

# INTERNATIONAL SCHOOL OF TIANJIN

FACULTY ORIENTATION GUIDE 2026-2027





INTERNATIONAL SCHOOL OF TIANJIN  
天津经济技术开发区国际学校天津分校

国泰民安



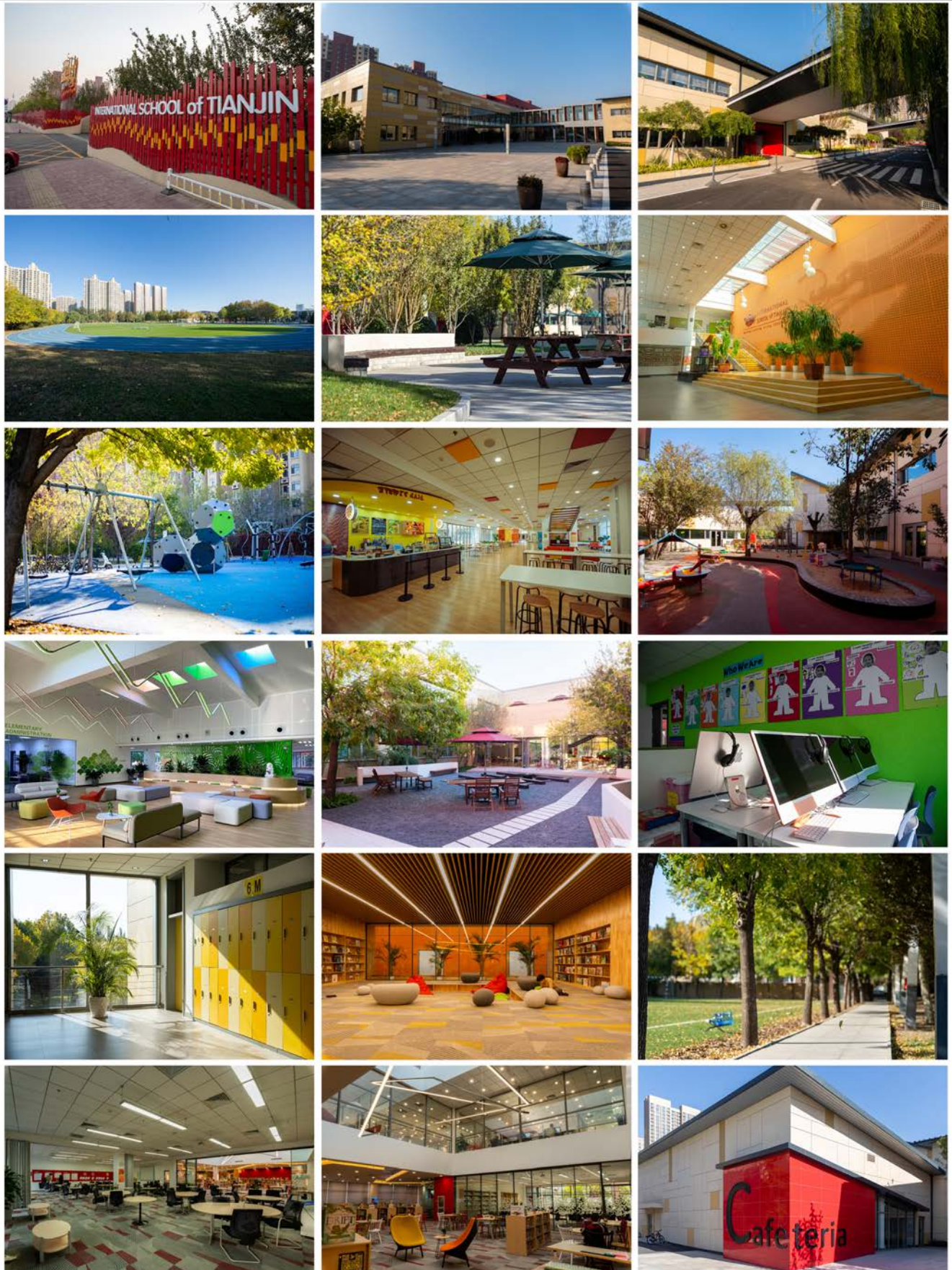
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International  
天津经济技术开发区

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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 extensive park-like grounds and over 30,000m<sup>2</sup> of world-class architecturally designed facilities. 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 69)

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 62-68) and commit to its intent by signing a 'Personal Disclosure Form' (see sample, page 66) upon arrival at our school, and following Safeguarding training, all employees must also sign a 'Personal Declaration Form' (see sample, page 67). 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, and 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





# IST GUIDING STATEMENTS

## 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



## 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. Over most of the intervening years IST's student body has maintained an average enrollment of between 400 and 500 students from 35+ countries. We currently employ some 52 highly qualified teachers from 15 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 (2 years 9 months-4 years) through Grade 12.





|           |  |
|-----------|--|
| 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 <sup>2</sup> 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 <sup>2</sup> 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-aside 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.  |
| 2024-2025 | Construction of additional gymnasium, including fitness and dance studios, health classroom, and student lounges.  |

## ACCREDITATION

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

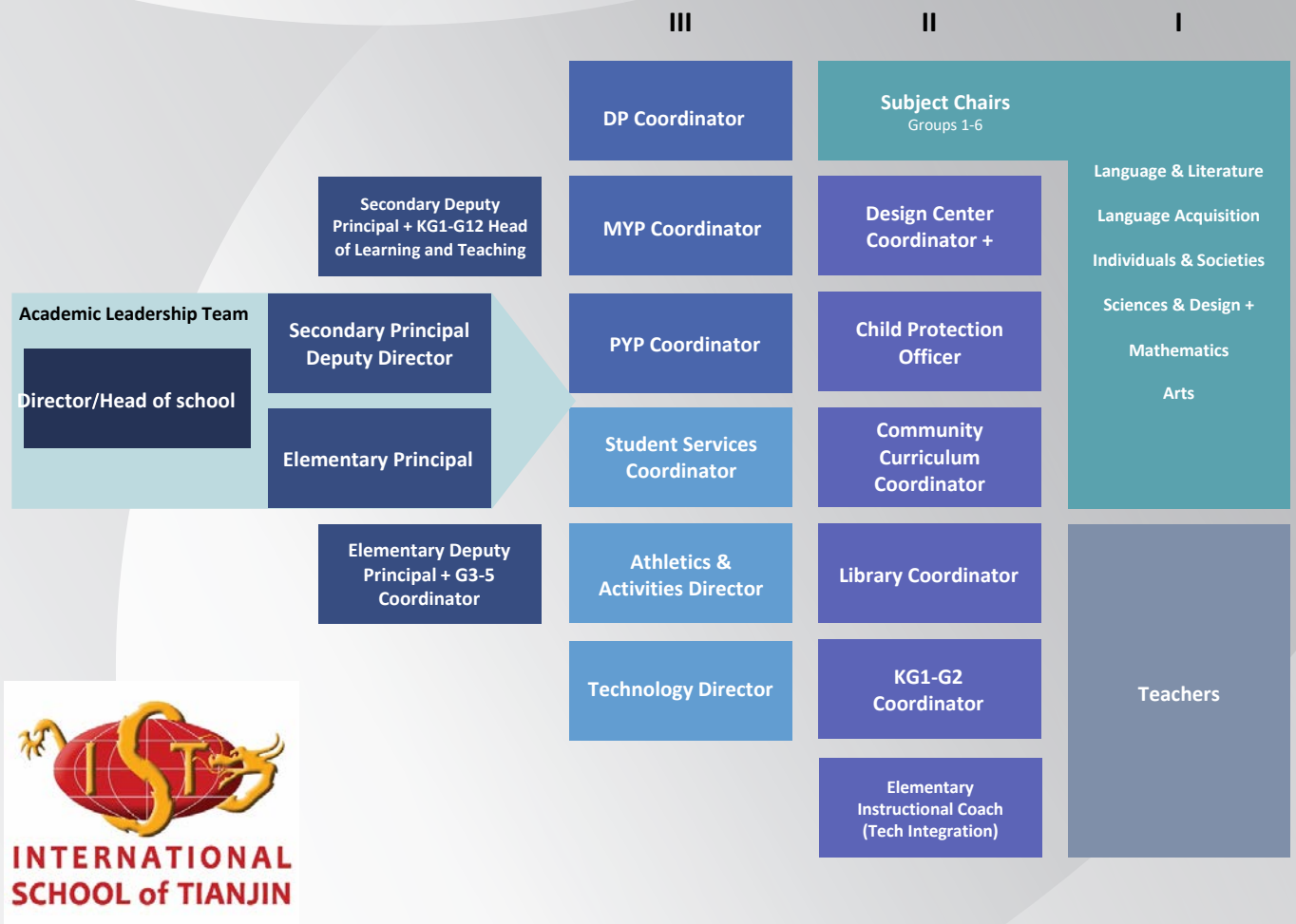


## GOVERNANCE

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 30,000+m<sup>2</sup> of outstanding facilities for its academic, cultural and sporting programs. Facilities include:

- 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
- Elementary Maker Space
- Numerous mini computer labs (one per elementary grade level)
- 520-seat Theater, Black Box Theatre, and extensive Music and Art suites (including ceramics studio)
- Two double-sized gymnasiums, one with floor-to-ceiling climbing wall, and the other with fitness and dance studios, health classroom, and lounges
- One full-size and one 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 students 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 AND 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.





# 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 ELA 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 and 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 2026 - 2027 school year will run from 5 August to 4 June for students. New hire and returning teachers will report on 22 July and 28 July respectively, and finish on 4 June.***





# International School of Tianjin 2026-2027 Academic Calendar

20 Admin Report  
22 New Faculty Report  
28 Faculty Report

| July '26 |    |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|----|
|          | M  | Tu | W  | Th | F  | Sa | Su |
|          |    |    | 1  | 2  | 3  | 4  | 5  |
|          | 6  | 7  | 8  | 9  | 10 | 11 | 12 |
|          | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
|          | 20 | 21 | 22 | 23 | 24 | 25 | 26 |
|          | 27 | 28 | 29 | 30 | 31 |    |    |

| August '26 |    |    |    |    |    |    |    |
|------------|----|----|----|----|----|----|----|
|            | M  | Tu | W  | Th | F  | Sa | Su |
|            | 31 |    |    |    |    | 1  | 2  |
|            | 3  | 4  | 5  | 6  | 7  | 8  | 9  |
|            | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
|            | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
|            | 24 | 25 | 26 | 27 | 28 | 29 | 30 |

5 First day of Classes

25 Mid Autumn Festival  
28-30 National Holiday

| September '26 |    |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|----|
|               | M  | Tu | W  | Th | F  | Sa | Su |
|               |    | 1  | 2  | 3  | 4  | 5  | 6  |
|               | 7  | 8  | 9  | 10 | 11 | 12 | 13 |
|               | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
|               | 21 | 22 | 23 | 24 | 25 | 26 | 27 |
|               | 28 | 29 | 30 |    |    |    |    |

| October '26 |    |    |    |    |    |    |    |
|-------------|----|----|----|----|----|----|----|
|             | M  | Tu | W  | Th | F  | Sa | Su |
|             |    |    |    | 1  | 2  | 3  | 4  |
|             | 5  | 6  | 7  | 8  | 9  | 10 | 11 |
|             | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
|             | 19 | 22 | 21 | 22 | 23 | 24 | 25 |
|             | 26 | 27 | 28 | 29 | 30 | 31 |    |

1-2 National Holiday  
14 End of First Quarter  
45 days

9-11 Long weekend holiday  
10-11 Staff PD Day

| November '26 |    |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|----|
|              | M  | Tu | W  | Th | F  | Sa | Su |
|              | 30 |    |    |    |    |    | 1  |
|              | 2  | 3  | 4  | 5  | 6  | 7  | 8  |
|              | 9  | 10 | 11 | 12 | 13 | 14 | 15 |
|              | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
|              | 23 | 24 | 25 | 26 | 27 | 28 | 29 |

| December '26 |    |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|----|
|              | M  | Tu | W  | Th | F  | Sa | Su |
|              |    | 1  | 2  | 3  | 4  | 5  | 6  |
|              | 7  | 8  | 9  | 10 | 11 | 12 | 13 |
|              | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
|              | 21 | 22 | 23 | 24 | 25 | 26 | 27 |
|              | 28 | 29 | 30 | 31 |    |    |    |

14-31 Winter Holidays

1 New Year  
4 Winter Holidays  
12 End of Semester 1 (90 days)

| January '27 |    |    |    |    |    |    |    |
|-------------|----|----|----|----|----|----|----|
|             | M  | Tu | W  | Th | F  | Sa | Su |
|             |    |    |    |    | 1  | 2  | 3  |
|             | 4  | 5  | 6  | 7  | 8  | 9  | 10 |
|             | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
|             | 18 | 19 | 20 | 21 | 22 | 23 | 24 |
|             | 25 | 26 | 27 | 28 | 29 | 30 | 31 |

| February '27 |    |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|----|
|              | M  | Tu | W  | Th | F  | Sa | Su |
|              | 1  | 2  | 3  | 4  | 5  | 6  | 7  |
|              | 8  | 9  | 10 | 11 | 12 | 13 | 14 |
|              | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
|              | 22 | 23 | 24 | 25 | 26 | 27 | 28 |
|              |    |    |    |    |    |    |    |

5 Chinese New Year Eve  
8-12 Chinese New Year Holiday

24 End of 3rd Quarter (45 days)

| March '27 |    |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|----|
|           | M  | Tu | W  | Th | F  | Sa | Su |
|           | 1  | 2  | 3  | 4  | 5  | 6  | 7  |
|           | 8  | 9  | 10 | 11 | 12 | 13 | 14 |
|           | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
|           | 22 | 23 | 24 | 25 | 26 | 27 | 28 |
|           | 29 | 30 | 31 |    |    |    |    |

| April '27 |    |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|----|
|           | M  | Tu | W  | Th | F  | Sa | Su |
|           |    |    |    | 1  | 2  | 3  | 4  |
|           | 5  | 6  | 7  | 8  | 9  | 10 | 11 |
|           | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
|           | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
|           | 26 | 27 | 28 | 29 | 30 |    |    |

5 Qingming (Tomb Sweeping)  
5-9 Spring Break

3-4 May Day Break

| May '26 |    |    |    |    |    |    |    |
|---------|----|----|----|----|----|----|----|
|         | M  | Tu | W  | Th | F  | Sa | Su |
|         | 31 |    |    |    |    | 1  | 2  |
|         | 3  | 4  | 5  | 6  | 7  | 8  | 9  |
|         | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
|         | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
|         | 24 | 25 | 26 | 27 | 28 | 29 | 30 |

| June '26 |    |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|----|
|          | M  | Tu | W  | Th | F  | Sa | Su |
|          |    | 1  | 2  | 3  | 4  | 5  | 6  |
|          | 7  | 8  | 9  | 10 | 11 | 12 | 13 |
|          | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
|          | 21 | 22 | 23 | 24 | 25 | 26 | 27 |
|          | 28 | 29 | 30 |    |    |    |    |

4 End of Semester 2 90 days  
7 Summer Holiday Start  
9 Dragon Boat Festival

## 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 30<sup>th</sup> 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  |
| 4a                              | 1:50-2:30            | 1:30-2:10   |
| 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         |
| 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  |
| 7                              | 1:50-2:30            | 1:30-2:10   |
| 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 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 a 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 at any time. All teachers normally have at least two supervision duties per week in addition to positions on school committees and other, similar responsibilities.



# Sample Elementary Timetable

|    |               | 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<br>till 14:10 |                           | UOI/STEM Co-teach         |
| 8  | 14:30 - 15:10 | Circle Solutions            | Music                     | Early Dismissal / Meetings    | Homeroom                  |                           |
| HR | 15:10 - 15:15 | 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   |                        |                        |                                |                        | Word Study / ELA Co-teach       |
| 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 |                        |                        | World Languages (PYP Planning) |                        | Reading / ELA Co-teach          |
| 5  | 11:25 - 12:05 |                        | 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                        |



# 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                         |                             |                             |
|---|-------------------------------|-----------------------------|---------------------|-------------------------------|-----------------------------|-------------------------------|---------------------|-------------------------------|-----------------------------|-----------------------------|
| <b>1</b><br>8:25 - 9:05                         |                               | Hum 104.101<br>6Z/6A<br>HJM |                     | Hum 104.101<br>8C/8M<br>HJM   | Economics SL<br>12          |                               |                     | Hum 104.101<br>8C/8M<br>HJM   | Hum 104.101<br>8C/8M<br>HJM | Hum 104.101<br>6Z/6A<br>HJM |
| <b>2</b><br>9:05 - 9:45                         |                               | Hum 104.101<br>6Z/6A<br>HJM |                     | Hum 104.101<br>8C/8M<br>HJM   | Economics SL<br>101         | E 101<br>10S/10T<br>Economics |                     | Hum 104.101<br>8C/8M<br>HJM   | Hum 104.101<br>8C/8M<br>HJM | Hum 104.101<br>6Z/6A<br>HJM |
| <b>Morning Recess</b><br>9:45 - 10:05           |                               |                             |                     |                               |                             |                               |                     |                               |                             |                             |
| <b>3</b><br>10:05 - 10:45                       | Hum 104.101<br>6Z/6A<br>HJM   | Economics SL<br>11          |                     | Economics HL<br>12            | Hum 104.101<br>6Z/6A<br>HJM | Economics SL<br>11            |                     | Economics SL<br>12            | Economics HL<br>12          |                             |
| <b>4</b><br>10:45 - 11:25                       | Hum 104.101<br>6Z/6A<br>HJM   | Economics SL<br>101         |                     | Economics HL<br>101           | Hum 104.101<br>6Z/6A<br>HJM | Economics SL<br>101           |                     | Economics SL<br>101           | Economics HL<br>101         |                             |
| <b>5</b><br>11:30 - 12:10                       | Hum 104.101<br>8C/8M<br>HJM   |                             | Economics SL<br>11  | Economics HL<br>11            | Hum 104.101<br>8C/8M<br>HJM |                               | Economics SL<br>12  | E 101<br>10S/10T<br>Economics | Hum 104.101<br>6Z/6A<br>HJM |                             |
| Elementary Lunch/ Secondary 6<br>12:10 - 12:50  | Hum 104.101<br>8C/8M<br>HJM   |                             | Economics SL<br>101 | Economics HL<br>101           | Hum 104.101<br>8C/8M<br>HJM |                               | Economics SL<br>101 | E 101<br>10S/10T<br>Economics | Hum 104.101<br>6Z/6A<br>HJM |                             |
| Elementary 6 / Secondary Lunch<br>13:10 - 13:50 |                               |                             |                     |                               |                             |                               |                     |                               |                             |                             |
| <b>7</b><br>13:50 - 14:30                       | E 101<br>10S/10T<br>Economics | Economics SL<br>12          |                     | E 101<br>10S/10T<br>Economics |                             |                               |                     | Economics SL<br>11            | Economics HL<br>11          |                             |
| <b>8</b><br>14:30 - 15:10                       | E 101<br>10S/10T<br>Economics | Economics SL<br>101         |                     | E 101<br>10S/10T<br>Economics |                             |                               |                     | Economics SL<br>101           | Economics HL<br>101         |                             |

Timetable generated:9/28/2017

aSc Timetables

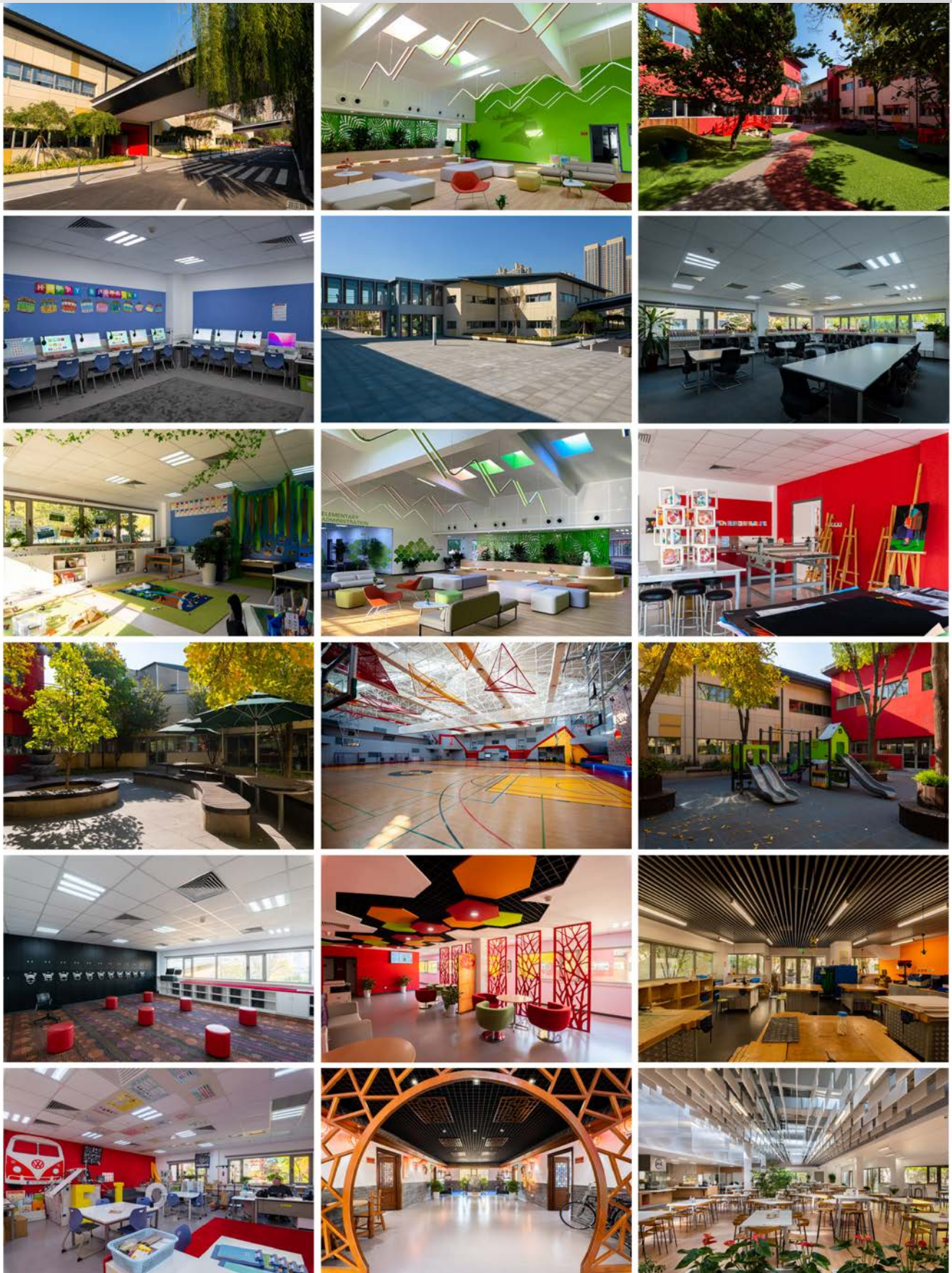
# Sample Secondary Timetable

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

The KG1 students have a naptime between 12:30 PM and 1:30 PM for those attending the full-day program (half-day program students return home at 12:00 PM). 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 9:45 AM and 10:05 AM and 55 minutes for lunch between 12:10 PM and 1:05 PM. 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. KG3 to Grade 2 students also have the 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.

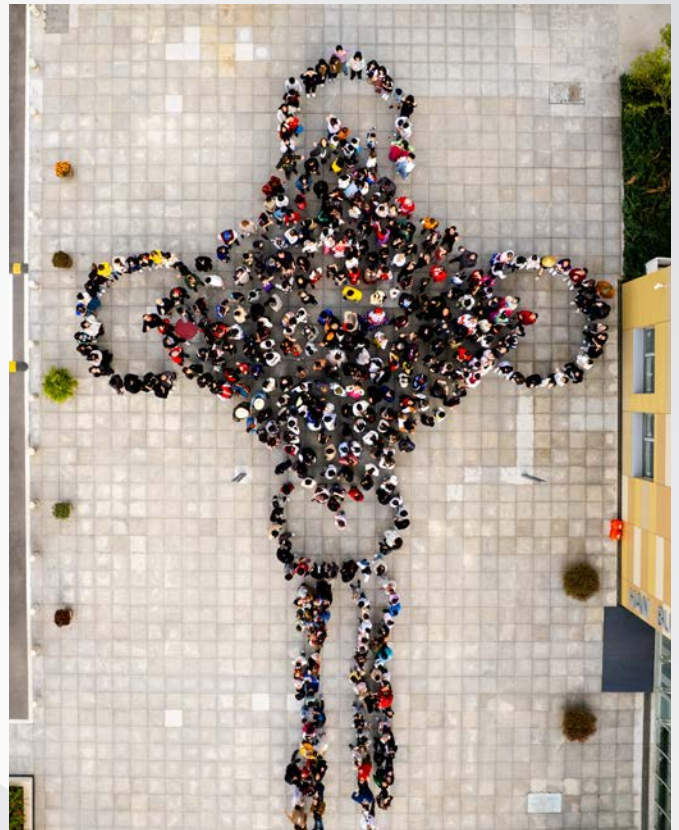
## LEADERSHIP

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:

- Elementary Deputy Principal
- IB PYP Coordinator
- Elementary Instructional Coach (Tech Integration)
- Lower Elementary (KG1 to Grade 2) Coordinator
- Upper Elementary (Grade 3-5) Coordinator

### *And, attending as needed*

- KG1-G12 Student Services Coordinator
- KG1-G12 Head of Learning and Teaching
- KG1-G12 Community Curriculum Coordinator
- KG1-G12 Technology Director
- KG1-G12 Athletics and Activities Director



## TEACHING AND SUPPORT STAFF

The current Elementary teaching faculty includes 11 homeroom teachers, 2 ELA teachers, 1 Individual Needs teacher, 5 World Language teachers (Chinese at three levels, French (PT) and German first language), and 5 additional specialist teachers (PE, Art, Music, STEM/IT, and Library/Information Literacy).

Teaching Assistants, whose primary role is supporting students in the classroom, support homeroom, ELA and specialist teachers within the Elementary School. There is a total of 13 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 at the time of enrolment. 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.

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

### **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.

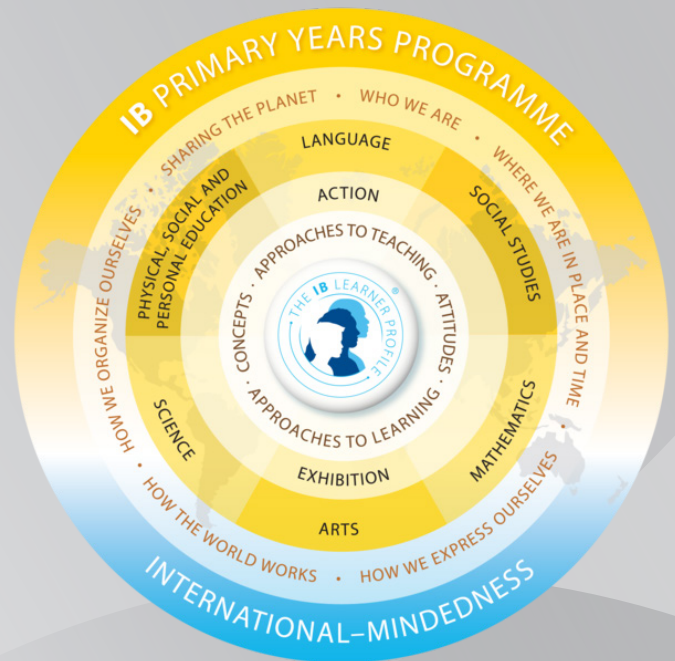
IST written curriculum includes the six subject areas identified by the IB: Language, Mathematics, Social Studies, Science, Arts and Physical, Personal and Social Education. Detailed outlines of these subjects at each grade level are available in the Curriculum Handbook that can be found on the school 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 Toddle 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 PE, Art, and Music. Pieces of work include teacher annotations and comments and student self-assessment are uploaded onto Toddle 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; e.g., 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 AM and finishes at 3:15 PM. Secondary Students attend homeroom from 8:10 AM until 8:20 AM, with the first class of the day starting at 8:25 AM. 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 2:15 PM. The majority of secondary classes are taught in double blocks of 80 minutes.

Secondary students have a 20-minute recess in the morning between 9:45 AM and 10:05 AM and an hour for lunch between 12:50 PM and 1:50 PM. 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:

- Secondary Deputy Principal
- IB Diploma Coordinator
- IB MYP Coordinator
- Counselors (College and Guidance)
- Secondary Subject Chairs (Six IB Groups)
- KG1-G12 Head of Learning and Teaching
- KG1-G12 Technology Director
- KG1-G12 Student Services Coordinator (as deemed necessary)
- KG1-G12 Community Curriculum Coordinator (as deemed necessary)
- KG1-G12 Athletics and Activities Director (as deemed necessary)





## 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. Each week begins with a 40minute extended Advisory period. MYP students also meet in extended Study Skills periods once a week as part of the school's Health, Wellbeing and Global Citizenship 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) sessions. 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 Toddle 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 Global Citizenship 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 |
| Design                 | 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 three 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 Language & Literature, Language Arts and Language Studies | 5                             |
| Chinese A,B and C, Korean A, German A, French A                   | 4                             |
| Mathematics   | 5                             |
| Science   | 5                             |
| Humanities  | 5                             |
| 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](http://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/SL

- 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

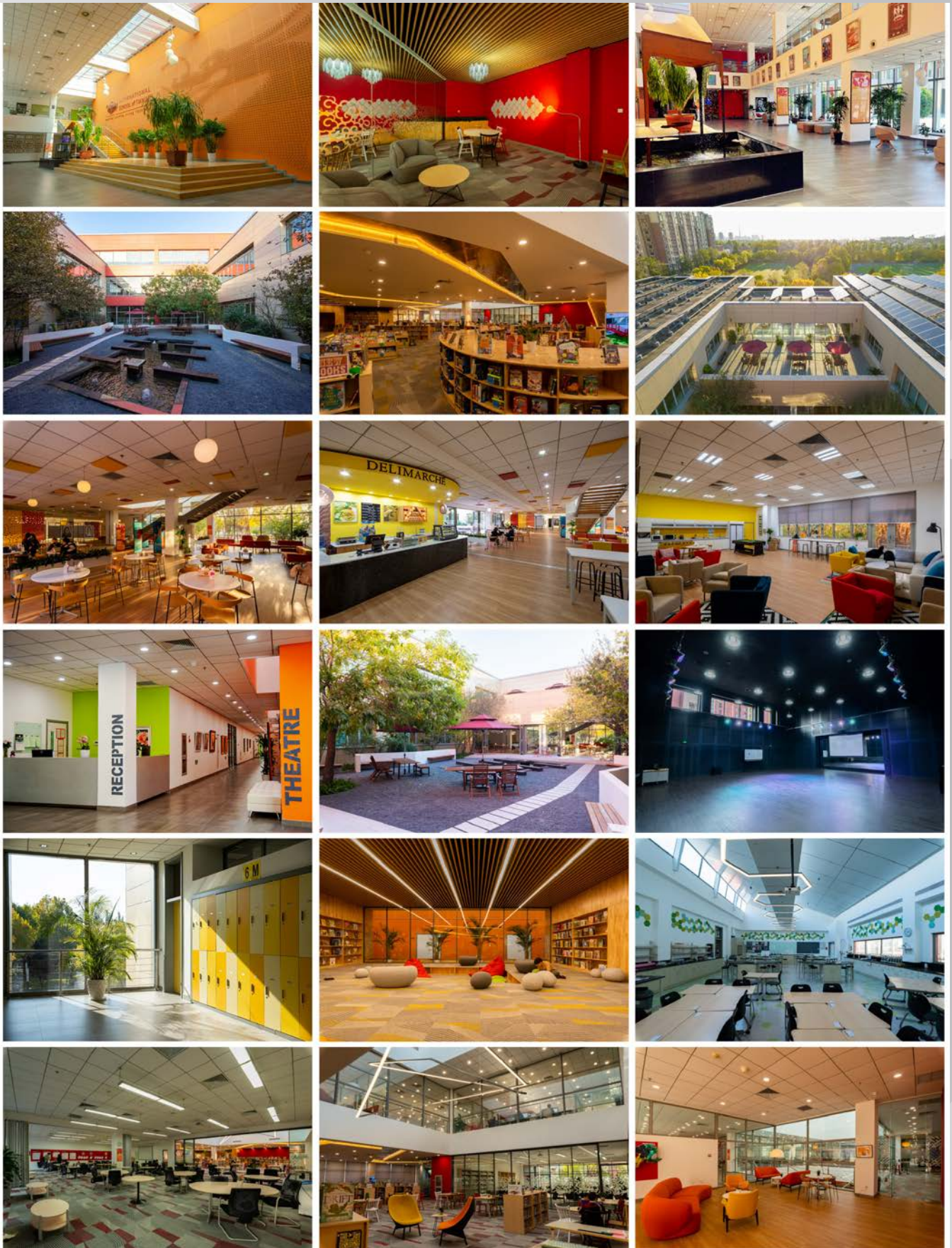


Programme can be obtained from the International Baccalaureate (IB) website at [www.ibo.org](http://www.ibo.org)

## IB DIPLOMA RESULTS

Over the past 20 years IST graduates have consistently and easily exceeded IB World averages with respect to general pass rates (98% versus 79%) and average diploma points awarded (36/45 versus 30/45). Over the past five 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 is routinely rated as one of the world's leading IB schools (top 10 in China out of 164 schools, and top 100 in the world out of 3500+ 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 Community Curriculum Coordinator (inclusive of Service and Action) 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 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 in 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

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! | Kungfu Tea Making                                     | IST Chamber Group     |
| Rock Climbing                | Baking  | Math                  |
| Indoor/Outdoor Games         | Fashion Design  | Choir                 |
| Digital Art                  | G5-7 MS Football Preparation                          | Judo                  |
| Elementary Basketball        | HS FB   | Library               |
| BELLA VOCE CHOIR             | HS Badminton  | Fyla Golf             |
| MS MUN                       | Volleyball  | Conditioning training |
| Table tennis                 | Pottery   | Rocket Science        |
| Secondary MIST               | The Art of Debate- Think Critically, Speak Powerfully | SS MUN                |
| HS VB Boys                   | Fun with Paper/ Chinese                               | Science Magazine Club |
| HS VB Girls                  | Dance and Stretch                                     | Bracelet Club         |
| Cooking                      | ESC   | Art Through Time      |
| Mindful Kids Club            | Football  | Website Builder       |
| Super Speeches               | Clay coloring   | Voice acting          |
| Upcycle Design               | MIST  | Majiang               |
| Flute Choir                  | MS VB Girls   | Mindful Kids Club     |
| Acoustic Guitar              | MS VB Boys  | Beach Volleyball      |
| IST Rock Band                | Paper Airplane  | Jewellery Design      |
| HSBB Boys                    | Green Screen Drama Show                               | Movie Club            |
| HSBB Girls                   | Elementary BB   | XR Team               |



# 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 first language 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 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 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 IB 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.





# 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, materials, glitter, various work folders, cardboard etc.

## TEACHERS' 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 procedures, 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.

## TODDLE/TECHNOLOGY SYSTEMS

We use a variety of technology systems school-wide, including Office 365 Teams, Toddle as our curriculum management and parent

communication platform, and iSAMS as our student information system. Training and support in these systems is provided for all staff.



# ELEMENTARY SCHOOL RESOURCES



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
- Spelling Mastery guide and resources
- Reading and Writing Resources
- 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

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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 Toddle

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
- 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 DP also attend an Introduction to the DP 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 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                        |
| 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](https://www.istianjin.org/uploaded/Community/IST_Job_Descriptions.pdf)





# TEACHER PROFESSIONAL DEVELOPMENT

## PREMISE

The school believes educators must keep abreast of international trends and research in education and must continually grow as professionals by proactively seeking out opportunities for professional development to improve their teaching expertise.

## PROFESSIONAL DEVELOPMENT PROGRAM

The professional development program is planned by the standing Professional Development Committee, which consists of the school's administration and IB Coordinators. The program has four main components:

- Teacher attendance at training workshops directly related to school programs, such as the International Baccalaureate programs (called "program maintenance workshops").
- Teacher attendance at other workshops and conferences.
- Teacher in-service days organized by the Professional Development Committee.
- Visits to the school by trainers and consultants.

Additionally, the school hosts EARCOS (East Asia Regional Council of Overseas Schools) workshops from time to time.

Attendance at professional development workshops outside the school during instructional time will be subject to the teacher being granted leave of absence by the director. Leave of absence granted for professional development programs will not be deducted from a teacher's annual leave entitlement.

## PROFESSIONAL DEVELOPMENT FUNDS

IST provides each teacher with an annual

professional development fund, to enable them to attend courses and access resources and services necessary to further their professional development. Teachers are normally required to use all of their professional development money for IB training as deemed necessary by the supervising principal. It should be noted that the release of these funds is at the approval of the Director; they are not simply a cash benefit and may not be released solely at the teachers' request. PD Funds and leave are not generally released after the non-acceptance of a contract renewal offer.

The school also provides an additional program maintenance fund with the purpose of addressing the ongoing professional development requirements inherent in school-wide programs such as the IB PYP, MYP and DP programmes.

A third fund is used to finance other school-wide initiatives such as bringing in trainers to assist the entire school faculty. Responsibility for disbursement of this fund lies with the Professional Development Committee. Individual teachers may also apply for grants from this fund in order to attend professional development workshops; prior to applying to the PD Committee for funding, they shall apply to the director for leave of absence.

## TEACHER SUPERVISION AND EVALUATION

We recognize the need to evaluate and be accountable for our effectiveness in the promotion of student learning.

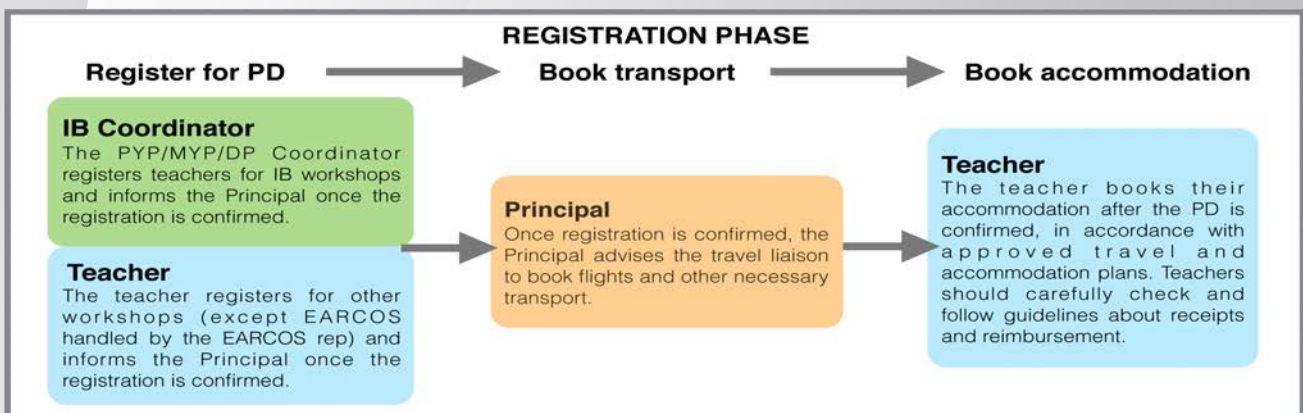
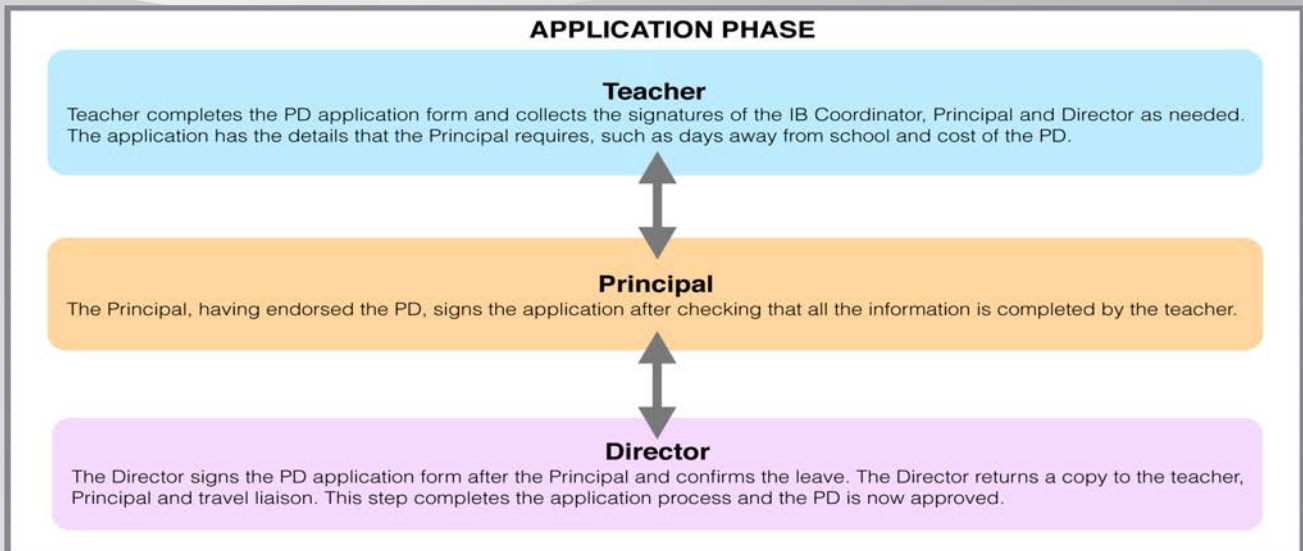
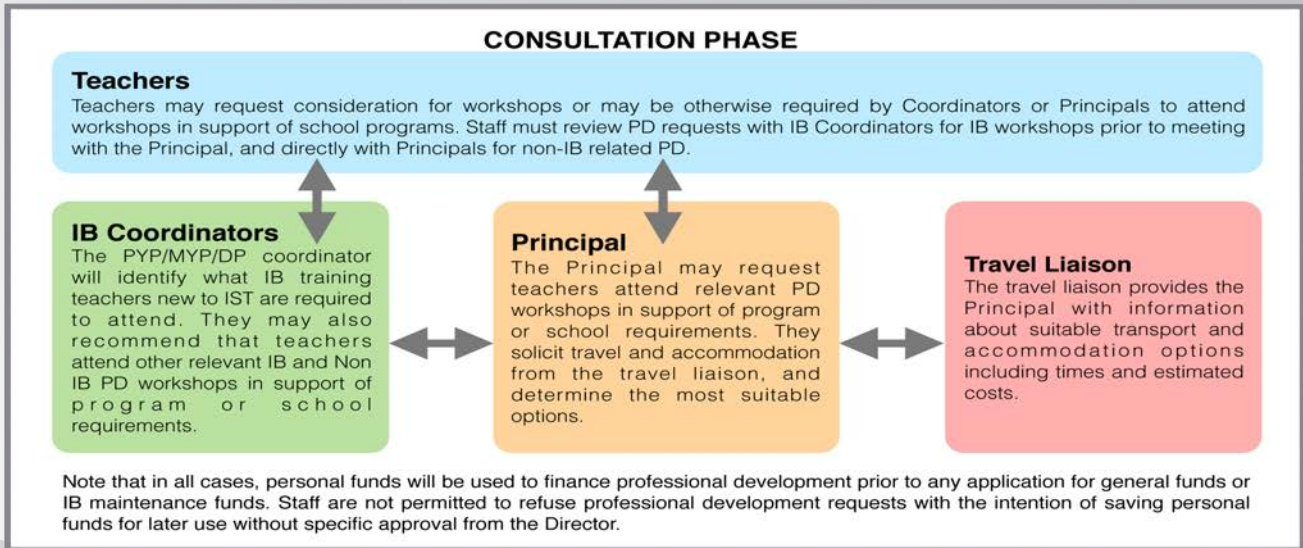
To this end, there are three strands of appraisal at IST:

STRAND 1 is implemented for new staff during their first year at the school. The emphasis in this strand is placed on evaluation of teacher performance and the achievement of professional goals developed by the new teacher and supervisor.

STRAND 2 is for teachers in their second or later year that meet the teacher expectations established by the school. The emphasis in this strand is on professional growth.

competencies or professional responsibilities. The emphasis in this strand is on the improvement of a teacher’s effectiveness and evaluation to determine if the teacher’s performance requires the teacher’s dismissal or non-renewal of contract.

STRAND 3 is for teachers who do not meet one or more of the school’s established teaching





# COMMUNITY SAFEGUARDING



## RATIONALE

The Community Safeguarding Framework sits at the center of our school-wide efforts to promote the social, emotional and physical wellbeing of the entire IST Community. It is decidedly child-centered and places matters of child protection and safety at the forefront of school policies, community practices and administrative decision making. IST policies, practices and procedures aimed at child protection and child welfare are further guided by the United Nations Declaration of the Rights of the Child (1990) and reinforced by our School Philosophy.

The Community Safeguarding Framework Model contains Eight Essential Domains arising from IST Board of Governors 'Community Safeguarding' Policy 5.1j, that both govern the scope of our commitment and demonstrate the depth of our efforts to preserve the integrity and wellbeing of all members of the IST Community. Each of the Essential Domains is further structured by Mission and Objectives statements. These statements are written in such a way as to reflect the assertive and inclusive statements of the IST School Philosophy.

- Child Protection
- Safer Recruitment
- Code of Conduct & Management of Safeguarding Concerns
- Health & Safety
- Health, Wellbeing & Global Citizenship
- Digital Citizenship
- Student Behavior Management
- Student Support Services

## A. CHILD PROTECTION

Child Protection provides child-centered, family-focused services to protect children and young people from significant harm caused by abuse or neglect within the family or by others. It aims to ensure that children and young people receive support and services to deal with the effects of abuse and/or neglect on their wellbeing and development. We ensure that all students in our care are afforded a safe and secure environment in which to grow and develop.

### MISSION AND OBJECTIVES

- Our School provides an environment where students feel safe, learn, develop and have a voice.
- Our School promotes community awareness of, and provides training for, safeguarding students.
- Our Child Protection Officer monitors and reviews child protection practices and procedures.
- Our Teachers equip and develop in students, the agency, skills and knowledge needed to keep themselves safe.
- Our School has procedures for the identification and reporting of cases where harm or risk of harm to a student is suspected and ensures that all staff are aware of such procedures.
- Our Staff supports students who have suffered abuse or who may be at risk.
- Our School has procedures in place to facilitate and promote the safe use of technology.
- Our Administration ensures safe practices to verify the suitability of staff, volunteers and visitors.

IST endorses the United Nations Convention on the Rights of the Child (UNCRC), of which the host country, China, is a signatory. The People's Republic of China (PRC) declares that it protects a wide range of children's rights through domestic legislation and by ratifying and joining the relevant international treaties such as the UNCRC. The PRC Constitution provides for the state protection of children and prohibits maltreatment of children. Among many laws and regulations providing children's rights protection, the primary law in this field is The PRC Law on the Protection of Minors (first passed in 1991, revised in 2006, and entered into force in 2007). This law details responsibilities of families, schools, and the government with regard to the protection of children's rights, and judicial protection.

### FORMS OF ABUSE AND NEGLECT

| Forms of abusive behavior are defined as: |  |
|---|--|
| Physical Abuse                            | Non-accidental injury including bruises, burns, human bites, or beatings which have been intentionally inflicted.  |
| Sexual Abuse                              | Where a child is used for the sexual gratification of another person as in obscene conversation, exposure to pornographic material, exhibitionism, molestation, incest, rape, or sexual exploitation.  |
| Emotional Abuse                           | Behaving in an excessive or aggressive manner such as teasing or verbal abuse that demeans and belittles the child, bullying, and lack of support or guidance.   |
| Neglect                                   | Inadequate supervision, persistent lack of provision of basic human necessities such as food, clothing, shelter, medical care, or the failure to protect the child from exposure to any kind of danger, which affects the child's health or development. |



## B. SAFER RECRUITMENT

Community members shall conscientiously follow all school procedures intended to assure the safety, health, security and wellbeing of students and all others participating in school activities or using school facilities. This shall include compliance with any and all requirements and regulations as set by the government of China, and school regulations pertaining to safeguarding.

This document shall be read in conjunction with the IST Board of Governors Policy Manual (specifically Section 5.4 Personnel: Selection and Deployment) and the IST Community Safeguarding Framework.

IST is committed to safeguarding and promoting the welfare of children and young people and requires that all staff and volunteers share in this commitment. It is recognized that this can only be achieved through sound safeguarding procedures, ongoing training, and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in, the roles they undertake. IST implements robust recruitment procedures and checks for appointing staff and volunteers to ensure that all reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the intended role.

## MISSION AND OBJECTIVES

- Our School is fully committed to equality of opportunity in the recruitment, selection, and promotion of employees.
- Our School seeks to recruit and appoint suitably experienced and qualified personnel with formally verified qualifications.
- Our Administration implements robust recruitment procedures when appointing staff, externally contracted workers and volunteers to ensure that all reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills, experience of physical well-being for the intended role.
- Our School provides an orientation program for both new and returning staff which prepares them to function well within the school generally, effectively execute their specific roles, familiarizes them with the IST Community Safeguarding Framework and associated regulations and procedures, and (in the case of expatriates new to Tianjin) become familiar with local living conditions.
- Our Administration maintains two files for expatriate employees (both HR and Director), and one for local employees, externally contracted workers and volunteers (HR only), verifying that appointments conform to the guidelines outlined in the IST Community Safeguarding Framework, and specifically Section B- Safer Recruitment.

## C. CODE OF CONDUCT AND MANAGEMENT OF SAFEGUARDING CONCERNS

In our school we embrace an ethos of community and caring, and as such IST is fully committed to safeguarding the rights and wellbeing of all members of our community. At the same time we recognize that our primary responsibility as an educational institution is to ensure the safety and protection of the students in our care, and this requires that adults interacting with students or providing service in our school are men and women of integrity, high ideals, and sensitivity in human relationships. To maintain and promote these essentials, all IST employees, external contract staff, volunteers, and visitors to the school who interact directly with children are required to adhere to the IST Code of Conduct. As adults associating with young people in an educational setting we formally acknowledge that we must at all

times –be it in our professional or private lives– be aware of our ethical and legal responsibilities towards our school and host country, and towards the safeguarding of children enrolled in or visiting the school.

All IST employees, external contract staff, volunteers, and visitors to the school who interact directly with children are required to sign the relevant IST Personal Declaration Form (inclusive of Code of Conduct), declaring:

- Acknowledgement of having read and understood the school’s Safeguarding Framework Overview;
- Commitment to strictly follow the rules and guidelines in the Code of Conduct –including those related to the management of safeguarding concerns and allegations about the conduct of staff– as a condition of providing services to students and the school;
- Commitment to comply with the mandatory regulations of IST to report suspected misconduct or child abuse; and–
- Commitment to cooperate fully in any inquiry into misconduct or the abuse of a student or students.

**NOTE:** Asterisked (\*) Item 1 in the following ‘Mission and Objectives’ shall apply to all adults. Non-asterisked items 2-6 apply to IST employees and any other adult whose purposes require that they interact directly with students. The IST Administration reserves the broad authority to exercise discretion in applying non-asterisked items 2-6 to any adults for any reason when they are present on the IST campus; even those guidelines that may not be specifically enumerated for a given role, group or individual.

## MISSION AND OBJECTIVES: CODE OF CONDUCT

- **\*Our Board and Administration requires that any adult who comes into contact with students as a result of their association with our school maintain appropriate boundaries and conduct.**
- Our Employees work, learn, and act together in partnership with parents to shape each student’s purposes and acts toward socially acceptable ends, and to pursue the aspirations of the school’s Guiding Statements.
- Our Employees and any other adult that provides direct service in support of students and student learning must demonstrate professional conduct at all times.
- Our Employees have a contractual obligation with respect to employment to conduct themselves at all times in such a manner so as not to jeopardize their legal status or to bring discredit to the school.
- Our School prioritizes the highest level of protection for students through the provision of clear procedures that govern the management of student safeguarding concerns.
- Our School provides support processes for any employee that may be the subject of inquiries into misconduct or abuse.

To read the Community Safeguarding Overview document please go to [https://www.istianjin.org/wp-content/uploads/2023/11/IST\\_Community\\_Safeguarding\\_Overview.pdf](https://www.istianjin.org/wp-content/uploads/2023/11/IST_Community_Safeguarding_Overview.pdf); or scan the below QR Code





## Personal Disclosure Form

I understand that I have been successful in my application for a teaching position at the International School of Tianjin and that a Criminal Reference Check is required in order that I commence formal employment at the school. In line with IST's Safer Recruitment practices, I agree to share responses to the following statements and declare the information to be true.

1. I have no criminal convictions or formal professional warnings recorded against my name by any legal or professional institution.  
*If you are unable to confirm this statement, please provide an explanation:*
2. I understand that the laws and cultural standards governing acceptable use of narcotics, opiates and other substances and one's personal conduct and activities while in the People's Republic of China may be different from those of my home country and agree that in all cases, Chinese laws and customs must be faithfully adhered to.  
*If you are unable to confirm this statement, please provide an explanation:*
3. There are no reasons –including legal, personal or health issues, substance abuse or any other cause known to me– that would prevent me from working safely with children and/or interfere with my ability to carry out my contracted duties.  
*If you are unable to confirm this statement, please provide an explanation:*
4. My application to IST conflicts in no way whatsoever with any other contractual obligations I have with my current or former employers.  
*If you are unable to confirm this statement, please provide an explanation:*
5. All documentation submitted as a part of my application is authentic, and qualifications are from licensed educational institutions.  
*If you are unable to confirm this statement, please provide an explanation:*
6. I acknowledge that I have received, read and understood the 'IST Community Safeguarding Framework Overview' document (inclusive of the IST Code of Conduct) and that I commit to conscientiously following all school policies and procedures related to community safeguarding.  
*If you are unable to confirm this statement, please provide an explanation:*

Please complete and sign the form below to show that you understand that failure to disclose any information relating to the six questions above may be regarded as grounds for withdrawing an offer of employment or dismissal.

Name: \_\_\_\_\_ Position applied for/appointed to: \_\_\_\_\_  
Date: \_\_\_\_\_ Signature: \_\_\_\_\_

Please complete, print, sign, scan and email this form to the Director of the International school of Tianjin at [info@istianjin.org.cn](mailto:info@istianjin.org.cn). Please also return the original signed hard copy to IST, along with any other original documentation required by the school.

## IST Community Safeguarding PERSONAL DECLARATION

I acknowledge that I have read and understood the 'IST Community Safeguarding Framework Overview' (including Code of Conduct), and promise to strictly follow the professional standards and guidelines outlined within this document as a condition of employment at the International School of Tianjin.

In addition, I agree to:

- *comply with mandatory reporting regulations related to suspected child abuse.*
- *cooperate fully in any investigation into the abuse of a child, or children, or other community member/s.*

My signature confirms that I understand that any behavior inconsistent with the IST Community Safeguarding Framework or any failure to take action as mandated by the IST Code of Conduct may result in disciplinary action up to and including termination of my employment with the school and possible civil/criminal investigation by the relevant authorities of the People's Republic of China.

Name: \_\_\_\_\_

(Please print in **BLOCK LETTERS**)

Signature: \_\_\_\_\_

Date: \_\_\_\_\_



Professional Faculty and Support Staff



### Confidential Professional Reference Request

Name of Candidate:

Position Applied For:

The person named above is being considered for employment at the International School of Tianjin (IST) and has supplied your name as a referee in support of their application. We would appreciate it if you could supply the information requested below which relates to the candidate’s employment in your institution.

Please rate the applicant using the scale provided, adding comments as deemed necessary:

|  | Excellent | Good | Adequate | Poor |
|--|-----------|------|----------|------|
| <b>Commitment to safeguarding the health and wellbeing of all students</b>           |           |      |          |      |
| Comments (optional):   |           |      |          |      |
| <b>Cultural Competence (awareness/sensitivity to cultural norms and differences)</b> |           |      |          |      |
| Comments (optional):   |           |      |          |      |
| <b>Integrity/honesty</b>   |           |      |          |      |
| Comments (optional):   |           |      |          |      |
| <b>Ability to motivate and inspire</b>   |           |      |          |      |
| Comments (optional):   |           |      |          |      |
| <b>Teamwork/collaboration</b>  |           |      |          |      |
| Comments (optional):   |           |      |          |      |
| <b>Flexibility/reliability</b>   |           |      |          |      |
| Comments (optional):   |           |      |          |      |
| <b>Willingness to work hard</b>  |           |      |          |      |
| Comments (optional):   |           |      |          |      |
| <b>Professional skills and competencies</b>  |           |      |          |      |
| Comments (optional):   |           |      |          |      |
| <b>Ability to differentiate to meet individual needs</b>                             |           |      |          |      |
| Comments (optional):   |           |      |          |      |
| <b>Impact on staff morale</b>  |           |      |          |      |
| Comments (optional):   |           |      |          |      |
| <b>Overall rating of the candidate</b>   |           |      |          |      |
| Summary comments in support of the candidate’s application:                          |           |      |          |      |

**Please answer the following questions:**

1. Do you have any performance concerns?      Yes    No    (if yes please provide details below)
2. Has the candidate been the subject of any child protection concerns or other disciplinary proceedings?      Yes    No  
(if yes please provide details below)
3. Do you have any reason to believe that this candidate should not be working with children/young people?      Yes    No  
(if yes please provide details below or contact IST directly)
4. Would you seek to retain/rehire this person:  
       Yes, with great enthusiasm    Yes, with enthusiasm    Yes, but with some reservation    No, I would not rehire

Name of the person completing this form:  
 Name of institution in which you worked together:  
 Your job title when working with the candidate:  
 Candidate’s assignment when working with you:  
 The period in which you worked together:  
 The candidate’s reason for leaving:

Please supply your contact telephone number so that if necessary we may verbally confirm the contents of this reference and its origin. Telephone Number:

Please return this form by email to Mr. Steve Moody, Director, International School of Tianjin: [steve\\_moody@istianjin.org.cn](mailto:steve_moody@istianjin.org.cn)

**Thank you for assisting us in this screening process.**

# SALARY AND BENEFITS OVERVIEW

## COMPENSATION PHILOSOPHY FOR PROFESSIONAL STAFF

The International School of Tianjin seeks to recruit and retain professional staff of the highest caliber. The school compensates staff according to their qualifications and professional experience. It further recognizes and rewards professional staff for excellent professional practice both inside and beyond the classroom, for assuming positions of professional leadership, for commitment to the spirit of collegiality, for the promotion of internationalism, and for excellence as role models for young people.



### STANDARD CONTRACT

You will find a sample contract in the Appendices.

### SALARY

In accordance with IST's Compensation Philosophy, the school offers a competitive salary for credentialed teachers with two or more years' experience, ranging from RMB 309,485 to RMB 569,140 per annum (net). A copy of the 2026-27 salary structure for expatriate teachers is included in the Appendices. This salary structure is designed not only to reward class /subject teachers for their hard work, dedication and excellence in teaching, but also those teachers who take on extra responsibilities or leadership positions in the school.

Teachers are placed in one of three vertical columns in the salary structure, based on educational and professional qualifications. They are then placed in one of three horizontal bands: Band I is for class/subject teachers; Band II is for teachers who are appointed to specific leadership positions; Band III is for the IB Coordinators. Note that it is possible to achieve the same maximum salary in all three Bands.

Newly appointed teachers are normally placed in Band I, on the step which accords to their number of years teaching experience, up to a maximum of 8 years. New teachers appointed directly to positions of responsibility will be placed in the Band appropriate to that position. In their second year, teachers will benefit from a general salary increase for all teachers, as determined by the School Board of Governors (see below). In addition, some teachers may move to the next experience level within their Band, depending on their number of years' teaching experience. Thus, the levels in each Band represent (a) the starting salary of newly appointed teachers and (b) the guaranteed minimum salary for teachers in their second or subsequent years at IST.

Beyond 8 years' experience, teachers receive an annual cumulative salary increase as determined by the Board of Governors. The Board of Governors has set a target annual increase of 3-5% per year. This increase may be in the form of a percentage of salary or an absolute sum per teacher.

The Board of Governors will also decide the components of the annual increase, e.g., cost of living increase (which applies to all teachers), increase for attainment of individual goals, and



increase for attainment of (Elementary/secondary) team goals. All increases will be cumulative, helping the teacher to progress towards the “Top of the Band” level, year by year.

Teachers have the option of applying for a higher level Band placement. Holders of leadership positions may opt to move to a lower Band placement if they do not wish to continue in that position. Band II and III positions will be subject to annual review. Positions that are due for renewal will be advertised internally by late October, and the incumbents will normally be invited to re-apply.

In the case of teaching teams (i.e., partners, both of whom are employed as teachers) both will be considered expatriate hire for salary purposes. However, they will not be entitled to separate accommodation.

Salaries are paid in monthly instalments, currently on the last working day of the month. Salaries can be remitted by wire transfer to the teacher’s nominated bank account overseas in numerous currencies, including USD, Euros, Australia dollars, NZ dollars, Canadian dollars. Teachers may arrange for part or all of their salary to be in local currency.

## **PERSONAL INCOME TAX**

Teachers’ salaries are paid net of Chinese income tax. The school pays all local income tax on the teacher’s salary. (This tax ranges from 20% to 35% of salary, at present). However, it is the responsibility of the individual teacher to meet income-tax liability, if any, in his or her home country.

Note: Teachers bear the tax burden on other cash benefits (i.e. flights, relocation) at approximately 25-30% when appropriate fa-piaos/invoices are not provided. Please also note that the IST Board of Governors is fully committed to covering any additional taxes on housing or tuition benefits that might be mandated by local tax authorities in the future.

## **SIGNING-ON BONUS**

A bonus of RMB 6,800 will be paid in cash upon arrival at the school to each new expatriate teacher in the year that, s/he first signs a contract with the school.

## **RETIREMENT BENEFITS**

10% of annual RMB salary is paid to the teacher in net cash in lieu of a pension scheme. (Note: the school covers Chinese individual income tax on retirement). This benefit will be paid to the teachers as a lump sum in cash following the conclusion of each school year and the associated Chinese individual income tax will be borne by the school. If teachers already participate in a pension plan and wishes contributions to be paid according to his /her premium schedule (for example, monthly or quarterly), this can be arranged by submitting a request to the CFO; however, in such cases the associated Chinese individual income tax must be borne by teachers themselves.

New state regulation governing pension schemes were passed by the Chinese government in 2012; however, these have yet to be enacted. Should this occur, it may require that teachers make individual contributions to local social insurance funds in accordance with local government regulations.

## **PROFESSIONAL DEVELOPMENT FUNDS**

The school provides RMB 10,200 annual professional development funds for each teacher. Teachers must first commit these funds towards gaining appropriate IB training before requesting the release for non-IB training. The school will generally provide any additional funds required for such training. It should be noted that the release of these funds is at the approval of the Director – they are not simply a cash benefit and may not be released at the teachers’ request alone. PD Funds and leave are not generally released after the non-acceptance of a contract renewal offer.



## MEDICAL FUNDS

The school provides medical insurance including emergency evacuation cover for teachers and dependents who reside with them in Tianjin. Medical insurance also covers dependents who are less than 21 years of age at the start of the academic year and are full-time students in college.

## ACCESS TO RAFFLES MEDICAL CLINIC / TIANJIN FAMILY UNITED HOSPITAL

The school also provides access to the Raffles Medical Clinic and the Tianjin United Family Hospital.

## PERSONAL ACCIDENT INSURANCE

The school provides personal accident insurance for teachers, which would compensate for permanent disability occurring as a result of accidents.

## LONG TERM DISABILITY INSURANCE

The school provides long-term disability insurance for teachers, which would ensure a regular income benefit to the teacher until recovery, death or attainment of retirement age, in the event that an insured person becomes totally disabled as a result of illness, bodily injury or debility. The premium cost for this insurance is shared on a fifty-fifty basis by the school and the teacher.



## LOCAL SOCIAL INSURANCE

The school and teacher may in the future be required to make contributions to local social insurance funds in accordance with local government regulations. If required, the teacher's contribution will be deducted from the teacher's retirement benefit (10% of salary) and paid directly to the relevant authorities by the school. The teacher may withdraw funds held by the local authorities when departing China upon completion of their contracts.

## HOUSING

The school provides fully furnished housing for the first year of contract (and beyond if so desired) consistent with family size. The school initially seeks to locate teachers in relatively close proximity to one another in order to help provide a support network and a sense of community. It is, however, quite difficult to identify suitable housing and then to balance the actual location of available housing (e.g., beside the school, within 5KM of the school, downtown, etc.), with proximity to teachers with similar family demographics, and with desired quality. In an effort to ensure that teachers are initially located in housing that best suits their personal preferences, the school will therefore contact new teachers in advance of arrival to solicit their preferences regarding location and housing style. After a minimum housing contractual period of one year, teachers may request permission to move to alternative housing of their own choice.

### 1. Family Size

IST housing allowances fall into three broad family size allocations, each with a standard monthly budget:

- 1-2 member families receive a monthly allowance of up to RMB 8,000
- 3 member families receive a monthly allowance of up to RMB 9,000
- 4+ member families receive a monthly allowance of up to RMB 12,000

### 2. Utilities

During winter months central heating is supplied by city steam and is included within the terms of the housing contract. Teachers are responsible for additional general utility expenses, including:

- city water (for bathing and clothes washing, etc.), both hot and cold
- drinking water (bottled)
- gas (if applicable), electricity (includes Air Conditioning in summer months), telephone, and internet

## SUPPLEMENTARY HOUSING ALLOWANCE

On occasion some teachers wish (and are willing to pay the difference) to upgrade the quality/character of their housing or move to locations in which their allocated budget is exceeded. In such instances, and upon request to the director, the school is willing to provide a supplementary housing budget to support the additional expenditure. The following guidelines apply

- The school will pay 50% of any additional rents above the standard allocation, up to maximum RMB1,000 per month per teacher contract
- Teachers on single contracts may therefore apply for up to RMB1,000 extra per month above their standard allocation. For example, if the total rental is RMB1,000 per month above the allowance, they will receive RMB500 in supplementary support and will pay RMB500 themselves. If the rent is RMB2,000 per month above the allowance, they will receive RMB1,000 in supplementary support and will pay RMB1,000 themselves.
- Teachers on double contracts may therefore apply for up to RMB1,000 extra per month each above their standard allocation. For example, if the total rental is RMB2,000 per month above the allowance, they will receive RMB1,000 in supplementary support and will pay RMB1,000 themselves. If the rent is RMB4,000 per month above the allowance, they will receive RMB2,000 in supplementary support and will

pay RMB2,000 themselves.

Please also find further information related to housing on page 96.

## RELOCATION/EXCESS BAGGAGE ALLOWANCE

### BENEFIT VALUE AND PAYMENT SCHEDULE

The relocation/excess baggage or shipping allowance is paid in the range of RMB34,000-51,000 to each expatriate teacher, depending on the length of the teacher's service at the school and upon presentation of excess baggage or relocation/shipping related invoices. The benefit is paid in two parts: RMB17,000 is paid at the time of first appointment and RMB17,000 at the end of the teacher's 2 years of service to the school (i.e., if leaving China). For every additional year after the second year of service, the expatriate teacher will receive RMB3,400 additional relocation/excess baggage allowance when he/she leaves the school at the completion of his or her final contract. This will, however, be limited to a maximum RMB34,000 at the time of leaving the school. The relocation/excess baggage allowance is paid as a cash benefit but is only tax free when appropriate invoices and supporting documentation has been provided.

### LEGALLY ACCEPTABLE FAPIAOS/INVOICES

The legally acceptable Fapiao/Invoices for the Relocation/Excess Baggage Allowance are as follows:

- Flight excess baggage Fapiao/Invoices (valid to and from your home country only)
- Shipping charges and related taxes & duty/tariffs ('technically' valid to and from your home country only)

Please note that all Fapiao/Invoices should be titled in the name of International School of Tianjin 或 天津经济技术开发区国际学校天津分校。

In cases where appropriate invoices and the required supporting documentation are not

provided or have only been partially provided by July 15 of the concluding school year, the tax burden on the non-invoiced/supported component of the benefit plus any additional increases in taxation on salary/income resulting from the non-provision of invoices/documentation will be borne by the teacher and deducted from the teacher's salary. (Note: the tax on the non-invoiced component is approximately 30%)

## DOCUMENT PROCESSING ALLOWANCE FOR NEWLY HIRED EXPATRIATE STAFF

The school supports applications for reimbursement of expenses incurred in the process of obtaining the legal documentation required for the successful issuance of a visa to relocate to Tianjin, up to the value of RMB 5,000 per contracted teacher. Reimbursements will be released upon commencement of contract and following submission of appropriate invoices. Relevant expenses will include the notarization and posting/couriering of documents, medical checks required by the Chinese embassy, and the processing of the visa application itself. Travel costs are not covered by this allowance. Employees may choose to use part of their relocation allowance to cover expenses incurred over and above the RMB5,000 allowance.

## ANNUAL TRAVEL ALLOWANCE

### BENEFIT VALUE AND PAYMENT SCHEDULE

An annual travel allowance of RMB 11,560 is payable by the school to the teacher and adult dependents resident with the teacher on presentation of airfare and associated transit accommodation invoices. The travel allowance payable for children less than one year of age is RMB 1,156 (10%), and for children one year of age and above, the allowance is RMB 8,670 (75%). In cases where parents provide a receipt for an authorized 10% infant ticket that exceeds the RMB 1,156 allowance, the school will reimburse the balance.



Annual travel allowances for current school years are paid in advance by the school in May of the preceding year. This allowance is paid as a cash benefit but is only tax free when to and from your home country and when appropriate invoices and supporting documentation are provided.

### LEGALLY ACCEPTABLE FAPIAOS/INVOICES

The legally acceptable Fapiaos/Invoices for Annual Passage Allowance are as follows:

- Official printed travel itinerary issued by a Chinese travel agency/airline co., or
- Air-ticket taxed Fapiaos issued by Chinese travel agency/airline co., or
- E-tickets/Printed tickets. These must be purchased from an overseas foreign agency/airline co. and quoted directly in a foreign non-RMB currency. (Note: If flights quoted in RMB but with payment details recorded in foreign currencies are not acceptable.) Original boarding cards and related payment details & receipts must also be provided. Please note that copies of boarding cards are not accepted by the tax bureau.

Please note that all Fapiaos/Invoices should be titled in the name of International School of Tianjin or 天津经济技术开发区国际学校天津分校。 Non-direct flight transit days associated with travel to and from your home country should be less than two days unless an official notice from the airline company is provided to verify that other flight options were unavailable. Flights during the school year (as per school calendar) may only offset passage allowance tax liability for the current school year.

In cases where appropriate invoices and the required supporting documentation (e.g. boarding cards and travelling details) are not provided or have only been partially provided by July 15 of the concluding school year, the tax burden on the non-invoiced/supported component of the benefit plus any additional increases in taxation on salary/income resulting from the non-provision of invoices/documentations will be borne by the teacher and deducted from the teacher's salary. (Note: the tax on the non-invoiced component is approximately 30%)

### ELIGIBILITY FOR TAX FREE STATUS

Tax regulations state that only school contracted employees issued with work visas are entitled to an annual travel allowance as a tax free benefit when travelling to and from their home country. For those with dependents, this means that allowance payments made for dependents are taxable. The tax burden on dependent allowances plus additional increases in taxation on the salary/income of contracted employees will be borne by the contracted employees and deducted from their salary. (i.e. approximately 30% of the benefit if not otherwise used by contracted employee). It should also be noted that regulations allow two home country visits per year for contracted employees, so a certain amount of the taxable allowance on dependents benefit can be offset by contracted employees if the employee travels twice to his or her home country within one school year or when the price of an individual flight equals or exceeds the annual allowance used by the contracted employee.

### SUPPLEMENTARY TRAVEL ALLOWANCE FUND

A fund of RMB 100,000 is provided to top-up the annual travel allowance for faculty unable to secure return flights between Tianjin/Beijing and their home country within the school's current travel benefit allowance. Teachers must apply for such additional funds three months in advance of the last day of the school year of their first contracted year and each contracted year thereafter. New teachers appointed after this three month period (i.e. appointed Mid-March or later) must submit requests within one month of their appointment date unless their appointment date falls within the month preceding the reporting date for new teachers. The school will seek to purchase tickets for applicants and subsidize the difference. If the fund is insufficient to cover the full number of applicants, the fund will be pro-rated amongst eligible applicants.

## IST AIRPORT TRANSFER GUIDELINES

IST provides an annual airport transfer at the commencement of each new school year (July/August) and at the end of each school year (June/July). This transfer is not a contractual obligation given that an annual travel allowance is already paid to each teacher and his or her dependents, and this allowance is intended to include and cover all costs associated with traveling to and from Tianjin.

### TRAVEL AND RELOCATION ALLOWANCES

IST pays contractual allowances for annual travel and for relocation at the commencement and conclusion of employment with the school. The allowances are outlined in detail in the IST Personnel Policy Handbook, Faculty Orientation Guide, and in individual teacher contracts. The following points briefly summarize the character of the benefits as they may pertain to IST airport transfer guidelines:

- Expatriate teachers receive an annual travel allowance of RMB 11,560 for themselves and for each dependent over 12 years (plus 8,600 for children below 12).
- Expatriate teachers receive a total relocation/excess baggage allowance of RMB 34,000 to cover relocation costs at the commencement (RMB 17,000) and conclusion (RMB 17,000) of their initial two-year contract with the school.
- For those employees who extend their service beyond the initial two-year contract, an additional relocation allowance of RMB 3,400 is added to their conclusion of service relocation payment for each additional year of service, up to a maximum of an additional RMB 17,000 (i.e., five additional years of service). A employee who departs the school after seven or more years will therefore receive an RMB 34,000 allowance at the conclusion of their service to the school.

### AIRPORT TRANSFER GUIDELINES

1. The school provides transfers for teachers at the start and end of each school year only. The school will not finance this transfer at any other time.
2. Transfers are provided to and from points of departure and arrival in either Tianjin or Beijing.
3. Transfers are provided per family unit (i.e., two contract families do not receive two transfers in July/August and in June/July). However, if the two contracted members of the same family unit arrive or depart at different times they are entitled to a second transfer at that time.
4. Each family unit is assigned discrete transportation; there is no requirement that family units share



vehicles, irrespective of arrival and departure times.

5. Transportation is provided on the basis of family size and with sufficient space for two suitcases per family member (i.e., two suitcases per person is a business class flight equivalent; any more baggage constitutes excess baggage and is necessarily covered by either the excess baggage and flight allowances):
  - 1-2 member family = Car (4 seats)
  - 3 member family = Buick or similar (6 seats)
  - 4+ member family = Van (12-16 seats)
6. Individuals/families choosing to travel together are not provided with additional transfers at alternative times (e.g., if two singles travel in a car together, that is their transfer for that arrival/departure window for the contract year).
7. Groups of teachers may request the next sized vehicle up from the one assigned by the school so long as the minimum number of people for the next sized vehicle is met (e.g., a teaching couple and a single can opt for a Buick instead of two cars; a couple and two singles could similarly request a van, etc.)
8. If teachers require a larger vehicle due to the need to transport large quantities of excess baggage, friends, or non-IST sponsored relatives, they may request one but with the additional cost of the larger vehicle charged to them.
9. Teachers may downscale to a smaller vehicle at their own request (e.g., a four-member family may request a Buick instead of a van if they do not have too much baggage).

Note: As airport transfers are not a contractual obligation on the part of the school, the school administration reserves the right to adjust these guidelines as it deems reasonable or necessary.

## **TAXI REIMBURSEMENT MONEY**

Reimbursement for taxi expenses is paid at the rate of RMB700 (within 5KM), RMB800 (between 5KM and 10KM), and RMB900 (greater than 10KM) per month depending on location of housing from the school and upon presentation of legal taxi receipts for each of ten months from August to May inclusive.

## **CONTRACT EXTENSION ACCEPTANCE INCENTIVE**

### **STANDARD**

A contract extension acceptance incentive will be awarded to expatriate teachers who accept contract extension offers in accordance with the following graduated scale. This fund will be paid immediately upon acceptance of a contract extension and is not recorded in a teacher contracts. It will be diminished in accordance with the following acceptance schedule:

- Full acceptance incentive payment of RMB 10200 for signing by the deadline of the last Friday in November.
- 66.6% acceptance incentive payment of RMB 6800 for signing by the deadline of the last Friday before the winter vacation.
- 33.3% acceptance incentive payment of RMB 3400 for signing at any later date before the position is

accepted by an alternative candidate.

## **DOUBLE**

The school offers a special 'double' contract extension incentive for teachers who are in their second year at the school and are concluding their original two-year contracts when they accept an offer to return to the school for a third year. These teachers receive 'double' the regular allowance paid to other returning teachers (i.e., RMB 20,400 versus RMB 10,200 for their third year). If the teacher is offered and accepts an additional two-year (versus one-year) contract extension, they will receive the double allowance twice (i.e., RMB 20,400 for their third year at the school and RMB 20,400 for their fourth year). Teachers who are only willing to accept a single year extension will not be afforded a double allowance should they later choose to extend for a fourth year, although they are still entitled to the standard single contract extension acceptance incentive.

## **LAPTOP COMPUTER**

At the commencement of contract each new teacher is issued with a new laptop computer, which from that date, becomes their personal property. Teachers accept, as part of their contract, full responsibility to replace the laptop within one month in the event that it is lost, stolen, or damaged. No local insurance is available to cover damage to or loss of laptops; however, IST's insurance will partially cover the replacement cost of stolen laptops, with teachers responsible for making up the difference between the insurance payout and the full replacement cost. Teachers leaving at the end of their initial contract are responsible for the tax payable on the residual value of the laptop, based upon the laptop being depreciated over three years (i.e., the tax payable on the remaining one year's value). New laptops are issued every three years. Upon completion of a teacher's third year at IST, and thereafter, the school accepts all costs associated with the residual value and taxation owed on laptops. Teachers who break contract are responsible for all costs associated with the laptop issued to them and this will be deducted from their salary. If a laptop is replaced by the school insurance during its third year, an additional laptop with all residual taxes paid by the school will not be issued until the beginning of the employees fifth year at the school (at which time they will have one brand new laptop and another that is less than 2 years old).

NOTE: While teachers may ultimately take possession of a laptop, any licensed software thereon is the property of the school and reverts to its possession when the laptop is removed from the school or replaced by the school.

## **FREE EDUCATION FOR DEPENDENT CHILDREN**

As a benefit of working full time at the school, the children of all full-time, contracted expatriate teachers receive free tuition at the school, provided that tuition fees are not normally paid by the company employing the teacher's spouse.

## **FREE TRANSPORTATION FOR DEPENDENT CHILDREN**

The school provides free bus service to children of expatriate teachers attending the school (from home to school and back).

## **LEAVE**



Paid sick and medical leave is granted for up to ten (10) working days per year, accumulating to a maximum of thirty (30) days. Other types of paid leave include: bereavement leave, emergency family leave, compassionate leave, parental leave, and interview leave. Teachers are entitled to take up to two (2) paid personal days leave per year in lieu of sick days. Unpaid leave for purposes other than those mentioned above may also be granted at the director's discretion; unpaid leave and unauthorized leave is deducted from the teacher's salary at the rate of 1/190th of the teacher's annual salary per day of leave.

With the exception of bereavement leave, compassionate leave, emergency leave and sick leave, leave is not granted to coincide with the beginning or end of the school year or a major holiday.

Full regulations regarding leave are available from the school upon request.

## **BEREAVEMENT LEAVE AIRFARE**

Airfare is provided as a benefit for an overseas-hired expatriate employee on the death of an immediate family member (i.e., parent, sibling, child). This benefit does not apply to the employee's dependents.

## **STIPEND FOR ADDITIONAL CREDITS**

An annual stipend of RMB 3,600 is paid for every 15 credits (or equivalent) above the highest degree held and towards the next higher degree, up to a maximum of RMB 7,200.

## **TEMPORARY ENROLLMENT FOR NON-DEPENDENT RELATIVES**

At the discretion of the director, IST grants temporary admission to non-dependent students related to expatriate staff, provided the conditions in the related policy are met.

For additional information, please refer to the IST Personnel Policy.

## **NON-SMOKING POLICY**

International School of Tianjin is a no-smoking campus. Please take this into consideration before accepting your contract.



## Salary Band System for Foreign Teachers

All figures shown are in net RMB (After Chinese Individual Income Tax)

| Band system   | BA  | BA plus cert.  | MA plus cert.  |                |
|---|---|----------------|----------------|----------------|
|   | a   | b              | c              |                |
| <b>Band I</b><br>Subject and homeroom teachers  | <b>Teacher</b>                                  |                |                |                |
|   | Experience (years) (RMB267,384 - RMB569,140)    |                |                |                |
|   | 0 to 1  | 267,384        | 288,435        | 302,468        |
|   | 2 to 4  | 288,435        | 309,485        | 323,519        |
|   | 5 to 7  | 309,485        | 330,536        | 344,569        |
|   | 8 and above                                     | 330,536        | 351,586        | 365,620        |
| <b>Top of Band I</b>  | <b>457,418</b>                                  | <b>541,212</b> | <b>569,140</b> |                |
| <b>Band II</b><br>Nursery-G2 Coordinator; Grades 3-5 Coordinator; Elementary ELA Coordinator; Subject Chairs (Groups 1-6); Library Coordinator; Design Center Coordinator; Community Curriculum Coordinator; Child Protection Officer | <b>Teacher with additional responsibilities</b> |                |                |                |
|   | Experience (years) (RMB302,835 - RMB569,140)    |                |                |                |
|   | 2 to 4  | 302,835        | 323,885        | 337,919        |
|   | 5 to 7  | 323,885        | 344,936        | 358,969        |
|   | 8 and above                                     | 344,936        | 365,986        | 380,020        |
|   | <b>Top of Band II</b>                           | <b>457,418</b> | <b>541,212</b> | <b>569,140</b> |
| <b>Band III</b><br>PYP Coordinator; MYP Coordinator; DP Coordinator; Curriculum Coordinator; Athletics and Activities Director; Student Services Coordinator; Technology Director   | <b>Teacher leader</b>                           |                |                |                |
|   | Experience (years) (RMB317,235 - RMB569,140)    |                |                |                |
|   | 2 to 4  | 317,235        | 338,285        | 352,319        |
|   | 5 to 7  | 338,285        | 359,336        | 373,369        |
|   | 8 and above                                     | 359,336        | 380,386        | 394,420        |
|   | <b>Top of Band III</b>                          | <b>457,418</b> | <b>541,212</b> | <b>569,140</b> |

**Notes:**

- Salaries are paid in Chinese Yuan (RMB). The school can remit any percentage either locally in RMB or other currencies internationally if available at the Bank of China at the market exchange rate.
- Band II and III positions will not be offered for longer than a teacher's period of contract with the school.
- The maximum entry level for new teachers is 8 years experience, 2/3 or more of a year's service will be treated as one service year.
- Teachers will have the option of applying for a higher level band placement, or moving to a lower level band placement. Similarly, the administration may make band placement decisions based on appraisal. In the event of a movement between bands, the teacher will be paid what would have been his/her salary in the following year including any increase plus/minus RMB 14,400/28,800.
- The salary figures in the above band grid are exclusive of 10% retirement and local individual income tax (ranges from 20% to 35% and is covered by the school).
- The Board of Governors will have a target annual salary increase of 3-5%. The annual salary increase target for teachers at the top of salary scale is to range between 0% and a maximum 50% of the general annual salary increase. Any approved increase will establish a new salary ceiling.
- The assignment of positions within bands will be reviewed by Administration in October each year, and Faculty feedback will be sought.
- When a teacher moves from one experience level to another, s/he will be paid the higher of the following two things: the salary that they would have got after the annual increase; and, the guaranteed minimum in the next level.



## Schedule of Salary and Other Benefits

To: \_\_\_\_\_

Assignment: \_\_\_\_\_ Teacher

The salary and other benefits that follow are applicable for the 2026-2027 school year:

### A. SALARY AND OTHER CASH BENEFITS

|   |                        |
|---|------------------------|
| 1. Net Salary (calculated on the basis of the following qualifications):<br>_____, and _____ years of teaching experience   | RMB 0.00               |
| 2. Retirement * (Net 10% of RMB salary and will be paid to the teachers as a lump sum in cash following the conclusion of each school year)                                     | RMB 0.00               |
| 3. Stipend for Additional Semester Units (above current and towards next higher degree)   | RMB 0.00               |
| 4. Taxi reimbursement money<br>(paid August to May inclusive @ RMB 700-900/month depending on location of housing from the school and upon presentation of legal taxi receipts) | RMB7,000.00 – 9,000.00 |
| 5. Passage Allowance (Tax free when to and from your home country as indicated by the passport you use for your Chinese visa) **  | RMB 11,560.00          |
| Total:  | RMB _____              |
| In addition to the above annual emoluments, the school also pays the following,   |                        |
| A. At the beginning and completion of service contract:<br>Relocation/Excess baggage allowance**  | RMB 17,000.00          |
| B. At the beginning of service: Signing-on bonus (Paid in cash upon arrival)  | RMB 6,800.00           |

\* New state regulation governing pension schemes were passed by the Chinese government in 2012; however, these have yet to be enacted. Should this occur, it may require that teachers make individual contributions to local social insurance funds in accordance with local government regulations. If required, the teacher's contribution will be deducted from the teacher's retirement benefit (10% of salary) and paid directly to the relevant authorities by the school. Any residual balance will be paid in cash (as above). The teacher may withdraw funds held by the local authorities when departing China upon completion of their contracts.

\*\*Note: Passage, relocation and excess baggage allowances are paid as cash benefits but are only tax free when appropriate invoices & supporting documentation are provided. In cases where appropriate invoices and the required supporting documentation (e.g. boarding cards and travelling details) are not provided or are only partially provided, the tax burden on the non-invoiced/supported component of the benefit plus any additional increases in taxation on salary/income resulting from the non-provision of invoices/documentations will be borne by the teacher and deducted from the teacher's salary. (Approximately 30% on the non-invoiced component)

The tax regulations state that only school contracted employees issued with work visas are entitled to an annual travel allowance as a tax free benefit if to and from home country; maximum 2 return flights per year. If flights are to other countries, the benefit becomes taxable. For those with dependents, this means that allowances paid for dependents are taxable. The tax burden on dependent allowances plus additional increases in taxation on the salary/income of contracted employees will be borne by the contracted employees and deducted from their salary.



**B. NON-CASH BENEFITS:**

**Chinese Individual Income Taxes:**

Chinese individual income taxes on teacher salary and retirement are borne by the school. Teachers' salary and retirement are thus, net of local income taxes. Note: Teachers bear the tax burden on other cash benefits (i.e. flights, relocation) at approximately 25-30% when appropriate Fapiao/invoices are not provided.

**Leave:**

Public and school holidays will be allowed in accordance with a periodically published school calendar. The school year shall include 180 student contact days and 8 – 10 faculty professional development and work days.

**Housing:**

Appropriate accommodation of international standard will be provided in an apartment consistent with family size. Service and all utility charges (electricity, telephone, gas, and water) will be the responsibility of the teacher. Teachers are asked to respect the initial contractual period (one year) on their first assigned housing. From the second year of service, teachers may elect to move out of the housing provided by the school into alternative housing of their own choice.

**Professional Development Funds:**

The school provides RMB10,200.00 annual professional development funds for each teacher. Teachers must first commit these funds towards gaining appropriate IB training before requesting the release of funds for non-IB training. It should be noted that the release of these funds is at the approval of the director – they are not simply a cash benefit and may not be released at the teachers' request alone. PD Funds and leave are not generally released after the non-acceptance of a contract renewal offer.

**Document Processing Allowance for Newly Hired Expatriate Staff (Not applicable to dependents):**

The school supports applications for reimbursement of expenses incurred in the process of obtaining the legal documentation required for the successful issuance of a visa to relocate to Tianjin, up to the value of RMB5,000.00 per contracted teacher. Reimbursements will be released upon commencement of contract and following submission of appropriate invoices. Relevant expenses will include the notarization and posting/couriering of documents, medical checks required by the Chinese embassy, and the processing of the visa application itself. Travel costs are not covered by this allowance. Employees may choose to use part of their relocation allowance to cover expenses incurred over and above the RMB5000 allowance.

**Medical Insurance:**

The teacher (and dependents, if applicable) will be provided with a medical insurance plan provided by the school. The school also provides access to the Tianjin United Family Hospital and Raffles clinic.

**Personal Accident Insurance:**

The school provides personal accident insurance for teachers, which would compensate for permanent disability occurring as a result of accidents.

**Long-term Disability Insurance:**

The school provides long-term disability insurance for teachers, which would ensure a regular income benefit to the teacher until recovery, death or attainment of retirement age, in the event that an insured person becomes totally disabled as a result of illness, bodily injury or debility. The premium cost for this insurance is shared on a fifty-fifty basis by the school and the teacher.

**Local social insurance:**

The school and teacher may in the future be required to make contributions to local social insurance funds in accordance with local government regulations. If required, the teacher's contribution will be deducted from the teacher's retirement benefit (10% of salary) and paid directly to the relevant authorities by the school. The teacher may withdraw funds held by the local authorities when departing China upon completion of their contracts.

**Free education and transportation of dependent children:**

As a benefit of working (full time) at the school, the children of expatriate teachers are not charged for IST school fees, provided the company employing the teacher’s spouse does not normally pay such fees. The school also provides a free bus service to such children from their home to the school and back home.

**Laptop Computer**

At the commencement of contract each new teacher is issued with a new laptop computer, which from that date, becomes their personal property. Teachers accept, as part of their contract, full responsibility to replace the laptop within one month in the event that it is lost, stolen, or damaged. No local insurance is available to cover damage to or loss of laptops; however, IST’s insurance will partially cover the replacement cost of stolen laptops, with teachers responsible for making up the difference between the insurance payout and the full replacement cost. Teachers leaving at the end of their initial contract are responsible for the tax payable on the residual value of the laptop, based upon the laptop being depreciated over three years (i.e., the tax payable on the remaining one year’s value). New laptops are issued every three years. Upon completion of a teacher’s third year at IST, and thereafter, the school accepts all costs associated with the residual value and taxation owed on laptops. Teachers who break contract are responsible for all costs associated with the laptop issued to them and this will be deducted from their salary. Please note that while teachers may ultimately take possession of a laptop, any licensed software thereon is the property of the school and reverts to its possession when the laptop is removed from the school or replaced by the school.

The terms and conditions of this contract are governed by the policies pertaining to professional staff outlined in the IST Personnel Policy Manual, Faculty Orientation Guide, and by the laws of the People’s Republic of China. The implications of changes to government policies, or of their administration, that may occur during the term of this contract and which are beyond the natural scope of the school’s obligations to the contracted teacher, are the responsibility of the teacher.

The validation of this contract is subject to approval by relevant local authorities of all relevant entry documentation (e.g. qualifications, employment visa, work permit and medical certificate). The subsequent execution of the terms and conditions of this contract shall be in accordance with the stated policies and procedures of the International School of Tianjin and subject in all instances to the authority of the Chinese government, including such unforeseen circumstances as a force majeure closing of the school.

\_\_\_\_\_

Member, IST Board of Governors

\_\_\_\_\_

Date

\_\_\_\_\_

IST Director

\_\_\_\_\_

Date

\_\_\_\_\_

Teacher

\_\_\_\_\_

Date

# Reasons to Teach in China

Compiled by a survey of teachers and leaders from 55 schools in the Association of China and Mongolia International Schools



## School Life

"Before I came here teaching was just a job, here it is a way of life with so many activities and ways to be involved in the school and community"



## Students

"Students are amazing. They are hungry to learn, come to class prepared, participate in discussions, ask questions and love to do projects"



## Lifestyle

"It is still incredibly affordable to live in China. On an international teacher salary you can live liberally, travel much, and enjoy life to the fullest"



## Safety

"Family-friendly country - personal safety in China is exceptional. Personal crime is exceptionally low. Can go out without fear at night"



## Travel

"China is massive. The diverse landscape, architecture and nature across the country is incredible and you can spend years and still have some amazing unseen areas on your list"



## People

"Great people who live and work here from the countryside to the cosmopolitan residents - almost everyone here is helpful, generous with their time, and keen to learn from each other"



## History

"I never imagined 5000+ years of history being treasured and preserved as it is here. Museums of all kinds are available in each city"



## Professional Development

"Opportunities for leadership and middle leadership positions that would perhaps not be available in the home country"



## Technology

"Whether it be at work or in daily life, technology makes life here cheap and convenient: Meituan, Didi, TaoBao, etc."

## 2024-25 New Teacher Survey Summary (5 responses)

|  |              |               |
|--|--------------|---------------|
| <b>1. IST's promotional materials and the recruitment/marketing processes of the school provide a fair and honest reflection of the school (e.g., learning programmes, professional climate, facilities, etc.), of the salaries and benefits package (e.g., salary structures, allowances, housing, cost of living, etc.), and of life in Tianjin (e.g., air quality, weather, infrastructure and physical environment).</b> |              |               |
| Very Good  | Satisfactory | Not Very Good |
| 5  | 0            | 0             |
| <b>2. The school sincerely and enthusiastically promotes and embraces its philosophy of being a friendly place where the needs of students come first.</b>   |              |               |
| Very Good  | Satisfactory | Not Very Good |
| 4  | 1            | 0             |
| <b>3. Initial impressions suggest that the school provides well for the broad learning needs and interests of all of its students.</b>   |              |               |
| Very Good  | Satisfactory | Not Very Good |
| 3  | 2            | 0             |
| <b>4. Teacher to student ratios are highly supportive of student learning.</b>   |              |               |
| Very Good  | Satisfactory | Not Very Good |
| 5  | 0            | 0             |
| <b>5. Students are respectful, well behaved, and enthusiastic learners.</b>  |              |               |
| Very Good  | Satisfactory | Not Very Good |
| 5  | 0            | 0             |
| <b>6. There is a positive, professional climate within the school.</b>   |              |               |
| Very Good  | Satisfactory | Not Very Good |
| 4  | 1            | 0             |
| <b>7. The school's senior leadership (director and elementary and secondary principals) are friendly, accessible, and supportive in their interactions, and ethical in their actions.</b>  |              |               |
| Very Good  | Satisfactory | Not Very Good |
| 5  | 0            | 0             |
| <b>8. There is a climate of transparency and open consultation within the school.</b>  |              |               |
| Very Good  | Satisfactory | Not Very Good |
| 4  | 1            | 0             |
| <b>9. The staff (both faculty and local staff) are supportive and collegial.</b>   |              |               |
| Very Good  | Satisfactory | Not Very Good |
| 4  | 1            | 0             |
| <b>10. The parent community appear to be welcoming and supportive of the school's programmes and teachers.</b>   |              |               |
| Very Good  | Satisfactory | Not Very Good |
| 5  | 0            | 0             |
| <b>11. The school facilities (including general classrooms, specialist suites, and administrative and recreational areas) are of a high standard.</b>  |              |               |
| Very Good  | Satisfactory | Not Very Good |
| 5  | 0            | 0             |
| <b>12. The school is well resourced.</b>   |              |               |
| Very Good  | Satisfactory | Not Very Good |
| 5  | 0            | 0             |
| <b>13. Technology provision is excellent.</b>  |              |               |
| Very Good  | Satisfactory | Not Very Good |
| 5  | 0            | 0             |
| <b>14. The school has delivered on its promises with regard to contracted course assignments and workloads.</b>  |              |               |
| Very Good  | Satisfactory | Not Very Good |
| 5  | 0            | 0             |
| <b>15. Assigned workloads are appropriate and allow for a reasonable work/life balance.</b>  |              |               |
| Very Good  | Satisfactory | Not Very Good |
| 4  | 1            | 0             |

|  |                     |                      |
|--|---------------------|----------------------|
| <b>16. The school made every effort to support your move and to make your transition into the school and your new life in Tianjin as smooth as possible.</b>                                       |                     |                      |
| <b>Very Good</b>   | <b>Satisfactory</b> | <b>Not Very Good</b> |
| 5  | 0                   | 0                    |
| <b>17. School provided housing is of an acceptable international size and standard.</b>  |                     |                      |
| <b>Very Good</b>   | <b>Satisfactory</b> | <b>Not Very Good</b> |
| 5  | 0                   | 0                    |
| <b>18. The cost of living in Tianjin is reasonable and it is possible to save in accordance with the guidelines provided in the school's recruitment agency dossiers (e.g., Search, ISS).</b>      |                     |                      |
| <b>Very Good</b>   | <b>Satisfactory</b> | <b>Not Very Good</b> |
| 5  | 0                   | 0                    |
| <b>19. Taxis are relatively cheap and it is easy to get around (including an efficient, easily accessible and inexpensive subway system).</b>  |                     |                      |
| <b>Very Good</b>   | <b>Satisfactory</b> | <b>Not Very Good</b> |
| 5  | 0                   | 0                    |
| <b>20. The air quality (including blue sky days) is better than I imagined given what one hears about China.</b>   |                     |                      |
| <b>Very Good</b>   | <b>Satisfactory</b> | <b>Not Very Good</b> |
| 3  | 2                   | 0                    |
| <b>21. Tianjin is a very large industrial city; however, it is nevertheless very livable, with many green spaces and parks, a strong infrastructure, and a variety of interesting attractions.</b> |                     |                      |
| <b>Very Good</b>   | <b>Satisfactory</b> | <b>Not Very Good</b> |
| 4  | 1                   | 0                    |
| <b>22. You can purchase just about anything you may need, including international foods and beverages and household items.</b>   |                     |                      |
| <b>Very Good</b>   | <b>Satisfactory</b> | <b>Not Very Good</b> |
| 5  | 0                   | 0                    |
| <b>23. The local people are friendly and welcoming.</b>  |                     |                      |
| <b>Very Good</b>   | <b>Satisfactory</b> | <b>Not Very Good</b> |
| 5  | 0                   | 0                    |
| <b>24. The city feels safe and there is little concern over personal security.</b>   |                     |                      |
| <b>Very Good</b>   | <b>Satisfactory</b> | <b>Not Very Good</b> |





### A selection of new teacher comments:

- I have loved my time so far in Tianjin and IST. I was mostly worried about pollution and western facilities when moving to Tianjin. But, I have found that what I was expecting was far worse than what it actually is.
- This is the best school I have encountered in my teaching career. The level of support and empathy from senior management is unparalleled.
- The school is kept so clean and the ayis are so nice!
- The faculty, staff, and administration make this place really welcoming. It's so nice to be helped from the second you are hired to months after you arrive. Everyone wants to reach out and give suggestions and offer advice. That is so nice!
- I was well prepared for the AQI from EVERYONE, so it's not a shock to have days of poor quality... but I haven't seen the worst of it to accurately answer the question above. So far the weather has been nice though.
- Everybody at IST has been so friendly and helpful. The whole moving process was very easy and the orientation was very well thought out to cover everything that we needed to be settled into IST.
- Colleagues are friendly, supportive and show a high level of international mindedness and cultural awareness. The students are the most respectful, well behaved and studious I have ever met in my 14 years of international teaching.
- It has been a very good start. IST helped a lot with settling in etc. The first few weeks were overwhelming, but it made sense, because we need that information.
- The school is exceptional. It is a unique school as far as facilities. It is impressive, and has an obvious commitment to delivering quality. The goal of being a friendly and welcoming place is great.
- Looking forward to my future here; China (well Tianjin) is not what I thought China would be like.
- Very happy with my decision to be here, Steve promotes the school enthusiastically and accurately. The school is exceptional in so many ways, my apartment is great, the people both in and out of school are helpful.
- IST is the first school that I have encountered in my professional career that practices what they preach. I was pleased to discover that everything I was told in my interview actually happens.



# A BRIEF INTRODUCTION TO CHINA



Given the scale of its geography and history, attempting to give a brief introduction to China is virtually impossible. With that said, here goes. The People's Republic of China, one of the largest countries in the world in terms of both geographic size and population, is a land of dramatic contrasts. To put it into a more relative perspective, China is nearly as large as the combined nations of Europe, and, in many ways, it is just as varied.

## PEOPLE

Han Chinese make up about 91% of the total population; the remaining 9% is composed of China's 55 minority nationalities, including Mongols, Tibetans, Hui (Muslims) and Uighurs. Though the minority population is relatively small - 125 million - they are distributed over nearly 50% of the country, mostly in the border regions. For instance, the overwhelming majority of the nearly 2 million Chaoxian - the Korean minority group - live in Dongbei (formerly Manchuria), in the lands that border North Korea, while nearly all of the 7 million Uighurs live in Xinjiang, in the far west of China. Tianjin has a fair number of Chaoxian, and you will also see Uighurs selling fruit and nuts specific to Xinjiang in some of the open markets throughout the city.

## GEOGRAPHIC AND HISTORICAL TERRAIN

China's dramatic geographic features have dominated its history and culture, agriculture and

economy, and it is hard to speak of one without referring to another. Geographically isolated by the highest mountains in the world, the forbidding and inhospitable barriers of Central Asia, and the relatively un-traveled Pacific Ocean, China managed to get along quite well before its "discovery" by the Europeans. It really was a world set apart.

Although there were a series of maritime voyages that went as far as India and Africa in the early fifteenth century by the eunuch Zheng He - in ships that dwarfed the European vessels of the day - the Confucian isolationists had the voyages stopped and the fleet downsized in 1433. So the Ming, on the verge of becoming a maritime power, chose to stay closer to home, and off the seas.

Deserts and grasslands dominate the north. These features have had a staggering influence on the whole of China's history. The periodic incursions into the sedentary north by the nomadic steppe-based cultures have had an enormous impact on the state of affairs in north China, affecting everything from architecture and religion to tax structure and city planning. North China's society and psyche still reflects that influence.

The south is a different kettle of fish altogether. Mountainous and heavily populated, it is the China of the terraced fields, the heart of the traditional rice-based culture. Because of the mountains and the isolation of villages, the south has historically been a more difficult place to rule. Languages are more diverse, and many minority groups can still be found, especially in Yunnan in the southwest.



The east has been and still continues to be the outlet to the world. It is the center for agriculture, manufacturing and export. The bulk of China's population is located in the east. The large, fertile North China Plain is heavily farmed, and it produces much of the country's food. With only 13% of its total landmass arable, one is constantly amazed at China's ability to sustain a population of 1.4+ billion people. What it does, it does intensively.

The west is the land of abundant resources and beautiful scenery, and though not as inaccessible as it once was, travel here can be a bit of a challenge. In recent years the Chinese government has opened up a rail line from Urumqi to Kashgar in the extreme west, and the Beijing to Lhasa, Tibet line opened for business in 2006.

The capital, Beijing, with a population of over 21 million, is the third largest city in China, with Chongqing claiming the number one spot. China's government is led by the Communist Party, following the 18th Party Congress in November 2012, Xi Jinping stepped into the role as the party's secretary general, and entrepreneurs have been welcomed into the Party fold.

From the capital, the government rules 23 provinces and the five autonomous regions of Inner Mongolia, Ningxia, Xinjiang, Tibet and Guangxi. Beijing, Tianjin, Shanghai and Chongqing are administered directly by the central government.

## THE CHINESE LANGUAGE

Chinese is the most spoken language in China and the most spoken language as the first language in the world. In addition to Han Chinese, Hui and

Manchu also use or switch to Chinese, while other ethnic groups have their own languages, and many of them switch to Chinese or use it in varying degrees.

There are standard languages and dialects in modern Chinese. Mandarin is the standard language of modern Chinese, with Beijing phonetics as the standard sound, Northern dialect as the basic dialect, and exemplary modern vernacular writings as the grammatical norm.

There are also two different styles of written characters: the complicated and the simplified forms. The complicated is still written in Hong Kong, Taiwan, and most places in the world where there are established Chinese communities. In order to facilitate literacy, the People's Republic of China simplified over 2,000 characters in the 1950s. These simplified characters are written with fewer strokes than the standard style. Though the complicated style virtually disappeared in the People's Republic for 40 years, it can still often be seen, especially on business cards. There is a certain status that is associated with the older form.



The most widely spoken language in China is Mandarin, which in the Peoples' Republic is called putonghua, literally "common speech." This is the language that is taught in schools throughout the People's Republic, and the one you will hear spoken in Tianjin, (though Tianjin, like most other places in China, has its own "dialect" – Tianjinhua.) If you travel in China, putonghua is the language you will need. It is a tonal language consisting of four primary tones and a fifth "neutral tone." There is a romanized transcription system of Chinese called



pinyin, which helps with learning how to pronounce Chinese. Since pinyin was loosely based on Roman pronunciation, it, too, must be learned. You can study the language before you come, but unless it's an intensive program, we recommend that you wait until you are here and hire a tutor. Tutors are available for about RMB 300 an hour (approx US\$ 42), and they will come to your home at your convenience.

Though each character is a monosyllable, it would be wrong to say that Chinese is a monosyllabic language. Most single syllable sounds do not stand alone and are only meaningful within a context. For example, if you were in a restaurant and said ji (gee), first tone, it would have no meaning at all. There are over thirty characters pronounced ji, first tone. If you were to say ji rou that would mean "chicken," which would make sense in the context of being in a restaurant and pointing at a plate of cooked meat. Rarely do you hear a single syllable. Though hao means good, it is usually followed by a particle, since single syllable utterances seem unbalanced to a Chinese ear. So, the language is more often than not a series of compounds. How many monosyllables or single characters you know is almost meaningless unless you know how to use them within a compound structure.

Though the language can be overwhelming, the Chinese are very happy when you attempt to speak their mother tongue, and, even if you only learn a few phrases, the Chinese will tell you, in Chinese of course, that you speak Chinese very well. English is taught in all the schools, so finding English speakers is more common now than it once was. Many restaurants have bilingual menus, though if you travel it is best to carry a phrase book. If you purchase a phrase book make sure it has Chinese characters beside the pinyin transcriptions, since many local people, especially those over 60, cannot read pinyin.

## CHINESE FESTIVALS AND HOLIDAYS

China has a wide variety of colorful and culturally significant festivals and holidays that reflect dates of political and historical importance for China.

### NEW YEAR'S DAY

1 January is an official holiday in China, which means that it is a day off.

### SPRING FESTIVAL

This, the most important Chinese holiday, falls in late-January to mid-February and starts on the eve of



the Chinese calendar; it is also known as Chinese New Year. Although officially lasting only three days, many people take a week off from work. Chinese schools and universities may have as many as five weeks of vacation time around this holiday.

## LANTERN FESTIVAL

This is not a public holiday, but it is very colorful. It falls on the 15<sup>th</sup> day of the 1<sup>st</sup> moon, which is two weeks after the Chinese New Year. According to the Chinese tradition, at the very beginning of a new year, when there is a bright full moon hanging in the sky, there should be thousands of colorful lanterns hung out for people to appreciate. At this time, people will try to solve the puzzles on the lanterns and eat yuanxiao (glutinous rice ball) and get all their families united in the joyful atmosphere.



## TOMB SWEEPING DAY

4 or 5 April

## INTERNATIONAL LABOUR DAY

1 May

## YOUTH DAY

4 May. This holiday commemorates the student demonstrations in Beijing on 4 May 1919, when the Versailles Conference decided to give German rights in the city of Tianjin, as well as several other German holdings in China, to Japan.

## CHILDREN'S DAY

1 June

## DRAGON BOAT FESTIVAL HOLIDAY

The fifth day of the fifth Chinese calendar month

## ANNIVERSARY OF THE FOUNDING OF THE COMMUNIST PARTY OF CHINA

1 July

## MID-AUTUMN FESTIVAL

Also known as the Moon Festival, this holiday takes place on the 15<sup>th</sup> day of the 8<sup>th</sup> moon (approximately September). Gazing at the moon and lighting fireworks are popular activities at this time. This is the time to eat a typical Chinese food called yuebing, or moon cakes.

## NATIONAL DAY

1 October. This holiday celebrates the founding of the People's Republic of China on 1 October 1949. Nowadays, this celebration has turned into a full-week holiday.

## LIVING IN TIANJIN

Tianjin has been nicknamed "The Shanghai of the North" in reference to its history as a foreign concession, and its large port at Tanggu. The city has many temples of various religions affiliations and is itself a museum of late 19th century European architecture. It is heavily populated, and trade is very brisk. All ships carrying cargo bound for Beijing come through Tianjin, or, more accurately, the port of Tanggu. The city has been a focus for major industrialization, and it produces a wide range of consumer goods. Home-grown brand names like Flying Pigeon bicycles and Seagull watches are favored within China.

## A BRIEF HISTORY

Tianjin is called "Jin" for short, meaning the crossing through which the Son of Heaven passes, and is also called "Jingu" and "Jinmen".

The site of Tianjin was originally an ocean, and more than 4,000 years ago, the bottom of the sea was slowly exposed under the action of the Yellow River mud and sand, forming an alluvial plain. The ancient Yellow River was diverted three times and



entered the sea near Tianjin, near Ninghe District 3,000 years ago, near Huanghua County during the Western Han Dynasty, and in the southern suburbs of Tianjin during the Northern Song Dynasty. In the Jin Dynasty, the Yellow River moved south and entered the sea at Huai, and the coastline of Tianjin was fixed.

Tianjin was founded in the middle of the Tang Dynasty as a river and land terminal for the transportation of grain and silk from the south to the north; the Jin Dynasty set up the “Zhigu Fortress” in Zhigu; the Yuan Dynasty set up the “Haijin Town”, which was a military town and a center for transporting grain; the Ming Dynasty officially built the city in 1404. It is the only city in ancient China that has an exact record of when it was built.

Tianjin is one of the four major municipalities in China, and the largest open city and industrial and commercial city in northern China. Tianjin is an international comprehensive transportation hub, an international consumer center city, a national logistics hub, a national advanced manufacturing research and development base, a northern international shipping core area, a demonstration area for financial innovation and operation, a pioneering area for reform and opening up, one of the first coastal open cities, and a testing and evaluation center for marine instruments in the Asia-Pacific region.

Early in the 20th century, heavy silting of the Hai River forced the rebuilding of the port downstream at Tanggu. During the Japanese occupation (1937-1945) a major construction program started the development of an artificial harbor including deep-water berthing facilities. These were completed under the People’s Republic of China in 1952. A second major expansion, including facilities to handle containerized cargo, was carried out in 1976. Also in 1976, the city suffered heavy damage and loss of lives during the Tangshan earthquake. A massive housing construction effort was completed in 1982, providing new homes for persons displaced by the earthquake.

## **PLACES OF INTEREST**

### **ANCIENT CULTURE STREET**

Besides the many traditional buildings, the street is lined with vendors selling everything from Chinese scrolls to paintings, chops (name seals), kites and clothing.

### **ANTIQUÉ MARKET**

It was built in 1987 and was originally organized as a market for the exchange of old things in the streets, then gradually developed into a place for trading antiques, and has become the largest collection and distribution center for antique relics in the country now.

### **ART MUSEUM**

The gallery is housed in an imposing Rococo mansion and has a collection of calligraphy drawings, oil paintings and folk art. Wei Kites is located on the 2nd floor.

### **CONFUCIUS TEMPLE**

It was built in the first year of the Ming Dynasty(1436), as a temple for local education official schools and respect for Confucius in Tianjin. The Temple of Literature is the highest-ranking ancient architectural complex in the history of Tianjin, and the most complete and grandest ancient architectural complex in Tianjin.

### **DABEIYUAN MONASTERY**

Dabei Zen Temple was built during the Shunzhi period of the Qing Dynasty(1658~1659) and has been repaired and expanded several times. There are hundreds of statues of Buddha and Bodhisattvas from the Wei and Jin dynasties to the Ming and Qing dynasties in the Da Xiong Bao Hall. Guanyin Bodhisattva has great compassion and seeks life and saves suffering, which is the name of “Da Bei Chan Yuan”. The bones of Venerable Xuanzang, a famous monk of the Tang Dynasty, were once enshrined.

## EUROPEAN CONCESSIONS

Everything from French wrought-iron gates to neo-Gothic buildings. The Tianjin Concessions are a textbook of just about every architectural style imaginable. Wu Da Dao or the “Five Grand Roads” is the most well-known section in this part of the city, showcasing European architecture, where you can even enjoy a horse carriage tour of the area.



## GUANGDONG GUILD HALL

Also known as the Museum of Opera, it's considered a historical sight because Sun Yatsun gave an important speech there in 1922.

## HAI RIVER PARK

This is a popular park for strolling along the Hai River. The esplanades have a sort of Parisian feel, and it's a fine place to watch early morning Tai Chi practice, old men toting bird cages, and tourist boats cruising lazily along the river.

## HISTORY MUSEUM

The museum contains historical and revolutionary relics of the Tianjin area.

## NATURAL HISTORY MUSEUM

There are exhibition halls containing ancient reptiles and mammals, animal ecology, insects and aquatic organisms.

## SHUI SHANG PARK

The name in Chinese means water park. This

large park is one of the more relaxed places in busy Tianjin. The park features arched bridges and floating gardens. The major activity is renting rowboats and paddleboats on the lake. Tianjin Zoo can also be explored within the grounds.

## TIANJIN ARTISTIC CARVING FACTORY

This factory produces black lacquered furniture and carved stone or jade decorations.

## TIANJIN ARTS & CRAFTS FACTORY

Specializing in kites, this factory produces hand painted kites in traditional styles.

## TIANJIN SCIENCE AND TECHNOLOGY MUSEUM

The museum prides itself as being the largest and most advanced science museum in the country.

## TIANJIN ZHANG CLAY FIGURINE FACTORY

For more than 140 years the Zhang's family name has been synonymous with the craft of clay sculpture in Tianjin. The tradition of exquisite detail and realistic modeling of miniature figurines is preserved at this studio.

## TV TOWER

The giant tower dominates the horizon on the southern side of town. Besides its functional purpose of transmitting TV and radio broadcasts, tourists can take an elevator to the top for a spectacular view, or eat at the revolving restaurant.

## XIKAI CATHEDRAL

Also known as the French Cathedral, it was built in 1916, and is a fine example of French Romantic architecture.

## ZHOU ENLAI MEMORIAL HALL

Photos and other memorabilia are housed in this museum, paying tribute to one of China's most beloved leaders.



## ENTERTAINMENT

Tianjin has a Symphony orchestra, Ballet company, Opera company and a traditional Chinese Opera group. The Symphony orchestra performs once a month featuring at times a guest performer or guest conductor.

- The China Theater (Zhong Guo Da Xi Yuan)
- Peking Opera (Jing Ju) Outside the Peking Opera performances, at times this hall is also used by the Tianjin Ballet Company, and the Choir and Music Company.
- The New Grand Theater (Tianjin Da Ju Yuan). Various performances are held here, mostly by Tianjin Symphony orchestra and ballet troupes, opera, drama and other artistic groups.
- Western movies are played frequently at many cinema halls and IMAX theatres around the city.
- Numerous bars and restaurants in several 5 star hotels across the city.

## HEALTH SPAS

- Four Seasons Hotel ( L'Ocean SPA & Swimming Pool)
- Astor Hotel (He Sheng Japanese SPA·MASSAGE). Sauna, fitness room and massage.
- Westin Hotel (Heavenly Spa). Swimming pool, sports facilities and Spa.
- St. Regis Hotel (Zhen Miao SPA). Indoor pool, sauna and fitness room and Spa.
- Banyan Tree Tianjin Riverside Hotel (Hai He Yue Rong Zhuang Jiu Dian). Spa and Indoor pool.
- Shangri-La Hotel Tianjin SPA
- The Ritz-Carlton SPA
- Crowne Plaza Meijiang (Fitness Center & Indoor Pool)

## SHOPPING

Tianjin is a famous commercial center with traditional trade areas and modern shopping centers. With the development of the Tianjin economy and flourishing commerce, a number of new commercial areas and big markets have appeared.

Major commercial areas in Tianjin are Binjiang Street, Heping Road, Xiaobailou (Little White

Building). The Binjiang and Heping roads intersect to the west of the Haihe River, and comprise the most prosperous commercial area of Tianjin, where several large stores are located. There are huge new and not-so-new shopping malls in the city like the Riverside 66, The Mixc Mall, UniMall, Joy City, Aeon Mall, ISETAN Department store, IKEA, Decathlon etc.

There are many supermarkets which offer most but not all the food goods available in other countries. There are, however, an increasing number of specialist supermarkets, which provide many items of imported goods unavailable elsewhere. Some of the shopping locations of interest:

- Metro: Mai De Long 麦德龙
- D-mart: Di Ma Chao Shi 帝玛超市
- Riverside 66 Mall: Henglong Guangchang 恒隆广场
- SAM'S CLUB: Shanmu Huiyuan 山姆会员店
- Ikea: Yijia Jiaju 宜家家居
- MIXC Mall: Wanxiang Cheng Guoji Gouwu Zhongxin 万象城国际购物中心
- UniPark: Huanyu Cheng 环宇城
- Paradise Walk: Longhu Tianjie 龙湖梅江天街
- Joy City: Dayue Cheng 大悦城
- Magnetic City: Aocheng 奥城
- Inn City: Tianjin Meijiang Yinxiangcheng 天津梅江印象城
- Mimi Park: Dadao Shangye Guangchang 大岛商业广场

Tianjin is rich in special products, some of which are tourist favorites, such as: Yangliuqing New Year Pictures, colored clay figurines of Master Zhang, Fengchuan brand carpet, Wei family kites, paper cuts, black pottery, Yixing red pot products, and Jingtailan (cloisonné) products. One can also find them at the Ancient Cultural Street.

The normal operating time of Tianjin commercial areas is between 9:00 a.m. and 8:30 p.m. Some shops stay open until 10:00 p.m. All the major markets run seven days a week without a break. Night markets start up at dusk and are usually



crowded. At some large shopping malls and supermarkets you will be able to use your credit cards, but it is not a norm in China, as local online payment platforms like Wechat and Alipay, or a local credit/debit card is the most favoured method of payment. Cash is losing its role as a primary method of payment. All the goods in major stores have a fixed price, so normally it is unnecessary to bargain in stores. However, bargaining is common in street markets and with street vendors. Sometimes one can buy a product at half its original price.

## RESTAURANTS

The Chinese often say, “People regard food as heaven”. Tianjin residents give even higher regard to food. Restaurants crowd the streets, each with several special dishes to offer. Large restaurants traditionally recruit chefs of different styles from all over the country. Small restaurants along the streets have very reasonable prices, opening at lunchtime (10:00 a.m.-12:00 p.m.) and again in the evening (5:00 p.m.-9:00 p.m.). Tipping is not expected although hotel restaurants typically add a 10% to 15% service charge to their bills.

There is no shortage of interesting restaurant choices in Tianjin, and new ones are always opening up. Japanese, Thai, Korean, Russian, and Middle Eastern cuisines are all very well represented, as are several well-known Western and International cuisine chains. Fast food is no problem as you can find KFC, McDonald’s and various pizza outlets throughout the city. Starbucks coffee shops are especially ubiquitous. Given below is a list of possible eating locations around Tianjin:

- YY Beer House (Yue Yuan 粤园, 国际大厦后面) Thai food; a hole in the wall but great food and ambiance.
- Pizza Bianca (Pizza and Italian) – very nice and well priced, but busy. Kids love it. Two locations: one in the MIXC Mall (Wanxiang Cheng Gouwu Zhongxin 万象城购物中心) which is near the intersection of Youyi Lu and Binshui Dao and part of the Tianjin Cultural Center (Tianjin Wenhua Zhongxin 天津文化中心 ... lots of museums etc. and a very interesting place to walk around in the evening to see the locals out doing just about everything! Several other good food options in the mall section here too (as well as shopping options such as H&M) including Sichuanese (South Beauty), Vietnamese, hot pot, pork ribs, etc.). A second (and my preferred) Pizza Bianca is located at the Min Yuan Stadium.
- Minyuan Stadium (民国). Tianjin’s old soccer stadium converted into a recreational area with a number of restaurants and bars, including a second ‘Pizza Bianca’ and ‘Smoki & Co. Steak House (a bit more expensive.’ Be sure to take a walk around both inside and outside perimeter of stadium. Several other eating/drinking options at the stadium and in the surrounding streets.
- Xiannong Dayuan (先农大院) in the Wudadao area (6 streets). Attractive new dining area comprised of renovated villas between the Tangshan Earthquake Memorial and Minyuan stadium complex. Has an expanding range of restaurants and bars with outdoor dining (5 minute walk from original YY Beer House and includes the YY ‘brew pub’ located here). Also good Japanese, Italian, Cantonese, etc.
- The Blue Frog (Lan Wa, 蓝蛙). Provides a good mix of Western/Eastern options. Second floor of the Riverside 66 Mall (Henglong Guangchang, 恒隆广场). This is right across the road from the St. Regis Hotel (Ruiji Jinrong Jie Jiudian 瑞吉金融街酒店), which is also a great place for a cocktail while sitting on the banks of the Hai River! There is also another newly opened outlet located on the ground floor of MIXC Mall (Wanxiang Cheng, 万象城). Another kid favourite.
- Magnetic Capital, also known as Aocheng (奥城). Directly behind Eka. Has many, many shopping and eating options, including numerous Chinese,



Korean, hot pot, The Trolley Bar and Grill, Cozy Cafe, (+ fast food giants like KFC, McDs, Pizza Hut, Domino Pizza, Starbucks, etc). Also a movie theatre.

- Aeon Mall (Yongwang Chaoshi, 永旺超市). Just past the intersection of Waihuan (3rd Ring Road) and Youyi Lu (just up the road from LPA and not far from CC). Great for shopping: groceries, stores, restaurants and movies.
- Mimi Park Located opposite the Meijiang Convention Centre, right by LPA and next to the Crown Plaza (梅江皇冠假日酒店). Has several options including fast foods (Starbucks, Pizza Hut, McDs, KFC) and local and Japanese (both inside the Mimi Park building and outside around the back). Mimi Park can be accessed from CC by walking across the lake pathway. The Circle Bar (色寇, 环岛东路天涛园1号楼底商).
- Italian Concession (Yishi Fengqing Jie/意式风情街). Restored C19th Italian concession. Impressive Italian architectural area. Lots of 'OK' restaurants and bars with outdoor dining. This is close to the main train station and Jinwan Plaza – see address below.
- Drei Kronin 1308 German Brauhaus. Jiefang Bei Lu, Jinwan Plaza Building 5, 1st Floor 天津市和平区解放北路津湾广场5号楼1层. Popular with good German beer (and food ...?!) Great location right on the river. Other options nearby (e.g., Belgian). The beer here is expensive though!

## HOUSING

The school provides fully furnished housing for all overseas hire teachers.

HOUSING: Assignment, Responsibility, and Liability Criteria

1. E-Smart, IST's preferred housing agent, identifies housing options for the school, negotiates contracts terms and conditions, and liaises between the tenant and landlord on all matters related to the housing.
2. IST signs contracts on behalf of teachers and pays the security deposit and monthly rentals in accordance with the teacher/s allocated budget.
3. In the event of a dispute over services during the tenancy, or at the time of contract termination, E-Smart liaises between the landlord, tenant, and school to negotiate the most reasonable terms for the tenant and for the school. However, in occupying an apartment tenants accept responsibility for losses or damages that extend beyond what is considered reasonable wear and tear.
4. Teachers who elect to move out of IST sanctioned accommodation before the expiration date of the rental contract are liable to reimburse to the landlord any management, heating, satellite TV, and Internet fees pre-paid the landlord for the full period of the contract, as well as any additional rentals owed (with the exception of a director endorsed early termination resulting from failure of the housing provider to meet contractual terms).
5. Teachers who elect to move out of an IST sanctioned accommodation for personal reasons rather than significant, unresolvable issues with the apartment, are liable for standard moving costs. This is similarly the case when moving to or from an independent apartment selected by the teacher that is outside of IST sanctioned Esmart managed housing.
6. The school covers standard moving costs (boxes –not packaging– and truck and movers) for teachers forced to change apartments as a result of non-extension on the part of the landlord, or when the director approves an early move in response to failure on the part of the landlord to meet contractual obligations.
7. In the event that a teacher wishes to move into an apartment supplied by an alternative housing agent, they do so under the following conditions:
  - IST will pay the security deposit and sign the contract on behalf of the tenant.
  - In requesting that the school make a commitment to sign a contract negotiated by an agent that the school does not actively endorse, the tenant shall agree to sign an agreement with the school that clearly records the following:

1. the decision to engage the given agent and commit to the terms and conditions of the housing arrangement was at the teacher/s' request;
2. the teacher/s assume personal responsibility for dealing with any issues or conflicts that may arise with the housing and/or with the agent and/or the landlord;
3. the teacher/s assume liability for any costs or penalties that may be incurred by the school in relation to the contract that the school signs on their behalf; and
4. The teacher/s authorize the school to retain from their salary any security deposits not returned and/or additional costs/claims against the contract outstanding at the end of the tenancy.

The school cannot reasonably be considered formally responsible for solving issues or conflicts that arise over non-IST sanctioned/ESmart managed housing or service quality, even though the school is the contract signatory. The school will, nevertheless, seek to support its employee/s in resolving such conflicts.

**Please note: school housing will be available for occupancy from 25 July 2026.**

## SETTING UP HOUSE

Shopping in Tianjin is easy and generally inexpensive, and Taobao makes it dangerous for money!

Kitting out the apartment is one of the first missions of new teachers. Small appliances can be purchased for "typical" (i.e. no great bargain) prices at one of the many department stores in Tianjin. The school will arrange trips to Ikea, Metro, Decathlon and several other department stores during the orientation week.

Your apartment will have a modern, remote-controlled, stereo TV. The television service receives over 200 international channels including the likes of numerous news (CNN, SKY, BBC, FOX etc.); Sports (SKY, FOX, Rugby Pass, NRL, etc.) and movie (HBO, STAR, FOX etc). The service also includes video on demand (similar to Netflix) and replay options.

The variety of computers and peripherals that is available seems to increase with each month. Please note however, that the school provides teachers with an Apple laptop. Internet access is available and reasonable in cost.

If you are coming from North America, then you need to know that your 110-volt appliances should probably be left in storage or given to your brother-in-law. The electricity here is 220-volt/50 cycles. Some people use travel transformers, and some people curse travel transformers. It's up to you.

Items of a more personal nature are becoming more prevalent on a regular basis, but some staff members still report difficulties finding dental floss, vitamins, and lineament. Tampons and pads are easily available, as are quality shampoos (Pantene, Clairol), body soaps, and deodorants.





However, if you have favorite toiletries or personal products, then buy a year's supply and bring them along. This absolutely applies to any prescriptions you may use. While most medications are available here, you may find greater peace of mind knowing that you have your supply from home.

Speaking of prescriptions, do you wear glasses? Glasses can be made easily and quite inexpensively in China and glasses shops can be found in most neighbourhoods. Contact lenses and solutions are also readily available.

We are all often pleasantly surprised when we happen across some favorite products in the local stores, but sometimes a wealth of a treasured toiletry becomes a dearth with no explanation. The message bears repeating: If you have favorite products, then bring along a supply. And once you are in China the best piece of advice that anyone can give you is, "If you see and want it, buy it! If you pass it up there's a good chance that it won't be there when you return to get it."

Having clothing made here is easy and far less expensive than buying clothes in other countries; however, you may not be able to find exactly what you are looking for, so it would be a good idea to bring favorite clothes. Shoes (especially large ones), are worth bringing with you.

## TEACHER APARTMENT BASIC FURNITURE LIST

The school arranges apartments with individual landlords, with the following furnishings and equipment generally provided:

### SITTING ROOM

- Sofa
- Arm chair
- Coffee table
- Dining table & chairs
- Television stand
- Remote-controlled stereo TV

### MASTER BEDROOM

- Double Bed (180 cm X 200 cm)
- Wardrobe (if there is no built-in wardrobe in the bedroom)

### SECOND AND ADDITIONAL BEDROOM

- Single or double bed for each child accompanying you to China

### KITCHEN

- Cupboard & counter

- Burner induction cooker / Gas hob
- Refrigerator
- Microwave oven
- Counter-top oven

## ADDITIONAL APPLIANCES

- Air conditioning
- Washing machine
- Drinking Water Dispenser
- Range Hood
- Some views of current teachers' apartments

## BASIC HOUSEHOLD ITEMS

Listed below are household items suggested by the school to help you settle in. You can choose the items you want and inform the HR Department who will then purchase them for you in advance. Alternatively you can purchase items following your arrival. Items purchased will be deducted from your August salary. Household utility expenses will also be deducted from your salary of August. (eg. internet, electricity).

| ITEM                           | PC    | UNIT PRICE (RMB) | TOTAL PRICE (RMB) |
|--------------------------------|-------|------------------|-------------------|
| Saucepan                       | 1 pc  | 179.00           | 179.00            |
| Frying pan                     | 1 pc  | 129.00           | 129.00            |
| Tableware (knife, fork, spoon) | 1 set | 25.00            | 25.00             |
| Wooden spoon                   | 1 pc  | 6.99             | 6.99              |
| Chopping Knife                 | 1 pc  | 49.99            | 49.99             |
| Chopping board                 | 1 pc  | 69.00            | 69.00             |
| Dinner plates                  | 1 pc  | 24.99            | 24.99             |
| Eating bowls                   | 1 pc  | 14.99            | 14.99             |
| Serving bowl                   | 1 pc  | 29.99            | 29.99             |
| Square washcloths*             | 1 pc  | 14.99            | 14.99             |
| Trash bins                     | 1 pc  | 99.99            | 99.99             |
| Cups                           | 1 pc  | 19.99            | 19.99             |
| Glasses                        | 1 pc  | 12.99            | 12.99             |
| Electric Kettle                | 1 pc  | 105.00           | 105.00            |
| Pillow + case *                | 1 pc  | 49.99            | 49.99             |
| Bed sheets*                    | 1 pc  | 129.00/199.00    | 129.00/199.00     |
| Bath towel*                    | 1 pc  | 79.99            | 79.99             |
| Hand towel*                    | 1 pc  | 29.99            | 29.99             |

|                     |        |               |               |
|---------------------|--------|---------------|---------------|
| Soap containers     | 1 pc   | 19.99         | 19.99         |
| Bath curtain        | 1 pc   | 29.98         | 29.98         |
| Broom Set           | 1 set  | 59.99         | 59.99         |
| Mop                 | 1 pc   | 59.99         | 59.99         |
| Folding Drying Rack | 1 pc   | 99.99         | 99.99         |
| Hanger (10 pcs)     | 1 pack | 12.99         | 12.99         |
| Kitchen Towel       | 1 pc   | 3.99          | 3.99          |
| Gloves              | 1 pair | 7.99          | 7.99          |
| Quilt               | 1 pc   | 149.00/249.00 | 149.00/249.00 |
| Pillow              | 1 pc   | 49.99         | 49.99         |
| ironing Board       | 1 pc   | 179.00        | 179.00        |
| Extension Cord      | 1 pc   | 49.99         | 49.99         |



**Note: Fluctuation in prices is expected every year. Please refer to the household bills distributed by the HR Office based on the actual expenses.**

\*Calculated from Jul. 1 to Jun 30 the following year

### ELECTRICITY

Electricity is charged at RMB 0.49/KW-h and a typical electricity bill for a family with 2-3 bedroom apartment will average about US\$ 60 per month, depending on usage. The voltage is 220V/50 cycles (Hz).

To encourage green society there are 3 scales of electricity consumption.

To encourage green society there are 3 scales of gas consumption.

|           | Gas Consumption<br>m <sup>3</sup> /year | Price<br>RMB/m <sup>3</sup> |
|-----------|---|-----------------------------|
| 1st scale | 0-300                                   | 2.79                        |
| 2nd scale | 301-600                                 | 3.29                        |
| 3rd scale | above 600                               | 4.04                        |

\*Calculated by natural year

|           | Electricity Consumption<br>KW·h/year | Price<br>RMB/KW·h |
|-----------|--------------------------------------|-------------------|
| 1st scale | 0-2640                               | 0.49              |
| 2nd scale | 2641-4800                            | 0.54              |
| 3rd scale | above 4800                           | 0.79              |

### MOBILE SIM CARDS

The school can help to arrange SIM cards for your mobile phone provided you request for them in advance of travelling to China. After receiving your request the school HR Department will forward by e-mail a few local SIM card plan options, from which you may select the most suitable one.

On arrival in China, your SIM card will be handed over to you during orientation week. Some documentary formalities may have to be completed by you before the card can be obtained.

## ADDITIONAL THOUGHTS RELATED TO HOUSING

In case you would not like to purchase bed linen from the school, we recommend that you bring with you one bed sheet set per bed as you will likely not get a chance to go on a shopping trip right before you enter your apartment and retire for your first night here.

The expenses you are likely to incur are the telephone, gas (if applicable), electricity, water and internet, as well as the normal costs of replacing light bulbs, batteries and filter cores. People drink bottled water, and a dispenser for large bottles will be in your apartment upon your arrival. Replacing the large bottles of drinking water is easy and inexpensive: 25 RMB for 20 liters (under US\$ 4). Tap water is an expense, but extremely cheap (RMB 4.9/6.2/8.0/ ton-unit). Tap water is not drinkable. In most apartments electricity must be paid for in advance. A meter outside the apartment accepts an electronic “key” that is programmed with the amount of money you want to add. In the summer, when the air conditioning is running frequently, you might spend US\$ 50 per month on electricity. Once the city steam heat comes on, you should see a drop to less than US\$ 25 per month, as the school pays for central heating.

The Internet is available at home by using the telephone company as your service provider.

It is easy to pay utility bills now in China with the development of online payment. Accounts can be topped up on Wechat or Alipay (with the assistance of HR or E-smart upon request).

## CARS & TRANSPORTATION

Very few expatriates drive in Tianjin with most using taxis (DiDis), subways, and electric bicycles or push bikes.

The school reimburses each teacher 700-900 RMB per month for travel expenses. This covers about

half of the commuting expenses each month if using a prearranged private driver who picks you up each morning and afternoon. Teachers wanting to use this sort of pre-arranged service usually arrange to share taxis to travel to and from school. If taking Didis, the allowance is just about right.

If you are interested in obtaining a drivers license, then you must bring an international driver’s license or country license with you. Renting cars (without a driver) is not an option in Tianjin.

## HEALTH

### GENERAL OVERVIEW

The weather in Tianjin more or less falls into four seasons. Summer is hazy, hot and humid. Autumn can be lovely with cool, brisk winds and clear skies. Winter can be a real winter, with strong winds, cold temperatures and moisture-sapping dry air blowing in from Siberia. Generally speaking, the air quality has improved immensely over the last few years, is significantly better than in Beijing and Shanghai, and we expect that this trend will continue. Snowfall is not great in the winter; a few centimeters may fall during the entire winter. The winds of spring blow hard with an occasional sandstorm from the Gobi Desert, and fog may be thick at times. Spring is wonderful before summer begins to settle in again in late May/June. The summer is the rainy season, with the majority of the annual precipitation falling between June and August.

Eating a healthy diet is not difficult. Fruits and vegetables are in good supply year round. Eating out can be an exciting adventure. If you have an Ayi (maid), she will usually be able to cook very nice meals for you. Some of our staff members long-time Ayis have learned to make sushi with great results!

Western food products are readily available as well. There are plenty of fast food options, such as McDonalds and KFC franchises, but also a number of Western supermarkets with pretty much everything you might want (though imported western foodstuffs are obviously more expensive



than local products). You will likely be surprised to see how many familiar items are here in Tianjin. That said, if you have a favorite food, then bring a supply of your own, just in case it is not here.

Even if you are dressing properly and eating well, you may get sick. This is not generally a problem as there are western clinics/ hospitals with western-trained doctors here in Tianjin and Beijing. The school provides teachers and their resident dependents with excellent health insurance. The western clinic/hospitals stock most common medications.

### ACCESS TO TIANJIN UNITED FAMILY HOSPITAL & TIANJIN RAFFLES MEDICAL CLINIC

The school provides access to the Tianjin United Family Hospital and the Tianjin Raffles Medical Clinic.

Most prescriptions are covered by the insurance plan (see note below). Routine dental work and eye exams are not covered (unless emergencies). There is a good dentist in Tianjin that many staff members have enjoyed using. Enjoy the dentist? Of course, at this dentist's office, a nurse is at your side to hold your hand and comfort you during your procedure!

With the clinics and hospital in Beijing and the clinic/hospital in Tianjin at your disposal, nearly any medication can be had. However, if you are regularly taking a prescription medicine, then you should bring a year's supply with you. You may also want to bring a supply of vitamins with you.

**Note: It is much cheaper to buy over the counter (OTC) medicines in local pharmacies than at the Tianjin United Family Hospital. The clinic staff is usually helpful in pointing out which medications are defined as OTC.**

**NOTE: IST provides Platinum level medical insurance for all family members. However, the school does not have a direct billing arrangement for outpatient services at Tianjin United Family (this is possible elsewhere), including Raffles SOS. Claims are typically returned within 2 weeks of submission. A typical consultation will cost approximately RMB 1,200.**

### BABIES AND SMALL CHILDREN

Most things are available in China. Baby formula, baby food, baby cereal, and dairy products can be found at many of the western stores. They can also be purchased from the flagship shops on popular online market places like Taobao, JD, and TMall.

While a greater variety of products are getting easier to find, they are expensive. Gerber, Heinz Similac, and Aptamil are some of the brands available but in limited varieties. Baby foods that contain pasta, that are wheat-based, and foods with meat are difficult to find. It is important to check the sell-by dates carefully.

If you have a baby, bring plenty of formula (if not breastfeeding), baby food, and diapers to see you through the first few hectic weeks when you are busy settling in. Stock up on whatever toiletries, medicines, and vitamins you are used to. While items such as baby lotion, shampoo, talcum powder, prickly heat powder, baby bath foam, diaper rash cream, antiseptic cream, etc. are available, the brand you are accustomed to may not be available. You can bring a breast pump, travel/carry cot, cot sheets, cot blankets/duvets, and waterproof mattress pads, but these can also be found on Taobao.

Generally, Chinese mothers do not nurse in public, and most public places don't offer nursing rooms. Bringing along a nursing cover can give mother and baby some privacy.

You may wish to bring a baby carrier/baby sling and a stroller. These can also be easily purchased here as well. Keep in mind that Tianjin is a big city and sidewalks and markets may be difficult to negotiate with a large stroller. Although children may legally ride in a taxi or Didi in China without a car seat, there are easy to install options that make riding in a car safer. Doona strollers (although expensive) are ideal for young babies as they serve as a car seat that can be easily be used in taxis as well as a small stroller. Trunki Booster Apak is ideal for children who weigh between 15 kg and 36 kg as a safe alternative for young kids in a taxi and takes less than a minute to secure in a taxi. This can be purchased abroad to use immediately upon arriving

or can also be purchased on Taobao.

Most types of children's clothing and shoes are available here at a reasonable price. The quality, however, greatly varies and items of a certain standard often cost more here than your home country (for the same standard). There are a variety of Wechat Buy/Sell groups where you can find gently used children's US/European branded clothes for reasonable prices. Tianjin has several fabric markets, and it is easy and reasonable to have clothes made to order. It would be helpful for school-aged children to bring an outfit or other clothing that represents their home country to wear for UN Day.

Sunhats can be found, but it would be best to bring a supply of sun block creams. Sunscreen can be found at the baby shops in Aeon Mall and the plaza close to IST. It is recommended to bring mosquito repellent and insect bite relief creams for children, although these are readily available in pharmacies and online shops.

Children's books in English can be purchased easily on Taobao but bring any favorite books your children have as you may not be able to find those specific titles. Toys are easily found, but they tend not to be of a stimulating kind (unless they are extremely expensive). The best advice to those requiring stimulating books and toys manufactured to high safety standards from non-toxic materials is to bring them with you. There are a variety of WeChat Buy/Sell groups where you can find gently used children's English books and US/European toys for reasonable prices. Decent stimulating toys can be found at AEON Mall, MIXC (formerly Galaxy) Mall and baby shop near IST.

Bicycles are a major means of transportation and sometimes a quicker way of getting around. Bring helmets (or these can be purchased at Decathlon) and children's bike seats to ensure safety standards are met in the equipment. Children under 10 years can ride their bicycles on sidewalks and within compounds, but they are not allowed to ride their bicycles in the streets.

For those who are pregnant or planning to have

children, good quality pre-natal care is available at Beijing/Tianjin United Family Hospital where there are many English-speaking doctors. Health insurance covers the full pre-natal care and delivery at United Family (if you buy the package) but you must pay this upfront and get reimbursed by insurance after you have the baby. If you plan on delivery at United Family and do not wish to pay for it all upfront, the rate is higher than what the insurance will cover so you must pay out of pocket.

The doctors at United Family recommend that you bring prenatal vitamins as well as calcium from abroad versus buying them locally. If you are planning to take birth control pills while breastfeeding, bring these from abroad because ones compatible with breastfeeding are not available here in China. The hospital has many products available such as breast pumps, disposable breast pads, Children's Tylenol, and other medications you or your children may need. Please be aware that the 500 USD wellness package will not cover all the appointments for those with children under the age of two at United Family. For children over the age of two, the wellness package provided by the school is typically sufficient.

Child-care is easily available. Families can hire an Ayi, or 'auntie', relatively inexpensively. The Ayi may need training and communication can be difficult due to the language barrier. It is not realistic to expect to be able to convey every detail of your wishes to your Ayi. Cultural expectations about child-rearing and gender roles for children are different; for example, appropriate ages for potty training and weaning. The cost of living is relatively low in Tianjin, so it is possible for families to live here with only one wage earner. The school has a playgroup that meets once a week, and there is a nursery/pre-kindergarten program.

### SCHOOL-AGED CHILDREN

Hot lunches are available free of charge for all students at the cafeteria with both a Chinese and a Western menu. Students may bring their own lunch and reheat if needed in the microwaves of the cafeteria. There is also a café and a snack bar



where drinks and snacks can be purchased during lunch and recesses.

Transportation is available to and from school at no cost to teachers' children.

There is no school uniform, but children are expected to dress neatly and comfortably. The P.E. department has a compulsory P.E. kit available for purchase.

Tianjin is a safe environment for children. There are many public parks in the city where active children can run and play.

Children under 10 years of age are not allowed to ride their own bike on the streets. Child seats are available for smaller children. Please note that these child seats are basic and though they are not extremely unsafe, you might choose to bring your own. Bike helmets are available in Decathlon and on Taobao, but you can bring your own if you wish.

Make sure your child has had his/her full complement of vaccinations and immunizations.



# PLACES FOR KIDS IN TIANJIN

## TIANJIN WATER PARK

This is the largest urban park in Tianjin with 9 islands and 3 lakes that are surrounded by pathways, pagodas and gardens.

There is boating, and flower shows according to the season of the year.

## TIANJIN TROPICAL BOTANICAL GARDEN

Known to be the biggest indoor tropical plant garden in North China, it also houses the only indoor ice sculpture park and the first 4D cinema in Tianjin.

## TIANJIN HAICHANG POLAR OCEAN WORLD

This Ocean World located in the Tianjin Binhai Area accommodates more than 200 kinds of marine animals including the polar bear and more than 1000 kinds of fish. There are also animal shows as well as animal feeding times.

## AQUA MAGIC WATER AMUSEMENT PARK

Located in the Binhai New Area, this themed water park is split into several areas including a man-made beach, water slides of various shapes, two drifting water lanes that traverse the park and a happy-time play area.

## HAPPY VALLEY THEME PARK

This is claimed to be Tianjin's first theme park with thrilling rides, catering, accommodation, sightseeing, shopping and entertainment all in one place. It is located in the Dongli District.

## RICE CUBE AQUATIC PARK

Enclosed in a massive steel dome, this park known as "Mi Li Fang" in Chinese, houses a faux mountain, various heated pools, three slides, a river, a children area, one huge wave pool, a café and a food hall.

## ICE SKATING & ICE SLEDDING

There are indoor ice skating rinks in Galaxy Mall, Joy City Shopping Mall and Tianjin Kerry Centre, where there are coaches available for enthusiasts all through the year. In the winter months, there is also ice-skating and ice-sledding on the frozen lake around the Tianjin TV Tower, the frozen Haihe River and other places around Tianjin.

## THE TIANJIN CULTURAL CENTER OR PLAZA

Spread over 90 hectares of land area, the Tianjin Center is home to a lot of places of interest to children and young people.

These include:

The Tianjin Natural History Museum – has an enormous taxidermy collection, dinosaur bones and the like.

The Tianjin Science and Technology Museum – has 2 floors of scientific exhibits including experiments that the kids can try their hands on, as well as a Space Theater to watch astronomical films.

The Tianjin Museum – is dedicated to the history of the city and has the History Hall which connects the Ancient Era Hall, the Modern Era Hall, and Contemporary Era Hall.

Happy City- Located next to the Galaxy Mall on Cultural Plaza, Happy City or Cai Yue Cheng (彩悦城) is huge mall full of children's play areas and activity centers.

The Cultural Plaza, with its huge expanse of paved open spaces itself is the best place for roller blading, scooters, and such.

## THE TIANJIN ZOO

The zoo houses a lot of animals and birds although it is not up to international standards in terms of the size of the animal enclosures and/or their upkeep.





### CHANGHONG ECOLOGICAL PARK

This park is the only park that has a bouncy castle in during the spring-autumn months. Essential to know for parents of small children with a lot of energy. Enter by the west entrance where there is a shop, small rides and playground not far from the bouncy castle. The park itself is vast and has a lot of beautiful walkways and architecture near the southeast exit.

### NANCUIPING PARK

Also known as ‘Trash mountain’ due to the large ‘mountain’ you can climb in the park. There is boating, a sand area and a play area and also the ski slopes that become active in the winter months.

### ERGONG PARK

This park has a large amount of fairground rides children can enjoy and is extremely scenic. You can’t pay via wechat for the rides however so remember to take cash.

### LETANGHUI HOT SPRING LIFE HALL

Housing hot springs inside and out suitable for children to enjoy, a small water based play area and a swimming pool on the first floor with a restaurant and a play area suitable for children up to 6 years of age on the 2<sup>nd</sup> floor.

### YORK TRAMPOLINE (YUEKE TRAMPOLINE PARK ON DIDI)

Although not as close as dreamtown, this trampolining venue is a lot cheaper than Dreamtown and provides as much entertainment. There is also seating that overlooks the entire space and a restaurant on the first floor. A fantastic day out for all ages.



# IST FACULTY TESTIMONIALS

## GEOFF DIEGEL - SECONDARY TEACHER

International School of Tianjin is an ideal school to hone your teaching chops, save money and live in a comfortable city in a fascinating country.

### Hone your Teaching Chops

IST is a wonderful place to build and enhance your teaching practice. The students at this school want a positive and productive relationship with their teachers. They will drive you to continually reflect on your teaching practice and improve as an educator. This aligns with management. This school is highly supportive. They recognize and nurture talent. The management team is always available to talk through your ideas and offer helpful suggestions. The students, management and other staff will do all that they can to enable you to be a highly functioning teacher. I have grown more as an educator in one year at IST than multiple years at previous schools.

### Save Money in a Convenient City

The total salary package is generous and provides for a standard of living that teaching in Australia (my home country) cannot provide. Tianjin is also a highly affordable place to live. Once you have a registered phone and working bank account you can start to use Taobao and Jingdong to get almost anything delivered to your home. Stay at a nice hotel with fresh smelling shampoo – take a photo of the bottle, upload to JingDong and get it delivered (for cheap too). Go to a café and see a cute coffee table – take a photo, upload it to Taobao and get it delivered (also for cheap). It is very easy to get food delivered to your apartment. Phone, electricity, taxis, all are affordable.

### Comfortable City

Tianjin is a comfortable city. Tianjin will provide everything that you require to be successful in your career. The crime rate is very low. Public transport is clean, effective and affordable. The city is not

crowded. There are shopping centers everywhere. But Tianjin's biggest asset is its people. Tianjin-rens are delightful. I have had older ladies share their membership cards in grocery stores to enable me to get discounts. Once my phone purchasing app stopped working and a security guard purchased a train token so that I could get to work on time. Waiters will patiently wait and ensure that you understand the menu and get the food that you want. The people of this city are warm hearted, generous and happy to welcome foreigners into their city. I feel honoured to live in their city.

### Fascinating Country

China is not just a country. China in an entire cosmos. From the language to the history and the food, China will never allow for complacency. This summer I travelled to Yunnan province to see its picturesque mountain ranges. I have visited the cyber-punk multi-layered wonderland of Chongqing for urban exploring and periodically induced vertigo. Beijing is a train ride away and is a rich blend of the ancient and the modern. Hong Kong is one of the great cities of the world. This summer I am planning to visit Xinjiang to see the beginning of the ancient Silk Road. For those with open minds, China will reveal its singularity.

## GEOFF DIEGEL

Design Center Coordinator/Sciences & Design Chair





## STEFANIE BRADLEY - ELEMENTARY TEACHER

This is the fifth International School that I've been in and it was by far the best orchestrated transition. Though the process was very lengthy and meticulous, the Director (Steve) and Frances in HR were in constant communication from the very beginning, giving us instructions and updates along the way. The FOG has nearly all the answers, but for those specific questions that it didn't cover, the FB page and my contacts were exceptionally friendly and helpful.

The attention to detail in our settling in was exceptional. My girls and I were met at the airport in the middle of the night by one of our neighbors who was able to speak Chinese and answer our most pressing questions on our ride home, as well as set us up with our phones, give us some start up money, and explain a bit about our housing. Having the basic items we purchased through Ikea when we got home, as well as basic groceries in our fridge, was so very thoughtful.

Orientation did not take place just within school. We were given a number of opportunities before and during the orientation week to visit various shops and restaurants with teacher volunteers. This gave us a chance to get to know the area and meet some teachers.

I was in awe of the school when I saw it first on its website, but seeing it in person is even MORE impressive! I've been here for months now and I still feel amazed and thankful to work at such an excellent school.

### STEFANIE BRADLEY

Elementary English Language Acquisition Teacher

## MARIANA SUAREZ - ELEMENTARY TEACHER

Our family of 4 moved to Tianjin July 2023. After moving from Colombia in 2010 to Thailand and later to Switzerland we have had very different experiences getting settled into a new country.

Moving to China has been the easiest transition we have had. All our documents (which school helps you get) allowed us to come in through customs with no problems. After our 36-hour trip, we were greeted at the airport by a driver and a teacher assistant, both incredibly kind and welcoming. We were taken home where the head of school Mr. Moody, the head of HR Ms. Frances, and a representative from eSmart (the company that will help you with everything related to your house) were waiting for us. They had taken care of everything! We had everything we essentially needed at home to settle in. The days to come, we were taken to a range of places by a member of the community to get more essentials and to give us a bigger picture of what Tianjin looked like. Overall, the first weeks we felt part of a big family that was supporting us along the way, very much appreciated as a move to a new country is always a hard change.

### MARIANA SUAREZ

PYP Coordinator

## MADELEINE HAINES - SECONDARY TEACHER

The decision to move halfway around the world can be daunting, but Steve and the leadership team at IST made both my husband Kit and I feel welcome from the very first day. While we were both international school students ourselves, IST is the first international school that we have worked at.

Before we arrived in China, the director (Steve) met us for coffee in Auckland, New Zealand. While this served as our second interview, we also got the chance to talk through what it's like to live and work in China and more specifically at IST. You can read the brochure and see the testimonials but traveling to a city you don't know ultimately takes trust; we trusted our instincts—and the IST team—and were rewarded. The faculty orientation guide had all the information we needed to both get ready and get excited for our move. Frances and the HR team were extremely efficient when it came

to organizing the visa and entry requirements. Upon our arrival to Tianjin, we were picked up from the airport by our Teaching Assistant with such joy and excitement it felt so welcoming. We were greeted by the HR team and the secondary principal at our new apartment. They had ensured the fridge and pantries were stocked with everything we needed. Steve even delivered freshly baked sourdough and homemade pesto to our doorstep. This is the sort of care and warmth you can expect working at IST.

From the start of the school year, the support we received was practical and thoughtful. On our first day, the IST van picked us up and gave us a tour of useful spots; local restaurants, helpful malls, and even where to find a taste of home when you're missing Western food. In our first week, we were accompanied to the bank to set up bank accounts, taught how to use WeChat and support staff even took us to buy our first electric bike, translating at the shop and helping organizing payment. Whether it was arranging an ayi (household helper) or hiring a driver, Frances and the HR team were there to support us at every step.

Every detail had been thought of. We explored the local wetlands park and lake, discovered how easy it is to have food delivered, and were invited to BBQs and dinners at colleagues' homes. The community truly went out of its way to include us. That's down not just to the colleagues but also the incredible students at IST, who we were greeted by on day one with smiles and "good morning"; many even addressing us by name before we knew theirs!

For anyone considering a move to Tianjin, IST offers not just a great place to work, but a community that makes you feel at home.

### MADELEINE HAINES

Individuals & Societies Teacher





# BACKGROUND AND REFERENCE INFORMATION

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## BOOKS

### TRAVEL

#### LONELY PLANET CHINA

A region-by-region traveler's guide to China that provides prices, phone numbers, and detailed information on sites to see, lodging, dining, and activities; also includes an overview of Chinese culture, travel tips, transportation information, a language guide, and more than two hundred maps. Includes a comprehensive reading list. (Other recommended travel guides include Eyewitness, Fodor's, Frommer's, Rough Guide).

#### RIDING THE IRON ROOSTER: BY TRAIN THROUGH CHINA BY PAUL THEROUX

Theroux hops aboard as part of a tour group in London and sets out for China's border. He then spends a year traversing the country, where he pieces together a fascinating snapshot of a unique moment in history. From the barren deserts of Xinjiang to the ice forests of Manchuria, from the dense metropolises of Shanghai, Beijing, and Canton to the dry hills of Tibet, Theroux offers an unforgettable portrait of a magnificent land and an extraordinary people.

#### THE RIVER AT THE CENTER OF THE WORLD: A JOURNEY UP THE YANGTZE AND BACK IN CHINESE TIME BY SIMON WINCHESTER

Winchester chronicles his adventures across China along the 3,964-mile river. Employing nearly every mode of transportation-- including boat, train, jeep and shoe leather, he recalls his passionate exploration of the countryside, while providing important and engaging historical information.

#### CHINA: A NEW HISTORY BY JOHN KING FAIRBANK AND MERLE GOODMAN

A great read, with valuable insights into the social history of China as well.

### BIOGRAPHY

#### FALLING LEAVES: THE TRUE STORY OF AN UNWANTED CHINESE DAUGHTER BY ADELINE YEN MAH

Autobiography of physician and writer Adeline Yen Mah, discussing her emotionally abusive childhood, experiences of isolation and loneliness, success as a student, and triumphant struggle to achieve freedom and a new life. Tianjin setting.

#### LIFE AND DEATH IN SHANGHAI BY NIEN CHENG

The author tells of her solitary confinement and torture as a wealthy Chinese woman during the Cultural Revolution.

#### WILD SWANS : THREE DAUGHTERS OF CHINA BY CHANG JUNG



Memoir of three Chinese women, Jung Chang, her mother, and her grandmother in twentieth-century China.

### **AMERICAN SHAOLIN: FLYING KICKS, BUDDHIST MONKS, AND THE LEGEND OF IRON CROTCH : AN ODYSSEY IN THE NEW CHINA BY MATTHEW POLLY**

Matthew Polly recounts the experiences he had during the two years he spent living and studying in China, performing with the Shaolin monks, who taught Matthew important lessons about life and his place in the universe. Nonfiction: Historical

### **THE CHINESE BY JASPER BECKER**

Jasper Becker, China's premier western correspondent, strips the country of its myths and captures the Chinese as they really live. For nearly two decades Becker has lived in China, and reported from areas where most visitors do not reach.

### **RIVER TOWN BY PETER HESSLER**

In 1996, 26-year-old Peter Hessler arrived in Fuling, a town on China's Yangtze River, to begin a two-year Peace Corps stint as a teacher at the local college. Hessler tells of his experience with the citizens of Fuling, the political and historical climate, and the feel of the city itself.

### **THE SEARCH FOR MODERN CHINA BY JONATHAN D. SPENCE**

Spence who may be considered one of the most important Sinologist writers in the West, provides a text on the history of China, from the beginning of the seventeenth century until the end of the twentieth century, and covers the wars, politics, technology, cultures, and economies of an ever-evolving China.

### **HOME IS A ROOF OVER A PIG**

An American family's Journey in China by Aminta

Arrington. When all-American Aminta Arrington moves from suburban Georgia to a small town in China, she doesn't go alone. Her army husband and three young children, including an adopted Chinese daughter, uproot themselves too.

### **MAO'S LAST DANCER BY LI CUNXIN (THIS IS ALSO A FILM, AND THE FILM IS BETTER)**

Raised in a desperately poor village during the height of China's Cultural Revolution, Li Cunxin's childhood revolved around the commune, his family and Chairman Mao's Little Red Book. Until, that is, Madame Mao's cultural delegates came in search of young peasants to study ballet at the academy in Beijing and he was thrust into a completely unfamiliar world. When a trip to Texas as part of a rare cultural exchange opened his eyes to life and love beyond China's borders, he defected to the United States in an extraordinary and dramatic tale of Cold War intrigue. Told in his own distinctive voice, this is Li's inspirational story of how he came to be Mao's last dancer, and one of the world's greatest ballet dancers.

### **FICTION**

#### **BALZAC AND THE LITTLE CHINESE SEAMSTRESS BY SIJIE DAI**

Two boys, moved to the country for "re-education" as part of Mao's Cultural Revolution, find little to amuse them, but things change when they discover a stash of Western classics in Chinese translation and use the stories of Balzac to capture the attention of the beautiful daughter of the local tailor.

#### **SELECTED STORIES BY LU XUN**

Includes "A Madman's Diary," a pioneering move in Chinese literature at the time; "The True Story of Ah Q," a biting portrait of feudal China, gained him popularity in the West. This collection of eighteen stories shows the variety of his style and subjects throughout his career.



**WAITING BY HA JIN**

The author Ha Jin served in the People’s Liberation Army and left his native country for the U.S. in 1985. Lin Kong struggles to balance his life between the two women he loves and the country that is trying to rule his life.

**NONFICTION**

**LOST ON PLANET CHINA**

In his latest, veteran traveler Troost (*The Sex Lives of Cannibals*, *Getting Stoned with Savages*) embarks on an extended tour of “the new wild west,” China. Troost travels from the megalopolis of Beijing to small, remote trails in the hinterlands, the fabled Shangri-La and all points in between, allowing for a substantive look at an incredibly complex culture.

**UNSAVORY ELEMENTS: STORIES OF FOREIGNERS ON THE LOOSE IN CHINA BY TOM CARTER**

Featuring entirely original writings written exclusively for this work, this anthology is filled with 28 essays from foreigners who live or have lived in China for a significant period of time. The book contains beautiful and enlightening stories about China from such noteworthy writers as Simon Winchester, Peter Hessler, Susan Conley, and Alan Paul, among others. Through their personal stories, they illustrate the many sides of Chinese life—the weird, the fascinating, and the appalling—and share what it’s like to live, learn, and love as an outsider in a land unlike any other in the world.

Midnight in Peking: How the Murder of a Young Englishwoman Haunted the Last Days of Old China

by

Paul French

Peking in 1937 is a heady mix of privilege and scandal, opulence and opium dens, rumors and superstition. The Japanese are encircling the city, and the discovery of Pamela Werner’s body sends a shiver through already nervous Peking. Is it the work of a madman? One of the ruthless Japanese soldiers now surrounding the city? Or perhaps the



dreaded fox spirits? With the suspect list growing and clues sparse, two detectives—one British and one Chinese—race against the clock to solve the crime before the Japanese invade and Peking as they know it is gone forever. Can they find the killer in time, before the Japanese invade?

Historian and China expert Paul French at last uncovers the truth behind this notorious murder, and offers a rare glimpse of the last days of colonial Peking.

**CHILDREN’S**

**LON PO PO : A RED-RIDING HOOD STORY FROM CHINA TRANSLATED AND ILLUSTRATED BY ED YOUNG**

Three sisters staying home alone are endangered by a hungry wolf who is disguised as their grandmother. Caldecott award winner.

**ONE YEAR IN BEIJING BY XIAOHONG WANG; ILLUSTRATED BY GRACE LIN; TRANSLATED BY LEI LI**

Ling Ling is eight years old and lives in Beijing, China. Come along as she takes you on a year-long journey through her life. Ling Ling’s personal accounts tell about Chinese culture and destinations, holidays

and festivals, school and family life, and more. The month-by-month, journal-style format makes it easy for young readers to relate to Ling Ling's experiences and feelings. Children will learn about life in Beijing and gain an understanding of China's rich cultural history, through simple storytelling and the eyes of an eight-year-old. Illustrated by Grace Lin and written by Xiaohong Wang, this picture book is the first of its kind to introduce children to life in a big city in modern China.

### **LITTLE WHITE DUCK : A CHILDHOOD IN CHINA BY NA LIU, ANDRÉS VERA MARTÍNEZ**

This book composed of eight insightful short stories of Na Liu and her younger sister Xiao Qin's childhood experiences in Wuhan, China. Each story in this memoir provides the reader with an opportunity to explore aspects of China's history and traditions in a subtle yet striking visual format that complements the deeply reflective narrative voice of Na Liu. Although the stories are not directly connected, they each offer a unique perspective and understanding of Chinese culture and history.

### **WHERE THE MOUNTAIN MEETS THE MOON BY GRACE LIN**

In the valley of Fruitless Mountain, a young girl named Minli spends her days working hard in the fields and her nights listening to her father spin fantastic tales about the Jade Dragon and the Old Man of the Moon. Minli's mother, tired of their poor life, chides him for filling her head with nonsense. But Minli believes these enchanting stories and embarks on an extraordinary journey to find the Old Man of the Moon and ask him how her family can change their fortune. She encounters an assorted cast of characters and magical creatures along the way, including a dragon who accompanies her on her quest.

### **WHO WANTS CANDIED HAWBERRIES? BY DONGNI BAO, DI WU (ILLUSTRATIONS), ADAM LANPHIER (TRANSLATOR)**

When winter comes around, Beijing's streets and alleys are full of candied hawberry sellers peddling this traditional treat. The sweet aroma of sugar syrup fills the streets as kids enjoy their bright red candied hawberries. Today, a kind old peddler pushes his cart on his normal route through Cat's Eye Hutong, but hasn't seen any customer. Who will come to buy candied hawberries on such a freezing day?

### **MY BEIJING: FOUR STORIES OF EVERYDAY WONDER BY NIE JUN**

Yu'er and her grandpa live in a small neighborhood in Beijing--and it's full of big personalities. There's a story around every corner, and each day has a hint of magic.

In one tale, Yu'er wants to swim in the Special Olympics, a sports competition for people with disabilities. But she and her grandpa don't have a pool! Their trick to help Yu'er practice wows the whole neighborhood. In another story, a friend takes Yu'er to a wild place full of musical insects. Later, Yu'er hears a special story about her grandparents. And in the final story, Yu'er and her grandpa show a cranky painter the sweet side of life.

### **FILMS**

The number of great films coming out of China continues to grow at an amazing pace. A few examples of films that offer a glimpse into China's historical or contemporary culture are "Raise the Red Lanterns" by Zhang Yimou; "Beijing Bicycle" by Wang Xiaoshuai; "Ju Dou" by Yang Fengliang etc.

Youtube- Chinese Documentary's

If you go to YouTube and search Chinese Documentary's you can locate ones on the Great Wall, Terracotta Warriors, and cities like Shanghai and Beijing. National Geographic has a couple good ones.

The Story of China with Michael Wood

On Amazon Videos, there is a documentary



developed by historian Michael Wood. Here Wood follows through the steps of Chinese history by visiting ancient cities and traveling to ancient sites throughout China. As the series progresses, he moves towards modern day China.

## **WEBSITES**

### **CHINA DAILY**

<http://www.chinadaily.com.cn/> The national English-language newspaper in China.

### **CHINA DIGITAL TIMES (CDT)**

<http://www.chinadigitaltimes.net/> A collaborative news weblog covering China's social and political transition and its emerging role in the global community.

### **CHINA'S OFFICIAL GATEWAY**

<http://www.china.org.cn/english/> This authorized government portal site is published under the auspices of the State Council Information Office and the China International Publishing Group in Beijing.

### **WEBSITES FOR EMBASSIES IN BEIJING**

- [www.china.embassy.gov.au](http://www.china.embassy.gov.au) (Australian Embassy in Beijing)
- <http://ukinchina.fco.gov.uk> (British Embassy in Beijing)
- <https://www.international.gc.ca/country-pays/china-chine/index.aspx?lang=eng> (Canadian Embassy in Beijing)
- [www.ambafrance-cn.org](http://www.ambafrance-cn.org) (French Embassy in Beijing)
- <https://www.immigration.govt.nz/> (New Zealand Embassy in Beijing)
- <https://china.usembassy-china.org.cn/> (United States Embassy in Beijing)
- <https://china.diplo.de/cn-de> (German Embassy in Beijing)
- <https://overseas.mofa.go.kr/cn-ko/index.do> (South Korean Embassy in Beijing)



# PRE-DEPARTURE PROCEDURES

## CONTACT INFORMATION

Once your appointment is confirmed, there are various procedures that must be completed before you travel to China. During the period prior to your arrival, the School Director, HR and CFO will be available to make the appropriate arrangements in China and to answer your questions. Their contact information is as follows:

Note: The time in China is GMT + 8 hours.

***The school address given above should be used for ALL postage and shipping purposes.***

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International School of Tianjin

No.22 Weishan South Road, Shuanggang

Jinnan District

Tianjin, P.R.China 300350

E-mail: [steve\\_moody@istianjin.org.cn](mailto:steve_moody@istianjin.org.cn)

Tel: (school): +86 22 2859 2001 ext: 8008

Tel: (mobile): +86 22 139 2044 8274

### MS. JENNY ZHAI, CFO

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### MS. VICKEY LIU,

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### MS. FRANCES ZHANG,

### HUMAN RESOURCES MANAGER

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Tel: (school): +86 22 2859 2001 ext: 8019

It is also important that you are reachable during the period leading up to your departure for China. Please send your address, telephone, mobile, fax numbers, and e-mail address, along with appropriate dates. We realize many teachers travel over the summer, but in the event that we need to reach you, it is important to have someone we can contact to get a message to you during the summer holiday.





## GOVERNMENT REQUIREMENTS

**The documents listed and described below must be completed before you come to China:**

- Copy of Physical Examination Record for Foreigners (required for all family members above 18 years of age)
- Work Permit Notification and Invitation Letter (Provided by the school)
- Single Entry 'Z' / Work Visa (Note: All "Z" Visas can be applied for at the Chinese Embassy and consulates in either your home country or a third country.
- Single Entry 'S1' / Visa (if applicable) issued to the dependents (children must be under the age of 18) of contracted employees who intend to stay in China in excess of 180 days (i.e., visas issued directly under the umbrella of a Z visa holder).
- 'S2' Visas (if applicable): Visas issued to other family members such as parents, children, spouses of sons or daughters, brothers, sisters, grandparents, grandsons, granddaughters and parents-in-law whose intended duration of stay in China is no more than 180 days.
- Original apostille of kinship certificate required for S2 visa holder (e.g., marriage license, or birth certificates of children) for dependents. Please check with the document issued country's Chinese Embassy website for more details.

### A: FOREIGNER PHYSICAL EXAMINATION FORM (PERF)

#### PREPARATION:

- Physical examinations can be completed at any registered hospital using the official Foreigner Physical Examination Record Form (PERF).
- A copy of the Foreigner Physical Examination Record Form (2 pages) is in the Appendices section of this Guidebook. You can also obtain this form from a Chinese Embassy, or download a printout from <http://istianjin.org/download/external-documents/PERF.pdf>
- All persons of 18 years or more must complete these medical examination procedures. It is not necessary for children younger than 18 years to complete the PERF form.
- Although it is not necessary for children younger than 18 years of age to follow the State physical examination process to apply for a dependent's



visa, the school's admissions process does require that Student Application Form E be completed by a registered physician. You can choose to take the official physical examination together with your child, with the physician/clinic completing the two forms separately, or alternatively you can have a local GP complete your children's Application Form E (this should be submitted to your respective principal, along with Forms A-D and F, prior to your arrival in Tianjin).

#### PHYSICAL EXAMINATION GUIDELINES:

- The physical examination must be recorded on the official Foreigner Physical Examination Record Form (PERF). PERF must be completed in either English or Chinese (no other languages are accepted) with an official stamp.
- Attach a photo to your PERF prior to visiting your physician. Ask the doctor to place a chop (stamp) across the lower corner of the photo and onto the form. This is to clearly indicate that the person examined is the same person applying for the 'Z'/work visa (i.e. the passport photo and physical examination record photo are of the same person). Please note: the chop or stamp

is essential for all official Chinese documents. A signature alone will not suffice.

- Stamp Requirements: If the 'Foreigner Physical Examination Record Form' document is a single page with the print on both sides then the chop on one side of the page is acceptable. If the document is however, on two separate pages, then the document should be kept together and the chop should be placed on the middle fold of the two pages, with half circle of the chop on one page and the other half circle of the chop on the other page. Note that the same applies to the passport-sized photograph that is attached to the document, with half circle of the chop on the photo and the other half circle of the chop on the document.
- Please ask your physician to comment in the "suggestion" area on the second page of the form saying **"Fit to work"**.
- HIV/AIDS and Venereal Disease test results must be documented in original laboratory reports.
- The blood tests results should include hepatitis A, B and C [HBsAg] (a kind of data that indicates your Viral Hepatitis situation.)
- The original diagnosis of the chest x-ray must be signed and chopped (stamped) by the Doctor. **It is important that the original x-ray film is provided for verification. Failure to do so will mean that it will need to be done again.**
- Original ECG strips are required and must be signed, chopped (stamped) by the Doctor.
- All documentation is to be original. No photocopies will be accepted. **Documents must be less than six months old at the time of arrival in China.**

- Original laboratory reports for all blood tests are required. The Chinese Quarantine Bureau only accepts laboratory reports that are clearly issued by a laboratory. The report should be computer generated and unalterable. For example, reports with sections of boxes to be ticked are not well received as they are easily altered.
- The lab results should be signed and chopped (stamped) by the Doctor who reads them and the lab or hospital that conducts them.
- The AIDS/HIV test results will only be accepted if the test is termed HIV/AIDS. Make sure that your lab report states this and not some other designator code used to protect privacy.

### COMPLETING THE FOREIGNER PHYSICAL EXAMINATION FORM PERF:

The completed PERF is a key supporting document in applying for the work permit notification. Therefore, please **courier the original PERF** to IST's HR department once completed, along with any supporting documents (e.g., X-rays, Blood Tests, etc.) Your physical examination form and reports will be passed to the Chinese Quarantine Bureau for verification. The Chinese Quarantine Bureau will issue the health certificate only after your physical examination result and documentation have been completed to their satisfaction.

**Note: The physical examinations result is only valid for 6 months.**





## B: WORK PERMIT NOTIFICATION & INVITATION LETTER

The IST Human Resource Department will liaise with government authorities and prepare a Work Permit Notification & Invitation Letter which will be posted to you. In order for the school to do this, you first need to prepare the following documents and courier the completed original copies to HR.

- A copy of your signed contract: You will receive two copies of your formal employment contract by courier, one of which you must sign and return to the school by courier with the other required documents. Please email a scanned copy of the duly signed contract to HR first. While awaiting the arrival of your contract, please begin to prepare the following documents and email them to the school Human Resources Manager.
- IST Employment Data Sheet: Please fill in the employment data form for yourself and all family members who will accompany you to China (please see Appendices) and email it back to IST within one week following contact to the IST HR Office if hired after 31 January. The form is available on the school website: [www.istianjin.org/Our Community/Employment at IST/Faculty Orientation Guide](http://www.istianjin.org/OurCommunity/EmploymentatIST/FacultyOrientationGuide), and will also be emailed by the IST HR Office.
- Passport Photo Page/s: Full color scanned copies of the photo page of your passport and also the photo page of those dependents accompanying you to China.

**NOTE: All passports must be valid until at least 31 December 2026 and must have at least two entirely blank visa pages.**

- Passport Photos: One passport-sized electronic photo of each person seeking a visa. The photo must have clear resolution, be in JPG format, and have a white background. Each JPG should be more than 150kb and be within the size dimensions of 1024 pixels height x 768 pixels width, with a resolution of more than 300 DPI, 32 true-color image.
- Teaching and Other Relevant Qualifications: Please submit full color scanned copies of your original education certificates including degrees, diplomas and certifications /registrations within two weeks after you accept the offer letter. For the work permit notification application, degrees must be apostilled or authenticated\* by the relevant local government or the Chinese Embassy\* subject to where the document was issued. Please check the Chinese Embassy website for apostille guidance. (Note\*: Documents need only be apostilled if the document issuing country is a member of the Hague Convention; if not a member, they must be authenticated by the Chinese Embassy.)
- Accompanying Family Members: If family members are accompanying you to China, please send full color scanned copies of documents proving kinship (e.g., marriage license, or birth certificates of children) within two weeks after you accept the offer letter. Kinship certificates must be apostilled or authenticated by the relevant local government or the Chinese Embassy where the document is issued. Please check the Chinese Embassy website for the apostille guidance.
- Completed Physical Examination Record (required for all family members above 18 years old).
- No Criminal Record Certificate: Prepared by your passport issuing country or your latest long



resident country (more than one year) and must be apostilled or authenticated by the relevant local government or the Chinese Embassy where the document is issued. Please check the Chinese Embassy website for the apostille guidance.

**Note: As this apostille is only valid for 6 months, you are advised to get the certificate well within time, so that it is valid for at least one month when you enter China in July.**

- Teaching/Education-related Employment Qualification by your former employer (signed/ chopped and with the contact information)
- Detailed Curriculum Vitae: Please provide a detailed resume and specify the exact dates of employment history and qualifications, including the exact month and year of the commencement and completion of your education (e.g., Bachelor of Arts, Sept. 1, 2000- June 30, 2004, Beijing University)

Please note that all the scanned copies must be in JPG format and less than 2MB. The original documents, including your highest education certificate (e.g., MA), teaching certificate, marriage certificate (if you are married), resume, and birth certificates of children, must be translated into Chinese before IST is able to apply for your work permit notification. Official translations are required by The Chinese Science and Technology Bureau. IST's HR office suggests that you pursue one of the following options:

- Please independently have your original documents translated into Chinese by a translation company. The translated documents should have the seal (stamp) of the translation company on every page. Your translation may still be rejected by the Tianjin Authority and may need to be translated again by an approved local translation company.
- It may be advisable to send or scan a copy of your documents to the school HR office, and we will then arrange for a local Chinese translation company to translate them. Translations are charged on a per word basis. Most documents, such as education certificates provided in English cost approximately 100RMB for each page. Documents in other languages will cost more, typically between 100RMB and 300RMB per page.

After receiving all the original copies of the above

documents, it will take the school approximately 30 working days to prepare your Work Permit Notification & Invitation Letter, which will then be returned to you by courier as you will need them for your visa applications.

### **C: SINGLE ENTRY 'Z'/WORK VISA, RESIDENCE PERMIT AND APOSTILLE OF KINSHIP CERTIFICATE**

To obtain your visa, you should first ensure that your passport is valid until at least 31 December 2026, with at least two empty pages for visas.

You need to take your original Work Permit Notification (valid for 3 months) and Invitation Letter plus two passport-sized photos to the Chinese Embassy when applying for a Chinese single entry 'Z'/Work visa. This visa will be valid for 3 months. It will normally take 3 to 5 working days for the Chinese Embassy to issue a single entry 'Z'/Work visa for you and a 'S1' visa for your family members after they have received all the necessary documents from you.

If you want to extend an 'S2' visa and apply for a resident permit for the 'S2' visa holder at a later date, marriage certificate/license and birth certificate for your child (if applicable) also require local government apostille or Chinese Embassy authentication in the country in which these documents were originally issued.

**Note: please contact the Chinese Embassy/consulate in the country in which the kinship certificate was originally issued for more details regarding apostille or authentication of the kinship certificate.**

After your arrival in China, the school will apply for a Residence Permit for you, to support your residence identity in China. This will take one to two weeks. Your passport will be required during this period, and it will be necessary for you to keep photocopies of your passport and those of your family members.





IST Staff Data Sheet Part I: Employee

Please provide below information we need to apply for your Work Permit Notification and Invitation Letter in China. We will email you the Invitation Letter & Work Permit Notification, which you need to obtain Single-Entry Z/Work Visa on your end.

Personal Information

Form with fields: Name (LAST NAME in Capitals, First Name, Mid Name), Gender, Date of Birth, Place of Birth, Nationality-1st, Nationality-2nd, Country of permanent residence, City of permanent residence, Address of permanent residence, Country and city of residence currently, Contract Tel/Fax No. currently, E-mail address, Passport No., Passport dates of validity, If you are American, please fill in the following information (in US home zipcode, Social security number)

Education and Employment Information

Form with fields: Name of University (or School), Degree, Current Job Title, Current Employer

General Information

Form with fields: Expected (or relocation) Arrival Date, Flight Schedule if available, Flight Destination (Beijing or Tianjin?), Location of China Embassy where Z/work visa will be issued, Please indicate location of embassy you will contact for the visa

Banking Information (please check with the bank in which you have an account and ask them to supply the bank information needed for remitting cash to your account through international remittance from China)

Form with fields: Name of your bank, Account Name, Address of your bank (Street, City, State, Country, Zip Code), SWIFT Code: (If your bank has one), Account No., IBAN/BSB/CC No. (if applicable), Routing Code, Name of the Receivers' correspondent (bank), Address of the above bank (Street, City, State, Country, Zip Code, Swift Code)

**IST Staff Data Sheet Part II: Spouse & Children**

If your spouse and children will come to China with you, please provide below information we need to apply for your dependents' Invitation Letter in China. We will email you the Invitation Letter, which your dependents need to obtain S1 Visas at your side.

**For Spouse (If your spouse is also a school employee, please fill out Part I)**

|   |  |
|---|--|
| Name (LAST NAME in Capitals, First Name, Mid Name)                          |  |
| Gender  |  |
| Date of Birth   |  |
| Place of Birth  |  |
| Nationality-1st   |  |
| Nationality-2nd   |  |
| Country of permanent residence  |  |
| City of permanent residence   |  |
| Address of permanent residence  |  |
| Country and city of residence currently                                     |  |
| Passport No.  |  |
| Passport dates of validity  |  |
| Occupation of spouse (state clearly whether spouse is self-employed)        |  |
| <b>If your spouse is American, please fill in the following information</b> |  |
| <b>US home zipcode</b>  |  |
| <b>Social insurance number</b>  |  |
| Expected Relocation Arrival Date  |  |

**For 1st Child**

|  |  |
|--|--|
| Name (LAST NAME in Capitals, First Name, Mid Name) |  |
| Gender   |  |
| Date of Birth                                      |  |
| Place of Birth                                     |  |
| Nationality  |  |
| City of Residence                                  |  |
| Address  |  |
| Passport No.                                       |  |
| Telephone No.                                      |  |
| Expected Relocation Arrival Date                   |  |

**For 2nd Child**

|  |  |
|--|--|
| Name (LAST NAME in Capitals, First Name, Mid Name) |  |
| Gender   |  |
| Date of Birth                                      |  |
| Place of Birth                                     |  |
| Nationality  |  |
| City of Residence                                  |  |
| Address  |  |
| Passport No.                                       |  |
| Telephone No.                                      |  |
| Expected Relocation Arrival Date                   |  |



### IST Staff Data Sheet Part III: Dependents under 21

Please provide below information we need to arrange Medical Insurance for your dependents who are less than 21 years of age at the start of the academic year and are full-time students in college if they will not come to China with you.

#### For 1st Child

|  |  |
|--|--|
| Name (LAST NAME in Capitals, First Name, Mid Name) |  |
| Gender   |  |
| Date of Birth                                      |  |
| Place of Birth                                     |  |
| Nationality  |  |
| Passport No.                                       |  |
| Residence address                                  |  |
| Telephone  |  |

#### For 2nd Child

|  |  |
|--|--|
| Name (LAST NAME in Capitals, First Name, Mid Name) |  |
| Gender   |  |
| Date of Birth                                      |  |
| Place of Birth                                     |  |
| Nationality  |  |
| Passport No.                                       |  |
| Residence address                                  |  |
| Telephone  |  |

#### For 3rd Child

|  |  |
|--|--|
| Name (LAST NAME in Capitals, First Name, Mid Name) |  |
| Gender   |  |
| Date of Birth                                      |  |
| Place of Birth                                     |  |
| Nationality  |  |
| Passport No.                                       |  |
| Residence address                                  |  |
| Telephone  |  |

#### For 4th Child

|  |  |
|--|--|
| Name (LAST NAME in Capitals, First Name, Mid Name) |  |
| Gender   |  |
| Date of Birth                                      |  |
| Place of Birth                                     |  |
| Nationality  |  |
| Passport No.                                       |  |

# 外国人体格检查记录

## PHYSICAL EXAMINATION RECORD FOR FOREIGNER

|  |  |   |   |  |
|--|--|---|---|--|
| 姓名<br>Name   |  | 性别 <input type="checkbox"/> 男 Male<br>Sex <input type="checkbox"/> 女 Female | 出生日期 ____年__月__日<br>Date of Birth Y. ____ M. ____ D. ____ | 照片<br>Photo<br>(put hospital seal across the photo)      |
| 现在通讯地址<br>Present mailing address  |  |   | 血型<br>Blood type  |  |
| 国籍<br>Nationality  |  | 出生地<br>Birth Place  |   |  |
| 过去是否患有下列疾病：（每项后面请回答“否”或“是”）<br>Have you ever had any of the following diseases? (Each item must be answered “Yes” or “No” )  |  |   |   |  |
| 斑疹伤寒 Typhus fever  | <input type="checkbox"/> No <input type="checkbox"/> Yes | 细菌性痢疾 Bacillary dysentery   | <input type="checkbox"/> No <input type="checkbox"/> Yes  |  |
| 小儿麻痹症 Poliomyelitis  | <input type="checkbox"/> No <input type="checkbox"/> Yes | 布氏杆菌病 Brucellosis   | <input type="checkbox"/> No <input type="checkbox"/> Yes  |  |
| 白喉 Diphtheria  | <input type="checkbox"/> No <input type="checkbox"/> Yes | 病毒性肝炎 Viral hepatitis   | <input type="checkbox"/> No <input type="checkbox"/> Yes  |  |
| 猩红热 Scarlet fever  | <input type="checkbox"/> No <input type="checkbox"/> Yes | 产褥期链球菌 Puerperal streptococcus  | <input type="checkbox"/> NO <input type="checkbox"/> Yes  |  |
| 回归热 Relapsing fever  | <input type="checkbox"/> No <input type="checkbox"/> Yes | 感染 Infection  | <input type="checkbox"/> No <input type="checkbox"/> Yes  |  |
| 伤寒和副伤寒 Typhoid and paratyphoid fever   | <input type="checkbox"/> No <input type="checkbox"/> Yes |   |   |  |
| 流行性脑脊髓膜炎 Epidemic cerebrospinal meningitis   | <input type="checkbox"/> No <input type="checkbox"/> Yes |   |   |  |
| 是否患有下列危及公共秩序和安全的病症：（每项后面请回答：“否”或“是”）<br>Do you have any of the following diseases or disorders endangering the public order and secure?<br>(Each item must be answered “Yes” or “No” ) |  |   |   |  |
| 毒物瘾 Toxicomania  | .....  |   | .....   | <input type="checkbox"/> No <input type="checkbox"/> Yes |
| 精神错乱 Mental confusion  | .....  |   | .....   | <input type="checkbox"/> No <input type="checkbox"/> Yes |
| 精神病 Psychosis: 躁狂型 Manic psychosis   | .....  |   | .....   | <input type="checkbox"/> No <input type="checkbox"/> Yes |
| 妄想型 Paranoid psychosis   | .....  |   | .....   | <input type="checkbox"/> No <input type="checkbox"/> Yes |
| 幻觉型 Hallucinatory psychosis  | .....  |   | .....   | <input type="checkbox"/> No <input type="checkbox"/> Yes |
| 身高/Height (厘米/ cm)   |  | 体重/Weight (公斤/ kg)  |   | 血压/ Blood pressure (毫米汞柱/mmHg)                           |
| 发育情况 Development   |  | 营养情况 Nourishment  |   | 颈部 Neck  |
| 视力 Vision  | 左 L<br>右 R   | 矫正视力 Corrected vision   | 左 L<br>右 R  | 眼 Eyes   |
| 辨色力/Color sense  |  | 皮肤/Skin   |   | 淋巴结/Lymph nodes  |
| 耳/Ears   |  | 鼻/Nose  |   | 扁桃体/Tonsils  |
| 心/Heart  |  | 肺 /Lungs  |   | 腹部/Abdomen   |



|  |   |                     |            |                     |                  |                                  |           |          |            |               |
|--|---|---------------------|------------|---------------------|------------------|----------------------------------|-----------|----------|------------|---------------|
| 脊柱/Spine   | 四肢/Extremities  | 神经系统/Nervous system |            |                     |                  |                                  |           |          |            |               |
| 其他所见<br>Other abnormal findings  |   |                     |            |                     |                  |                                  |           |          |            |               |
| 胸部 X 线检查/Chest X-ray exam<br>(附检查报告单)<br>Chest X-ray Exam<br>(Attached chest X-ray report)   | 心电图/ECG   |                     |            |                     |                  |                                  |           |          |            |               |
| 化验室检查(包括艾滋病、梅毒血清学诊断)/Laboratory Exam (HIV, Syphilis Serodiagnosis)   | HIV-1/2 抗体(初筛)/Anti-HIV 1/2 (Screen) _____<br>梅毒初筛试验(定性)/Syphilis screen(Quality) _____<br>乙型肝炎表面抗原/HBsAg _____<br>丙型肝炎抗体/Anti-HCV _____<br>ALT _____ |                     |            |                     |                  |                                  |           |          |            |               |
| 未发现患有下列检疫传染病和危害公共健康的疾病:<br>None of the following diseases or disorders found during the present examination.   |   |                     |            |                     |                  |                                  |           |          |            |               |
| <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">霍乱 Cholera</td> <td style="width: 50%;">性病 Venereal disease</td> </tr> <tr> <td>黄热病 Yellow fever</td> <td>开放性肺结核 Opening lung tuberculosis</td> </tr> <tr> <td>鼠疫 Plague</td> <td>艾滋病 AIDS</td> </tr> <tr> <td>麻风 Leprosy</td> <td>精神病 Psychosis</td> </tr> </table> |   |                     | 霍乱 Cholera | 性病 Venereal disease | 黄热病 Yellow fever | 开放性肺结核 Opening lung tuberculosis | 鼠疫 Plague | 艾滋病 AIDS | 麻风 Leprosy | 精神病 Psychosis |
| 霍乱 Cholera   | 性病 Venereal disease   |                     |            |                     |                  |                                  |           |          |            |               |
| 黄热病 Yellow fever   | 开放性肺结核 Opening lung tuberculosis  |                     |            |                     |                  |                                  |           |          |            |               |
| 鼠疫 Plague  | 艾滋病 AIDS  |                     |            |                     |                  |                                  |           |          |            |               |
| 麻风 Leprosy   | 精神病 Psychosis   |                     |            |                     |                  |                                  |           |          |            |               |
| 意见<br>Suggestion   | 检查单位盖章<br>Official Stamp  |                     |            |                     |                  |                                  |           |          |            |               |
| 医师签字<br>Signature of physician   | 日期<br>Date  |                     |            |                     |                  |                                  |           |          |            |               |



# 中华人民共和国外国人工作许可 通 知

(来华工作 90 天以上)

经\_\_\_\_\_批准, \_\_\_\_\_(国籍)\_\_\_\_\_先生  
/女士(护照号码:\_\_\_\_\_工作许可号码:\_\_\_\_\_类别:\_\_\_\_),  
在中华人民共和国\_\_\_\_\_省(自治区、直辖市)\_\_\_\_\_市(设区  
市)\_\_\_\_\_县(市、区)\_\_\_\_\_单  
位工作, 期限从\_\_\_\_\_年\_\_\_\_月\_\_\_\_日至\_\_\_\_\_年\_\_\_\_月\_\_\_\_日。

签发日期 \_\_\_\_\_ 年 \_\_\_\_\_ 月 \_\_\_\_\_ 日

随行家属共\_\_\_\_\_人。

配偶姓名: \_\_\_\_\_

子女姓名: \_\_\_\_\_

其他人员: \_\_\_\_\_

**本件自签发之日起 3 个月内有效。**



## 注意事项

中华人民共和国实行外国人来华工作许可制度, 外国人获得本通知后, 应当根据有关规定办理以下手续:

1. 持本通知及其它有关材料至中华人民共和国驻外使馆、领馆或者外交部委托的其他驻外机构办理 Z 字签证。
2. 入境 30 日内持本通知及有关材料至工作单位所在地公安机关出入境管理机构办理工作类居留证件。



**NOTIFICATION LETTER OF FOREIGNER'S WORK PERMIT IN  
THE PEOPLE'S REPUBLIC OF CHINA**

(WORKING PERIOD OF MORE THAN 90 DAYS)

Upon approval by \_\_\_\_\_, Mr./Ms. \_\_\_\_\_ (Passport  
No.: \_\_\_\_\_ Work Permit No.: \_\_\_\_\_ Category: \_\_\_\_\_) from \_\_\_\_\_ (Nationality),  
is hereby permitted to work in \_\_\_\_\_ (Employer)  
in \_\_\_\_\_ County (City, District) \_\_\_\_\_ City (Prefecture) \_\_\_\_\_ Province  
(Autonomous Region, Municipality Directly under the Central Government) of the  
People's Republic of China, from \_\_\_\_\_ to \_\_\_\_\_.

Date of Issuance

There will be \_\_\_\_\_ accompanying family member(s).

Spouse's full name:

Child(ren)'s full name(s):

Other accompanying member's full name:

**VALID FOR 3 MONTHS FROM THE DATE OF ISSUANCE.**



**IMPORTANT NOTICES**

The People's Republic of China requires foreigners working in China to obtain a work permit. After receiving this Notification Letter, foreigners shall go through the following procedures in accordance with relevant provisions:

1. Present the Notification Letter and other relevant documents to the embassy, consulate office of the People's Republic of China or other agencies stationed abroad entrusted by the Ministry of Foreign Affairs to apply for a Z Visa.
2. Within 30 days of entry into the People's Republic of China, present the Notification Letter and other relevant documents to the exit and entry administration of the public security authorities where the employer is located to apply for a work-type residence permit.

## TRAVELLING TO CHINA

### AIRLINE TICKETS

You are responsible for purchasing your own airline tickets. You should fly into Beijing or Tianjin Airport. Please plan to arrive in China no later than 27 July. As soon as you have completed your flight arrangements, please send the date, time and flight number to the school's Human Resource Department who will arrange to have you met at the airport and for your apartment to be made ready for your arrival. Please indicate the terminal of arrival.

Please note that the school may not be able to

assist teachers who come earlier than 25 July 2026, as your apartment may not be available for occupancy before this date.

**NOTE: Please ensure you keep all ticket receipts and boarding passes in order to claim your passage allowance.**

### IMPORT OF PERSONAL EFFECTS / CUSTOMS CLEARANCE

#### GENERAL GUIDELINES

If you wish to ship personal effects to China, it is your responsibility to find a shipping agent to arrange this for you. Here is a list of agents we recommend:

| Shipper              | Contact Name        | Telephone                       | Mobile                      | Fax              | E-mail                         |
|----------------------|---------------------|---------------------------------|-----------------------------|------------------|--------------------------------|
| Asian Tigers         | Betty Xu/<br>Ali Li | 86-22-<br>24333378/<br>24333376 | 13110029112<br>/15922199795 | 24333376         | betty.xu@asiantigers-china.com |
| Crown World Mobility | Howard Wang         | 86-10-58018008                  | 13701367772                 | 010-<br>58018099 | hwang@crownew.com              |
| Royal Relocation     | Ella Wang           | 86-22-28136943                  | 13802163501                 |                  | gm@royal-relocation.com        |

Use the school address and other contact information provided at the start of this chapter. There is a reasonable chance that the contents of your shipment will be checked at customs, and since customs agents are not diligent repackers, they will not necessarily be careful when it comes to repacking. Pack with that in mind. Bag small items, so they will not be scattered about loosely in your repacked boxes. The process of handling Personal Effect Import & Customs Clearance formalities in China can only be started after your arrival. In order to clear your shipped goods from customs, you must have your work permit and residence permit, and it normally takes one to two weeks to clear your shipment once you arrive in China. You are advised to work with your shipping agent to arrange for your personal effects to reach China weeks later than your scheduled arrival time. Otherwise, your personal effects will be stored in a customs warehouse, and this will incur a high storage cost.

Upon arrival, the school will assist you to locate a company to help clear your goods through customs and deliver them to your apartment. You will be responsible for the customs, transportation and other costs incurred.

In order to help you decide what items to bring to China, please refer to other relevant chapters in this Guidebook. **You are strongly advised not to bring items that fall into the following categories:**

Group A: Items on which high customs duty will be levied, such as wine, cigarettes and electrical appliances. Such items are available in Tianjin at a variety of prices according to brand and country of origin.

Group B: Items that are politically sensitive, such as political publications. If in doubt, e-mail the school to check.

Group C: Items that infringe Chinese Quarantine Law, such as fresh fruit, meat and cheese.



The Chinese Customs laws dictate what items will be taxed upon arrival. If you have a question as to whether a particular item will be taxed upon entry, please check with the Chinese embassy in your country. The current limits on printed publications and digital media are as follows:

- Printed publications (books, newspapers, magazines etc.) - 10 items per person
- Video tapes, DVDs, VCDs and CDs- 10 items per person

### CHINESE CUSTOMS PERSONAL EFFECTS

#### IMPORT TAX-FREE POLICY

- Foreigners with long-term residence permits could benefit from the Chinese Customs tax-free policy for their first-time imported daily supplies (e.g., clothes, shoes, etc.). Please contact your shipping company for the exact Customs confirmation.
- High-level foreign talents and diplomats benefit from the Chinese Customs tax-free policy for all their personal effects.

#### EXCESS AIR BAGGAGE & SURFACE MAIL

Those who intend to bring only a small quantity of personal effects to China should consider other means of transportation, such as excess air baggage and unaccompanied air baggage. This can be expensive, so check the cost carefully with your airline. Many people have sent personal effects by surface mail; costs for this vary greatly from country to country, so check out the details before making your arrangements. Do not mail your baggage to Beijing. All baggage should be mailed to Tianjin directly. We suggest against carrying any pets to China since it can be very difficult and expensive.

### CARRYING PETS

If you decide to carry pets to China, please read through the following guidelines carefully:

- Before bringing pets into China, you MUST get a Quarantine Certificate for them. The Quarantine Certificate must be issued and chopped (stamped) by the related government office in your country. The original copy of the Quarantine Certificate should be carried when you fly to China. The basic requirement is a

health certificate from a government-registered vet, or counter-stamp from the relevant government department in the country of origin and rabies vaccination.

- Pets must have the required vaccinations at a veterinary surgery and have the relevant certificates issued and chopped (stamped) by the surgery.
- Each passport holder will be allowed to carry one pet with them on the same flight. If you want to bring a pet, you will need to find a shipping agent to arrange the move for you. You must also pay the shipping cost.
- When you get the Quarantine Certificate for your pets, please fax or e-mail a scanned copy to IST at your earliest convenience. The IST Human Resources Department will then contact the Chinese Quarantine Bureau for confirmation.
- Pets will be quarantined for 30 days upon arrival if Beijing is the port of entry. Bringing pets through Shanghai as port of entry requires a 7-day quarantine and bringing pets initially into Guangzhou does not require quarantine. There is a small fee associated with quarantine.
- One shipping agent that is highly recommended by an IST teacher who brought in a pet with their assistance is Globy Pet & Animal Relocation, which has branches in Shanghai (Head office), Beijing, Guangzhou, Chengdu, Suzhou ([www.globypetrelo.com](http://www.globypetrelo.com), [eric@globypetrelo.com](mailto:eric@globypetrelo.com)). They organize everything in China and inform you about the documents you will need to bring dogs/cats into the country, including options to limit quarantine. They meet you at the airport and help you with the customs clearance and transfer to your next flight, as it is a rather complicated process.
- One veterinarian clinic recommended by an IST teacher is INTERNATIONAL CENTER FOR VETERINARY SERVICES (ICVS). ICVS is an international-standard bilingual, full-service animal hospital and pet care facility and animal welfare resource center in Beijing, providing legal rabies vaccines, EU rabies titre testing and pet import/export services ([www.ICVSASIA.com](http://www.ICVSASIA.com), [reception@ICVSASIA.com](mailto:reception@ICVSASIA.com)).



## PERSONAL FINANCE

### BANKING INFORMATION

After the formalities of your appointment have been completed, the school will send you your relocation/excess baggage allowance and airfare (for details, please refer to the chapter in this Guidebook on salary and benefits). These funds will be sent to you by wire transfer, and for this purpose it is necessary for you to send the following details of your bank account to the Human Resource Manager:

- Name of your bank:
- Address of your bank:(Street, City, State, Country, Zip Code)
- SWIFT Code: BIC#/ROUTING#/BSB#/IBAN# (if your bank has one)
- Account No.:
- Beneficiary's Address:

We shall also require information of the "Receivers' Correspondent" bank. This will have to be obtained by you from your bank. The Receivers' Correspondent bank is the intermediary bank with which your bank has an arrangement to receive money through international remittances. We will require the following information:

- Name of the Receivers' correspondent (bank):
- Address of the above bank: (Street, City, State, Country, Zip Code)

Note that the funds sent to you by wire transfer are intended to cover all your relocation, medical, baggage and travel expenses. Any costs incurred over the sum remitted to you by the school are the responsibility of the teacher. (Please note that the time it takes for wire transfers to reach different banks varies, depending on the number of intermediary banks between our bank in China and the destination bank).

Upon arrival you will receive your sign-on bonus in cash (RMB 6,800) as well as a cash salary advance of RMB 10,000 per contract teacher, and RMB 15,000 per family contracted couple to see you through until you receive your first salary

payment at the end of the month. Please note that approximately RMB 3,000-4,000 of this advance will be automatically deducted by the school to pre-pay various household start-up expenses such as power, water, telephone, and internet.

Please note that it is very difficult to exchange foreign currency cash in China - even at airports.

While digital payments are now very common in China, it is still wise to bring credit cards. These are useful for purchasing air tickets, for travel outside China, and for use in some of the larger stores.

## MISCELLANEOUS DOCUMENTS

### PASSPORT PHOTOGRAPHS

It is useful to bring at least eight spare passport photographs with you for visa application purposes and for other uses such as joining a gymnasium. It is also very inexpensive to have additional photographs taken in China. Most local photo studios are set up to take passport-type pictures.

### DRIVER'S LICENSES

If you intend to drive (if applicable – see the information on cars and driving), then bring your national and international driving licenses.

### DIGITAL PHOTOGRAPHS

Please e-mail an individual digital headshot photograph of yourself and each of your family members once you have been appointed. This will be used for purposes such as the Parent-Student Handbook, updating the webpage and making your ID badge for the school. So, unlike a passport photograph, it's great to see a smiling face! Please e-mail these photographs to Frances Zhang, Human Resource Manager, at frances\_zhang@istianjin.org.cn





## PRE-DEPARTURE CHECKLIST

### PERSONAL EFFECTS:

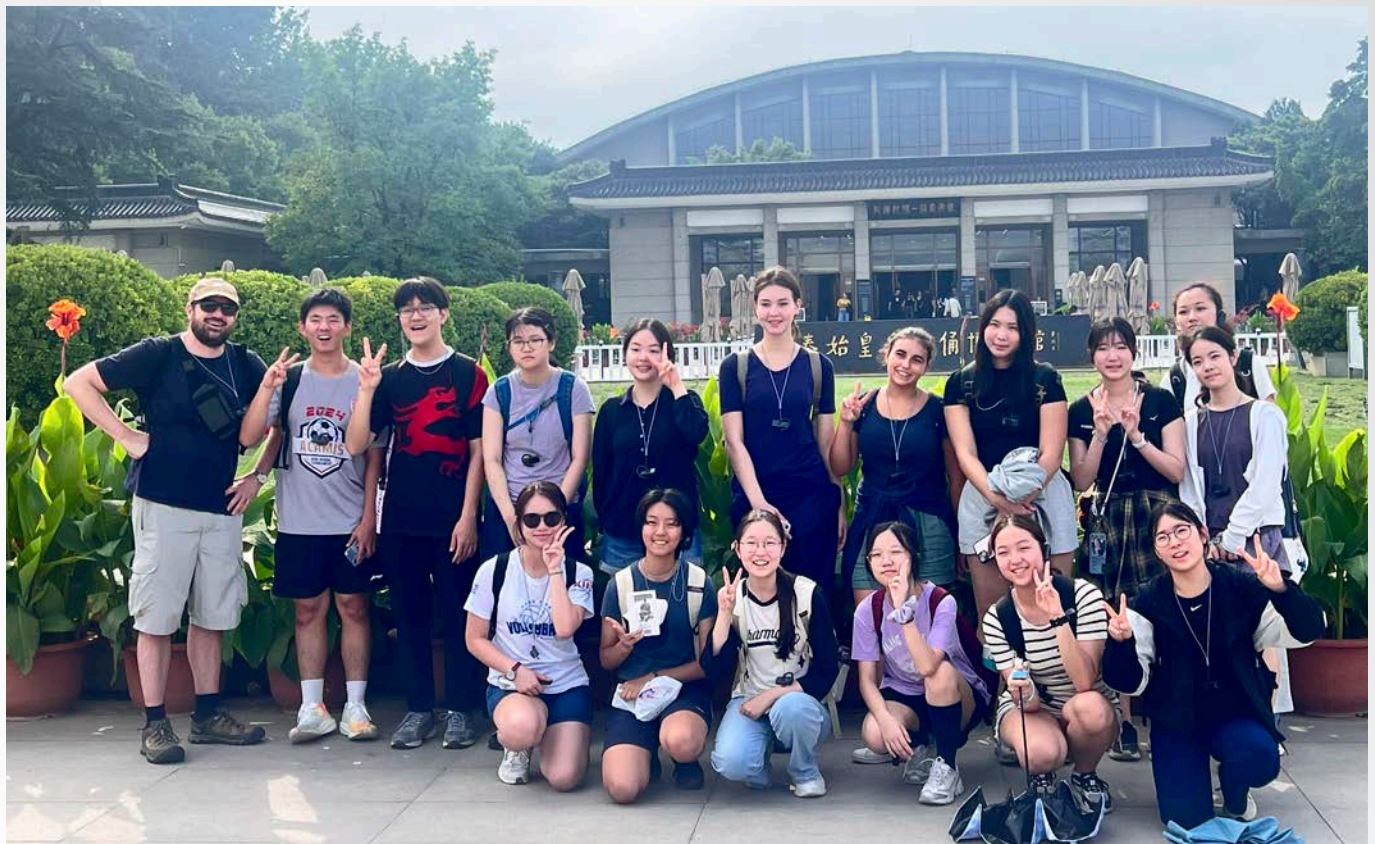
- Shipping agent
- Excess baggage
- Surface mail

### FINANCIAL ARRANGEMENTS

- Notification to IST of bank account
- Credit cards valid

### AIRLINE TICKETS

- Notification to IST: flight # and arrival time at Beijing Airport or Tianjin Airport
- Notification to IST on carrying pets to China (if applicable)



# ARRIVAL

After landing at Beijing or Tianjin airport, you have a brief walk through the modern terminals to customs. The airports are well-equipped for handling many passengers, so you won't have to wait long. The baggage carousels are on the way out, and if you collect your bags and head out through the "Nothing to Declare" lane, you will be met by one of the IST staff members holding an "IST" signboard.

Enjoy the approximately two-hour drive to Tianjin we recommend wearing light clothing. You will be given drinking water on the bus. While the van is air conditioned, August is a very hot and humid month in north China.

You will be taken directly to your apartment where the director will plan to meet and greet you. You will find your cupboards and refrigerator stocked with some basic foodstuff to get you through the first few days, as well as a salary cash advance of RMB 10,000 per contract teacher, and RMB 15,000 per family/contracted couple, plus your RMB 6,800 sign-on bonus minus household start-up expenses of RMB 3,000-4,000 to cover power, water, internet, etc. The school representative may need you to sign a few papers, but after giving you the keys to your apartment and some contact telephone numbers, you will have a chance to rest up after your long trip.

In the day or two before the start of the New Teacher Orientation (28 July - 31 July 2026), you will have the opportunity to go on several shopping trips and meal outings with other new teachers and representatives of the school.

New Teacher Orientation will start on 28 July 2026. A comprehensive program will be provided to help you settle in to your new workplace and home. The program will include:

- meeting school personnel and learning their roles and responsibilities
- familiarizing yourself with the school campus and your classroom
- learning about school policies, procedures and resources
- learning about China and its people
- an introduction to the Chinese language
- help with personal finance and banking procedures
- introduction to the school's IT infrastructure (including issuing of your new laptop)
- coping with culture shock
- help with setting up your apartment

Professional Orientation for the whole faculty will start on 1 August 2026.



**'Sample' New Teacher Social and Formal School Orientation Schedule****Arrival and Social Orientation Commences: Friday 22 July**

First new teachers arrive today. Last teacher arrivals on Tuesday.

**DINNER: Thai at YY Beer House (Optional)**  
Pick-up @ 18:30**Saturday 23 July****SHOPPING TRIP: (Groceries/Housewares).** Lunch at Texas BBQ.  
Pick-up @ 11:00.**DINNER: Goubuli - famous Tianjin dumplings (Optional good for kids)**  
Pick-up 18:00**Sunday 24 July****SHOPPING TRIP: (Groceries/Housewares)**  
Pick-up @ 13:00**DINNER: South Beauty - Sichuan (Optional- spicy)**  
Pick-up @ 18:00**Monday 25 July****SHOPPING TRIP: (Groceries/Housewares/Other)**  
Pick-up @ 13:00**DINNER: Hot Pot (Optional)**  
Pick-up @ 18:30**Tuesday 26 July****SHOPPING TRIP: (IKEA + Metro).** Lunch at Pizza Bianca  
Pick-up @ 0900**DINNER: Dim Sum at 'Din Tai Fung' (Optional- good for kids)**  
Pick-up @ 17:30 (possibly preceded or followed by cocktails on the river)**Formal New Teacher Orientation Commences: Wednesday 27 July**

08:00 Pick-up @ Eka (spouses and children are welcome to join us but there is no expectation that they attend).

08:30 Tea/Coffee

09:00 Introductions/School History/Philosophy/Staffing &amp; School Structure/Culture Shock/New Staff Performance (!!)

10:15 Coffee Break

10:30 Facilities tour

11:15 Introduction to Tianjin and China: Life and Culture

12:00 Lunch at school

12:30 Introduction to the Chinese language

13:15 Return home or continue on for optional shopping excursion (venues as requested)

**18:30 Pick-up @ Eka for 'Welcome to IST' Chinese Banquet (spouses & children invited)****Thursday 28 July**08:00 Pick-up @ Eka (*all family members must come to school*)

08:30 Tea/Coffee + Q&amp;A

08:45 Introduction to Health/Finance/Salaries/Banking

09:30 PSB/FEB presentations and interviews (*all family members must be present*) + 'optional' ayi interviews, taxi arrangements, and related general assistance. Consider possible taxi buddies (common time preferences!) and dedicated or shared ayi (optional, but everyone has one!)

12:00 Lunch

12:30 Issue Mac Books: Introduction to school email, network, etc.

14:00 New teacher performance brainstorming

15:00 Return home or optional shopping excursion. Family members can be collected en route if requested.

**Note: A dinner venue + host can be arranged upon request****Friday 29 July**

08:00 Pick-up @ Eka

08:30 Tea/Coffee + Q&amp;A

08:45 Introduction to key IST support staff

09:00 General introduction to school policies and procedures

09:15 Setting up bank accounts

10:15 Coffee Break

10:30 Introduction to the Chinese language

11:15 IT training and support

12:30 Lunch

13:00 New teacher performance practice

14:30 Return home

**16:30 Pick-up @ Eka for BBQ @ Steve and Jo's — 5PM at Zi Yue Fu (spouses and children invited)****Monday 1 August**

07:30 Pick-up @ Eka for those requiring health checks and/or local police registration (you will be informed if you must attend)

08:00 Pick-up @ Eka for those not required

08:30 Tea/Coffee

08:45 Introduction to the Chinese language

09:30 Independent work time and support with general matters

11:00 IT training and support

12:00 Lunch

12:30 Elementary and Secondary (*by division*)

14:30 Coffee Break

14:45 New teacher performance practice

16:00 Return home

**Tuesday 2 August**

08:00 Pick-up at Eka

08:30 Tea/Coffee

08:45 Elementary and Secondary (*by division*)

09:30 Coffee Break

09:45 Elementary and Secondary (*by division*)

11:45 Lunch

12:30 Elementary and Secondary (*by division*)

14:00 HR + ESmart Housing Presentation

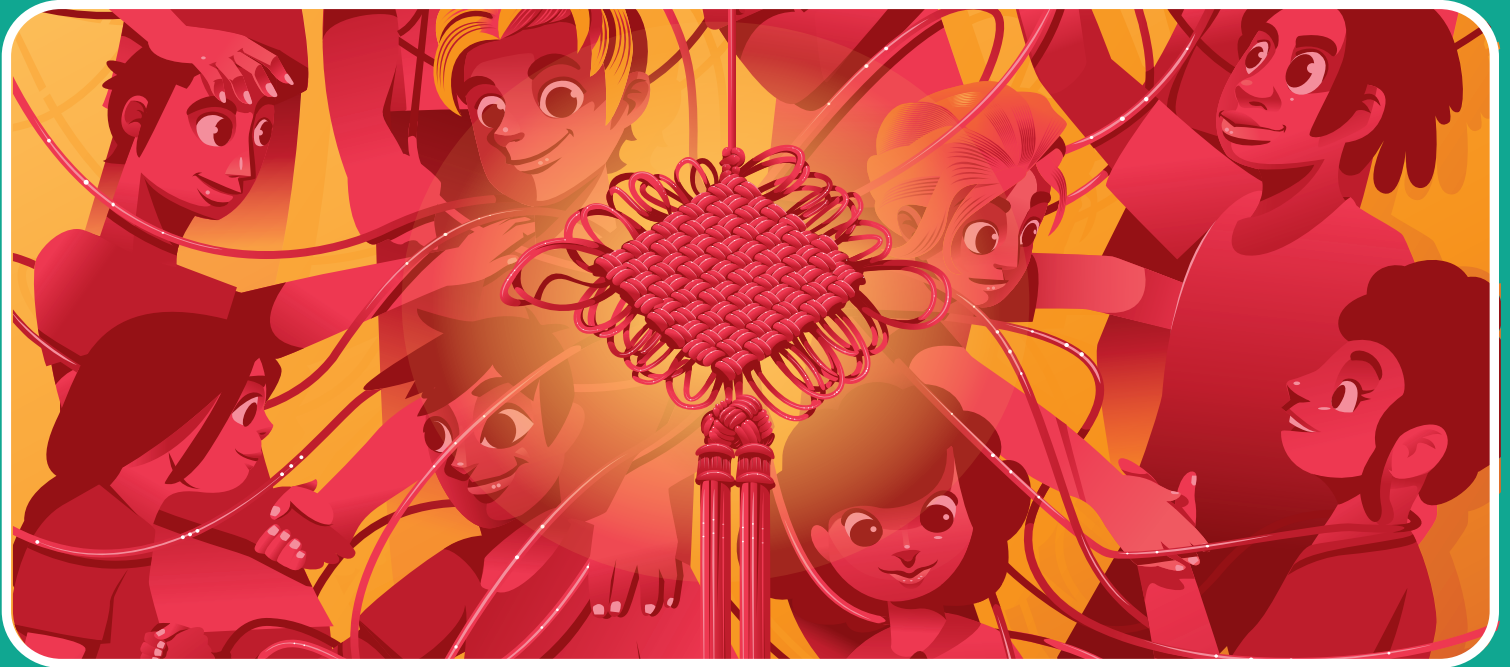
15:00 New teacher performance practice

16:00 Return home

**Note: A dinner venue + host can be arranged upon request****FULL STAFF ORIENTATION COMMENCES: WEDNESDAY 3 AUGUST. New teacher pick-up at 07:30AM**



# INTERNATIONAL SCHOOL OF TIANJIN



Working Learning Acting **TOGETHER** for Our Common Future



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