



# American International School of Zagreb

Accredited by the Middle States Association of Colleges and Schools  
Authorized by the International Baccalaureate

## **Key purpose**

Through the design and facilitation of exceptional learning, to inspire students to excel to find personal success and fulfillment through the vision, mission, values and dispositions of the American International School of Zagreb.

## **General Expectations**

**Plan, develop, articulate and support inquiry learning opportunities and resources, thinking outside of the box and expanding capacity through experiential learning with specific focus on supporting students who require further support in the acquisition of social and academic success and who learn and move differently**

To be a role model of the AISZ Learning Dispositions and the IB Learner Profile and to contribute to the development of an exceptional and forward-thinking, international community

To actively develop deep knowledge of students inside and out of class and maintain strong positive relationships with them

To contribute to a whole school environment of safety, warmth, support, enjoyment and high expectation

To include parents in the learning process as appropriate and support them in enhancing the learning of their child and being part of the AISZ community

To contribute to the professional growth of others, both by sharing expertise and contributing to whole school development initiatives

To contribute to the broader provision of enriching experiences for students by offering clubs and activities, coaching sports, organizing events, supporting student and PTA initiatives

## **Specific professional expectations**

### **FOCUS FOR LEARNING**

The teacher is responsible for designing a program of student learning which is:

- Relevant, important and challenging for all students
- Created collaboratively with colleagues and students
- Based on agreed student learning outcomes and the school's inquiry based curriculum framework
- Adaptable and responsive to student needs (as determined by qualitative and quantitative data) abilities and interests and contemporary contexts
- Reflects students' prior knowledge and experience
- Allows for in-depth study and development of excellence
- Offers a variety of pathways to success, and supports a range of ability levels and English language proficiency
- Offers students access to personalize their learning themselves
- Demonstrates the interconnectedness of curriculum disciplines and 'real world'

- relevance of the learning
- Offers continuous opportunity for active participation and reflection

### **ACT FOR LEARNING**

The teacher is responsible for creating learning experiences that will

- Use a range of inquiry approaches and organizational strategies to allow possibility of optimum learning for students
- Use resources including technology to extend and enhance learning and to maximize accessibility for all learners
- Provide students with opportunities to see possibilities, feel responsible and take action
- Empower students to become effective self-directed learners through a consistent focus on developing learning skills and attitudes (Approaches to Learning)
- Offer students personalized opportunities to access and be actively involved in all levels of their learning, including co-creation of content, management of pace, scope and assessment.
- Ensure useful and timely feedback is offered to students from a variety of perspectives in order to refine and improve understanding and skills
- Provide challenge to students at all levels

### **COLLABORATE FOR LEARNING**

The teacher is responsible for evaluating the impact of the teaching and learning experiences through:

- Working interdependently in teams to design and implement assessment practices that allow a variety of ways for students to demonstrate their learning and level of achievement against agreed standards
- Involving students in the processes for creating and evaluating assessments, offering them opportunities to lead or co-create, self-and peer assessment.
- Working with colleagues to design and implement strategies for better understanding the impact of teaching on student learning
- In teams, using the outcomes of assessments to inform planning and teaching
- Providing students with real life exemplars and experiences to connect learning with the real world
- Reporting the progress of students as required by the school

### **REFLECT FOR LEARNING**

Teachers are responsible for exploring ways to improve their practice and deepen their understanding of exceptional teaching and learning

- Participating in the school's appraisal system to gain feedback, reflect on impact and decide professional learning goals.
- Actively seeking professional learning opportunities within and outside of the school
- Experimenting with new ideas and acting on feedback
- Eliciting feedback from students on their learning experiences and engaging in discussions with them about how learning can be improved
- Evaluating the impact of teaching initiatives through review of student progress data

## AISZ Learning Dispositions

### **Reflectiveness: being ready, willing and able to become more strategic about learning.**

**Meta-Learning:** Being aware, and taking control of one's own learning. Having an awareness and understanding of the phenomenon of learning itself as opposed to subject knowledge.

**Planning:** Working out learning in advance and a strong ability to plan effectively.

**Distilling:** The ability to distil information in order to extract the essential meaning or most important aspects.

**Revising:** The ability to reconsider and alter practice or beliefs in the light of further evidence.

### **Reciprocity: being ready, willing and able to learn alone and with others.**

**Interdependence:** The ability and desire to work interdependently.

**Collaboration:** Highly developed collaboration skills.

**Empathy:** A high degree of empathy and the ability to actively listen.

**Imitation:** The ability to recognise and imitate exemplars of practice and pick up others' habits and values.

### **Resourcefulness: being ready, willing and able to learn in different ways.**

**Questioning:** The ability and desire to inquire and seek answers.

**Making Links:** The capacity to recognise connections and make links to previous knowledge, concepts, practice and understandings in order to generate new ways of working.

**Imagining:** Being able to imagine a changed state and the multitude of hypotheses that can be generated from which to select a course of action or mentally rehearse something new.

**Reasoning:** Thinking rigorously and methodically.

**Capitalising:** The ability to make good use of resources.

### **Resilience: being ready, willing and able to lock on to learning.**

**Absorption:** The ability and desire to be rapt in learning; to be absorbed in one's own learning / work and to bring this "flow" to teaching students.

**Managing Distractions:** A strong capacity to manage distractions and set priorities.

**Noticing:** Really sensing what is out there and taking notice of what is possible

**Perseverance:** The ability to persevere as learning happens and recognising that learning can be hard work.

*\*Guy Claxton: Building Learning Power*

### **Qualifications and Experiences**

- Three years experience as an Learning Support teacher with demonstrated expertise in the theory and practice of English as an additional language (minimum of five years teaching experience)
- Experience with, and commitment to, a Professional Learning Community
- Versed in documenting student learning via innovative approaches
- MA/MEd degree or equivalent preferred in school based Learning Support and teaching credential required
- Documented evidence of strong pedagogical foundation and practices in elementary education, with an emphasis on constructivist approaches to teaching
- Extensive experience using a range of formal and informal diagnostic assessments required
- Demonstrates up-to-date knowledge of current trends, commonly accepted practice and research based best practice in the field of Learning Support and proven evidence of collaboration with colleagues

**Essential:** Master's Degree in relevant area and a commitment to service learning and meaningful use of technology

**Specific Duties required of Specialization:  
DUTIES AND RESPONSIBILITIES**

- Is a member of the Student Support Teams as designated.
- Assists in the admission screening process by reviewing records of applicants who have identified learning difficulties or other learning concerns.
- Reads and interprets psycho-educational evaluations and other testing information for staff.
- Develops student Individual Learning Plans (ILP) which outline strengths, deficits, accommodations, strategies and other relevant suggestions.
- Administers informal diagnostic testing as needed.
- Provides background information and tips on various learning problems and other syndromes that impact the student learner.
- Observes students in the classroom and writes up notes and suggestions to share with child, teaching team and/or family.
- Demonstrate and model specific instructional strategies that classroom teachers might employ to meet the special educational needs of identified children.
- Works with the student in the classroom (individually or in a small/whole group setting).
- Works with the student individually or with small group in the resource room.
- Works with the counselors and teachers as required on emotional and/or social issues that impact student achievement.
- Functions as a liaison with tutors, therapists, diagnosticians and community resources.
- Consults with other Support Specialists in the school.
- Works with the faculty to maximize smooth transitions between grades and divisions.
- Supervises/trains instructional assistants.
- Coordinates after school support time.
- Communicates regularly with parents.
- Coordinates accommodations and modifications for students as required.