

Teach @ aes High School

By the numbers

 350 students

 46 faculty

8-day rotating blocks & 85 minute classes 

 1:1 laptops

 12 service clubs

Minicourse:
• 20+ trips 
• 2-3 faculty
• 15-20 students

Max class size: 21
 Labs: 18

 Diploma Programme
50% of Grade 11 choose the full IB

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#TeachatAES

Insights for prospective faculty into our program, culture and operations

AES High School provides academic challenges to our diverse student body while offering rich experiences in athletics, extra-curricular activities and clubs, community service, and leadership. Curricular choices in the high school include Advanced Placement (AP), IB Diploma, and AES school-based courses. We follow a US-based curriculum in Grades 9 and 10 that uses Common Core and NGSS standards.

How We Approach Learning

Our high school uses a standards-based grading system and measures student progress against stated standards in each course. We provide three types of feedback to students and parents regularly throughout each semester: Academic Achievement (via letter grades), Learning Habits rubric (learning behaviors are reported but removed from the letter grade), and Narrative Comments (to give detailed learning information about each student). We also have a common stance on late work and reassessment.

Our technology program (using the MacBook Air) is promoted in balanced, authentic and intentional ways. A high school technology coordinator oversees The Hub - a high school tech service center open throughout the day for software and hardware assistance for students and faculty. Teachers and students can also check out a wide range of resources including iPads and cameras. In 2017-18, we launched a maker space, a drop-in tinkering space for students to invent, design, and create. Teachers are expected to keep a web presence and regularly update PowerSchool, our online grading system.



How We Collaborate

HS teachers as a rule teach five periods and typically have three separate course preparations. Morning break is 20 minutes which allows for a weekly assembly, 10-minute Home Base meetings, and an extended break once a week. We work to build capacity in each department so teachers commonly teach both IB/AP courses as well as Grade 9 or 10 foundational courses. IB SL and HL classes are combined when possible and appropriate. Leadership opportunities are available as each department has a department head who serves as chief coordinator and

Desired Faculty Traits

- advanced degree
- familiarity with American system of education
- six-plus years of experience as an teacher/administrator
- high degree of flexibility and adaptability
- strong work ethic
- passion for, and knowledge of, discipline and/or area of endeavor
- collaborative nature
- organized yet creative
- positive outlook on work and life
- empathetic persona
- idealistic yet pragmatic
- well developed tech skills and inclination
- desire for improvement; values on-going professional development
- love of children/adolescents
- sense of humor
- sense of adventure and interest in the world
- interest in/track record of service to others
- high emotional intelligence
- holds high standards for self and others
- varied life experience

communicator for each content area; it is not a supervisory role.

Department members share an office when they are not teaching. We believe this encourages collegiality and collaboration. Our expectation for teachers is that they embrace collaboration as a matter of course as we believe it enhances instruction and course planning and leads to the deprivatization of practice. Departments are scheduled with a common planning block to allow for regular department meetings, curricular work, calibration of grading, and course co-planning. In addition to the common planning block, teachers have two periods of individual planning time every two days. AES follows the Adaptive Schools framework, which provides consistency in how we work together.

Opportunities and Expectations Beyond the Classroom

Outside of the classroom, teachers also are expected to take part in two semester or seasonal activities each school year. Community Service opportunities abound for teachers and students. One long-standing feature of the high school is our Minicourse program - a high school graduation requirement. Each year, usually in the spring, the entire faculty and student body travel throughout India - options of cultural, service or outdoor adventure. Faculty are expected to chaperone, and two to three chaperones accompany each group of approximately 20 students on these trips.

Faculty Spotlight

*"Teaching at AES is like a cool run through a mountain pass during a sunrise, **rewarding and refreshing with the right amount of challenge.** The students are thoughtful and eager, making for a wonderful classroom environment. Colleagues are passionate and skilled. **Collaboration happens regularly and often organically,** in department meetings to conversations in passing. Our students' needs are constantly informing our design and delivery."
- Adrienne G., IB English teacher*

*"I joined AES seven years ago for two simple reasons: this is a **world-class school** and institution, and **India is an amazing country.** AES has high standards and everyone works hard to achieve our best, but the school does not neglect its location. From school trips, to on-campus cultural events, speakers, and an international community, **there is so much to see and enjoy.** AES is a wonderful community, and I would recommend it in a heartbeat."
- Robert G., High School Social Studies Teacher*



To learn more about AES and our school-wide beliefs, philosophies, and identity, please visit the Work@AES section of our website:
aes.ac.in