading / ELA Co-teach	Reading / ELA Co-teach	P.E.	World Languages (Team Planning)
L	12:10 - 13:05	Lunch Recess	Lunch Recess	Lunch Recess (12:10 - 12:50)	Lunch Recess	Lunch Recess
6	13:10 - 13:50	Reading / ELA Co-teach	UOI	Library	Writing / ELA Pull Out	P.E. (Fitness)
7	13:50 - 14:30	UOI	UOI / Math	UOI		Math
8	14:30 - 15:10	P.E.	Math	Early Dismissal / Meetings	UOI	Music
HR	15:10 - 15:15	Homeroom	Homeroom		Homeroom	Homeroom

Sample Secondary Timetable

International School of Tianjin, Wei Shan Lu (Shuang Gang), Jin Nan District

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8		
1 8:25 - 9:05		Hum 104,101 6Z/6A HUM		Hum 104,101 8C/8M HUM	Economics SL 12			Hum 104,101 8C/8M HUM	Hum 104,101 8C/8M HUM	Hum 104,101 6Z/6A HUM
2 9:05 - 9:45		Hum 104,101 6Z/6A HUM		Hum 104,101 8C/8M HUM	Economics SL 101	E 101 10S/10T Economics		Hum 104,101 8C/8M HUM	Hum 104,101 8C/8M HUM	Hum 104,101 6Z/6A HUM
Morning Recess 9:45 - 10:05										
3 10:05 - 10:45	Hum 104,101 6Z/6A HUM	Economics SL 11		Economics HL 12	Hum 104,101 6Z/6A HUM	Economics SL 11			Economics SL 12	Economics HL 12
4 10:45 - 11:25	Hum 104,101 6Z/6A HUM	Economics SL 101		Economics HL 101	Hum 104,101 6Z/6A HUM	Economics SL 101			Economics SL 101	Economics HL 101
5 11:30 - 12:10	Hum 104,101 8C/8M HUM		Economics SL 11	Economics HL 11	Hum 104,101 8C/8M HUM		Economics SL 12	E 101 10S/10T Economics	Hum 104,101 6Z/6A HUM	
Elementary Lunch/ Secondary 6 12:10 - 12:50	Hum 104,101 8C/8M HUM		Economics SL 101	Economics HL 101	Hum 104,101 8C/8M HUM		Economics SL 101	E 101 10S/10T Economics	Hum 104,101 6Z/6A HUM	
Elementary 6 / Secondary Lunch 13:10 - 13:50										
7 13:50 - 14:30	E 101 10S/10T Economics	Economics SL 12		E 101 10S/10T Economics					Economics SL 11	Economics HL 11
8 14:30 - 15:10	E 101 10S/10T Economics	Economics SL 101		E 101 10S/10T Economics					Economics SL 101	Economics HL 101

Timetable generated:9/28/2017

aSc Timetables

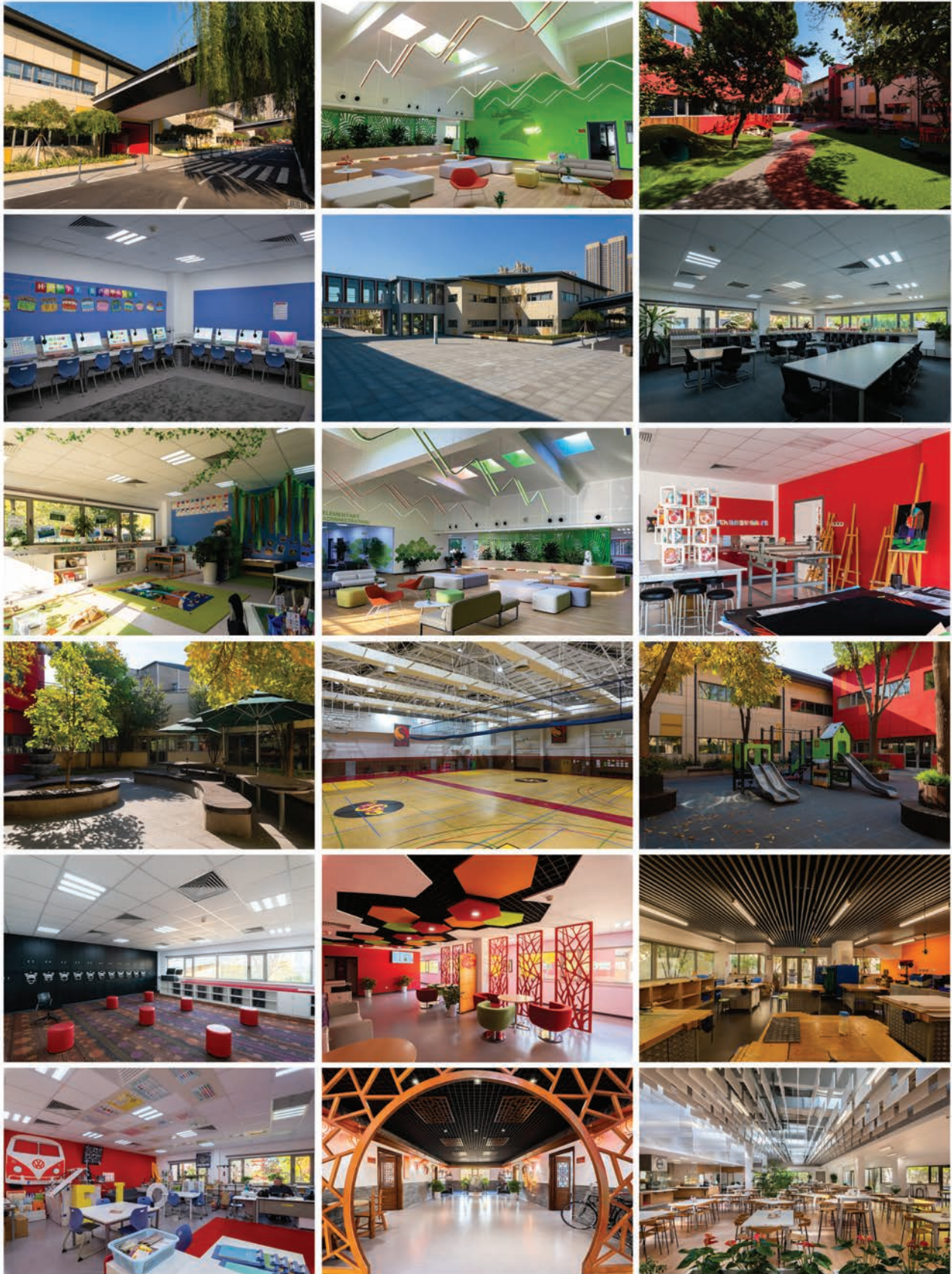
Sample Secondary Timetable

International School of Tianjin, Wei Shan Lu (Shuang Gang), Jin Nan District

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10
1 8:25 - 9:05	ADV 301 9T Entire class		Sci 301 6A Entire class		Sci 301 8M Entire class	ADV 301 9T Entire class		Sci 301 6A Entire class	Sci 301 7D Entire class	Sci 301 7D Entire class
2 9:05 - 9:45					Sci 301 8M Entire class	Sci 301 8M Entire class			Sci 301 7D Entire class	
Morning Recess 9:45 - 10:05										
3 10:05 - 10:45		Sci 301 7S Entire class				Sci 301 6Z Entire class		Sci 301 7S Entire class	Sci 301 8M Entire class	Sci 301 6Z Entire class
4 10:45 - 11:25	Sci 301 7D Entire class	Sci 301 7S Entire class				Sci 301 6Z Entire class		Sci 301 8M Entire class	Sci 301 8M Entire class	Sci 301 6Z Entire class
5 11:30 - 12:10	Sci 301 6Z Entire class	Sci 301 7D Entire class	Sci 301 6Z Entire class	Sci 301 7D Entire class	Sci 301 6A Entire class	Sci 301 7D Entire class	Sci 301 7S Entire class	Sci 301 6Z Entire class	Sci 301 7S Entire class	
Elementary Lunch/ Secondary 6 12:10 - 12:50	Sci 301 6Z Entire class	Sci 301 7D Entire class	Sci 301 6Z Entire class	Sci 301 7D Entire class	Sci 301 6A Entire class	Sci 301 7D Entire class	Sci 301 7S Entire class	Sci 301 6Z Entire class	Sci 301 7S Entire class	
Elementary 6 / Secondary Lunch 13:10 - 13:50										
7 13:50 - 14:30	Sci 301 6A Entire class	Sci 301 8M Entire class			Sci 301 7S Entire class	Sci 301 6A Entire class	Sci 301 8M Entire class			Sci 301 6A Entire class
8 14:30 - 15:10	Sci 301 6A Entire class	Sci 301 8M Entire class		Sci 301 7S Entire class	Sci 301 7S Entire class	Sci 301 6A Entire class	Sci 301 8M Entire class			Sci 301 6A Entire class

Timetable generated:9/28/2017

aSc Timetables



Qin Building

THE ELEMENTARY SCHOOL

GENERAL INTRODUCTION

The IST Elementary school incorporates both the early learning (KG1-2) and the Elementary/Primary (KG3 to Grade 5) sections. There are two classes at each grade level throughout the Elementary school, with the KG1 and KG2 classes operating in large, open-plan learning spaces under the umbrella name of the Early Learning Centre. KG3 to Grade 5 classes are clustered by grade level with a large shared room linking the two classes in each grade. All classes follow the International Baccalaureate Primary Years Program (PYP).

SCHEDULES

The school day begins at 8:10 and finishes at 3:15. Schedules consist of eight 40-minute periods per day with the exception of Wednesday when lessons are condensed to allow for an early finish at 2:15PM.

Students in KG1 (Nursery) run a separate schedule of breaks, with a morning break around 9:30AM and lunch at 11:30AM. The KG1 students also have a naptime between 12:30PM and 1:30PM for those attending the full-day program (half-day program students return home at 12:00PM). Students in KG1-2 (Nursery & Pre-K) have a shared kitchen and bathroom area and a dedicated outdoor play area suited to their needs and ability. KG2 students eat their snack and lunch in the shared kitchen and at times in the cafeteria.

Students from KG3 (Kinder) to Grade 5 have a 20-minute recess in the morning between 9:45AM and 10:05AM and 55 minutes for lunch between 12:10PM and 1:05PM. Students from KG3 to Grade 5 eat in the school cafeteria. Students have a large and well maintained outside play area with basketball courts, sand and climbing equipment. The space extends to soccer pitches with artificial surfaces and a purpose built 400m running track. Students also have an option of an indoor play space, one for KG3 to Grade 2 and the other for

Grades 3 to 5. These are supervised during recess and lunch breaks. Students may also choose to visit the library.

LEADERSHIP

Ultimate responsibility for the Elementary School lies with the Elementary Principal who reports to the Director and is supported by the Elementary Secretary and Admissions Officer and an Elementary leadership team comprising

- Deputy Principal
- IB PYP Coordinator
- Learning Support Coordinator (overseeing ELA and Individual Needs)
- Lower Elementary (KG1 to Grade 2) Coordinator
- Upper Elementary (Grade 3-5) Coordinator
- Athletics and Activities Director

And, attending as needed

- N-12 Curriculum Coordinator
- Technology Director





TEACHING AND SUPPORT STAFF

The current Elementary teaching faculty includes 15 homeroom teachers, 3 ELA teachers, 1 Individual Needs teacher, 5 World Language (Chinese at three levels, French and German first language), and 6 additional specialist teachers (PE, Art, Music, STEM/IT, and Library/Information Literacy).

Teaching Assistants, whose roles include administrative tasks and small group teaching, support homeroom, ELA and specialist teachers within the Elementary School. There is a total of 14 Elementary Teacher Assistants.

HOMEROOM CLASSES

Homeroom teachers give instruction in Mathematics and English language and literacy, as well as Science and Social Studies, all of which are integrated into the transdisciplinary Units of Inquiry as appropriate. In a typical week, teachers are required to teach a minimum of six 40-minute periods of Mathematics, at least ten literacy periods, and two periods of spelling and handwriting.

SPECIALIST CLASSES

Students receive specialist lessons in Physical Education, Music, Art, and World Languages, with STEM/IT and Library/Information Literacy flexibly scheduled and taught in collaboration with homeroom teachers. The following table shows the allocation of lessons (each lesson = 40 minutes):

Grade/ subject	World Languages	PE/Fitness	Music	Art	Library/Info Lit	STEM/IT
KG1/KG2	3 (KG2)	2	2	N/A	1	N/A
KG3 - Grade 2	4	2	2	1.5	1	2
Grade 3 - 5	4	3	2	2	1	2
Taught by	Specialist teacher				Co-teach with specialist	



STUDENT SUPPORT

English Language Acquisition (ELA)

ELA student language proficiency is assessed using the MAP Test. Students are tested to ascertain the level of support needed with an emphasis on helping them join the mainstream class as soon as they are able.

Pull Out Support – up to 2 lessons per day including daily language and basic literacy skills.

Co-teaching Support - ELA teachers provide in-class support to ELA students (both pullout and mainstreamed), working as an integrated part of a grade level team and in specific subjects as deemed necessary. ELA teachers work as part of homeroom team when planning activities.

Individual Needs

The individual needs specialist works with students in the Elementary School who require additional support in the following areas: academic, social, emotional, speech development.

The school guidance counsellor works with grade levels, groups or individuals on an as needed basis, is involved in the Grade 5 'Transitions' Unit of Inquiry and presents to Elementary parents at information sessions.

ELEMENTARY SCHOOL CURRICULUM

The Elementary School uses the International Baccalaureate Primary Years Program curriculum framework to guide teaching and learning. IST is a fully authorized IB PYP school and has been successfully implementing this highly regarded international elementary school programme for elementary students since August 2003.

WHAT IS THE PYP?

The PYP is an international curriculum for students between the ages of 3 and 11 years designed by the International Baccalaureate Organization (IBO). The PYP curriculum aims to synthesize the best research and practice from a range of national systems with the wealth of knowledge

and experience in international schools to create a relevant, engaging and rigorous educational framework for students. The PYP focuses on the total growth of the developing child, encompassing social, physical, emotional and cultural needs in addition to academic welfare.

The school's mission is to develop internationally minded students who can be described through the attributes of the IST Learner Outcomes (based on the IB Learner Profile).

These are –

- Friendly
- Balanced
- Inquirer
- Caring
- Open-Minded
- Principled
- Courageous
- Reflective
- Knowledgeable
- Thinkers
- Communicators

The Elementary School supports the IB PYP beliefs about how students learn most effectively:

Constructivist approach to teaching and learning – students connect new knowledge to their existing knowledge and construct new meaning through carefully planned activities based on assessment of prior knowledge.

Guided Inquiry is the prevailing pedagogy used at the school in all subjects using a school-wide inquiry model based on the work of Kath Murdoch: IST Inquiry Cycle.

IST written curriculum includes the six subject areas identified by the IB: Language, Mathematics, Social Studies, Science, Arts and Physical, Personal and Social Education. Detailed outlines of these subjects at each grade level are available in the Curriculum



Handbook that can be found on the school website.

The following diagram summarizes the key elements of the PYP curriculum framework



THE PYP'S DEFINITION OF CURRICULUM

The PYP's definition of curriculum comprises three interrelated components expressed in the form of three open-ended questions, each of which is intended to compel educators to think deeply about their own teaching practice with regard to student learning:

- Written Curriculum- What do we want to learn? (The identification of student learning within a curriculum framework).
- Taught Curriculum- How best will we learn? (The theory and application of good classroom practice).
- Learned Curriculum- How will we know that we have learned? (The theory and application of effective assessment)



WRITTEN CURRICULUM – WHAT DO WE WANT TO LEARN?

The written curriculum of the PYP incorporates five essential elements:

- Concepts
- Knowledge
- Skills
- Attitudes
- Action

CONCEPT-DRIVEN CURRICULUM – WHAT DO WE WANT STUDENTS TO UNDERSTAND?

The PYP emphasizes meaning and understanding, and great importance is attached to the exploration of core concepts:

- Form: What is it like?
- Function: How does it work?
- Causation: Why is it like it is?
- Change: How is it changing?
- Connection: How is it connected to other things?

- Perspective: What are the points of view?
- Responsibility: What is our responsibility?

These concepts provide an underlying structure for the entire transdisciplinary programme and have relevance in all the traditional subject domains. They help shape the Units of Inquiry, which are the core feature of the PYP. IST teachers plan and implement between four (KG1-3) and six (Grade 1 to Grade 5) Units of Inquiry each year at each grade level. Collectively, these units form a coherent, school-wide 'Programme of Inquiry' (POI). The PYP requires that traditional subjects are integrated through the Units of Inquiry in a transdisciplinary approach to learning. However, there is still scope for stand-alone teaching subject specific bodies of knowledge, using an inquiry-based pedagogy.

The subject-specific bodies of knowledge (language; mathematics; social studies; arts; science and technology; personal, social and physical education), together with the Programme of Inquiry, provide a comprehensive, well-balanced curriculum that requires children to reflect on their roles and responsibilities, and expects them to participate fully in the learning process.



A BALANCE BETWEEN THE TRANSDISCIPLINARY PROGRAMME OF INQUIRY & TRADITIONAL DISCIPLINES

The PYP acknowledges the importance of the traditional disciplines of particular subject domains, and the knowledge and skills that constitute the essence of each of these subject domains are documented in 'scope and sequences', which set out the overall expectations for each subject within each age range. These documents are provided to schools as exemplar material, and whilst some schools may wish to adopt these frameworks, other PYP schools may choose to follow their own, local or regionally determined subject-based curriculum. In this key sense the PYP must be viewed as a curriculum framework and not as a curriculum.

The PYP also recognizes, however, that educating children in a set of isolated subject domains, while necessary, is not sufficient. Of equal importance is the need to acquire skills in context, and to explore content that is relevant to children and transcends the boundaries of the traditional subjects. In the PYP, the idea of human commonalities (Boyer, 1995) shapes the transdisciplinary themes that are part of the common ground that unify the curriculums in all PYP schools. They provide the opportunity to incorporate both local and global issues in the content. They are:

- Who we are
- Where we are in place and time
- How we express ourselves
- How the world works
- How we organize ourselves
- Sharing the planet

Students at IST inquire into and learn about common human issues in the context of these units of inquiry, each of which addresses a particular transdisciplinary theme (note the shaded headers at the top of the POI table). Within each of these themes, children acquire and apply a set of approaches to learning-What do we want students to be able to do?

- Social skills

- Communication skills
- Thinking skills
- Research skills
- Self-management skills

ACTION: HOW DO WE WANT THE STUDENTS TO ACT?

The PYP believes that international education must extend beyond intellectual attainment to include not only responsible attitudes but also thoughtful and appropriate action. International schools can and should meet the challenge of offering all learners the opportunity and the power to choose their actions, to act and reflect on these actions in order to make a difference in and to the world.

The action component of the PYP involves service in the widest sense of the word: service to fellow students, to the faculty and to the community. Through such service, students are able to grow both socially and personally, developing skills such as cooperation, problem solving, conflict resolution and creative and critical thinking. These actions are, moreover, ways in which the students exhibit their commitment to the attitudes and character attributes that we seek to engender within the PYP classroom.

TAUGHT CURRICULUM – HOW BEST WILL WE LEARN?

The PYP offers guidance and support to teachers in three main ways:

PROFESSIONAL DEVELOPMENT

All participating PYP teachers need to engage in an on-going process of professional development. Opportunities to do so this year will include in-school workshops during orientation, attendance at regional teacher training events at beginning, intermediate and advanced levels, as well as participation in regular school-based training.

CURRICULUM FRAMEWORK

All Elementary teachers at IST have access to the PYP documentation, "Principles into Practice" and

exemplar material pertaining to planning, teaching and assessing. They are encouraged to use a diverse range of strategies appropriate to the needs of the students. In addition, teachers are provided with their own individual copy of all relevant documentation necessary to deliver the program.

UNIT PLANNER

The IB provides a structured approach to collaborative planning in the form of a unit planner designed to assist teachers in planning effectively for inquiry. This planner is used to plan and reflect on 6–8 week units that revolve around a central idea. PYP Planners are currently developed and saved on the school's ManageBac system. Teachers are also required to prepare a yearly overview (approximately 1-2 pages) outlining the key units and learning outcomes for the year ahead.

LEARNED CURRICULUM – HOW WILL WE KNOW WHAT WE HAVE LEARNED?

EVALUATION

Teachers in participating schools carry out all assessment of student work in the PYP; there are no externally set or externally marked examinations. Assessment consists principally of three types, each of which has a specific function:

DIAGNOSTIC ASSESSMENT

This kind of assessment happens at the start of the teaching and learning process and it identifies and diagnoses the existing levels of student knowledge, ideas and understandings; the process skills that students have – and those they don't have; and the attitudes that students hold. Diagnostic assessment helps to ascertain the starting point for teachers when presenting new information and content.

FORMATIVE ASSESSMENT

This assessment is interwoven with daily learning and helps teachers and students find out what students already know in order to plan the next stage of learning.

SUMMATIVE ASSESSMENT

Summative assessment happens at the end of the teaching and learning process and gives the students opportunities to demonstrate what they have learned. The PYP promotes the use of a range and balance of school-based assessment techniques, including conferences, writing samples, structured observations, tests, and performance tasks assessed by teachers and students themselves.

DIGITAL PORTFOLIO

Digital portfolios provide a profile of student learning and accomplishments and are an important way to documenting a student's educational progress.

Portfolio samples demonstrate learning and progress over time in all areas of the curriculum including Units of Inquiry, stand-alone mathematics and language work and pieces of work from specialist areas such as P.E., art, and music. Pieces of work include teacher annotations and comments and student self-assessment are uploaded onto Seesaw which acts as our electronic portfolio storage and communication platform. Student chosen pieces include items such as: work they are proud of; information about any extracurricular achievements or other activities undertaken by the student or self-evaluations by the student. Examples of both the process and product are included. The portfolios serve as a focus during Student Led Conferences where students reflect on their learning with their parents and they may also assist student transfer between schools offering the PYP. IST also operates formalized school-wide Student Assessment Profile Cards in which the evidence and results of formalized school-wide assessments are stored.

THE PYP EXHIBITION (GRADE 5)

Students in Grade 5 participate in the PYP Exhibition under the guidance of the Grade 5 teachers. The Exhibition is an extended inquiry, and falls under one of the transdisciplinary themes. This is designated on the POI for the year, and may change from year to year in consultation with



the Grade 5 team and with approval from the Elementary Leadership. While the final year of the PYP involves the culminating Exhibition project, there are no prerequisites for participation in the programme at any stage; students may enter a PYP programme from any school system at any time. However, those students with previous PYP experience are likely to be far better prepared for the rigor and student-driven demands of the PYP and are certainly very well prepared for the more teacher-driven expectations of other curriculum frameworks. The PYP facilitates a very smooth transfer between PYP schools for students.

THE PYP TEACHER

The fundamental responsibility of every teacher in a PYP school is to commit to the values and beliefs of the school philosophy and of International Baccalaureate Primary Years Programme and to work constantly to translate them into daily classroom practice. The school's primary purpose is student learning and so a significant feature of a PYP teacher's job description and appraisal will be related to the three central questions that help define the IB PYP's definition of curriculum: 'What do we want students to learn?' 'How best will the students learn?' And 'How will we know that students have learned?'

In addition to the formal professional development and appraisal procedures outlined later in this document, the following examples of educational best practice should help guide all PYP teachers at IST:

WHAT DO WE WANT THE STUDENTS TO LEARN?

- Planning collaboratively
- Planning based on the IB Learner Profile
- Involving students in planning for their own learning and assessment
- Planning which builds upon students' prior knowledge and experience
- Addressing assessment issues throughout the planning process

- Planning which emphasizes the connection between subjects
- Planning which recognizes a range of ability levels
- Planning units which explore similarities and differences between cultures and places
- Planning which explores broad human experiences from a range of perspectives
- Planning units which focus directly on major issues (e.g. prejudice)

HOW BEST WILL THE STUDENTS LEARN?

- Using a range and balance of teaching strategies
- Grouping and regrouping students for a variety of learning situations
- Viewing students as thinkers with emerging theories of the world
- Building on what students know
- Using multiple resources representing multiple perspectives
- Empowering students to feel responsible and to take action
- Involving students actively in their own learning
- Pursuing open-ended inquiry and real life investigations
- Maintaining constant awareness of the needs of second language learners
- Addressing the needs of students with different levels and types of ability

HOW WILL WE KNOW WHAT THE STUDENTS HAVE LEARNED?

- Viewing planning, teaching and assessing as interconnected processes
- Using a range and balance of recording and reporting strategies
- Involving students in peer and self-assessment
- Involving students in shared reflection at the end of each unit
- Evaluating collaboratively
- Enabling students to see assessment as a means of describing their learning
- Assessing the levels of students' current knowledge and experience before embarking on

new learning

- Seeking student responses in order to understand their current conceptions

NOTE: Central to the PYP definition of curriculum is a commitment to an ongoing self-study of the school's curriculum, thereby continually improving the school's ability to develop teaching and learning programs. The results of student

assessments, communicated via the IB Learner Profile, portfolios, student led conferences, the Grade 5 Exhibition, and report cards, are crucial in this endeavor and are central to the school's efforts to better meet individual and collective learning needs and monitor teacher performance and the effectiveness of school-wide learning programs.





THE SECONDARY SCHOOL

GENERAL INTRODUCTION

The Secondary School comprises Grades 6 to 12. Grade 6 to 8 is termed 'Middle School' for pastoral purposes while Grade 9 to 12 is termed 'High School.' Each grade is divided into two teaching units named homerooms and indicated by the initial of the homeroom teacher; eg. 8S is Mr. Simmons' homeroom group. The schedule is organized on a 10-day cycle (Weeks A and B). The Secondary School is housed in the 'Han' building for all academic activities other than Visual Art, Design, and PE/Health.

The IST Secondary School offers a rich, holistic and academically rigorous program for students in grades 6-12. Students follow the IB Middle Years Programme (MYP) in grades 6-10 and in grades 11-12 students take courses that might lead to the IB Diploma Programme and/or IST Diploma. In June 2005, IST saw its first graduating class of seniors.

Throughout their secondary years, IST students build skills as independent, reflective and collaborative learners; they develop a global perspective, intercultural awareness and an appreciation of our host country, China. They learn from interaction with people within and beyond the school and Tianjin through regular community and service projects and the annual Week Without Walls trips, which takes them to

different destinations in China. Secondary students are encouraged to take on leadership roles through Student Council, extra-curricular activities, Model United Nations, committee work and leadership retreats.

Individual needs of students are met through the Student Services Team. Second language learners and students with individual needs receive support both inside and outside the classroom from specialist teachers. ELA specialists and regular subject teachers meet to collaborate on lesson planning to ensure the differentiation of instruction and ELA teaching in the mainstream.

Students' pastoral care is met on a daily basis through the morning homeroom, a weekly advisory period and an N-12 Counselor who works with secondary students offering further pastoral and another counselor for college guidance.

The teaching faculty offers a wide range of clubs and activities allowing students to display their talents as well as to develop new interests. The Secondary School has a strong sporting, performance and extra-curricular programme, with students participating in China wide international school sports tournaments, cultural conventions and Model United Nations.





SCHEDULES

The school day begins at 8:10 and finishes at 3:15. Secondary Students attend homeroom from 8:10am until 8:20am, with the first class of the day starting at 8:25AM. The Secondary School operates on a two-week (Week A/B) schedule, consisting of eight 40-minute periods per day with the exception of Wednesday for an early finish at 2:15pm. The majority of secondary classes are taught in double blocks of 80 minutes.

Secondary students have a 20-minute recess in the morning between 9:45am and 10:05am and an hour for lunch between 12:50pm and 1:50pm. Secondary students may eat in the main Qin Building cafeteria or in the satellite Han Building student lounge and cafe. Students have large and well maintained outside recreational areas with basketball courts, outdoor play equipment, soccer pitches with artificial surfaces, and a purpose built 400m running track. Students also have access to a number of outdoor seating areas. The Han Building has a number of lounges for secondary students, including the main Secondary Student Center, the Middle School Lounge, and the Senior (Grade 12) Room.

SECONDARY LEADERSHIP

Ultimate responsibility for the Secondary School lies with the Secondary Principal (currently also the Deputy Director) who reports to the Director and is supported by the Secondary Secretary and Admissions Officer and a secondary leadership team comprising:

- Deputy principal
- IB Diploma Coordinator
- IB MYP Coordinator
- Curriculum Coordinator (whole-school)
- Secondary Subject Chairs (Six IB Groups)
- Technology Director
- Counselors (College and Guidance)

TEACHING AND SUPPORT STAFF

Secondary teachers are supported by seven teaching assistants, whose roles include administrative tasks, in-class learning support and student supervision. The secondary secretary supports the secondary principal.





HOMEROOM AND ADVISORY

In the Secondary School, each student's day starts in a ten-minute grade-level homeroom, with their homeroom teacher. Homerooms form a pastoral base focused on the whole child, including student welfare, team spirit, ethics and study skills. Daily information is communicated, student attendance and punctuality are tracked and homeroom teachers are involved in planning community and service activities, as well as Week Without Wall trips with their homeroom group. Homeroom teachers have a holistic picture of each student in their care and therefore are a key point in home-school communications. MYP students also meet in an extended homeroom Advisory period once a week as part of the school's Health, Wellbeing and Inclusive Education curriculum.

HOMEROOM TEACHER RESPONSIBILITIES

Being a homeroom teacher is a demanding but rewarding task. When taking on the position of homeroom teacher, a staff member agrees to a pastoral care role for their students, which includes a large number of important tasks and responsibilities. While no simple brief can outline all of the potential responsibilities of the homeroom teacher, the following points are generally standard elements of this vital role in the school:

HOMEROOM TEACHERS WILL:

- Ensure that students have lockers and homework logs at the beginning of each year
- Work to build *esprit de corps* among the students by providing a welcoming and caring environment where secondary students begin each day of classes at IST
- Establish a daily routine that sets clear guidelines for appropriate behavior throughout the day by ensuring that students are fully informed of rules, policies and standards of conduct
- Make daily announcements to students as issued from the secondary office
- Be a point of contact and a conduit of information between parents, students and the school in the case of emergencies or other issues that might arise during the school year that require general student attention. This includes passing out the weekly newsletter, surveys, forms, letters between school finance and parents, after school activity registration, overdue book fees and notices, etc. (Homeroom teachers should have simple, clear protocols for disseminating information, which may include specified times to meet students outside of the normal homeroom period)
- Maintain an ongoing relationship with the students outside of homeroom time through routine contact and communication and through the Advisory period and encourage student involvement in school events and activities
- Collaboratively plan and teach Advisory (or alternative) session. Planning should be done in conjunction with the other Homeroom Teacher in the same year level and in accordance with the overall advisory schema prepared by the principal.
- Advise and encourage students who may be struggling academically or socially and maintain an active interest in the personal welfare of each student
- Track concerns about specific students through subject teachers, Student Services department and the administration and parents when necessary. This may include monitoring a simple tracking system, establishing regular communication with parents, setting meeting times and routine communication with parents via email or phone
- Work with the Secondary Principal and relevant personnel to organize and plan an annual Week Without Walls trip (normally in September). The annual excursion is outsourced to professional providers however, the homeroom teacher is an important conduit between the provider and the school.
- Respond to specific issues that may affect the entire class such as concerns about respecting peers, dealing with students with special needs, or other matters that impact the school community
- Work as an advocate on behalf of the students should there be conflicts between the students and teachers or the administration/school
- Monitor behavior and attention during fire drills (including taking record at each drill) and during secondary school assemblies and other events
- Be responsible for the planning and production

of a yearbook page for the homeroom

- In addition to the above pastoral duties, the homeroom teacher will use ManageBac for the following clerical duties:
- Take a daily roll of students each morning
- Write homeroom reports at the end of each semester containing comments that reflect an understanding of the students and an appreciation of their progress as well as areas of concern.

In all cases, the homeroom teacher accepts a position of personal authority and pastoral responsibility for their class that goes above and beyond the normal brief of the regular teacher.

SECONDARY SCHOOL: BEYOND THE CLASSROOM

WEEK WITHOUT WALLS

Each grade level has an annual designated trip within China that lasts 4-5 days. The goals of these trips are for students to learn more about their host country, further develop Learner Profile attributes, and to build community spirit that is part of the IST philosophy. Secondary teachers are expected to accompany students on these excursions. Grade 12 students remain at school during the Autumn trips to complete significant portions of their IB Core Curriculum.

ADVISORY

Once a week (40 minutes) students have an advisory class with their homeroom teachers. This time is designated to support students with their academics and social skills as well as to plan for upcoming events such as WWW. The Advisory period is an important part of the Health, Wellbeing and Inclusive Education curriculum contained in the Community Safeguarding Framework. As such, homeroom advisors help to ensure that a broad range of issues and disciplines are explicitly taught to students.

ASSEMBLIES

Regular assemblies are held throughout the course of the year to celebrate and recognise student academic achievements, artistic skills, athletic achievements, community and service achievements, etc.

STUDENT COUNCIL

The Secondary Student Council is the voice of the student body in the secondary school. The student council organises secondary school wide events, fundraisers. Each year elections are held and students vote for students from Grades 8-10 they want to represent them on the student council in the following year (a Grade 10 student may therefore subsequently serve on the SC as a Grade 11 student). There is a written constitution for this body.





SECONDARY CURRICULUM

HOMEWORK

RECOMMENDED SECONDARY HOMEWORK TIME

The following provides an indication of the average hours of homework per night. This is based on five nights of homework per week, with the understanding that weekend homework is part of this recommended time, not additional to it.

AVERAGE RECOMMENDED LOADS PER SUBJECT, PER WEEK

SUBJECT	6	7	8	9	10	11/12
Art/Music	30min	30min	30min	1hr	1hr 30m	SL 2 hrs
DT/IT	30min	30min	30min	40min	1 hr	HL 3hrs
English A	1hr	1hr 10m	1hr 20m	1hr 30m	2 hrs	
English B	1hr	1hr 10m	1hr 20m	1hr 30m	2 hrs	
Asian Languages A	1hr	1hr 20m	1hr 30m	1hr 40m	2 hrs	
Asian Languages B	1hr	1hr 10m	1hr 20m	1hr 30m	2 hrs	
European Languages A	1hr	1hr 10m	1hr 20m	1hr 30m	2 hrs	
Humanities	1hr	1hr	1hr 20m	1hr 30m	2 hrs	
Humanities/EAL (HEAL)	1hr 10m	1hr 30m	1hr 40m	1hr 50m	2 hrs	
Maths	1hr	1hr 20m	1hr 30m	1hr 40m	2 hrs	
Science	1hr	1hr 10m	1hr 20m	1hr 30m	2 hrs	
Personal Project (G10)	Additional					
MAXIMUM	5 - 7hrs	6 - 8hrs	7 - 9hrs	9 - 11hrs	12-13hrs	15 hrs

GRADES 6-10 IB MIDDLE YEARS PROGRAMME (MYP)

The MYP provides a framework of academic challenge and life skills for students aged 11-16 years. The five-year programme offers an educational approach that embraces yet transcends traditional school subjects.

The IBO builds the MYP around the understanding that adolescent students are in a particularly critical phase of personal and intellectual development. The MYP provides adolescents with discipline, skills, and challenging standards, but also with creativity and flexibility. Also, the MYP is concerned with students developing a personal value system which guides their own lives, as they become thoughtful members of local, national and global communities.



The fundamental concepts of the MYP are:

- Intercultural Awareness
- Holistic learning
- Communication

In addition, the MYP provides the following features:

- Learning in a broad range of disciplines.
- Course objectives that include skills and processes as well as a framework of concepts.
- Concurrent learning, whereby students deal with a balanced curriculum each year.
- The use of a variety of teaching and learning methodologies.
- The development of the whole child and depending on the school's concern for the whole educational experience, including what is learned outside the classroom.
- A balance between formative and summative assessment
- Teacher assessment, group evaluation, peer evaluation, and self evaluation.

The curriculum model above shows the 8 subject areas that are studied in the MYP: English, Individuals and Societies, Sciences, Mathematics, Arts (Visual & Performing), an additional language (Chinese at one of four proficiency levels, or French, German, Korean as a first language), Physical Education, and Design (Product and Digital).

Course	Periods per-week (Grades 6-9)
English A and B	5
Chinese A and B, Korean A, German A, French A	4
Mathematics	5
Science	5
Humanities	4 (5ppw in Grade 10)
Design	4
Physical and Health Education	4
Music and Art	4
Study Skills/Personal Project	2+

MYP ASSESSMENT

Teachers assess student work with guidance from the IB according to prescribed, published criteria that state final levels of achievement in each subject area. These assessment criteria are included in the students' end of semester progress reports.

The programme places special emphasis on formative assessment, which is used at different stages of the learning process to measure the progress of the student and make necessary adjustments to teaching plans and methods. The students are also involved in formative self-assessment of their own work, and they are required to reflect on their own approaches to learning.

MYP PERSONAL PROJECT

The Personal Project is the culmination of a student's work with the Global Contexts, and it has an important role to play in the curriculum. Completion of a Personal Project is undertaken by each student in the final year of the MYP (Year 5 or Grade 10). Each Grade 10 student is supervised by an MYP teacher during the completion of the project. When all the projects are completed in March, they are marked by the supervisors and then they go through a process of internal moderation before being sent to the IB for final assessment.

Note: Information about the IB Middle Years Programme can be obtained from the International Baccalaureate Organization (IBO) website at www.ibo.org

GRADES 11 AND 12

IB DIPLOMA

THE DIPLOMA PROGRAMME CURRICULUM

The Diploma Programme (DP) combines the strengths of a traditional and broad curriculum, but with three important additional features, shown at the center of the model above: Theory of Knowledge; Creativity, Action Service; Extended Essay.

THE SIX ACADEMIC SUBJECTS

These are studied concurrently and students are required to study both the Individuals and Societies and the sciences. Diploma candidates must select one subject from each of the six groups, although a second subject from groups 1—5 may be substituted for group 6. At least three but not more than four are taken at higher level (HL), while the others are standard level (SL). HL courses represent a minimum of 240 teaching hours; SL courses cover 150 hours. SL Diploma courses meet 4x40 minute blocks per week with an additional 2x40 minutes for HL courses. SL and HL courses at IST are taught together and not as separate classes so teachers should expect to teach their HL curriculum material



only in those times marked as HL on their schedules.

Students are thus able to explore some subjects in depth, and others more broadly; a deliberate compromise between the early specialization of some national systems, and the breadth found in others. The science-orientated student is challenged to learn a foreign language, and the natural linguist becomes familiar with laboratory procedures.

GROUP 1 – LANGUAGE AND LITERATURE

Languages currently taught:

- English HL/S
- Korean HL/SL
- Chinese HL/SL
- German HL/SL
- Self-taught options SL only

GROUP 2 – LANGUAGE ACQUISITION (SECOND LANGUAGE)

Languages currently taught:

- English B HL/SL
- Chinese B HL/SL
- Chinese ab initio SL only

GROUP 3 – INDIVIDUALS AND SOCIETIES

Subjects currently taught:

- Economics HL/SL
- Geography HL/SL
- History HL/SL

GROUP 4 – EXPERIMENTAL SCIENCES

Subjects currently taught:

- Biology HL/SL
- Chemistry HL/SL
- Design HL/SL
- Physics HL/SL

GROUP 5 – MATHEMATICS

Subjects currently taught:

- Math Studies SL only
- Standard Mathematics SL
- Higher Mathematics HL

GROUP 6 – THE ARTS

Subjects currently taught:

- Music HL/SL
- Visual Arts HL/SL

THEORY OF KNOWLEDGE (TOK)

The theory of knowledge (TOK) requirement is central to the educational philosophy of the Diploma Programme. It offers students and their teachers the opportunity to:

- reflect critically on diverse ways of knowing and on areas of knowledge
- consider the role and nature of knowledge in their own culture, in the cultures of others and in the wider world

In addition, it prompts students to:

- be aware of themselves as thinkers, encouraging them to become more acquainted with the complexity of knowledge
- recognize the need to act responsibly in an increasingly interconnected but uncertain world

- TOK at IST is taught with roughly the same time as a Standard Level course. All DP students will normally have TOK scheduled for the first two periods each Monday and two additional periods throughout the week. The guidance of TOK teaching takes place through regular meetings among the TOK teaching group.

CREATIVITY, ACTION, SERVICE (CAS)

The CAS requirement is a fundamental part of the DP program which takes students beyond their academic courses. Students develop individual programs of diverse activities which extend their personal talents, interests, and social commitment through projects of community worth that allow them to extend themselves, learn through experience, and make a contribution to society.

AN EXTENDED ESSAY OF 4,000 WORDS

The Extended Essay (EE) is a required component of the IB Diploma, which students must complete outside of their normal course time. IST makes provisions to assist students in completing the EE through scheduled sessions that take place on certain Mondays during normal school hours (Period 1). During such times, students are provided additional guidance and assistance in completing their EE work. The Secondary Librarian, in consultation with the IB Diploma Coordinator, serves as the Extended Essay Coordinator for the school. IB Diploma teaching staff are variously assigned as EE supervisors.

Detailed information about the IB Diploma Programme can be obtained from the International Baccalaureate (IB) website at www.ibo.org

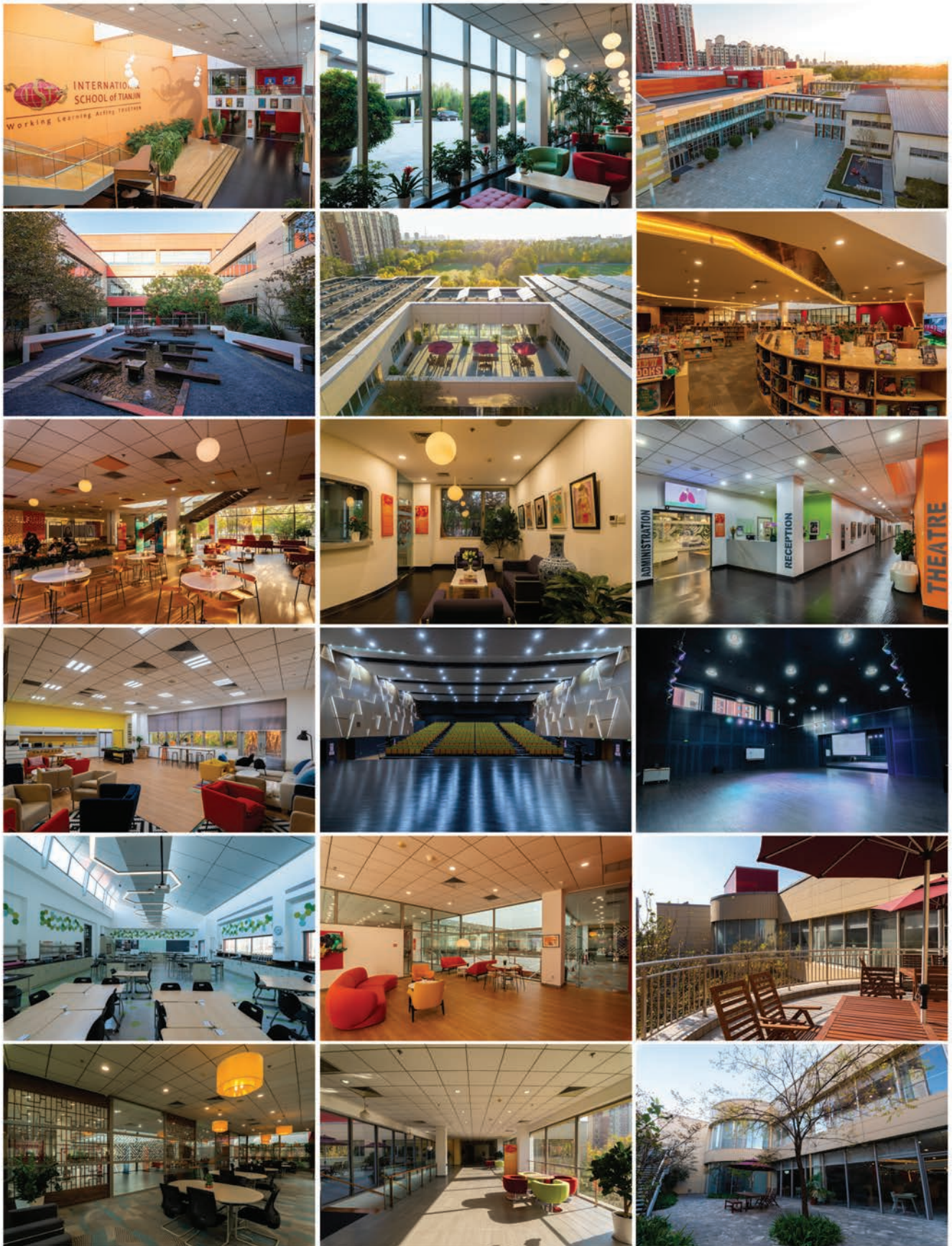




IB DIPLOMA RESULTS

Over the past 20 years IST graduates have consistently and easily exceeded IB World averages with respect to general pass rates (96% versus 79%) and average diploma points awarded (36/45 versus 30/45). Over the past three years our students have averaged a 99% pass rate, with an average score of 37 points, including 5 perfect 45 point diplomas. On the basis of student performance in the IB Diploma, IST was recently ranked #6 in China (out of 159 schools) and #69 in the world (out of 3000+ schools).





Han Building



COMMUNITY SERVICE AND CO-CURRICULAR ACTIVITIES

IST COMMUNITY AND SERVICE & ACTION GROUPS

IST strives to foster in students sensitivity toward the needs and feelings of others, and a sense of personal commitment to action and service. The educational philosophy of the IB organization stresses the development of the whole person. Its concern extends beyond the focus on academic and intellectual achievement and encourages responsible citizenship in the world outside the classroom.

IST has a Service and Action Coordinator who oversees the school-wide programme. In the PYP and MYP programmes, students identify opportunities to research, plan and take action towards relevant issues in the school community and beyond. Community service projects are embedded in the PYP Programme of Inquiry and carried out by grade levels.

EXAMPLES OF COMMUNITY SERVICE PROJECTS THAT ELEMENTARY SCHOOL STUDENTS MAY BE INVOLVED IN INCLUDE:

- Students bring in old baby clothes and reflect on how they have grown and changed. They consider who might need these clothes now and donate them to a local group.
- Students plan gardens in their play space and plant seeds in small planters to beautify their play area.
- Students prepare gift bags for Support Staff for Chinese New Year.
- Students plant and look after the flower garden in the Elementary school.
- Students handmade birthday cards to give to members of our community on their special day.

- Students take turns being peacemakers on the playground. They engage in simple conflict resolution.
- Students facilitate a toy drive for children in local hospitals.
- Students create and publish a gratitude journal for a local children's hospital.
- Students take part of action that arises out of their PYP Exhibition

In the MYP programme, one period per week is allocated for Action Group work. Action Groups work together with a faculty supervisor to plan, carry out, and reflect on student initiated community service projects.

EXAMPLES OF ACTION GROUPS OFFERED AT IST FOR GRADE 6-10 STUDENTS:

Service Circus members learn juggling and other hand-eye-coordination skills in order to perform multiple times throughout the year to the IST community. Learner Outcomes Focus: Courageous and Inquirer

Fun Education for K members design fun activities and lead Kindergarten students in small groups. They are typically STEM related activities to help younger students explore more complex learning. Learner Outcomes Focus: Caring and Open-Minded

Who Is Listening? MYP students meet with Pre-K students and engage in a variety of activities including reading in the library and play-based learning. Learner Outcomes Focus: Communicator

STEM: Members of STEM action group interact with upper Elementary students and lead them in a variety of fun science experiments that directly relate to their units of inquiry. Learner Outcomes Focus: Communicators and Inquirers

Let's Play: MYP students in Let's Play Action Group each have a KG1 buddy that they meet and engage in play-based learning. Learner Outcomes Focus: Caring and Friendly

The Green Team is in charge of the entire IST recycling program from teaching the IST Community about the importance of recycling to collecting the recycling boxes from each classroom every week. The money they raise from recycling paper will go to the funding of solar panels in our school. Learner Outcomes Focus: Thinkers

Media Production focuses on planning, shooting, and editing videos, mainly interviews for our IST Community. The videos they create are displayed on MIST morning announcements and on the IST social media platforms. Learner Outcomes Focus: Communicators and Thinkers

Arty Time members use their creativity skills to create colorful and unique artwork of their own. They often collaborate with other Action Groups, such as Your Story. Some of this artwork is being used to create an activity booklet for hospital patients. Learner Outcomes Focus: Communicator

Your Story Action Group focuses on creative writing. A booklet of their writing is published once a quarter, which includes illustrations from Arty Time. Some of these stories are being used to create an activity booklet for hospital patients. Learner Outcomes Focus: Communicator

Centerstage Acting group has four performances for the IST Community throughout the school year. Learner Outcomes Focus: Communicators and Courageous

IST Sunshine Members take authentic action to make IST a friendly place for the members of the secondary school. They particularly focus on new students and organize welcome bags for them to receive during homeroom on their first day. They also celebrate birthdays of secondary students and organize physical activities for students during lunch time. Learner Outcomes Focus: Caring and Friendly

Save Endangered Animals group strives to educate the IST community about the importance of saving endangered animals. They do this by creating fun presentations for younger IST students. They organize activities such as the 5K and 2K Fun Run as part of their fundraising campaign. All proceeds are donated to WWF to save endangered animals by stopping poachers and the animals' habitats from being destroyed. Learner Outcomes Focus: Open-Minded and Thinkers

All IST students in either IST Diploma or IB Diploma streams must complete a variety of Creativity, Activity and Service experiences as well as a CAS project to fulfill graduation requirements. Students are responsible for planning, implementing, and reflecting on their own experiences and projects, both independently and in collaboration with others. They address global issues and ethical concerns as they contribute to sustained collaborative projects.

Examples of some CAS projects from the Class of 2020 include:

- German from Zero (CCA run by 2 German students teaching their peers the German language and culture) Learning Korean (CCA run by 2 Korean students teaching their peers the Korean language and culture)
- IST Solar Panel Project (Holding a variety of fundraisers to raise money for the school's solar panels)
- Air Pollution Masks (Researching, creating, and selling air pollution masks)
- IST Hollywood (Student run CCA that makes movies)
- Varsity Boys Volleyball Training (Two CAS students running the training sessions for their volleyball team)
- Eco-Bricks (Two CAS students making chairs out of eco-bricks)
- Elementary Football coaching
- Organizing Art Exhibition
- MYP ACAMIS Robotics Coach
- Chess CCA (Running CCA for Elementary students)



CO-CURRICULAR ACTIVITIES PROGRAM

50

Complementing the sports and performing arts within the IST Co-curricular Program, Co-Curricular-Activities (CCAs) are offered to students in Grades KG3-12, and provide an extension to the regular curriculum. The CCA program at IST is popular at all school levels, and is offered in sessions of 9 or 10 weeks throughout the school year. All teachers are expected to contribute to the activities program. Recently offered extra-curricular activities include:

Build it / Make it/ Play it!	Cooking	Cooking
Just Dance	Pottery	Creative Writing
Football	Swimming	Math Games
Choir	Rubik's cube 3x3 & 4x4	Fun Chinese
Chess	Badminton	Art
Table Tennis	Baseball	Photography
Set Design	Musical Production & Chorus	Computer
Chinese	Dance Crew	Robotics
Indoor/outdoor games	Rock Climbing ES/MS/HS	Drama Club
iBricker Lego	Fun with Paper	Clay painting
ES Library Club	Whiffle Ball	Martial Arts
SS Library Club	Chinese cinema	Temple Fair
Cross Country	Ballet	Brain Games
Aerobics	Golf	Ball hockey
Orchestra	Art Club	Board Games
Ultimate Frisbee	Speech and Drama	Chinese Culture/Traditional stories
IST Quintet	MS/HS MUN	Touch Rugby
Kids Science	Jazz Choir	Track and Field
Active team games	STUCO (ES & SS)	Computer Science
Dance	MIST	Literacy lab



STUDENT SERVICES DEPARTMENT

IST supports the belief that all students should be allowed to demonstrate their knowledge and understanding under conditions that meet their individual needs. To that end, IST offers an array of accommodations including, but not limited to, specialized staff, in-class support, small classes and appropriately structured lessons.

MISSION AND OBJECTIVES

- Our Student Support Services ensure that the language and learning needs of all students are met effectively and compassionately by appropriately qualified staff.
- Our Student Support Services support individual needs of students through dedicated and comprehensive approaches based on appropriate data.
- Our School provides counselling programs that are developmentally appropriate and help students develop skills, disciplines and dispositions necessary to succeed in school and life

PHILOSOPHY

The Student Services Department believes:

- that the Student Services Department should liaise with and support classroom teachers in curriculum design, lesson planning and implementation of diverse teaching strategies
- all parents are partners in their children's education by taking an active interest and by supporting their children's learning
- all students are able to take academic risks in their learning

- all students can be self-directed learners
- that the mother tongue and culture of all students is valued
- that the acquisition of the English language is essential for communication and academic success at IST
- all teachers are language teachers and are responsible for making the curriculum accessible to all students
- children acquire language best when they are provided with a language-rich environment both at home and at school

STUDENT SUPPORT TEAM

The Student Support Team (SST) meets regularly to plan a coordinated strategy for supporting the academic, social, emotional and behavioral needs of students. It seeks creative and collaborative ways to maximize the use of available resources and formalize support for students in the form of recommendations for instruction, accommodations or individual / small group support. At times the SST will also work with the faculty to develop action plans or a more formal individual learning plan.

INDIVIDUAL NEEDS

The Individual Needs program is aimed at students who have specific learning needs, and who need support to participate in the school's programs. Students with Individual Needs are placed in the regular class and are expected to follow the school's academic and social curriculum. Support is provided in a variety of ways to enable the student with Individual Needs to participate fully in the curriculum. Support is based on the students'





individual needs, and may consist of support within the classroom, or support through small group instruction.

Students may be withdrawn from their classroom for small group instruction but as IST's approach is inclusive the majority of their learning occurs with their peers in mainstream classrooms.

Currently, IST accepts students with mild to moderate learning difficulties. It is recommended that parents of students with special learning needs contact the school to discuss the needs of their child prior to enrolment.

Possible accommodations for students with Individual Needs may include:

- Oral presentation and or different ways of presenting: recording(audio, video), drama, music where suitable
- Short answer questions- written or oral
- Colored paper
- Extra Time or Separate room
- Scribing
- IT – Speech to Text



- 1:1 reading of questions
- Enlarged font size
- Group Work – can the student actually work with their partners/ are they being excluded etc
- Questionnaires for assessments can be be graduated from the simpler skills to the more difficult so as students who are less able have the opportunity of working through those that they can accomplish.

THE IST COUNSELING PROGRAM

The School Counseling Department at IST focuses on the three broad and interrelated areas of student development: academic, career and personal/social development.

There is a collaborative effort between the school counselors and other educators that creates an environment which promotes school success.

The school counselors help students:

- Learn to take responsibility for their behavior and learning.
- Develop healthy decision-making skills.
- Integrate their ability to think and feel with their ability to take action.
- Explore choices in their everyday lives that will help them to take an active, positive role in the shaping of their own future.

The school counselors value and respond to the diversity and individual differences in our societies and communities. Due to the generally transient nature of international schools, students and families are often dealing with relocation and cross-cultural issues that affect their identity and worldview. The counselors offer support services for students and families to manage issues related to studying and living in an international environment. As student advocates, the school counselors consult and collaborate with teachers, administrators and families to help students achieve academic, vocational, and personal goals.

The school counselors respect the individual's right to privacy. Information is kept confidential unless disclosure is required to prevent clear and imminent danger to the individual and/or others. Services are student-centered and are delivered in an environment that is welcoming, safe and caring.

COUNSELING MAY INCLUDE:

- Support for PYP, MYP, and IB curriculum
- Work with homeroom advisors on the pastoral programme and circle solutions
- Group Activities
- Parent Workshops and Instruction
- SAT and PSAT examinations
- Individual Student Planning
- Collaborate with Student Services Team
- Individual and Small Group University/College Placement and Summer Programs Advisement

ELA – ENGLISH LANGUAGE ACQUISITION

As in most international schools, many students at IST do not use English as their first language and require support to ensure their acquisition of English. To meet this need, we provide an ELA program, allowing students to succeed in an English-based classroom.

Language acquisition is most successful when it takes place in meaningful contexts. IST creates a secure environment where students have the opportunity to acquire and develop language in real life settings alongside fluent English speakers.

ELA students at IST spend most of the school day with their English proficient peers in the mainstream classroom. When students first apply to the school they are tested to gauge their ability in the English language. If the results show the student needs to improve their English then the student is placed in the ELA program. All ELA students are assessed

for their English Language Proficiency on the using the MAP test. Currently, MAP testing is carried out upon application to join IST and then periodically throughout the year.

ELA IN THE ELEMENTARY SCHOOL

The English proficiency of all students in the school will be measured using the assessment appropriate for their current grade level. All students from the conclusion of Kindergarten to Grade 12 will exit the ELA program based upon Formal proficiency assessments, school progress reports and teacher observations and assessments.

ELA AND HOMEWORK

ELA students are held to the same expectations for homework as non-ELA students, with regard to time commitment and quality: all students are expected to complete assigned tasks to the best of their ability, taking into consideration the fact that teachers are expected to differentiate tasks and formative assessment criteria according to the individual needs and abilities of their students.

ELA EXIT CRITERIA

The English proficiency of all students in the school will be measured using the assessment appropriate for their current grade level. The decision to exit students from ELA is based upon the formal MiniLit and MultiLit proficiency assessment, progress reports, and input from relevant academic staff. In general, students who demonstrate an overall English Language Proficiency on MAP Test and in





class assessment are generally not formally classified as ELA. They would no longer require additional English language support to access the mainstream curriculum beyond that which is provided for students for whom English is the first language.

ELA IN THE SECONDARY SCHOOL

The English Language Learning Department aims to incorporate the following English language classes.

ELA – ENGLISH LANGUAGE ACQUISITION

The ELA Department teaches students across these ranges of ability. ELA is aligned with IB English Language Acquisition (formerly Language B). ELA at IST encourages students to learn English to develop their intercultural awareness and international mindedness. It promotes global citizenship through communicating in a variety of modes in more than one language, as well as the possibilities to reflect upon and explore different cultural perspectives.

English Language Acquisition takes the view that language is central to learning, as well as to literacy. English Language Acquisition at IST equips students with the necessary skills and attitudes to communicate successfully in the global contexts of the 21st century. It greatly contributes to the holistic development of students while strengthening their lifelong learning skills. English Language Acquisition also provides students with the opportunity to develop insights into the features and processes of language, and to realize that there are diverse ways of living, behaving and viewing the world.

ELA students in Grades 6-9 will be placed in three groups while ELA students in grade 10 will be placed in two groups. When students have a strong enough English level to exit the ELA program, they are placed in English A. The detailed summary below discusses the



curriculum for the highest-level class that is offered. The curriculum of the lowest is subject to change based on the needs of the students.

The materials and units studied may change slightly from year to year to best accommodate the varying language levels of the students.

The ELA/Individuals and Societies teachers and mainstream Individuals and Societies teachers collaborate closely together in order to meet the needs of each ELA student.

HOMEWORK

ELA students are held to the same expectations for homework as non-ELA students, with regard to time commitment and quality: all students are expected to complete assigned tasks to the best of their ability, taking into consideration the fact that teachers are expected to differentiate tasks and formative assessment criteria

according to the individual needs and abilities of their students.

MAP TEST

IST currently uses the MAP Test to gauge each student's English ability.

Students are tested upon entrance to the school and at the end of every semester. If the results show the student needs to improve their English then the student is placed in the ELA program.

TEST AREAS:

- Reading - this tests ability to read grade level texts.
- Writing- this tests ability to construct sentences.

ELA EXIT CRITERIA

All Grade 6-10 students will receive an English language proficiency assessment before exiting the ELA programme. The English proficiency of students in the school will be measured using the assessment appropriate for their current grade level.

The decision to exit students from ELA is based upon formal proficiency assessments, school progress reports, and input from relevant academic staff.

Students will, in most cases, be expected to score a minimum of Level 5 in all four areas of the assessment (speaking, listening, reading, and writing).

Class and subject feedback is also taken into consideration before a student is exited. In grades 6-10, a speaking assessment, a class participation assessment and subject semester grades are also part of the exit procedure.

ELA & INDIVIDUALS AND SOCIETIES

Individuals and Societies for learners of English as another language (HEAL) is a Individuals and Societies course for ELA students. This class helps students develop academic English language

proficiency using the knowledge skills and concepts of the Individuals and Societies course. At each grade level, ELA students take Individuals and Societies with a specialist ELA teacher. The ELA Individuals and Societies teachers collaborate with other Individuals and Societies teachers to plan, design and implement the course. Students in ELA Individuals and Societies will be exited to the regular Individuals and Societies program when they reach an appropriate level of English Language proficiency based on the MAP Test.





TEACHER RESOURCES

STUDENT STATIONERY

IST supplies all student stationery and workbooks and maintains an extensive supply of bulk teaching resources such as colored paper, markers, clay, material, glitter, various work folders, cardboard etc.

TEACHER'S CLASSROOM BEAUTIFICATION FUND

Teachers have an annual discretionary fund of US\$100 to spend for classroom beautification, including such items as borders, stickers, posters, pillows, plants, rugs, etc. These items can be purchased throughout the year, although if you choose to order them through an overseas supplier, the cost of shipping, VAT and customs duties will be charged against the \$100. Most teachers carry items with them when they re-enter the country. If you choose to bring items with you that fit into this category, you must bring receipts in order to claim reimbursement.

FACULTY HANDBOOKS

All new teachers receive a hardcopy of the Elementary and/or Secondary Handbook, which includes guidelines in day-to-day procedure, schedules, and common policies and expectations. Soft copies are available on the school server and will be emailed to new teachers.

PARENT STUDENT HANDBOOK

A broad overview of the entire school, including policies relevant to students and their parents. Available in hard copy and on the school website.

MANAGEBAC/TECHNOLOGY SYSTEMS

We use a variety of technology systems school-wide, including Office 365 Teams, ManageBac as

our curriculum management platform and iSAMS as our student information system. Training and support in these systems is provided for all staff. In the Elementary School, students and teachers use the Seesaw platform, which holds the student's digital portfolio. Additionally, Seesaw serves as a communication tool to share what students are currently learning, as well as upcoming events. In the Secondary School, ManageBac is the primary form of communication with students and parents.



ELEMENTARY SCHOOL RESOURCES

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IST provides the core teaching resources and materials that are required to deliver its curriculum. Each teacher receives the IST Curriculum and a copy of 'Making the PYP Happen', which include all of the school-wide documents with regard to 'What Students Learn', 'How Students Learn' and 'How We Know Students Learn'. Teachers receive an Elementary Faculty Handbook that outlines the expectations and procedures relevant to the day-to-day operation of the Elementary school.

CORE TEACHING RESOURCES

Each teacher receives a core teaching resources box, which includes general instructional manuals for the essential learning areas that the teacher is responsible for. For example, an Elementary grade teacher will receive a box containing, amongst other things:

- Display materials including: the IB Learner Profile, PYP Attitudes and the IST Inquiry Cycle
- Writers' Workshop Teacher Guide
- Spelling guide and resources
- Reading test resources (PM Benchmarks/ Probe)
- Math in Practice Teacher Resource
- Circle Solutions book
- Reading, Writing and Proofreading Strategy Cards
- Elementary Faculty Handbook
- Elementary Curriculum Handbook

ELEMENTARY TEACHING RESOURCES ROOM

IST has a child-centered, inquiry-based curriculum, which means that our curriculum is not textbook driven. The majority of teaching materials are centralized in the Elementary Teaching Resources Room, so that all teachers are able to access the resources that best meet the needs of the individual students in their classes. This means that they are not restricted to resources pitched at an average student in the grade, but rather have the ability to both extend and support as necessary.

The Elementary Teaching Resources Room contains reading materials, which include an extensive range of readers, big books, basal readers and novel packs, and support materials such as books on phonics, poetry and grammar, etc. It also houses resource boxes for the Units of Inquiry, containing a range of teaching books, resources and ideas put together by the Elementary teachers. Teachers borrow the kits as they need them and add to them as they further develop the teaching units. Posters and charts are also available.

The Elementary Teaching Resources Room houses mathematics manipulatives as well as specific teaching kits divided by learning strand (e.g. Geometry) that may be checked out as needed. These resources further supplement the core resources supplied to grade teachers in their core teaching resource boxes.



SECONDARY SCHOOL RESOURCES

Within the Secondary School, resources are available to support the units taught in each curriculum area. The library also has a strong reference collection with the addition of several online, subscribed databases that support knowledge, understandings and dispositions for units of study at each grade level.

You can expect:

SUBJECT AREA RESOURCES

On being hired, you will be contacted by your Subject Area Chair. He/ she will provide you with all the information you need regarding the courses you will teach. This includes the subject curriculum, course overviews, unit plans and assessment, in addition to the standards and benchmarks for skills, knowledge and understandings.

You will also be assigned a professional buddy who will work closely with you on arrival. This is usually someone who teaches some of the same courses.

IB RESOURCES

On being hired, you will be contacted by the IB MYP and Diploma Coordinators who will also provide you with information needed relevant to the courses you will teach. They will also answer any questions you have regarding the program and training. As an IB World School, the IB training of our teachers is a priority for professional development.

MYP

On arrival, all new teachers receive:

- Subject Guide

- Areas of Interaction Guide/From Principles to Practice
- Personal Project Guide
- Access to existing unit plans is available through the server

Teachers new to IST receive an introductory outline of the MYP as part of orientation week. All teachers new to the MYP also attend an Introduction to the MYP course as soon as possible.

DIPLOMA

On arrival, IB Diploma teachers receive a subject handbook which includes both school and IBO publications such as:

- Subject Guide
- Teacher support materials
- Extended essay guidelines

In addition, the following materials are made available for reference:

- Assessment guidelines
- Diploma coordinators' notes
- Academic honesty guidelines
- IBO general publications
- Examination timetable
- Dates for Internal Assessment
- Statistical data
- And other information relevant to their subject

Teachers new to IST receive an introductory outline of the DP as part of orientation week. All teachers new to the MYP also attend an Introduction to the MYP course as soon as possible.



TEACHER JOB DESCRIPTIONS

POSITION: TEACHER, BAND I

TEACHER PROFILE

“Our school is a friendly place where the needs of the students come first” is the first line of our powerful school philosophy. International School of Tianjin (IST) teachers are models of friendly and outgoing behavior towards all members of our community and are profoundly interested in the holistic wellbeing of all students in the school from KG1 through to Grade 12.

The IST Philosophy affirms that, “Our students love to learn.” One reason that we make this bold claim is because our teachers love to teach. At IST, our teachers are models of inclusive, best teaching practice and they demonstrate the desire and ability to collaborate closely with other teachers, including co-teaching and planning, to best meet the unique learning needs of all students, and second language learners in particular. IST is committed to information literacy; our teachers consistently demonstrate openness to learning new information platforms and new technologies.

Our philosophy emphasizes that, “Our common future requires that we all look beyond our immediate needs.” For this reason, our teachers embrace their duty to the wider community and environment and work to openly foster a spirit of respect for all, and the history, culture, and people of China in particular.

IST provides a dynamic child-centered learning program where students’ individual educational and social needs are addressed and where students are encouraged to construct knowledge through inquiry and are challenged to learn rich and meaningful content. IST is authorized to offer the International Baccalaureate Primary Years, Middle Years and Diploma Programmes; experience supporting student learning within these curricular frameworks is therefore desirable but not necessarily a prerequisite. Instead, a strong understanding of, and alignment with, inquiry based pedagogy, inclusive and information and

technology rich learning environments, and the ability to be a team player, are paramount.

TEACHER RESPONSIBILITIES

(ELEMENTARY)

The target teaching load is 29 periods per 39-period week with a range of 28-30 periods, as well as other core duties and responsibilities. Our teachers are expected to support students in the process of acquiring values, attitudes, approaches to learning, and life-long-learner behaviors compatible with our school, and IB philosophies. Homeroom teachers are responsible for core subject areas. There are specialist teachers for world languages, music, physical education, art, library/information literacy and STEM/IT.





Grade / subject	World Language	PE/Fitness	Music	Art	Library / Info Lit	STEM / IT
KG3- Grade 2	4	2	2	1.5	1	2
Grades 3- 5	4	3	2	2	1	2
Taught by	Specialist teacher					Co-teach with specialist

Our teachers work collaboratively within subject area and/or grade level teams in their planning, resourcing, teaching, assessing and reporting of our curriculum. Learning is planned to be rigorous, challenging and often fun! Teachers offer a variety of learning strategies and a selection of assessment techniques enabling all students to be successful. All teachers are language and technology teachers within their grade level or subject area.

Our methods of assessment and reporting encourage both teacher- and student-led involvement. All teachers must adhere closely to the school's written curriculum and teaching/assessment practices as outlined in the Elementary Faculty and Curriculum Handbooks, and relevant IB PYP documentation.

TEACHER RESPONSIBILITIES (SECONDARY)

The target teaching load is 27 periods per 39-period week with a range of 26-28 periods as well as other core duties and responsibilities. Our teachers normally teach IB MYP and/or DP in their assigned subject discipline/s in the Secondary school. In teaching the IB Middle Years and IB Diploma Programmes within the Secondary school, our teachers are expected to support students in the process of acquiring values, attitudes, approaches to learning, and life-long-learner behaviors compatible with our school, and IB philosophies.

Our teachers work collaboratively within subject area and grade level teams in their planning, resourcing, delivery and reporting of our curriculum. Lessons are expected to be rigorous and challenging, offering a variety of student learning strategies and a selection of assessment techniques enabling all students to be successful. All teachers are language and technology teachers within their subject discipline.

Our methods of assessment and reporting encourage both teacher- and student-led involvement. All teachers must adhere closely to the school's written curriculum and teaching/assessment practices as outlined in the Secondary Faculty Handbook, IST Common Guide, IB guides.

BROAD RESPONSIBILITIES

As dedicated members of the IST faculty we:

- Contribute to a positive school climate, promote the school philosophy in all interactions, and openly support the school administration in its objectives and policy decisions.
- Serve as a homeroom teacher with responsibility for daily pastoral care of students, as a supervisor for weekly Action Groups, on events committee(s) and/or task committee(s).
- Participate in Week Without Walls field trips, in parent-teacher conferences, in professional development.
- Attend regularly scheduled meetings such as staff and departmental meetings, special events and support student functions outside of the regular school day such as Graduation Ceremony, PFO Picnic, etc.

- Provide meaningful and timely feedback to students, encouragement to colleagues and attention to the concerns of parents.
- Report on student progress and behavior in a timely and supportive manner.
- Supervise students at break/recess times and /or at the beginning or end of the school day.
- Lead students in extra-curricular activities, on excursions and in special events.
- Maintain course curriculum documentation on ManageBac, school facilities and resources through careful and conscientious use.
- Adhere to all expectations regarding performance of duties as outlined in faculty handbooks and school policies and practices.
- Safeguard the wellbeing of students in accordance with IST Community Safeguarding Framework including the IST Code of Conduct.

To read the full set of job descriptions please go to: https://www.istianjin.org/uploaded/Community/IST_Job_Descriptions.pdf

