



Teacher Support Policy

Updated July 2025



Centurion International School, Bangkok CISB Teacher Support Policy - 2025-2026

Purpose

Centurion International School, Bangkok is committed to delivering an outstanding educational experience for every member of its community. Our modestly-sized and close-knit environment enables the Leadership Team to offer personalised and compassionate support to students, families and teaching staff alike.

By investing in a comprehensive support framework for our teachers, we ensure they have both the voice and the resources to excel. Confident, well-supported teachers foster a thriving school community.

Scope

This policy outlines the systems and processes by which CISB:

- Observes and evaluates classroom practice
- Cultivates professional best practice
- Offers individualised support
- Amplifies teacher voice
- Promotes staff wellbeing

Observations and Teacher Evaluation

1. Informal Observations

a. Purpose

- i. To capture a brief glimpse of learning in action
- ii. To celebrate teachers' strengths and students' achievements
- iii. To offer timely, encouraging feedback for areas of opportunity and growth

b. Process

- i. Unannounced Visits: Short 5–15-minute drop-ins by a member of the Academic Leadership Team (ALT) at any point in the year (maximum 5 per term)
- ii. Scheduled Weeks: Teachers are informed in advance of the focus area or subject for that particular week
- iii. Teacher Requests: Staff may ask for an informal visit to gain feedback on a particular lesson

- iv. Follow-Up: After a formal observation, ALT may revisit to monitor progress against agreed growth targets

c. Feedback Methods

- i. Casual Chats: Brief, face-to-face comments during the day
- ii. Sticky Note Praise: A positive note left on the teacher's desk highlighting a specific success
- iii. Formal Feedback Meetings: At the teacher's request, a longer session may be arranged to discuss observation outcomes in depth
- iv. Weekly 'Shout Out' Announcements: Celebratory posts in our staff messaging group with photos or videos of notable teaching moments and/or 'Shout Outs' during in-person team meetings and Huddles

d. What It Is Not

- i. Formal appraisal or punitive exercise
- ii. A source of unnecessary stress

2. Formal Observations

See Teacher Coaching Cycle Assessment in Appendix

a. Purpose

- i. To review a lesson in its entirety against CISB's teaching standards
- ii. To ensure consistency with our high expectations for pedagogy and student progress

b. Process

- i. Scheduling: Teachers choose a convenient slot from the published observation roster
- ii. Pre-Observation Meeting: Teachers meet with member of ATL to clarify objectives and criteria
- iii. Sharing Documentation: Teachers submit lesson plans and materials at least three working days prior to the lesson
- iv. Observation: A ALT member sits in lesson from start to finish
- v. Teacher Self-Evaluation: Teachers complete the observation rubric before meeting with member of ALT to engage in self reflection on practice and pedagogy (*after lesson observation*)
- vi. Feedback and Goal-Setting: A post-observation conference to compare feedback rubrics, acknowledge successes and set targets
- vii. Follow-Up: Ongoing check-ins and informal visits to support identified goals

c. Feedback Focus

- i. **Organisation and Planning:** *Is the teacher prepared to teach the lesson? Does the instruction demonstrate that the teacher has planned with intention?*

- ii. **Classroom Management:** *Is the teacher ensuring that classroom lessons run smoothly despite potential disruptive behaviours by students? Is the teacher effectively using classroom management techniques?*
- iii. **Student Engagement:** *Are all students engaged in the work of the lesson? Is the teacher's lesson engaging students in a meaningful manner?*
- iv. **Essential Content:** *Are all students working with content aligned to the appropriate standards for their subject and grade? Is the teacher covering objectives that are aligned to the curriculum? Is the teacher choosing appropriate instructional practices to convey lesson(s)?*
- v. **Academic Ownership:** *Are all students responsible for doing the thinking in this classroom? Is there student-to-student collaborative engagement occurring regularly?*
- vi. **Demonstration of Learning:** *Do all students demonstrate that they are learning? Is there evidence of past objectives or instructional practices in the classroom (on walls, projects, etc.)?*
- vii. **Safety and Health:** *Has the teacher created a safe and healthy environment for effective learning and collaboration?*

d. What It Is Not

- i. A 'got-cha' exercise or box-ticking
- ii. An occasion for unconstructive criticism

Peer-on-Peer Observations

1. Purpose

- a. To foster collegial sharing of expertise and classroom techniques
- b. To support individual professional growth targets

2. Process

- a. Pairing: ALT partners colleagues according to mutual learning objectives
- b. Observation: Teachers visit each other's lessons; cover arrangements are made in advance if necessary
- c. Reflection: Observers complete a briefly written reflection and may discuss insights with the hosting teacher
- d. Implementation: Teachers integrate new strategies and share outcomes with the staff community.

3. What It Is Not

- a. A formal appraisal or judgment of performance
- b. Obligatory feedback unless requested

Annual Teacher Evaluation

1. Purpose

- a. To recognise achievements over the academic year and to identify areas for development

2. Process

- a. One-to-one review meeting with the Head of School
- b. Written evaluation form covering: formal and informal observations, student progress data, planning evidence, professional engagement and community contribution
- c. Collaborative setting of personal and professional goals for the next year

Supporting Best Practice

1. Professional Learning Communities (PLCs)

- a. Dedicated PLC days at the start of term and mid-year
- b. Ongoing peer-led sessions during staff development weeks
- c. PLC time embedded within regular Friday professional development

2. Shout Outs

- a. Weekly recognition posts, including images or short videos, celebrating outstanding teaching and teamwork
- b. Open invitation for all colleagues to contribute messages of praise
- c. Teacher of the Month Award (CISB Excellence in Action Award)

3. Professional Development

- i. Whole-staff induction and training week
- ii. Leadership seminars and staff workshops throughout the year
- iii. Peer mentoring and collaborative learning initiatives

Individualised Teacher Support

1. Scheduled Support Sessions

- a. Appointments with SLT for curriculum guidance or discussion of ideas/concerns
- b. Available Tuesday to Thursday, 15:30–16:30

2. Classroom Support

- a. SLT or senior colleagues co-teach, team-teach or model specific strategies at the teacher's request or as part of a growth plan

3. Informal Conversations

- a. SLT maintains a visible presence around campus, encouraging open-ended dialogue on any school matter

4. Formal Meetings

- a. Confidential, scheduled discussions to address significant issues, with notes kept if appropriate for transparency and follow-through

Teacher Voice

CISB values staff input in shaping our school's future. Teachers can contribute via:

1. Informal or formal meetings with the Head of School or other ALT member
2. Scheduled support and feedback sessions
3. Observation and evaluation debriefs
4. Formal and informal staff meetings
5. Online surveys, questionnaires and suggestion forms

Teacher Wellbeing Initiatives

At CISB we understand that happy, balanced teachers make the best educators. Our wellbeing programme includes:

- Welcome celebrations and team-building events at term start
- Informal social gatherings
- Regular Shout Outs and peer recognition
- End-of-year staff awards and celebration
- Cultural and social activity outings, whenever possible
- Birthday celebrations, whenever possible

Additional Items:

1. **“Heads Up!” Memo:** Each Friday, teachers receive a weekly memo from the Head of School highlighting important school news to ensure that teachers and staff are always aware of critical information. In addition, there is a section in the weekly memo that encourages teachers to review CPD (continuing professional development) materials shared by the Head of School.
2. **Monday Morning Huddle:** Each Monday morning at 7:40, the entire faculty and staff community comes together for a ten-minute meeting with the Head of School. During this meeting, important announcements for the week are shared out, and this is used as a celebratory moment for shout outs, birthday recognitions, and other special occasions.

By adhering to this policy, Centurion International School, Bangkok ensures that every teacher is supported, celebrated and positioned for ongoing professional success.

Date of Last Review: July 2025

Next Review: July 2026



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APPENDIX



Centurion International School, Bangkok
APPENDIX 1: Teacher Coaching Cycle Assessment



Centurion International School of Bangkok

TEACHER COACHING CYCLE ASSESSMENT

NOTE: This is NOT your formal observation and is only to be used for continuous growth as a teacher and for instructional coaching purposes.

Teacher		Grade/Subject	
Date of Walk-through or Observation		Instructional Coach	

Based on your self-assessment, **circle** the box below that describes the overall score for each competency.

Competency Rubric	Rubric Score			
<p style="text-align: center;"><u>Classroom Management</u></p> <p><i>Is the teacher ensuring that classroom lessons run smoothly despite potential disruptive behaviours by students? Is the teacher effectively using classroom management techniques?</i></p>	Beginning	Developing	Proficient	Exemplary
<p style="text-align: center;"><u>Organization/Planning</u></p> <p><i>Is the teacher prepared to teach the lesson? Does the instruction demonstrate that the teacher has planned with intention?</i></p>	Beginning	Developing	Proficient	Exemplary
<p style="text-align: center;"><u>Student Engagement</u></p> <p><i>Are all students engaged in the work of the lesson? Is the teacher's lesson engaging students in a meaningful manner?</i></p>	Beginning	Developing	Proficient	Exemplary
<p style="text-align: center;"><u>Essential Content</u></p> <p><i>Are all students working with content aligned to the appropriate standards for their subject and grade? Is the teacher covering objectives that are aligned to the curriculum? Is the teacher choosing appropriate instructional practices to convey lesson(s)?</i></p>	Beginning	Developing	Proficient	Exemplary
<p style="text-align: center;"><u>Academic Ownership</u></p> <p><i>Are all students responsible for doing the</i></p>	Beginning	Developing	Proficient	Exemplary