

TEACHING ASSISTANT

POSITION SUMMARY

Division: Early Learning Center

Category: Local Classroom Assistant

Start Date: As soon as possible and by 18 Sep 2023

CREATIVE COURAGEOUS COMPASSIONATE

VISION: We aspire to be a creative, courageous and compassionate learning community dedicated to a better world for all.

MISSION: AISB engages learners with a rigorous and balanced international education that inspires students to get the best from themselves and others and to be ethical and open-minded in their thinking about our world.

INCLUSION STATEMENT: AISB is committed and continues to strengthen our practices in creating a safe, inclusive and equitable school community where everyone feels a sense of belonging.

ESSENTIAL QUALIFICATIONS & SKILLS

A background in early childhood education or experience in working with children is preferred.

Teaching Assistants must have a strong desire to work with children. They should have a warm, nurturing and friendly personality, sensitive to the feelings and needs of others, able to relate well with children, and willing to fulfill his/her responsibilities in accordance with the school's philosophy. He/she must be willing to be a working member of the team to ensure that the children are cared for in a warm, safe, and nurturing environment.

DUTIES OF THE POSITION:

I. What Do We Want To Learn? – Planning

The Teaching Assistant is accountable for:

- Meeting with assigned teachers every morning from 7.40-8.00 (or previous afternoon) to review the day's lessons and needs. Planning collaboratively on Wednesdays after school with grade level teachers and single subject teachers.
- Attending weekly planning sessions during the day at the grade level whenever possible. This should be scheduled in at the beginning of the year.
- Planning to do other work which needs done (photocopying, laminating, computer work, filing, etc) during non-contact time (when students are at specials, unless you need to go to specials with them)
- Supporting inquiry philosophy and practice when working with students.
- Planning in a collegial and professional manner with peers, showing respect, being prepared and on time, and adhering to the school wide meeting norms and team' essential agreements at all times.
- Writing annual goals which are linked to the role of the CA as well as the school's yearlong focuses and philosophies. This includes a focus on student learning, gathering evidence and analysis of data.
- Planning according to the school's schedules, calendar and timelines, doing one's best to complete work on time and arranging one's personal schedule around school responsibilities.

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II. How Will We Know What WE Have Learned? – Assessing

The Teaching Assistant is accountable for:

- Assisting teachers with record keeping, filing and assessment as trained and needed.
- Offering feedback and observations of student progress to the lead teacher.
- Evaluating the program collaboratively with teaching partners, and parents and students as appropriate, as agreed upon with your cooperating teacher.
- Enabling students to share their learning through student-led portfolio conferences by assisting with slide shows, and electronic record keeping.
- Working one on one with students under the direction of the teacher and student services if applicable, and maintaining records and giving feedback to appropriate sources.

III. How Best Will We Learn? – Teaching

The Teaching Assistant is accountable for:

- Being in their teaching area from 7.40-3.30 minimum each day.
- Being on time, and dependable in all matters related to the job.
- Being a facilitator in the teaching responsibility, and taking an interactive role with students (participating and joining in, not watching)
- Viewing students as thinkers with their own emerging theories.
- Building on what students know, and differentiating to meet student needs.
- Assisting teachers with the gathering of resources needed for teaching units, and maintaining and organizing class resources in the storerooms and workrooms.
- Assisting with daily routines, monitoring of children, and working with children in collaboration with the teacher.
- Maintaining a constant awareness of the needs of second language learners at all stages.
- Addressing the needs of students with different levels and types of ability, planning for student success and involvement, and allowing for learning styles and intelligences.
- Being knowledgeable about all the programs and activities of the school, informing parents and students, and organizing students for scheduled events and activities.

IV. How Can We Continue To Learn? – Professional Appraisal and Development

The Teaching Assistant is accountable for:

- Actively seeking professional development to support competence and expertise. This includes: attending all school sponsored PDs and meetings, first aid training, and personal initiatives to improve oneself professionally.
- Collegial learning, dialogue, team building, and knowledge sharing as important components of the PD program.
- Full participation in, and initiative to complete, the school's Professional Growth and Appraisal program. This includes written goals, mid/year written reflection, and a year-end conference with the Principal.
- Demonstrating a positive attitude toward the students, teachers, and school in all conversations with colleagues, parents and students.
- Maintaining confidentiality about student progress or other confidential or sensitive matters related to the school from parents or the community, and reporting important information to the Principal when student welfare is at risk or the school's reputation is involved.

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V. How Can We Contribute To Whole School Development? – Professional Learning Community

The Teaching assistant is accountable for:

- Personal modeling and display of the Learner Profiles in your life.
- Contributing to a positive and collegial environment on the faculty
- Commitment to open and effective communication with all constituents in the school; parents, peers, students, administration
- Attending all called or scheduled faculty meetings for administrative and curriculum purposes to facilitate information sharing and collaborative planning.
- Attending special faculty events as required to contribute to the sense of collegiality and to mark celebrations or special events.
- Attending meetings regarding students for curriculum, pastoral care and other matters as requested or needed. This could include parent meetings, curriculum talks, after school events, or evening programs.
- Providing supervision of students at recess and in the canteen as rostered.
- From time-to-time providing additional teaching and supervision services as directed by School Administrators. (ie, internal cover)

Additional Duties that are within the Employee's areas of expertise and qualifications, and that are in furtherance of AISB's Mission, may be assigned by the School Director.

