CIS STEAM TEACHER - FRAMING the ROLE
Most recent update October 2022

Particulars
- This position's focus is High School STEAM/Technology with a primary focus on implementing the Design Cycle to generate digital 3D and physical scale models. The role is responsible for developing classes around architecture, product design, graphics and marketing, and innovation and design thinking.

The CIS Mission
Our mission is to Connect / Inspire / Serve. (CIS) We are a positive community with passionate learners.

The CIS Community Principles
- **Kindness** - We value kindness. Our kindness is illustrated in all of our interactions: with our own children, with others' children, with families, with staff, and with administrators. How we communicate with each other is emblematic of our collective kind and caring spirit.
- **Partnership** - We are strongest when we work together, when we share ideas and resources, and when we partner with the greater Cayman community. A spirit of collaboration not only makes our community stronger, it makes students learning richer by connecting stakeholders in exciting and innovative ways.
- **Sustainability** - We take into consideration long-term impacts when making decisions. This applies to decisions about programming as well is to our personal and collective behavior. We live on an island with limited resources and our environmental stewardship is essential in keeping it viable and healthy for generations to come.
- **Good Intent** - We assume good intent. We trust that members of our community have what is best for one another at heart. We engage diverse perspectives with empathy and open-mindedness. We aim to be our best selves in all that we do.

The CIS Learning Principles
- **Language of Learning** - We understand that to make learning happen effectively and collectively we need a shared language that describes what learning is and how we do it.
- **Ownership of Learning** - We understand that we are all able to learn and ultimately responsible for our own learning.
- **Nature of Learning** - We understand that learning is emotional as well as cognitive and is both an individual and social experience.
- **Contexts of Learning** - We understand that learning transfer happens best in rich, relevant contexts.

Title / Role
- High School STEAM / Technology Teacher

Position Requirements
- Bachelor's degree in Education (Master's preferred) from an accredited university
- Valid teaching certificate/license from a country whose program is recognized by the Caymanian Government
- Minimum of two years of relevant successful teaching experience in an accredited school or school system with a US-based or International Baccalaureate Programme
- Successful experience with pastoral care / advisory / social emotional programming
- Proven track record of excellence at current and previous place(s) of service
- Specific experience and training with the following;

- ○ Design principles and cycles (Stanford D-School)
- ○ International Baccalaureate training and experience (IBDP and/or MYP)
- ○ Architecture and the use of Fusion 360
- ○ Adobe Illustrator
- ○ Comfort providing basic technical support to teachers and students
- ○ Training from an education program or school with a US-based curricular focus
- ○ Prior experience with progressive pedagogy

Demonstrated Experience
- Prior experience as a teacher in an Pre-K2 to Grade 12 educational setting
- Strong organizational ability and initiative
- Success with developing, delivering, assessing and moderating Internal Assessments
- Yearbook teacher/advisor experience or experience with school publications

Desired Attributes
- Flexible, Adaptable, and Open-Minded
- Approachable, Listener, and a Sense of Humour
- Dedicated and Energetic
- Display a generosity of spirit and commitment to personal, professional and organizational growth
- Effective communicator
- Contributor to afterschool programming
- Embodies CIS Community Principles

Reports to
- High School Principal

Overview
The High School STEAM/Technology Teacher is responsible for educating children holistically, guiding them in the process of becoming learners who understand important ideas, grow important skills, and who are guided by principles and values. The teacher will be an integral member of a grade level team, and will integrate technology into a rich and relevant context for learning. Grade level teams work closely together and design interdisciplinary projects that are a central component of the high school learning program. The candidate must be passionate about their students' learning and their own.

Sample of Duties and Responsibilities
- Model and promote the IB learner profile
- Effectively teach classes, as allocated, including differentiated learners
- Monitor, assess and report on learners' work and progress, in accordance with the school's policies and procedures on assessment and reporting
- Implement the Design Cycle in STEAM courses and support teacher professional development and understanding of the Design Cycle and implementation into core curriculum areas
- Ensure both diversity and inclusivity are incorporated in the student learning experiences
- Intentionally embed service-learning into the curriculum
- Actively contribute to the curriculum/teaching team
- Be actively involved in school-related activities, such as concerts, sports events, graduation, etc. some of which may take place outside of the school day
- Play an active role in all aspects of the pastoral care of students, focusing on their social and emotional development. To include but not limited to:
  - ○ Acting as a channel for communication between students, staff and parents;

- ○ Supporting students with the development of organizational skills and study skills;
- ○ Carrying out academic monitoring, such as checking Google Classroom, the completion of homework etc.;
- ○ Upholding the expectations outlined in the Student Code of Conduct and dress code;
- Demonstrate and pursue excellence in teaching and best practices in education, including teaching and learning in technology integrated environment
- Keep professionally current on developments in the field of education, through reading and participating in in-service courses and workshops
- Carry out supervision duties on a rotation basis
- Identify and adopt the most effective active, creative teaching approaches for all students in line with current best practice and the ethos of our school
- Work with other members of the Faculty to apply consistent standards in the following: curriculum planning and delivery; formative and summative assessment through classwork, homework, and formal examination; standardisation and moderation
- Create a stimulating learning environment, including displays of student work
- Seek ways to take learning outside the classroom; identify opportunities and take advantage of resources to contextualize learning locally, regionally, and/or globally
- Adopt strategies and monitor teaching and learning activities to support individuals, working collaboratively with the Learning Support teacher and when applicable, co-teach alongside Learning Support teacher
- Set, communicate, and assess homework/formative work regularly in line with school and department policy
- Identify and teach study skills/strategies that will develop students' ability to work independently
- Supervise students for the IB Personal Project and/or IBDP Extended Essay as required
- Be fully aware of the health and safety policy and procedures and implement these in all aspects of the role
- Attend staff meetings and participate in group committee work as required
- Abide by school decisions and policies
- Provide relevant information about student or parental concerns or conflicts to the appropriate Principal
- Fulfill the Expectation of Classroom Teachers at CIS (see the final page of document)

Other Responsibilities
- All teachers at CIS are also expected to contribute to the holistic life of the school through their involvement in our Activity Programme and participation in our thriving school community.
- All teachers are expected to be a Homeroom teacher should that be required by the School
- Carry out additional activities, as requested, in line with the general expectations of this job description.

Equity and Inclusion
It is CIS policy that decisions about staff assignments, promotion, demotion, and selection for training shall be taken without regard to race, colour, ethnicity, gender, disability or sexual orientation.

Evaluation / Reflection / Professional Growth
Performance will be evaluated within the framework of our appraisal and professional development protocol

Compensation and Work Year
- Compensation as per contract in relation to CIS Remuneration Scale
- Work year as per the school calendar
- As with most all roles in education, be ready to serve above and beyond the call of duty

Our Culture
Our team recognizes that school years for children of all ages are periods of tremendous growth, curiosity and transition in the lives of students and parents. Through good teaching practice and modeling we facilitate the students' intellectual, social, emotional and physical growth through school and beyond. Indeed, students' well

being is at the centre of our teaching practice and as such, teachers must be committed to working collegially, collaboratively, energetically and enthusiastically to enhance the learning environment for students, staff and community. Our school and its community value staff who demonstrate excellence, collaborate, communicate in an effective and timely fashion, have a sense of humour, are flexible, demonstrate cultural awareness, celebrate diversity, appreciate and engage in Caymanian culture, accommodate different learning styles and sponsor after school activities.

NB: Cayman citizens, status holders and residents are encouraged to apply.