



**DOME INTERNATIONAL SCHOOL**

# **Teachers Handbook**

**A Guide for the Heads of Departments and Teaching Staff**

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# 1. Introduction

## *1.1. How to Use this Handbook*

This handbook is intended to serve as a guide to the policies, procedures, and the daily operation of Dome International School. The handbook addresses all the crucial issues related to the teachers and Department Heads. It is extremely important to read and understand every word in this handbook in order to know your rights and responsibilities. Every staff member in DIS should abide by the rules and guidelines mentioned in this handbook. Every teacher should commit him/herself to achieve the school vision and mission.

We have taken great care to mention the most important details, however it is impossible to cover everything; any amendments and or addendums will be communicated to you.

If you have any questions or concerns regarding your employment at DIS or about this handbook, please feel free to direct your inquiries to the HR Department. After carefully reading this handbook, please sign the Teacher Handbook Acknowledgement (Appendix B). Submit the signed form to the HR Department.

## *1.2. School Vision and Objectives*

We aim to spark intellectual curiosity and love of learning in a family orientated environment and through a personalized learning approach in which students feel secure by being treated as unique individuals with different and unique potentials, needs and challenges.

At all stages of the educational journey, students learn from both their teachers and their peers. We strive to create a talented, yet diverse students' community in which children thrive in each other's company and appreciate different perspectives.

### Our Vision

We believe that a happy child is a successful one. Dome International school provides a safe, welcoming, and nurturing environment that promotes cognitive, social, emotional, and physical growth, as well as a positive self-image and a love of learning.

### Our Mission

Our program is designed to provide students with meaningful and purposeful learning opportunities that focus on conceptual learning in order to move from learning about topics, to figuring out why and how things happen. This approach helps students to become critical thinkers and problem solvers through developing:

- The capacity to find, analyze, synthesize, and apply knowledge to novel situations.
- The interpersonal skills that allow them to work with each other and engage effectively in cross-cultural contexts.
- The self-directional abilities that allow them to manage their own work and complex projects.
- The ability to competently find resources and use tools; and the capacity to communicate effectively in many ways.

## Our Values

Our school community adopts a set of values that deeply enforces and embraces perseverance and resilience in the face of obstacles and uncertainty, the ability to learn independently, curiosity, inventiveness, and creativity. We encourage our students to become productive citizens within and beyond the school, by nurturing their positive mindsets about self and school, along with social awareness and responsibility.

### *1.3. Our Educational Philosophy*

We adopt a “Whole Child” education model that is grounded in the latest theory on educational practice of the Science of Learning and Development (SoLD)\*.

According to the Science of Learning and Development principles of practice; our program is designed to attune school environment, structures, and practices to students’ learning and developmental needs through:

**Creating a supportive environment:**

- A caring, culturally responsive learning community, in which students are well-known and valued and can learn in physical and emotional safety.
- Structures that allow for continuity in relationships, consistency in practices, and predictability in routines that reduce anxiety and support engaged learning.
- Relational trust and respect between and among staff, students, and parents.

**Developing productive and innovative instructional strategies:**

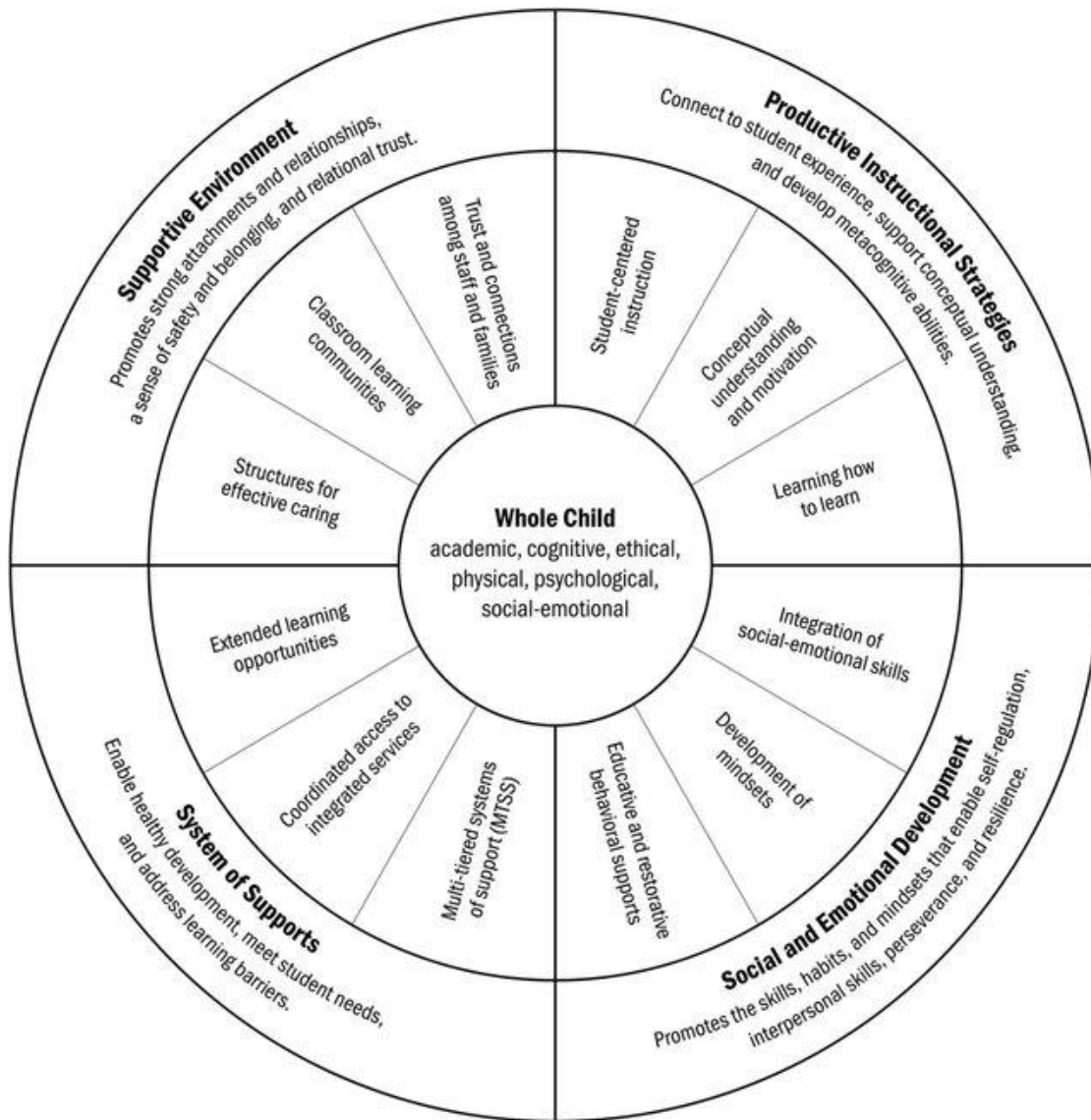
- Meaningful work that builds on students’ prior knowledge and experiences and actively engages them in rich, engaging tasks that help them achieve conceptual understanding and transferable knowledge and skills.
- Inquiry as a major learning strategy, thoughtfully interwoven with explicit instruction and well-scaffolded opportunities to practice and apply learning.
- Well-designed collaborative learning opportunities that encourage students to question, explain, and elaborate their thoughts and co-construct solutions.
- Ongoing diagnostic assessments and opportunities to receive timely and helpful feedback, develop and exhibit competence, and revise work to improve.
- Opportunities to develop metacognitive skills through planning and management of complex tasks, self- and peer- assessment, and reflection on learning.

**Providing social and emotional learning opportunities:**

- Explicit instruction in social, emotional, and cognitive skills, such as intrapersonal awareness, interpersonal skills, conflict resolution, and good decision making.
- Infusion of opportunities to learn and use social-emotional skills, habits, mindsets throughout all aspects of the school’s work in and outside of the classroom.
- Educative and restorative approaches to classroom management and discipline, so that children learn responsibility for themselves and their community.

### Designing students' support systems:

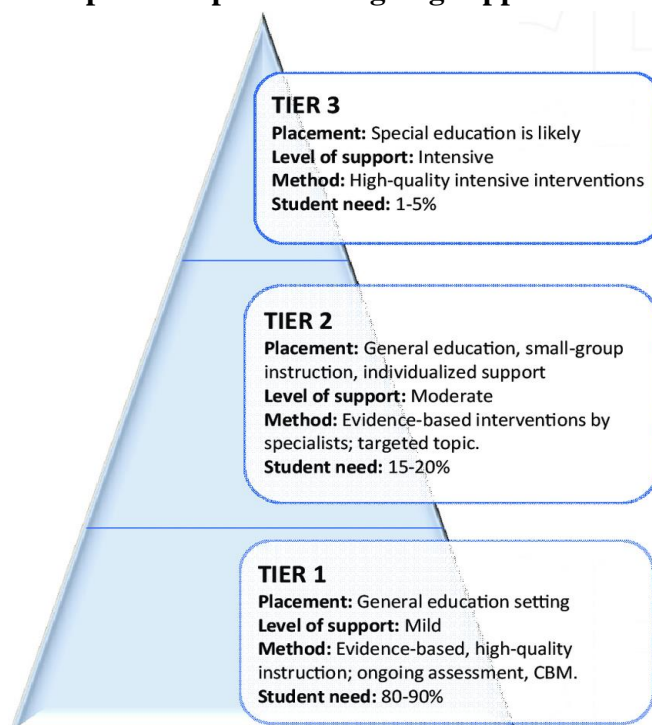
- Access to integrated services (including physical and mental health and social service supports) that enable children's healthy development.
- Extended learning opportunities that nurture positive relationships, support enrichment and mastery learning, and close achievement gaps.
- Multi-tiered systems of support to address learning barriers both in and out of the classroom based on a shared developmental framework uniting a capable and stable staff with families and support providers.



\* Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 24(2), 97-140.

## DIS Learning Support Program

DIS provides a Learning Support Program (LSP) as a part of our Students Support Services. LSP works in coordination with all teachers to enhance the academic and social emotional learning of our students. The program is designed based on a Multi-tiered Response to Intervention model (RTI). RTI is a preventive model of intervention. It's three-tiered structure proactively addresses academic and behavioral deficits before they further develop. It also provides ongoing support within the regular classroom setting.



### Learning Support Plan for Academic Support

Our Learning Support Team (LST) includes:

- The School Principal and Heads of Stages
- School Psychologist
- School Social Worker
- Class Teachers
- Learning Support Teachers

Roles and responsibilities of each member of LST are defined according to the student's tier support level and the response to intervention. LSP works as a placement program for prospective students and as a referral program for the existing school students.



## **Inclusion, Equity of Access and Pull Out Strategies**

Our Learning Support Program provides equitable and inclusive access to all students based on their individual needs as follows:

- At Tier 1 level, support is provided within the classroom environment. Class teachers, supported by LST, provides differentiated instruction.
- In order to implement this, LST works and plans together with teachers to differentiate the curriculum and provide the necessary support for students' success.
- In individual circumstances, students may or may not be pulled out of the classroom to receive short-term one to one support or small group intervention (Tier 2), in order to ensure that every student has full access to the curriculum.
- Students with more specific learning disabilities are referred to LST for Tier 3 intensive intervention and support through devising an Individual Educational Plan (IEP) which is usually conducted out of their regular classroom setting.
- At Tier 2 and 3 levels, students can be returned back to the classroom once their instructional needs are met.
- The whole process is supported by continuous progress monitoring and data recording and collection to guarantee the proper placement of students.

### ***1.4. Our Continuous Improvement Process***

At DIS, we are committed to a process of continuous improvement that is data-informed, to improve teaching, learning, and organizational effectiveness. For this purpose, we have been using Cognia's formative evidence-gathering instruments for learner engagement, educator practice, school culture, and stakeholder perceptions to collect data from different sources and use this analyzed data to pinpoint the areas that need improvement, setting action plans for them, and also sustaining the areas of achievement and building on them. Students' performance and class observation data are other data sources we use to set our improvement plan priorities.

It is imperative that all stakeholders take part in this process. Therefore, we encourage different stakeholder groups (Families/Parents, Learners and Educators) to become actively involved in the school's continuous improvement process through the following:

- Taking our annual surveys. Surveys links are shared with all stakeholder groups through emails, classes WhatsApp groups, and are posted on the school website regularly <https://dis.edu.eg/stakeholders-feedback/>
- Attending orientations, information sessions and parents/teachers' meetings
- Participating in special focus groups dedicated to certain purposes

The Strategic Plan for our SIP 2021-2023 has been shared on the school's website. We are currently working on the coming 3-year phase SIP 2023 – 2026. Stakeholders' involvement and constructive feedback are invaluable to our continuous improvement process.

## 2. School policies

DIS has a comprehensive set of policies, which serve the needs of the school and its people, and help meet our regulatory duties. All school personnel are required to abide by these policies. Failure to do so shall result in legal consequences. DIS policies are reviewed and updated annually.

### *2.1. Recruitment & Termination Policy*

#### **Recruitment Policy**

DIS is committed to promoting equal employment opportunities and a workplace that is free of all forms of discrimination. Equal opportunity means that all employees experience fairness, impartiality and equal access to all career initiatives in the workplace. Our commitment to equal opportunity promotes an inclusive work environment that values and accepts the diverse, cultural and social background of its staff. Our selection, employment and promotion processes prohibit discrimination based on age, color, disability, marital status, nationality, race, religion, or sex. Our goal is a harassment-free environment where every individual can thrive, adhering to applicable laws and individual merits.

#### **Recruitment Process**

- An ad is posted on the school website and LinkedIn, detailing the school hiring needs and the required credentials and experience.
- Job candidates are required to pass a personal interview and a demo lesson.
- Shortlisted candidates are contacted for a final interview with the School Director and the School Chairman
- An email with the formal job offer is sent to passing candidates
- Each faculty member is offered a contract stating responsibilities, duties, rights, benefits and expectations.
- Contracts duration is 12 months and is renewed annually based on the mutual desire of the teacher and the school
- Offered benefits:
  - Social Security and National Medical Insurance are provided.
  - Transportation is provided free of charge according to the regular school bus trips. For distant areas teachers are collected and dropped off at main gathering points.
  - A free half day permission is granted for all full-time teachers twice a month except on revision and exams days
  - Every teacher has 5 weeks paid summer vacation in addition to the official days off, Term Breaks, Christmas Break and Spring Break
  - The school offers discounted fees for staff members' children.
  - Day care service is provided for a marginal charge for staff members' children who are younger than preschool age.



- **Required Documentation:**
  - Upon signing the contract, applicant should provide the school with the documents needed and complete the employment packet.
  - Please refer to the HR. Department for detailed list of the required documents. Note that the teacher's salary is put on hold until all required documents are received.
- **Staff Information:**
  - The staff member's personal information should be accurate and updated.
  - Please inform the HR department with a written application about any changes in address, phone number, legal issues or any other important information.
- **Salaries:**
  - Salary information is a confidential matter and should not be disclosed.
  - One-month salary is calculated from the 25th of previous month to the 26th of the salary month.
  - Salary annual increase is determined based on the teacher evaluation. All teachers are notified with their evaluation and salary raise before the end of June of every year.

### Termination Policy

- According to the school contract, both the teacher and the school have the right to terminate the contract before the end of its duration, provided that a two months' notice is given by the party that wants to terminate the contract.
- If a teacher does not wish to renew his/her contract for another year, he/she should notify the school administration in April (two months before the end of the contract). Same rule applies to the school administration in case the school doesn't wish to renew the teachers' contract for another year.

## 2.2. *Policy of Absenteeism*

- Occasional absences are unavoidable. Proper planning will minimize its effect on the students and staff, so teachers are to report their absences as soon as possible so arrangements can be made.
- If you are unable to attend the school due to an emergency or for any valid reason you must notify your direct supervisor or the Stage Head the day before or at least before 7.30 am. on the day you will be absent
- For any absence, Teachers must coordinate with their HoDs or Subject Coordinator to have a substitute teacher with the proper material to teach.
- Permissions should be approved and signed by the HoD, the Stage Head and the School Director.
- Absence on exam days/ proctoring days will be counted as 3 days deduction.
- Absence on Sunday and/or Thursday and before vacations or after vacations will be counted as 2 days.

### ***2.3. Retention Policy***

DIS has developed several strategies to manage staff turnover and retain good teachers. Our retention efforts include but are not limited to:

- Providing ongoing on-service training through mentoring and coaching to support newly hired teachers through any challenges
- Providing professional development opportunities
- Enabling collaboration and peer support
- Recognizing distinguished performance through moral and financial incentives
- Empowering responsible and dedicated staff members by providing opportunities for career growth and promotion

### ***2.4. Conflict Resolution Policy***

DIS believes in clear and open communication, and encourages staff members to talk directly with their supervisor and colleagues in case of grievances and/or disputes. All employees are encouraged to bring forward any complaints or recommendations dealing with safety, health standards, proper working conditions, performance appraisals, discipline and fair management practices, without fear of reprisal. DIS Management will act expediently if problems do occur and all individuals, whether staff or management, will be treated with fairness, respect, and consistency.

#### **Complaint Resolution Procedures:**

- If an issue or conflict does arise, it is recommended that the individual try to resolve the problem with those directly involved. The employee may also choose to involve his or her supervisor if necessary.
- If after this discussion the employee or supervisor feels the issue is still not resolved, he/she may request a meeting with the next level supervisor and the HR Manager. In the event that the employee prefers an individual meeting with the next level supervisor or any other senior management staff the supervisor will be notified.
- By exploring the issue in a professional and constructive fashion it should be possible to find an appropriate way to resolve the problem unless it is serious enough to warrant intervention by the next level supervisor or other member of the senior management team.
- A written complaint should be filled the HR Manger office and the School Director should be notified.
- The HR Manager should either proceed with Mediation and/or investigation depending on the context and nature of the complaint.
- Based on the medication or investigation efforts, the School Director issues a written decision for final resolution and all parties involved are notified.

## 2.5. *Staff Recognition and Career Growth Opportunities*

Staff recognition is a crucial aspect of creating a positive and productive school culture that fosters growth, innovation, and success. At DIS, we are keen that academic and non-academic staff members feel appreciated and recognized for their dedicated work through moral and financial incentives.

Staff members are regularly recognized through thank you notes, appreciation certificates and social media posts that exhibit and praise their good work. Financial incentives are also granted through bonuses and salary increments to reward exceptional performance.

### Career Growth Opportunities

DIS is committed to provide career growth opportunities to all staff members who show dedication and exceptional performance. We believe that school leaders and seniors should come from within the institution, this is why the school leadership team provides mentoring, support and professional learning opportunities to any staff member who has potential and desires to grow in his/her career.

## 2.6. *Code of Ethics*

The teaching profession has an expectation of high standards of ethical behavior from its members. This Code of Ethics provides a formal framework of ideals designed to guide and encourage all teachers to achieve these high standards of ethical behavior and professionalism in their dealings and relationships with students, families, colleagues, and the broader community.

Members of the teaching profession in DIS should be committed to the following values which underpin the profession: Integrity, Dignity, Responsibility, Respect, Justice and Care.

### We demonstrate *Integrity* by:

- creating and maintaining appropriate professional relationships
- acting with impartiality, truthfulness and honesty

### We demonstrate *Dignity* by:

- valuing diversity and treating students equitably and with care and compassion while respecting the uniqueness of family backgrounds
- valuing the effort and potential, and acknowledging the uniqueness, of each student

### We demonstrate *Responsibility* by:

- giving priority to the education and welfare of all students in our care
- engaging in ongoing professional development and improving teaching and learning strategies
- working collaboratively and cooperatively with colleagues to the best interests of the education and welfare of our students

### We demonstrate *Respect* by:

- acknowledging that relationships with students and their families must be based on mutual respect, trust and, when necessary, confidentiality and acknowledging the contribution these qualities make to students' wellbeing and learning
- acting with educational colleagues and the wider community in ways which enhance the profession

**We demonstrate *Justice* by:**

- being fair and reasonable
- being committed to the wellbeing of individuals and the community and to the common good
- resolving competing claims of different ethical principles and different interest groups through reflective professional discussion

**We demonstrate *Care* by:**

- having empathy for and rapport with students, their families, our colleagues and the wider community
- committing to students' wellbeing and learning through the practice of positive influence, professional judgement and empathy in practice

## ***2.7. Code of Conduct***

Education is critical to the future of children. As teachers and education staff, you will play a primary role in helping to shape the future of students. Your position is one of influence and also one of great responsibility. Teachers are expected to respect DIS code of ethics and execute their duties accordingly, more than anybody else engaged in educational activities. Teachers should be role models to their students and other members of the community. Teachers and other education staff in this school shall have the following duties:

- Fulfil obligations on attendance, punctuality and lesson preparation. If absent or late for a given reason, you will immediately notify the principal or other designated person.
- Conscientiously prepare lessons, assess students' work fairly and promptly and cooperate with other teachers and education personnel.
- Interact with students, colleagues, parents and community members in an appropriate manner.
- Employ different participatory teaching techniques to make sure that the teaching approach also includes student-centered approaches.
- Properly use the educational facilities of the school and encourage students to do so.
- Attend and give constructive comments at meetings organized to discuss the teaching-learning process.
- Rigorously avoid actions or gestures that violate human rights and could harm students, such as:
  - Sexual harassment and sexual violence, including suggestive words, gestures or comments as well as physical and psychological abuse.
  - Excessive and inappropriate disciplinary action, including the use or threat of corporal punishment and demeaning and abusive words or actions.

Failure to adhere to the Code of Conduct may result in disciplinary action including suspension or termination of employment.

## ***2.8. Safeguarding and Child Protection Policy***

DIS is fully committed to safeguarding the welfare of all children in its care. It recognizes the responsibility to promote safe practice and to protect children from harm, abuse and exploitation. For the purposes of this policy and associated procedures a child is recognized as someone under the age of 18 years. DIS admins and teaching staff and will work together to embrace difference and diversity and respect the rights of children and young people. This will be a child-centered approach where the interests of the child are paramount. We expect all Staff (teachers, administrators, and support staff) and parents to share this commitment in their attitudes and actions. Parents are made aware of the policy: it is on the School website and the parents/students handbook

DIS staff abides by the following principles:

- The wellbeing of children is the primary concern. We should always act in the best interest of the child.
- All children, whatever their age, culture, disability, gender, language, racial origin, socio-economic status, religious belief and/or sexual identity have the right to protection from all forms of harm and abuse.
- Child protection is everyone's responsibility.
- Children have the right to express views on all matters which affect them, should they wish to do so.
- DIS shall work in partnership together with children and parents to promote the welfare, health and development of children.

DIS will:

- Promote the health and welfare of children by providing opportunities for them to take part in curricular and extracurricular activities safely.
- Respect and promote the rights, wishes and feelings of children.
- Promote and implement appropriate procedures to safeguard the well-being of children and protect them from abuse.
- Recruit, train, support and supervise its staff, members and volunteers to adopt best practice to safeguard and protect children from abuse and to reduce risk to themselves.
- Require staff, members and volunteers to adopt and abide by this Child Protection Policy and these procedures.
- Respond to any allegations of misconduct or abuse of children in line with this Policy and these procedures as well as implementing, where appropriate, the relevant disciplinary and appeals procedures.
- Regularly monitor and evaluate the implementation of this Policy and these procedures.

Reporting:

DIS has zero tolerance for any act of child abuse, exploitation, violence, discrimination, bullying and other forms of abuse. Adults in our school should take all wellbeing concerns seriously and encourage children

and young people to report anything that worries them to their teachers, the School Psychologist, the Stage Heads or the School Director.

## ***2.9. Anti-Harassment and Non-Discrimination Policy***

### **Anti-Harassment Policy**

DIS is committed to providing all its community members with a safe and supportive school environment. Members of the school community are expected to treat each other with respect. Teachers and other staff members are expected to teach and to demonstrate by example that all members of the community are entitled to respect.

Harassment of a student by another student or by a teacher or other staff member is a violation of school policy. This includes (but is not limited to) harassment based on race, nationality, ethnicity, religion, or disability.

Punishable harassment is any conduct – including verbal conduct – that:

- creates (or will certainly create) a hostile environment by substantially interfering with a student's educational benefits, opportunities, or performance, or with a student's physical, emotional, or psychological well-being; or
- is threatening or intimidating.

Sexual harassment is a form of harassment that also violates school policy. Sexual harassment is an any kind of sexual advance or sexual conduct– including verbal conduct – that:

- creates (or will certainly create) a hostile environment by substantially interfering with a student's educational benefits, opportunities, or performance, or with a student's physical or psychological well-being; or
- is threatening or intimidating.

In response to any act of harassment, staff members should intervene immediately to stop the harassment and present an incident report to the School Psychologist, the Stage Head and the School Director for further investigation. Based on the investigation conducted, the harasser will be reprimanded promptly, consistently, and proportionately to the seriousness of the act. However, the response should not end there; rather, staff members should deter future harassment with continuing guidance for tolerance and respect.

### **Non- Discrimination Policy**

DIS is committed to equal opportunity for all students and all staff. It is the school policy that no one shall be treated differently or exposed to any kind of discrimination on the basis of race, religion, nationality, ethnicity, or disability where a person is otherwise qualified or could be with reasonable accommodation.

In response to any act of discrimination, staff members should intervene immediately to stop the discrimination and present an incident report to the School Psychologist, the Stage Head and the School Director for further investigation. Based on the investigation conducted, certain consequences and disciplinary actions will be applied to the person(s) involved in any act of discrimination in proportion to the harm caused as a result of this act.

The immediate remedy for any act of discrimination shall be to end it, treat the individual equally, and, as much as practically possible, to eradicate any effects of discrimination. Discipline should be imposed when appropriate.



## ***2.10. Internet and Social Media Policy***

DIS actively encourages the responsible use of social media. Responsible use of social media can be positive for learning and teaching. It can also be personally enjoyable and beneficial. This policy will make clear what standards are expected of anyone who works for the school and uses social media as well as what actions may be taken when it is considered that a member of staff may have breached this policy. This policy applies to all staff use of social media, including: on behalf of the school, as part of their work directly with students, in their wider professional lives; and in their personal lives. We define social media to mean: ‘Websites and applications that enable users to create and share content or to participate in social networking, such as Facebook, WhatsApp, etc.

### **When using social media at any time, staff members**

- must not place a child at risk of harm.
- must report all situations in which any child is at potential risk
- must not allow their use of social media to affect their ability to do their job in any way
- must maintain the reputation of the school, its staff, students, parents, and their employer
- must not post or share any social media content which is illegal, discriminatory, sexual, or otherwise offensive when linked in any way to the school. This link could be for example: by identification with the school, during the working day, on school premises or when using school computers. Such behaviors may also result in criminal proceedings.
- must recognize that posting or sharing any social media content which is illegal, discriminatory, sexual or otherwise offensive during personal use could lead to damage to their professional reputation or damage to the reputation of the school or school community. This damage would breach the social media policy. And, again, such behaviors may also result in criminal proceedings.
- must not use social media to criticize, harass or insult their school, staff, students, parents, or their employers.
- should be aware that there are other, more appropriate, methods of raising valid concerns about their school and its staff.
- must not breach school confidentiality and shall not disclose any private or confidential school matters when using social media.
- are responsible for their actions (and its consequences) whenever they use social media.
- must understand that social media offers no guarantee of privacy and that any content they produce can be shared more widely by others. A member of staff’s professional reputation or the reputation of the school could be damaged by content, perhaps which was intended to be private, being shared more widely than intended.
- would still be held responsible for any consequential breach of this policy as they were responsible for producing the original content.
- cannot rely on their ignorance or lack of knowledge to defend any breach of this policy.
- must use appropriate behavior and language at all times. As a guide, this should be similar to that which would be used when taking part in a face-to-face meeting with other education professionals.
- must take all reasonable steps to ensure the proper separation of their professional and personal lives.



- must make sure that their personal social media activities take into account who they have social media relationships with – particularly any other members of school community – and moderate their social media behavior accordingly.

**Please note that:**

- When using social media on behalf of the school, staff members must not use it for any personal discussions or for any individual personal matters even if initiated by other members of the school community (for example: parents or students).
- The school reserves the right to monitor all staff internet use on any school systems or computers. Misuse of internet or social media – even personal use – using school computers is a breach of the school's policy.

**Disciplinary action over Internet and social media use:**

- All staff members are required to adhere to this policy.
- Staff should note that any breaches of this policy may lead to disciplinary action. Serious breaches of this policy, for example incidents of bullying of colleagues or social media activity causing serious damage to the school or any member of the school community, may constitute gross misconduct and lead to contract termination and/or criminal proceedings.
- Staff members must raise all doubts, questions and concerns related to social media with school leaders. Staff must seek advice if they are not sure if any particular use of social media (or a related action) is appropriate or would potentially breach this policy.

When using social media, you may have concerns about anything posted that might have hazardous implications, or causes harm to the reputation of the school and/or its community.

If you have any such concerns, you should discuss them with the HR Department or the School Director.

If any staff member becomes aware that a student (or group of students) or parent has made inappropriate/insulting/threatening comments about them, or other staff members, on a social networking site or App; he/she should report the incident to the Stage Head, or the School Director so that the appropriate process can be followed and support can be offered to the employee.

## ***2.11. Mobile Phone Policy***

Teachers are not allowed to use mobile phones during classes. Mobile phones should be turned off at all times during sessions.

Students who bring their mobile phones to school should hand in their phones to the class matron in the first session and receive them at the dismissal time. In case any student fails to do so, the mobile phone should be confiscated and handed to the Stage Head to contact the student's parent.

## ***2.12. No-Smoking Policy***

**Smoking anywhere by anyone on school premises or during school activities is forbidden**

### *2.13. Appearance and Dress Code*

While there is no specific uniform for DIS staff and faculty, everyone is expected to dress up in a formal/semi-formal, professional and conservative manner. The following dress items are not allowed:

**For female staff members:**

- Low-cut shirts/tops and tight pants
- Slippers, flip-flops or crocs
- Toe and nose rings or piercing
- Crop tops, garments that contain cutouts or reveal under garments
- Eccentric color hair dyes

**For male staff members:**

- Low waist or tight pants and shorts, except knee-length shorts during activities and sports days
- Slippers and crocs
- Necklaces or chains
- A clean shaven or trimmed look for bearded male staff should be observed at all times.

### *2.14. Personal Business Policy*

**Dealings that result in personal financial gain are prohibited with DIS students, DIS parents, between staff members and on DIS campus grounds.**

**To avoid conflict of interest, suspicions, and embarrassing situations, private tutoring to school students is totally prohibited**

## 3. *Teachers' Responsibilities*

### 3.1. *Teacher's Job Description*

The teacher plans, organizes, and administers the learning processes, which contribute to each and every student's optimal development - these experiences may occur within or outside the classroom. The areas of responsibilities include instruction, administration, extra-curricular activities and supervision and intervention/ enrichment programs.

#### **Instruction, planning and professional duties:**

Managing the teaching process AND\_:

- Developing course breakdown, weekly plans and daily lesson plans in accordance with the curriculum framework and guidelines of the school.
- Preparing assignments, revision material, projects, assessments, experiments, teaching aids, wall charts and decorations for their classrooms, etc.
- Using audio-visual aids, field trips, and other resources to supplement and reinforce teaching.
- Participating in curriculum review and selection process for course books, resources and instructional aids.
- Uploading all the prepared plans, material and resources to the school Google drives on regular basis. HoDs and Subject Coordinators are responsible for sending lesson plans to the school resources email by Saturday ahead of each week.
- Uploading the students' material and weekly agendas on Google classroom at the beginning of every week
- Keeping Records: grading sheets of student's attendance, behavior, classroom participation, homework, test performances and scores are to be kept up to date using the school shared Google Sheets.

#### **Students' Follow-up**

**Students follow up should be conducted through the following:**

- 1- Correction (Classwork and homework)
  - Should be thorough and accurate
  - Should be regular and up-to-date
  - Should be used to assess students understanding, thereby, inform instruction
  - Should involve constructive feedback to students and help them understand their mistakes and reflect on them.
- 2- Follow-up Journals

- The teacher should regularly take notes about each student and keep track of the progress or regression and the reasons that led to regression.
- The teacher should reflect on these notes and think of the suitable intervention strategy.

### **3- Homework Policy**

- Missing or late homework should not be tolerated
- Following up on missing homework is conducted in different ways for each group of stages, please refer to your Stage Head for the detailed homework follow up procedures.
- Marks should be deducted from the Homework marks in case of repeated negligence
- Teachers should assign a reasonable amount of homework. Please follow the homework schedule assigned by your Stage Head.
- Teachers of each grade level should coordinate homework assignments given to students so that there will not be a conflict or over-burdening of students with regards to homework assignments and quizzes on the same days.
- Homework should be explained to students in brief before it is sent home.
- Teachers should explain to students that failure to turn in assignments can affect the student's GPA.
- Teachers should reinforce good work habits and may refuse to accept a completed homework assignment that is of poor quality.

### **4- Regular weekly quizzes**

- A fixed weekly quizzes schedule should be sent to students to study ahead of time
- Quizzes should target the important learning objectives, skills and challenging parts for each week
- Quizzes marks should be recorded and analyzed to observe progress or regression in students' level
- Parents should be regularly notified with the quizzes marks, please refer to your Stage Head for the quizzes marks reporting procedures as it is different for each group of stages.
- Students who score less than 70% in 2 consecutive quizzes should be considered as "Students at Risk" to be provided with support.

### **5- Progress Reports:**

- Using a shared template, teachers should fill a detailed Progress Report for each student, listing not only the weekly quizzes marks and missing homework, but also describing the students overall performance and behavior in class.
- Progress Reports are sent to parents at least 3 weeks before the summative assessments to give students the chance to improve their grades and complete any late work.

### **6- Summative assessment analysis (Term exams – MAP Tests)**

- Under HoDs' and Subject Coordinators' supervision, Students' assessments should be reviewed to pinpoint common mistakes and work on the challenging parts after the exam
- Students' summative assessment grades should be analyzed and compared with previous assessments to monitor students' growth and provide support or adjust instructional and curricular plans accordingly

- MAP tests statistical reports should be used to devise action plans for intervention and/or adjust instructional and curricular plans accordingly
- Intervention plans should be shared with parents during Parents' meetings and through progress reports

### **Involving Parents**

School - Parent communication is an essential factor in increasing students' achievement. However, the following guidelines should be observed:

- Contact with parents should be conducted formally through the Stage Head office, teachers are not allowed to provide information to parents on personal terms, except for missing homework or missing quizzes messages through Google classroom
- Parent / teacher meeting should be in the presence of the HoD, Subject Coordinator or the Stage Head

### **Intervention Strategies**

The following Intervention Strategies should be used well before each Term exam, targeting students who are at risk and those can be easily recognized right at the beginning of the Term through:

- Formative assessment data
- Poor participation in class
- Showing no or little interest in the subject and learning in general
- Homework negligence
- Low quizzes scores

So before they are actually categorized as weak students we can use the following intervention strategies to proactively improve their academic level

- During the daily sessions through:
  - Differentiated Instruction and Differentiated Assessments
  - Flexible Grouping
  - Tiered Assignments/ Scaffolding
- After the session:
  - Weekly task sheets / Weekly review packs (can be used for the whole class)
  - Extra practice sheets for the challenging parts
- Educating students about each subject studying skills, strategies and making real-life connections
- Uploading videos and narrated Power point presentations on Google classroom for students' revision
- One to one or small group sessions with the support teacher for one or two weeks followed by a special assessment to measure the improvement of students' level.

### **Formative Assessment**

- Formative assessment is a process that uses informal assessment strategies to gather information on student learning.

- Teachers determine what students understand and what they still need to learn to master a goal or outcome.
- Strategies used to gather formative assessment information take place during regular class instruction through the activities practiced.
- This information should be used to adjust instruction in the next sessions and set more focus on weak students and challenging parts of the syllabus. It should even be used to determine whether or not the teacher gives homework in a certain topic or postpone it.
- HoDs and Subject Coordinators should assist teachers in applying these strategies. This can be done through:
  - Reviewing the lesson plans and assisting in the design and sequence of activities, making sure that assessments match and target lesson objectives.
  - Conducting class observation to monitor the application of what is indicated in the lesson plans
  - Providing mentorship and coaching to improve instruction

### **Awarding Students**

- Students should be given regular praise and positive acknowledgement for good work, behavior, achievements, and improvement.
- Appropriate awards may be offered to students for academic or related progress or contests. They must be approved by the Stage Heads before they are presented.

### **Classroom management**

All teachers should:

- create safe, healthy, and welcoming classroom environment and around the school in general
- Set class rules at the beginning of the year and follow them consistently
- In case of bullying, conflicts and/or unacceptable misbehavior:
  - Confrontations should be avoided, while managing the situation in a calm but firm manner.
  - Students should be reminded of the school Discipline Policy without threatening them with punishment (Kindly refer to Discipline Policy section and follow the discipline actions indicated based on the majority of the misbehavior).
  - In all cases, the Stage Head should be notified, and an Incident Report should be written and handed to the school psychologist or social worker on the same day.

### **Extra-curricular Activities**

All teachers are required to participate in and supervise extra-curricular activities. Teachers should plan, organize, and supervise these activities which include: morning broadcast, school trips, open days, exhibitions, activity clubs, annual parties and other special events. Teachers are also required to provide daily morning, break and dismissal time supervision, as assigned by the administration.

### **Substitution Sessions**

Just as student attendance is essential for academic success, staff is expected to be consistent in attendance. You may use up to six days per academic year for matters which require absence during school hours. Otherwise, regular attendance is expected. In case of a teacher's absence, the Head of Department should assign his/her session(s) to another teacher from within the department, providing the instructional material needed for the session(s).

### ***3.2. Grading Policy***

The school grades students on a trimester basis. Each trimester is graded out of 100 marks divided as follows:

#### **For Kindergarten:**

- Attendance: 10 Marks
- Behavior: 10 Marks
- Homework: 20 Marks
- Classwork: 20 Marks
- Curricular Activities: 20 Marks
- Term Assessment: 20 Marks

#### **For Grades 1 to 12**

- Attendance: 10 Marks
- Class Participation: 10 Marks
- Behavior: 10 Marks
- Homework: 10 Marks
- Weekly Quizzes: 20 Marks
- Term Project: 20 Marks
- Term Assessment: 20 Marks

### ***3.3. Communication Guidelines***

#### **With the parents**

- Teachers communicate with parents through the school LMS or the school WhatsApp groups
- Telephone calls between the teachers and the parents are totally prohibited during the school day except through the administration and only when a teacher is not in session.
- Marks and tests results should be disclosed to parents only through the school LMS or in the students Report Cards
- Parent/ Teacher meetings should be arranged only through the administration and not through personal contact between the parents and the teachers.
- While communicating with any parent, teachers are not allowed to disclose information about any students other than the children of this parent
- The school internal affairs are confidential and should not be discussed with the parents

#### **With Colleagues**

- Teachers are expected to maintain a friendly and collaborative atmosphere among each other
- Teachers are required to treat each other respectfully and courteously
- No chatting is allowed in the hallways or during classes. Discussions should be restricted to the staff rooms and only during breaks.



- Teachers are responsible for the tidiness and neatness of their staff rooms.
- Lesson preparation, correction, and other important work are performed in the staff rooms. Therefore, teachers are required to maintain a quiet and productive atmosphere in these rooms.
- Teachers are expected to cooperate among each other to perform daily tasks.
- Caution should be exercised when discussing personal information in the school

**It is allowed to talk With others but it is not allowed to talk About others.  
Please respect the privacy of your colleagues.**

### **With the students**

- Teachers are expected to maintain a friendly and welcoming atmosphere in their classes
- It is imperative that each teacher maintain classroom control for the safety of all and to create an environment conducive to learning. Careful planning and rich, engaging activities are critical elements of classroom management.
- A good strategy is to post class rules that are reasonable, easy to enforce, and promote a positive classroom climate.
- Inflicting Physical punishment on any student is absolutely prohibited (Please refer to Safeguarding and Child Protection Policy)
- The student should be sent to the School Psychologist office in case the teacher is unable to handle his/her misbehavior. (Kindly refer to Discipline Policy section and follow the discipline actions indicated based on the majority of the misbehavior).
- Consistency in dealing with students is not always easy but is essential in effective teaching. Treat students in a consistent manner. If you say you are going to do something, follow through and do it. Students are keenly alert to any signs of inconsistency in treatment or discipline, so never favor a student over the other for any reason.

### **With the Administration**

- Teachers are expected to maintain a friendly and respectful atmosphere with the administrative staff and their heads.
- For any issues, concerns, or problems, please follow the hierarchical order in the organizational chart when communicating with the administration. You should first refer to your Department Head for any matter and then if your concerns are not resolved you can discuss them with the Stage Head and then with the School Director (Please refer to Conflict Resolution Policy in the School Policies Section).
- Please report any damages in the school property to the Stage Head using the Maintenance Request Form to follow up with maintenance personnel.
- For IT supplies, PCs malfunction, Network and Internet issues or LMS issues please refer to the Technical Support Team for assistance.

## 4. School Day

### 4.1 School Day Procedures

- Teachers are expected to be at school around before the morning line (No later than 7:45 am.) to supervise students in the playground. Tardiness is not accepted except for those who take the bus.
- All the teachers should attend the line. First session teachers should be in line with their classes
- Teachers are required to ensure that all students abide by the school dress code and the face masks. Morning uniform inspection is a general duty for all teachers.
- Class teachers are responsible for reporting any damage in their classes to the Stage Head.
- At the end of your session, do not leave your class until another teacher takes over. If the next teacher is late, report to the stage matron to take over. Students should **NEVER** be left unsupervised.
- All teachers should communicate with the students in English, except those who teach other languages (Arabic, French or Deutsch- they should only use the languages they teach) in addition to the Social Studies and Religion teachers who teach in Arabic.
- Teachers should remain in their classes during the 10 min. lunch break.
- Teachers who have sessions before the break, should accompany their students down to the playground and those who have sessions after the break have to take them from the line back to their classes.
- Teachers are assigned Break supervision on a regular rotating basis throughout the year. During supervision, teachers should:
  - Be always present in the assigned areas during the assigned periods
  - Ensure students remain in their assigned areas
  - Ensure students are following playground regulations - littering, rough playing, improper language, or any kind of violence are not permitted.
  - Make sure students line up properly and walk quietly to their classes. Students should not be allowed to run on the stairs or through the hallways.
- Do not hesitate to enforce proper movement around the school with all the students even if they are not in your class.
- Eating, drinking, and using the mobile phone should be restricted only to the staff rooms or the cafeteria. Teachers are not allowed to perform such actions inside the classrooms or in the hallways.
- Students should never enter the Library, the Science Lab, the Computer Lab, the Art Room or the Music Room unless supervised by the Librarian or the Class teacher or the subject teacher.
- Never leave your class during sessions except for an emergency. In case you have to leave the class, ask the stage matron to take over till you come back.
- Please be very punctual when correcting students' copybooks and sheets
- It is not allowed to exchange your session with another teacher without permission from the Stage Head.

- **Last session of the Day** – all teachers should make sure that students put their chairs in their desks, pick up all books, stationaries and papers from the floor and leave the classroom neat and tidy.
- **Every teacher in the last session** should line up his/her class and go down with the students to the bus collection areas. Students who leave by car should be directed to move to their designated pickup areas.
- **Teachers who are assigned for the dismissal duty** should not leave the dismissal area before 2:30 pm. They should assist the security staff in the pickup process and make sure students who leave by car are:
  - in their designated pickup area,
  - wearing their face masks,
  - waiting quietly and behaving properly
- **The school day ends at 2:15 pm.** All the buses should leave by 2:30 pm.
- **Bus matrons** are the main supervisors inside the school buses. Yet, teachers should administer discipline rules in the bus as needed and/or report any incident or action that opposes the school policies and bus rules.

## ***4.2 Teachers' Resources***

### **Instructional Resources:**

- **School Library:** teachers receive their own copies of text books from the library at the beginning of each academic year. Extra resources can be obtained from the school library throughout the year with signed permissions
- **Online resources:** In addition to the online teachers' resources provided through the school LMS, annual subscriptions in educational platforms like IXL, Twinkl, and Schemely are available upon request from the Department Heads
- **Photocopying Center:** A photocopying permission slip signed by the Department and Stage Heads is required to have any instructional material photocopied

### **Stationary Supplies and Class Resources:**

- **At the beginning of each academic year,** each subject department should present a list of required resources, including stationary, books, and online resources to the Stage Heads and the School Director for approval.
- **Each class teacher** is also responsible for the preparation of his/her classroom. Classroom Logistics Checklist is filled and for each class and needs are determined accordingly and sent to the Inventory Department after approval.
- **In case of any malfunction,** a Maintenance Request Form should be filled and sent to the IT Department for intervention and to make sure all necessary logistics, resources and digital tools are present and effectively operating.

**All the resources forms are available at the Stage Heads assistants' office.**

### 4.3 *Managing Students' Behavior*

#### DIS Discipline Policy

Our school objective is to help our students build up responsible, mature and positive personalities capable of socializing and sharing. We believe that good discipline is administered in a calm, consistent, and fair manner.

#### Minors

These behaviors are handled initially by the classroom teacher or supervising teacher but are referred to the Stage Head if they become chronic.

| Behaviors   | Actions   |
|---|---|
| <ul style="list-style-type: none"> <li>• Excessive talking</li> <li>• Failure to complete assigned work</li> <li>• Inappropriate behavior during assemblies/school activities</li> <li>• Dressing out of uniform</li> <li>• Inappropriate hallway behavior</li> <li>• Inappropriate language</li> <li>• Inappropriate use of personal equipment</li> <li>• Lateness</li> <li>• Lying</li> <li>• Non-compliance</li> <li>• Pushing in hallways &amp; staircases</li> <li>• Teasing and/or derogatory remarks</li> <li>• Throwing foreign objects</li> <li>• Unprepared for class</li> <li>• not handing out mobile phone to the class matron at the beginning of the school day</li> </ul> | <p><b>Step 1:</b><br/>Verbal reminder to the student of the expected appropriate behaviors.</p> <p><b>Step 2:</b><br/>Verbal reminder to the student of the expected appropriate behaviors.</p> <ul style="list-style-type: none"> <li>• Consequence applied by teacher.</li> <li>• Student complies/makes amends.</li> </ul> <p><b>Step 3:</b><br/>Verbal reminder to the student of the expected, appropriate behavior.</p> <ul style="list-style-type: none"> <li>• Parents are contacted through the Stage Head office</li> </ul> <p><b>Step 4:</b><br/>Move directly to Step #1 of Majors.</p> |

## Majors

These behaviors are immediately referred to the administration.

| Behaviors   | Actions  |
|---|--|
| <ul style="list-style-type: none"> <li>• Vandalizing school property</li> <li>• Verbal Aggression</li> <li>• Bullying</li> <li>• Defiance</li> <li>• Endangerment of self/others</li> <li>• Fighting</li> <li>• Theft</li> <li>• Skipping sessions</li> <li>• Smoking</li> <li>• Possession of drugs and/or alcohol</li> <li>• Possession of weapons</li> <li>• The use of inappropriate websites and/or print material</li> <li>• Inappropriate representation of the school</li> <li>• Overt abusive or sexual behavior</li> <li>• Sexual harassment</li> </ul> | <p><b>Step 1:</b></p> <ul style="list-style-type: none"> <li>• Referral to Stage Head.</li> </ul> <p><b>Step 2:</b></p> <ul style="list-style-type: none"> <li>• Home contact made by Administration.</li> </ul> <p><b>Step 3:</b></p> <ul style="list-style-type: none"> <li>• Meeting with parents.</li> </ul> <p><b>Step 4:</b></p> <ul style="list-style-type: none"> <li>• In/Out of School Suspension.</li> </ul> <p><b>Step 5:</b></p> <ul style="list-style-type: none"> <li>• Written apology to offended parties before student is permitted to return to school.</li> </ul> |

**NOTE: The school administration reserves the right of expediting the disciplinary process pending circumstances.**

### Discipline Policy (DP): Implementation Procedures

- In the cases of repeated minors as well as all the majors, the teacher should write an incident report and present it to the School Psychologist or the Social Worker
- The School Psychologist/Social Worker should report the incident to the Stage Head and consult with her for the best implementation of the DP
- Parents should be contacted through the Stage Head office or the School Psychologist/Social Worker to be informed with the disciplinary action taken. Further meetings and consultations with specialized therapists might be required from parents for challenging behavioral issues.
- Parents are informed with the DP in written in the parents/students' handbook the at the beginning of the year
- The DP should be applied consistently with no exceptions
- It should be explained to students as one of the consequences of their actions
- Students should be reminded of the consequences of their actions but shouldn't be threatened by the DP at any time.
- As teachers become more proficient in applying social emotional learning strategies; the discipline policy will gradually become unnecessary or used only in very limited cases.

**The Role of the School Psychologist / Social Worker:**

- Due to the very complicated nature of students' problems and behavior issues, teachers need to seek assistance from the School Psychologist/Social Worker and keep her involved at all times.
- In case of students' misbehavior, bullying, or conflicts, the School Psychologist/Social Worker should ask the teacher(s) to write an incident report in the same day and report the issue to the Stage Head
- The School Psychologist/Social Worker will investigate the problem and take the appropriate measures according to the school DP and under the supervision of the school administration.
- The School Psychologist/Social Worker might need to conduct class observations and follow up with parents to make sure they are informed and involved in the behavior management process
- Teachers are expected be cooperative and supportive regarding the measures and procedures taken with certain students which may include adapting special instructional strategies to deal with certain learning difficulties, meeting parents regularly, or following a child psychiatrist recommendation report.

**Parents Involvement:**

- Parents need to be fully and regularly informed with their child misbehavior. Note that they already know what happens in school in details; through social networks.
- They should understand and expect that the school Discipline Policy will be applied in case of their child misbehavior with no exceptions.

**In general, please follow these guidelines for students' behavior management**

- Using any of the following forms of conduct with the students **is against the school policies and is absolutely prohibited:**
  - **Humiliation and sarcasm**
  - **Abusive or offensive language**
  - **Threatening & terrifying the students.**
- Never throw objects at the student or throw the student's belongings on the floor.
- Yelling and shouting at students achieve nothing and are not acceptable.
- Inflicting any form of physical punishment on any student is absolutely prohibited.
- Students' property shouldn't be destroyed, especially with regard to the tearing up of notebooks or written work.
- Make sure that students are aware of your expectations. Set your class rules and make sure all your students understand what they are expected to do and what is not acceptable.
- Many discipline issues can be prevented with careful classroom planning and the use of consistent norms and expectations.
- Active supervision of students is an example of preventative discipline.
- Problems often arise when students are not meaningfully engaged or unsupervised.
- Delegate responsibilities to the students. Make them feel that they are in control.
- Send the misbehaving student out to the School Psychologist/Social Worker office only when you become unable to deal with him/her.
- Cooperate with the parents and the school administration in finding ways to help troubled students.

We believe that a happy child is a successful one. Dome International School provides a safe, welcoming, and nurturing environment that promotes cognitive, social, emotional, and physical growth, as well as a positive self-image and a love of learning.

#### ***4.4 Students Injuries Protocol***

**In case any student is injured whether it is an accident or deliberate, the following protocol should be observed:**

- **Those who are present with the students at the injury time whether a teacher, a co teacher or a matron should immediately take the injured student to the clinic and report to the Head Stage who should report to the School Director.**
- **After the medical checkup in the clinic, the Stage Head or the School Director should contact the student's parents to notify them about the incident**
- **The school doctor should clarify the medical condition to the parents over the phone and they can speak to their child over the phone to make sure he/she is fine**
- **A written note from the school clinic should be sent home with the student, explaining the medical checkup/procedures conducted and listing any needed medications**
- **If the doctor suspects any kind of injuries, the student should be taken to the hospital for further examination. The Stage Head or School Director should take the parents' permission before taking the student to hospital and a matron should accompany the student to the hospital.**
- **The Stage Head should investigate the incident to determine the reasons of the accident.**



# 5. Teachers' Support & Professional Development

## 5.1 Professional Development Policy

- All teachers need to be fully aware of the school policies and educational philosophy. This is achieved through a preliminary orientation that is conducted annually in August.
- Teachers professional learning and development should be a continuous process through which teachers enhance their instructional skills and stay current on teaching trends and best practices. Therefore, it is mandatory that all teachers earn at least six semester hours of credit or the equivalent during each five years of employment. This is achieved through the following:
  - 2 weeks dedicated for PD session every Summer for all staff
  - Departmental workshops throughout the year
- Annual PD Plans are set mainly based on the class observation data and other data sources like the students' performance data and stakeholders' feedback. Observers' comments and findings determine the specific areas/topics/strategies that need to be covered in the annual PD sessions, considering the teachers individual needs and the school improvement plan.

## 5.2 eleot Observation Tool & Teachers Observation Tool

Improvement is driven by measurement and data. Educators can be more successful when provided with regular, targeted feedback regarding learner behaviors, actions, and dispositions in the classroom. In order to support schools and educators in their continuous improvement journey and their manifestation of the standards, Cognia developed its initial Effective Learning Environments Observation Tool® (eleot®) in 2012. We use eleot Observation Tool to measure and promote a learner-centric environment in which learners demonstrate active engagement, agency, and self-efficacy.

We also use Cognia's Teachers' Observation Tool that focuses on five dimensions, namely; Culture & Climate, Learning, Essentials. Agency and Relationship dimensions. The five dimensions represent aspects of a teacher's responsibilities that promote improved student learning.

- All the leadership team members have received professional training on how to use the eleot tool, so as to provide evidence -based data that informs our school improvement plans. All teachers are advised to take the eleot observation course to better understand the requirements and the conditions that are conducive to a learner-centric learning environment.
- Teachers who are interested in receiving the eleot training course should report to the school leadership team to reserve a training seat.
- Check out the eleot observation form in the Appendix. For detailed information on eleot tool, please refer to eleot collection on: [https://wakelet.com/wake/P-R7n9MmSDyEeri1x7\\_7t](https://wakelet.com/wake/P-R7n9MmSDyEeri1x7_7t)
- Training material and resources for Teachers Observation Tool can be found through this link: <https://wakelet.com/i/invite?code=tjonbplm>

### 5.3 *Class Observation Cycle*

- HoDs/Subject Coordinators should conduct at least one class observation weekly for each teacher or as needed. Stage Heads and the School Director also conduct class observations with less frequency or as needed. Peer observations schedules are set within each department based on teachers' workload.
- During the class observation visits, observers might use either the Teacher Observation Tool or the eTool based on the purpose of the visit. Observations should be discussed with teachers and uploaded on the eTool platform.
- During the first term, the main purpose of class observations should be coaching and support. It should be used for feedback and formative assessment not summative appraisals.
- In the second and third terms, class observations should be used to assess the teachers' performance, towards a final appraisal based on which the teachers' summative evaluation and annual increase is determined.

### 5.4 *Mentoring, Coaching, and Support*

Practitioners have indicated that the best strategy for teachers' follow-up, assessment and coaching is to conduct clinical observation, reflection and action plans, followed by Informal Visits and multiple Walkthroughs

This practice results in changing the stereotype of evaluative, inspective class observations, and builds a relationship of mutual trust and respect between the teacher and the observer (HoD/ Subject Coordinator/Stage Head/ School Director) who is providing mentoring, coaching and support.

#### Clinical Observation Approach

- Clinical Observation is divided into three phases:
  - Pre-Observation Conference
  - Class Observation
  - Post-Observation Conference
- The main purpose of this model is to coach and support the teacher in the areas he or she recognizes as weakness points; this is why the observer should meet the teacher before the class visit to determine the observation focus.
- Areas of focus may include, but are not limited to, planning, preparation, classroom management, instruction, and assessment.
- Observation notes should be narrative, descriptive, and non-judgmental.
- After the class visit, the observer should discuss the observation notes with the teacher (Post-Observation conference).
- During this meeting the teacher is asked to reflect on his/her practice by answering reflective questions. The observer should highlight points of strength for encouragement and support as well as assist the teacher in discovering the areas that need improvement and adjusting practices to improve performance in these areas.

- Post –Observation conference should result in an action plan (short or long term) that targets the areas that need improvement.
- Action plans can be short or long term plans and can vary from adjusting classroom instruction in the next session, to receiving certain training during the coming vacation.
- This is called a reflective cycle because the HoD should follow-up on the realization of this plan and then invite the teacher to reflect on the steps taken and assess the effectiveness of these steps
- This strategy should be used at least once with every teacher at the beginning of the year depending on their experience and competency levels. Novice teachers need more clinical observations to provide coaching and support.

### **Informal Visits and Walkthroughs**

- In addition to Clinical Observations, observers should conduct several informal, unscheduled class visits depending on teachers needs and experience.
- Informal visits and walkthroughs do not necessarily have a specific focus, rather they are meant for follow-up and mentoring as well as collecting data regarding students' learning and participation
- After each informal visit, the observer should give instant feedback to the teacher and discuss ideas to improve instruction
- Observers should use the data collected to pinpoint the general problems and weaknesses in teaching and learning in a certain subject area, and devise a corrective action plan for the whole subject department accordingly
- This plan should also determine the individual and collective training needs of the department teachers
- Department weekly meetings should address the teachers collective coaching and training needs
- Based on the collected formative data, some meetings should be dedicated for certain subject based training to improve the quality of teaching and learning

## **5.5 Final Appraisal**

- An effective system of teacher evaluation should accomplish two things:
  - Ensure quality teaching
  - Promote continuous professional learning among the teachers.
- Final teachers' appraisal is based on many things, some of which are the teacher observation tool, narrative observations of walkthroughs and informal visits as well as the evaluation of teachers' performance in other non-academic tasks.
- Teachers should be familiar with the evaluation form. HoDs should ask the teachers to use it for self-assessment by the end of the first term which will help them reflect on their practices and observe the improvement or regression of their performance levels.
- The evaluation process should be transparent, HoDs/Subject Coordinators should give feedback on the teacher self-evaluation by the end of the first term to stand on the performance level and collaboratively reflect on the ways to improve their final summative evaluation by the end of the year.

# Appendix A

- **Instructional Tools**
  - **Madeline Hunter Lesson Plan Template**
  - **KWL Graphic Organizer**
- **eleot Observation Form**
- **Teacher Observation Tool**
- **Summative Evaluation form**

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## Madeline Hunter's Lesson Plan Format

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The research conducted by Dr. Madeline Hunter showed that effective teachers use a methodology when they are planning and presenting a lesson. She discovered that no matter what the teacher's style, grade level of students, the subject matter being taught, or economic background of the students, an organized lesson consists of eight elements that enhances and maximizes student learning. The elements of her lesson plan design/template have withstood the test of time and are still being used today. Embedded in each element of the lesson design are many sub skills, methods, and techniques that require training, practice, and review in order to achieve mastery of the Hunter lesson plan model.

The lesson plan template that is included in this Curriculum Guide is reflective of this lesson plan design and has been adapted to fit our district's needs.

### Madeline Hunter Lesson Plan Template

#### **Materials/Resources Needed:**

1. **Anticipatory Set** (In what way will you activate their **prior knowledge and experience** to help them relate to today's lesson.) Focus attention, brief practice on previous/related learning
2. **Objective/Purpose** (The **object** is what **students will be able to know/do** by the end of this lesson. The **overarching purpose/understanding** is the **broad goal/curriculum** standard related to the discipline.)
3. **Instructional Input** (What knowledge will you communicate to the student—**tell, lecture, stand up and deliver** so that the student will understand the objective.) Disseminates new information and activities to achieve the stated objectives
4. **Modeling** (How will you **show/demonstrate** the skill or competence so the student will also be able to do it?) Demonstration and/or example of the acceptable finished product or process
5. **Checking for Understanding** (How will you check that the students have understood/learned the objectives?) Activities which examine the student's possession of central and essential information to achieve the stated objective
6. **Guided Practice** (What activities will the students **perform under your supervision** to ensure that they are able to practice the material. If they make mistakes, you are able to show them how to do it correctly.) Close monitoring and direction of the students by the instructor as they practice the whole task for the first time independently of each other

7. **Independent Practice** (List homework or seatwork assignments the students will be given to successfully practice the material/skill **without teacher supervision**.) Only after you **know** the students can proceed, the continued practice of the whole task by the students without the instructor's monitoring and guidance.

**Note: Not all steps are present in every lesson.** In some cases, **some of these steps can occur more than once**. It is **not a rigid formula**. It is intended to guide thinking about what is necessary in a particular lesson. Sometimes it can take more than once class session to complete all of the necessary steps.

<http://www.svsu.edu/~mcmanus/edl622/hunter.htm>

<http://nerds.unl.edu/pages/preser/sec/assessment/hunter.html>

### A Modern Version of Madeline Hunter's Lesson Plan Template:

|  |
|--|
| <b>Class:</b>  |
| <b>Unit:</b>   |
| <b>Teacher:</b>  |
| <b>Objectives:</b> What the students should be able to do, understand, and care about as a result of the teaching? Bloom's Taxonomy of Educational Objectives may be used.   |
| <b>Standards:</b> What standards of performance are to be expected? When will pupils will be held accountable for what is expected? The students should be informed about the standards of performance. (Standards are an explanation of the type of lesson to be presented, procedures to be followed, and behavioral expectations related to it, what the students are expected to do, what knowledge or skills are to be demonstrated and in what manner.)  |
| <b>Materials:</b> List the materials needed for this lesson.   |
| <b>Duration:</b> The amount of time needed to complete this lesson.  |
| <p>Anticipatory Set: This part of the lesson is to "grab" the students' attention or relate the experiences of the students to the objectives of the lesson.</p> <p>This part of the lesson:</p> <ol style="list-style-type: none"> <li>1. Focuses the student attention on the lesson.</li> <li>2. Creates an organizing framework for the ideas, principles, or information that is to follow</li> <li>3. Extends the understanding and application of abstract ideas through the use of an example or an analogy; or may be used when a different activity or new concept is being introduced.</li> </ol> |



**Teaching:****Input**

The teacher provides the information needed for students to gain the knowledge or skill through lecture, film, tape, video, pictures, etc.

**Modeling**

The teacher uses the materials to show students' examples of what is expected as an end product of their work.

**Checking for Understanding**

It is important for students to understand what is to be learned before they practice it.

**Questioning Strategies**

This section enables teachers to ask the right questions to probe for higher levels of thinking. Again, teachers may find the Bloom's Taxonomy of Educational Objectives a valuable tool in questioning strategies.

**Guided Practice:**

This part of the lesson allows students an opportunity to demonstrate their understanding of the lesson by working through an activity or exercise under the teacher's supervision. This is the time for the teacher to move around the room and determine the level of mastery and to provide individual remediation, if necessary.

**Closure:**

These are statements by a teacher that are designed to bring a lesson or presentation to an appropriate conclusion. Closure is the act of reviewing and clarifying the key points of a lesson. It is used to:

1. Cue students to the fact that they are at the end of the lesson.
2. Help organize student learning.
3. Help students form a clearer picture of what the lesson is all about.

**Independent Practice:**

This section is for reinforcement practice. This may include homework, group work, or individual work in class. It may also be used for projects or as a way for students to apply what they have learned.

<http://template.aea267.iowapages.org/lessonplan/>



**Title:**

|                                       |   |  |  |
|---------------------------------------|---|--|--|
| <b>K</b>                              | <b>W</b>                                      | <b>L</b>                                   | <b>+</b>   |
| What you <u>KNOW</u> about the topic? | What you <u>WANT</u> to know about the topic? | What did you <u>LEARN</u> about the topic? | + What do you still want to learn about the topic? |
|                                       |   |  |  |



## Effective Learning Environments Observation Tool (eleot® 2.0)

The purpose of this tool is to help you identify and document observable evidence of classroom environments that are conducive to student learning. Circle the number that corresponds with your observation of each learning environment item descriptor below. As needed and appropriate make inquiries with learners.

Date \_\_\_\_\_ School \_\_\_\_\_ City \_\_\_\_\_ State/Province \_\_\_\_\_ Country \_\_\_\_\_ Grade Levels \_\_\_\_\_

Time \_\_\_\_\_ Time \_\_\_\_\_ Check ALL Lesson Lesson Lesson  
In \_\_\_\_\_ Out \_\_\_\_\_ that apply: Beg \_\_\_\_\_ Mid \_\_\_\_\_ End \_\_\_\_\_ Subject Observed \_\_\_\_\_ Observer \_\_\_\_\_

|   | Very Evident | Evident | Somewhat Evident | Not Observed |
|---|--------------|---------|------------------|--------------|
| <b>A. Equitable Learning Environment:</b>   |              |         |                  |              |
| 1. Learners engage in differentiated learning opportunities and/or activities that meet their needs   | 4            | 3       | 2                | 1            |
| 2. Learners have equal access to classroom discussions, activities, resources, technology, and support  | 4            | 3       | 2                | 1            |
| 3. Learners are treated in a fair, clear and consistent manner  | 4            | 3       | 2                | 1            |
| 4. Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions | 4            | 3       | 2                | 1            |
| <b>B. High Expectations Environment:</b>  |              |         |                  |              |
| 1. Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher   | 4            | 3       | 2                | 1            |
| 2. Learners engage in activities and learning that are challenging but attainable   | 4            | 3       | 2                | 1            |
| 3. Learners demonstrate and/or are able to describe high quality work   | 4            | 3       | 2                | 1            |
| 4. Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)  | 4            | 3       | 2                | 1            |
| 5. Learners take responsibility for and are self-directed in their learning   | 4            | 3       | 2                | 1            |
| <b>C. Supportive Learning Environment:</b>  |              |         |                  |              |
| 1. Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful  | 4            | 3       | 2                | 1            |
| 2. Learners take risks in learning (without fear of negative feedback)  | 4            | 3       | 2                | 1            |
| 3. Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks   | 4            | 3       | 2                | 1            |
| 4. Learners demonstrate a congenial and supportive relationship with their teacher  | 4            | 3       | 2                | 1            |
| <b>D. Active Learning Environment:</b>  |              |         |                  |              |
| 1. Learners' discussions/dialogues/exchanges with each other and the teacher predominate  | 4            | 3       | 2                | 1            |
| 2. Learners make connections from content to real-life experiences  | 4            | 3       | 2                | 1            |
| 3. Learners are actively engaged in the learning activities   | 4            | 3       | 2                | 1            |
| 4. Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments  | 4            | 3       | 2                | 1            |
| <b>E. Progress Monitoring and Feedback Environment:</b>   |              |         |                  |              |
| 1. Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored   | 4            | 3       | 2                | 1            |
| 2. Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise  | 4            | 3       | 2                | 1            |
| 3. Learners demonstrate and/or verbalize understanding of the lesson/content  | 4            | 3       | 2                | 1            |
| 4. Learners understand and/or are able to explain how their work is assessed  | 4            | 3       | 2                | 1            |
| <b>F. Well-Managed Learning Environment:</b>  |              |         |                  |              |
| 1. Learners speak and interact respectfully with teacher(s) and each other  | 4            | 3       | 2                | 1            |
| 2. Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others  | 4            | 3       | 2                | 1            |
| 3. Learners transition smoothly and efficiently from one activity to another  | 4            | 3       | 2                | 1            |
| 4. Learners use class time purposefully with minimal wasted time or disruptions   | 4            | 3       | 2                | 1            |
| <b>G. Digital Learning Environment</b>  |              |         |                  |              |
| 1. Learners use digital tools/technology to gather, evaluate, and/or use information for learning   | 4            | 3       | 2                | 1            |
| 2. Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning   | 4            | 3       | 2                | 1            |
| 3. Learners use digital tools/technology to communicate and/or work collaboratively for learning  | 4            | 3       | 2                | 1            |

We believe that a happy child is a successful one. Dome International School provides a safe, welcoming, and nurturing environment that promotes cognitive, social, emotional, and physical growth, as well as a positive self-image and a love of learning.

# Teacher Observation Tool

Date \_\_\_\_\_ Teacher Name \_\_\_\_\_ School \_\_\_\_\_ State/Province \_\_\_\_\_ Country \_\_\_\_\_ Grade Level(s) \_\_\_\_\_

Time In \_\_\_\_\_ Time Out \_\_\_\_\_ Lesson Beg. \_\_\_\_\_ Lesson Middle \_\_\_\_\_ Lesson End \_\_\_\_\_ Subject Observed \_\_\_\_\_ Observer Name \_\_\_\_\_

| Dimensions and Observable Expectations  | Very Evident | Evident | Somewhat Evident | Not Evident |
|---|--------------|---------|------------------|-------------|
| <b>Culture/Climate Dimension</b>  |              |         |                  |             |
| The teacher:  |              |         |                  |             |
| 1. Fosters an environment that embraces all learners  | 4            | 3       | 2                | 1           |
| 2. Treats each learner equitably  | 4            | 3       | 2                | 1           |
| 3. Encourages learners to share their opinions without fear of negative comments from their peers               | 4            | 3       | 2                | 1           |
| 4. Creates enthusiasm for the learning at hand  | 4            | 3       | 2                | 1           |
| <b>Learning Dimension</b>   |              |         |                  |             |
| The teacher:  |              |         |                  |             |
| 1. Communicates clear explanations about the activities or tasks  | 4            | 3       | 2                | 1           |
| 2. Implements lessons and/or activities that stimulate learners to use higher order thinking skills             | 4            | 3       | 2                | 1           |
| 3. Delivers lessons that are relatable to the learners or aligned to their interests                            | 4            | 3       | 2                | 1           |
| 4. Monitors learners' understanding of the content and/or the acquisition of skills                             | 4            | 3       | 2                | 1           |
| 5. Adapts instruction and/or activities that meet individual learner's needs                                    | 4            | 3       | 2                | 1           |
| 6. Provides learners with purposeful feedback about their progress and/or needs                                 | 4            | 3       | 2                | 1           |
| <b>Essentials Dimension</b>   |              |         |                  |             |
| The teacher:  |              |         |                  |             |
| 1. Delivers and/or facilitates the lesson with knowledge and confidence   | 4            | 3       | 2                | 1           |
| 2. Communicates and upholds high expectations for learners' behaviors to maximize their learning and well-being | 4            | 3       | 2                | 1           |
| 3. Facilitates use of resources that support learners' needs  | 4            | 3       | 2                | 1           |
| 4. Implements instructional strategies that actively engage learners  | 4            | 3       | 2                | 1           |
| 5. Manages the learning time in an efficient and optimal manner   | 4            | 3       | 2                | 1           |

| Dimensions and Observable Expectations  | Very Evident | Evident | Somewhat Evident | Not Evident |
|---|--------------|---------|------------------|-------------|
| <b>Agency Dimension</b>   |              |         |                  |             |
| The teacher:  |              |         |                  |             |
| 1. Empowers learners to be responsible for the learning at hand                     | 4            | 3       | 2                | 1           |
| 2. Gives learners choices about the learning activities or tasks                    | 4            | 3       | 2                | 1           |
| 3. Provides assistance for learners to navigate and monitor their learning progress | 4            | 3       | 2                | 1           |
| 4. Encourages learners to persevere with or seek challenging activities or tasks    | 4            | 3       | 2                | 1           |
| 5. Builds learners' growth mindset and self-efficacy                                | 4            | 3       | 2                | 1           |
| <b>Relationship Dimension</b>   |              |         |                  |             |
| The teacher:  |              |         |                  |             |
| 1. Promotes respectful and caring interactions toward and between learners          | 4            | 3       | 2                | 1           |
| 2. Cultivates learner cooperation, collaboration, and inclusivity                   | 4            | 3       | 2                | 1           |
| 3. Preserves learners' dignity while attending to their individual needs            | 4            | 3       | 2                | 1           |

### Teacher Observation Tool Rating Guide

When observing in classrooms, consider the following factors as you determine the rating for each item:

- **Implementation of Practices** refers to the degree a teacher implements each observable action with quality, fidelity, and rigor.
  - The teacher adjusts actions or practices to meet learners' needs.
  - The teacher demonstrates a deep understanding of best practices.
  - The teacher demonstrates the ability and wisdom to change actions or practices based on learners' cues.
- **Authenticity of Practices** refers to the degree a teacher embeds each observable action in the classroom environment.
  - The practices appear familiar to the learners.
  - The practices appear to occur regularly rather than sporadically.
  - The practices are regular, effective, and meet the needs of learners.
- **Effect on Learners** refers to the degree a teacher's practice(s) influence the learners in the classroom.
  - The learners respond positively.
  - The learners make adjustments.
  - The learners participate/engage in learning.

Each item on the observation tool is to be assessed against each factor on the rubric and the degree each item is *Evident* during an observation. Use this rating guide and your professional knowledge and judgment to determine each item's final rating.

| Factors to consider when using this tool: | Very Evident (4)   | Evident (3)   | Somewhat Evident (2)   | Not Evident (1)                             |
|---|--|---|--|---|
| <b>Implementation of Practices</b>        | Practices are fully implemented.                             | Practices are mostly implemented.                             | Practices are minimally implemented.                                       | Implementation of practices is not evident. |
| <b>Authenticity of Practices</b>          | Practices are fully embedded into the classroom environment. | Practices are mostly embedded into the classroom environment. | Practices are implemented but not embedded into the classroom environment. | Authenticity of practices is not evident.   |
| <b>Effect on Learners</b>                 | Practices consistently effect all learners.                  | Practices consistently effect most learners.                  | Practices consistently effect some learners.                               | Effect on learners is not evident.          |

# Examples of observable actions

## Culture/Climate Dimension

Why these items matter:

Teachers and learners hold values and beliefs regarding social interactions and relationships within the classroom. The culture/climate of learning can have important implications for student outcomes. When a teacher creates and sustains a learning environment in which each learner is cared for, is safe, has a sense of belonging, and feels secure to share their thoughts, then learners can achieve their potential.

| Item  | Descriptive Actions   | Examples of Actions  |
|---|---|--|
| 1. Fosters an environment that embraces all learners  | <ul style="list-style-type: none"> <li>Shows connectedness to learners, interpersonal bonding</li> <li>Expresses concern for learners' well-being</li> <li>Demonstrates personal interest in learners</li> </ul>  | <ul style="list-style-type: none"> <li>"....., we missed you in class yesterday"</li> <li>"Are you comfortable doing this task with your classmates?"</li> <li>"How did your game go last night?"</li> </ul>   |
| 2. Treats each learner equitably  | <ul style="list-style-type: none"> <li>Demonstrates openness and approachability</li> <li>Makes culturally responsive eye contact with learners</li> <li>Uses words that resonate with or do not exclude learners</li> </ul>  | <ul style="list-style-type: none"> <li>"I am here to help you and answer any questions you may have"</li> <li>"What you said is very interesting because ..."</li> <li>"What needs to happen so that everyone can ...?"</li> </ul>   |
| 3. Encourages learners to share their opinions without fear of negative comments from their peers | <ul style="list-style-type: none"> <li>Accepts and supports learners to take risks voicing their opinions and asking questions</li> <li>Promotes interactions that are highly supportive, friendly, and learner-centered</li> <li>Asks questions that encourage learners to voice their opinions</li> </ul> | <ul style="list-style-type: none"> <li>"Be ready to talk in your small groups about ... and remember that everyone's voice is important."</li> <li>Show me thumbs up if you agree with ..."</li> <li>"What do you think about ...?" "Who has a similar opinion or different one?"</li> </ul> |
| 4. Creates enthusiasm for the learning at hand  | <ul style="list-style-type: none"> <li>Demonstrates a positive attitude toward the content/activity/task</li> <li>Shows genuine interest in the content/activity/task</li> <li>Exhibits energy that appeals to learners</li> </ul>  | <ul style="list-style-type: none"> <li>"What you said makes me think/reminds me of ..."</li> <li>Demonstrative hand, arm, body movement for explaining and emphasizing ideas</li> <li>"I'm so excited to begin this lesson with you."</li> </ul>   |





## Learning Dimension

Why these items matter:

Teachers create and deliver processes to ensure learners have the opportunities to gain and demonstrate an understanding of the content so they can apply that knowledge and acquisition of skills. "Teachers must not only be clear about what they want students to learn; they also must know typical student steps and missteps toward this goal" (Moss & Brookhart, 2009).

| Item  | Descriptive Actions   | Examples of Actions  |
|---|---|--|
| 1. Communicates clear explanations about the activities or tasks                                    | <ul style="list-style-type: none"> <li>• Captures learners' attention to set the stage for learning</li> <li>• Thoroughly explains why the content or activity is important to the learners</li> <li>• Uses simple and direct language to provide instructions about the activity/task</li> </ul>   | <ul style="list-style-type: none"> <li>• "What are you expected to be able to do for this activity?"</li> <li>• "Why do we follow these steps?"</li> <li>• "Who can repeat back to me what steps we are going to complete?"</li> </ul>   |
| 2. Implements lessons and/or activities that stimulate learners to use higher order thinking skills | <ul style="list-style-type: none"> <li>• Encourages learners to question each other through discussions and debate</li> <li>• Provides opportunities for learners use application skills to complete activities/tasks</li> <li>• Provides opportunities for learners to express themselves individually and collectively in a variety of ways</li> </ul>                        | <ul style="list-style-type: none"> <li>• "Explain your thinking about ..."</li> <li>• "Tell me more."</li> <li>• "What is your opinion about ... and what valid information supports it?"</li> </ul>   |
| 3. Delivers lessons that are relatable to the learners or aligned to their interests                | <ul style="list-style-type: none"> <li>• Describes the purpose of the lesson—why this is important to every learner's life</li> <li>• Makes it personal to the learners (e.g., through culture, gender, age, geography)</li> <li>• Incorporates a real-world aspect into the lesson</li> </ul>  | <ul style="list-style-type: none"> <li>• "Knowing how to ... is important because ..."</li> <li>• "Where could you see/use this information?"</li> <li>• "How does this relate to other ideas/topics?"</li> </ul>  |
| 4. Monitors learners' understanding of the content and/or the acquisition of skills                 | <ul style="list-style-type: none"> <li>• Keeps close proximity to learners</li> <li>• Formatively assesses learners throughout the lesson</li> <li>• Encourages learner self-assessment</li> <li>• Elicits learner questioning to determine level of understanding</li> </ul>   | <ul style="list-style-type: none"> <li>• Teacher uses non-verbal cues to check for understanding (e.g., reassuring head nod, thumbs up, smile, use of emojis).</li> <li>• "Show me how you have solved this ...?"</li> <li>• "I see that you can ..., can you explain what you know about ...?"</li> </ul> |
| 5. Adapts instruction and/or activities that meet individual learner's needs                        | <ul style="list-style-type: none"> <li>• Changes instructional arrangement (e.g., peer partner, groups, individual) for activities/tasks</li> <li>• Uses different ways to engage with use of materials (e.g., graphic organizers, visuals, text)</li> <li>• Changes instructional tasks (e.g., reduces number of items, modifies assignment, gives learner options)</li> </ul> | <ul style="list-style-type: none"> <li>• "What is another way you can find the answer?"</li> <li>• "You may choose how you want to do the assignment, as long as you complete ..."</li> <li>• "Can I show you a different way?"</li> </ul>   |



| Item  | Descriptive Actions  | Examples of Actions  |
|---|--|--|
| 6. Provides learners with purposeful feedback about their progress and/or needs | <ul style="list-style-type: none"> <li>• Uses many forms of feedback</li> <li>• Provides learners with individualized feedback</li> <li>• Gives feedback that is specific to the current lesson/activity</li> <li>• Learners are involved in the feedback process</li> </ul> | <ul style="list-style-type: none"> <li>• "I notice that you can .... Can you show/tell me more?"</li> <li>• "I am impressed with how far you have come with ..."</li> <li>• It sounds/looks like this is a place that is difficult, would you like to talk to me about it?"</li> </ul> |





## Essentials Dimension

Why these items matter:

Teachers affect learner behavior, achievement, and confidence in their ability to learn and work with others. An effective teacher demonstrates core competencies such as presence and disposition, pedagogical knowledge, content knowledge, and management of the learning environment.

| Item  | Descriptive Actions  | Examples of Actions   |
|---|--|---|
| 1. Delivers and/or facilitates the lesson with knowledge and confidence   | <ul style="list-style-type: none"> <li>Has deep understanding of their subject matter</li> <li>Speaks clearly and with appropriate tone, tempo, and volume</li> <li>Demonstrates new skill/concept (acquisition), applies thinking skills (application), integrates individual thinking skills (assimilation)</li> </ul>   | <ul style="list-style-type: none"> <li>"Let me demonstrate the first few movements, then you give it a try."</li> <li>"When I ..., I can now..."</li> <li>Teacher uses think-alouds. "I see ... but where should I go now?"</li> </ul>  |
| 2. Communicates and upholds high expectations for learners' behaviors to maximize their learning and well-being | <ul style="list-style-type: none"> <li>Uses active listening skills to understand and respond to learners</li> <li>Conveys confidence in learners</li> <li>Provides high levels of support through varied teaching and modes of presentation</li> <li>Provides feedback to learners on personal goals and time frames</li> </ul>   | <ul style="list-style-type: none"> <li>"What I hear you saying is ..."</li> <li>"You make a good suggestion about ..."</li> <li>"How can you break this down so that you can get this done?"</li> </ul>   |
| 3. Facilitates use of resources that support learners' needs  | <ul style="list-style-type: none"> <li>Chooses resources and materials with intentionality that enhance learning activities aligned to learning objectives and instruction</li> <li>Secures a variety of resources from within and outside of the classroom that increase learner learning and engagement</li> <li>Makes resources easily accessible and available to engage learners</li> </ul> | <ul style="list-style-type: none"> <li>"How do you make sure that you have all the correct materials?"</li> <li>"What would be the best place to find information about ...?"</li> <li>"I see that two groups need to get out their devices for their project work."</li> </ul> |
| 4. Implements instructional strategies that actively engage learners  | <ul style="list-style-type: none"> <li>Employs active learning strategies</li> <li>Uses a variety of assessment strategies</li> <li>Applies group instructional strategies to be inclusive of all learners</li> </ul>  | <ul style="list-style-type: none"> <li>"You will work in groups to ..."</li> <li>"Find your partner and choose the topic to investigate."</li> <li>"Each person in a group has a specific job for the activity and together, you make the decision."</li> </ul>                 |
| 5. Manages the learning time in an efficient and optimal manner   | <ul style="list-style-type: none"> <li>Ensures smooth transitions between activities/tasks</li> <li>Executes efficient procedures; maintains control of classroom environment; ensures learners stay on task</li> <li>Ensures group projects are organized</li> <li>Dedicates/protects blocks of time to instruction with minimal interruptions</li> </ul>                                       | <ul style="list-style-type: none"> <li>"You have five minutes remaining to..."</li> <li>"First, we are going to .... Then, we will .... Finally, we will ..."</li> <li>Teacher uses pre-determined grouping (example- count off, alphabetize, seat assignments).</li> </ul>     |



Learning Lab August 2021 Teacher Observation Tool Resources

9

## Agency Dimension

Why these items matter:

Teachers foster learners' ability to self-direct and self-regulate their learning by using strategies such as: setting and communicating learning targets, providing aligned activities, sharing appropriate feedback, and assessing progress toward targets. The process of building learner agency has a proven impact on learner achievement. When teachers convey high expectations, learners "learn to believe in themselves and in their futures, developing the critical resilience traits of self-esteem, self-efficacy, autonomy, and optimism" (Bernard, 1995, p.3).

| Item  | Descriptive Actions   | Examples of Actions  |
|---|---|--|
| 1. Empowers learners to be responsible for the learning at hand                     | <ul style="list-style-type: none"> <li>Ensures learners are working the problems, not the teacher</li> <li>Facilitates inquiry-based activities/tasks</li> <li>Guides learners to take charge of their learning and engagement</li> </ul>   | <ul style="list-style-type: none"> <li>"I know if you keep working and thinking, you'll find a solution."</li> <li>"Where can you find additional resources?"</li> <li>"Remember to review your learning goals and project timeline."</li> </ul>                         |
| 2. Gives learners choices about the learning activities or tasks                    | <ul style="list-style-type: none"> <li>Allows learners to contribute to the design of lessons, projects, and/or activities</li> <li>Gives learners the ability to attend to activities with the role of decision-making</li> <li>Helps learners make sense of instructional concepts and create their own understandings</li> </ul> | <ul style="list-style-type: none"> <li>"Decide what you will be working on for ..."</li> <li>"What do you want to learn about?"</li> <li>"You can turn in by ... or you can choose to turn in by ...."</li> </ul>  |
| 3. Provides assistance for learners to navigate and monitor their learning progress | <ul style="list-style-type: none"> <li>Provides opportunities for reflection or goal setting</li> <li>Facilitates a progress-tracking process so learners know their areas of strengths or challenges</li> <li>Identifies problems and generates solutions with the learner</li> </ul>  | <ul style="list-style-type: none"> <li>"What went well during ...?"</li> <li>"How is ... affecting your understanding?"</li> <li>"Share and talk about your work with a partner."</li> </ul>   |
| 4. Encourages learners to persevere with or seek challenging activities or tasks    | <ul style="list-style-type: none"> <li>Allows sufficient time for problem-solving</li> <li>Provides encouragement when learners struggle</li> <li>Gives learners guidance to be successful or to keep going</li> </ul>  | <ul style="list-style-type: none"> <li>Teacher uses wait time.</li> <li>"Let's try it this way instead" or "Let's try it another way."</li> <li>"Your learning goals are not stretching you enough. Let's think together about how to stretch your thinking."</li> </ul> |
| 5. Builds learners' growth mindset and self-efficacy                                | <ul style="list-style-type: none"> <li>Applies strengths-based learning: active mentoring to learners, learner-led decision-making beyond academics</li> <li>Acknowledges learners' personal potential</li> <li>Uses and encourages positive self-talk</li> </ul>   | <ul style="list-style-type: none"> <li>"How can we make this better?"</li> <li>"Who can you count on to help with ...?"</li> <li>"Does this represent your best work?"</li> </ul>  |



## Relationship Dimension

Why these items matter:

Teacher and learner relationships have demonstrable effects on learner achievement. Actions that foster healthy, positive connections between the teacher and learners are foundational to learners' social-emotional well-being.

| Item   | Descriptive Actions   | Examples of Actions   |
|--|---|---|
| 1. Promotes respectful and caring interactions toward and between learners | <ul style="list-style-type: none"> <li>Promotes harmony and positivity toward learners</li> <li>Shows empathy through dialogue with learners</li> <li>Redirects learners if negative interactions occur</li> </ul>                  | <ul style="list-style-type: none"> <li>"I can see why you think ..."</li> <li>"What do you all think/feel about ...?"</li> <li>"Stay calm and talk through your disagreement."</li> </ul>   |
| 2. Cultivates learner cooperation, collaboration, and inclusivity          | <ul style="list-style-type: none"> <li>Proposes questions when engaged with groups</li> <li>Upholds the role of facilitator rather than interferes with engaged groups</li> <li>Suggests and promotes peer assistance</li> </ul>    | <ul style="list-style-type: none"> <li>"Has everyone had a turn to use the ...?"</li> <li>"Look for ways to help each other to ..."</li> <li>"Share your ideas with your group."</li> </ul>   |
| 3. Preserves learners' dignity while attending to their individual needs   | <ul style="list-style-type: none"> <li>Uses discretion to address learners</li> <li>Demonstrates maturity and consideration for others</li> <li>Speaks respectfully to learners at all times, including when redirecting</li> </ul> | <ul style="list-style-type: none"> <li>"Can you tell me about ...?"</li> <li>Teacher addresses issues and/or correction with a learner quietly and privately.</li> <li>Teacher speaks in an even tone and volume with and toward all learners.</li> </ul> |



## Summative Evaluation Form for Teachers

### 2022/2023



Name:

Grade:

| Evaluation Item  | Score | Max        | Comments |
|--|-------|------------|----------|
| <b>Inside the classroom</b>  |       |            |          |
| Class observations   |       | 30         |          |
| Coherent lesson plan   |       | 10         |          |
| Using differentiated instruction to support all learners   |       | 10         |          |
| Applying student centered learning strategies  |       | 5          |          |
| <b>Outside the classroom</b>   |       |            |          |
| Quality of work (Lesson plans – Assessments - Course breakdown)  |       | 5          |          |
| Students' support and follow up  |       | 5          |          |
| Accuracy of correction and grading sheets  |       | 5          |          |
| Abiding by deadlines and administration instructions in general  |       | 10         |          |
| Contributing positively to the school culture and climate through a professional and positive attitude |       | 10         |          |
| Students' supervision and safeguarding   |       | 5          |          |
| Attendance   |       | 5          |          |
| Self-learning abilities and professional growth efforts (Bonus)  |       |            |          |
| <b>Total</b>   |       | <b>100</b> |          |

**Recommendations:**

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.....

.....

.....

.....

**Stage Head**
**School Director**

# Appendix B

- **Internal Policies & Penalties**
- **Teacher Handbook Acknowledgement Form**





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مدرسة قبة العباقره (دوم الدولية)

## سياسة الحضور والانصراف والاجازات واللائحة الداخلية لجميع العاملين بالمدرسة (وفقا للعام الدراسي 2024 / 2023)

### ➤ أولاً: سياسة الحضور والانصراف والاجازات:

#### أ. قواعد عامة:

- يجب على جميع الموظفين استخدام جهاز الحضور والانصراف (البصمة) لتسجيل الوصول/ المغادرة في أي وقت من اليوم يصلون فيه إلى العمل أو يغادرونه ولاي سبب، بالإضافة على التوقيع (صباحاً) في دفتر الحضور والانصراف المتواجد بجانب جهاز البصمة.
- خصم يوم كامل لأي موظف يوقع لزميله وسوف يتم أيضا خصم للشخص الذي وقع له سواء في الحضور أو الانصراف.
- في حالة نسيان كارت البصمة يتم ابلاغ موظف شئون العاملين لاتخاذ اللازم، وفي حالة تكرار ذلك يتم توقيع جزاء خصم ربع يوم.
- في حالة فقدان كارت التوقيع سيتم دفع مبلغ قدره خمسون جنيهاً.
- إذا واجه الموظف أي مشكلة تقنية مع جهاز الحضور والانصراف، يجب عليه التواصل بمسؤول ال IT وإبلاغه بذلك الأمر لاتخاذ ما يلزم.
- يحق للمدير المباشر الموافقة على طلبات الاجازة أو رفضها وفقاً لظروف العمل.
- عند الحصول على إذن أو أجازة يجب الامضاء على ذلك الاذن أو تلك الإجازة من المدير المباشر ثم مديرة المرحلة ثم المدير العام قبل التوجه الى مكتب شئون العاملين.
- يتم الغاء جميع الاجازات والاذونات خلال فترة الامتحانات وبداية الفصل الدراسي ونهايته، وعند حدوث أي حالة غياب يتم خصم يومين وذلك دون عذر مقبول.
- يتم مضاعفه الجزاء في حالة تكرار الغياب بدون إذن مسبق بأكثر من يوم في الشهر كما يلي:
  - اليوم الاول غياب بدون إذن سيتم خصم اليوم + ربع يوم جزاء.
  - اليوم الثاني غياب بدون إذن سيتم خصم اليوم + نصف يوم جزاء.
  - اليوم الثالث غياب بدون إذن سيتم خصم اليوم + يوم جزاء.
  - اليوم الرابع غياب بدون إذن سيتم خصم اليوم + يومين جزاء.
  - أكثر من أربعة أيام سيتم التحويل للتحقيق وتطبيق قانون العمل فيما يخص بالغياب المتكرر.



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- غياب أي من يوم الأحد أو الخميس يتم (خصم اليوم بيومين) غياب.
- يتم خصم الغياب الذي سبق أو يتبع اجازته رسميه سواء (أعياد / إجازات قبل بداية الفصل الدراسي / إجازات متعلقة بالقسم الأمريكي (بيومين).
- إذا تقدم الموظف بطلب للحصول على إجازة ثم اضطر للحضور في ذلك اليوم، فعليه التواصل وإبلاغ قسم شؤون العاملين بذلك.

### ب. السياسة:

#### 1- ساعات العمل الأساسية:

- 1/1-** الحضور للمدرسة يبدأ من الساعة (7.30) والتأخير يبدأ من الساعة (7:45)، وذلك خلال فترة الدراسة، أما بالنسبة لفترة الشيفات أثناء الصيف سيتم إعلان المواعيد المقررة خلال هذه الفترة. والتأخير المسموح خلال الشهر فقط لمدة (30 دقيقة).

#### 2- الأذونات:

- 1/2-** يحق لكل موظف الحصول على "إذن شخصي" اذنين شهريا (بحد أقصى ساعتين في كل اذن) سواء تأخير أو انصراف مبكر بشرط التنسيق مع المدير المباشر لعدم تعطيل سير العملية التعليمية وعند الحصول على اذن اخر بجانب تلك الاذنين يكون بالخصم من الراتب.
- 2/2-** يتم تقديم طلب اذن صباحي/ تصريح خروج من قسم شؤون العاملين للتوقيع عليه من المدير المباشر ثم من مدير الموارد البشرية، ويقوم بصليمة إلى قسم شؤون العاملين في حالة الاذن الصباحي أو تسليمه للأمن في حالة الانصراف المبكر، (وذلك في نفس يوم طلب الإذن)، وفي حالة مخالفة ذلك سيتم احتساب الاذن (بخصم من الراتب).
- 3/2-** عند الحصول على استثناء في الحضور أو الانصراف يتم إلغاء تلك الاذنين بالنسبة لذلك الموظف وعند الحصول على أي اذن سواء تأخير أو انصراف مبكر يكون بالخصم من الراتب.





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### 3- المأموريات:

في حالة إذا كانت احتياجات العمل تتطلب من الموظف أداء مهام وظيفته "خارج مكان العمل"، فيجب عليه طلب نموذج مأمورية من قسم شؤون العاملين للتوقيع عليه من المدير المباشر وتسليمه للأمن.

### 4- الاجازة العارضة:

1/4- الحق في الحصول على يوم واحد عارضة خلال الشهر (ماعدا الاحد او الخميس)،

علما بان رصيد الاجازات العارضة ستة ايام في السنة.

2/4- على جميع العاملين بالمدرسة تقديم طلب الإجازة العارضة قبل أو بعد الغياب مباشرة وفور عودته من الإجازة وإلا يتم احتساب اليوم غياب و(خصمه من الراتب).

3/4- على السادة الزملاء الجدد الحصول على العارضة بعد أربعة أشهر من تاريخ التعيين.

### 5- الاجازة المرضية:

في حالة المرض، يجب على الموظف تقديم تقرير طبي إلى قسم شؤون العاملين، وقد يتطلب إجراء فحوصات إضافية من خلال الطبيب المختص المتواجد بالمدرسة. في جميع الحالات المرضية، تخضع الفترات الزمنية اللازمة والاستحقاقات ذات الصلة لقانون العمل.

### 6- الاجازة السنوية:

1/6- بعد نهاية العام الدراسي (وفقا للميعاد الذي تحدده إدارة المدرسة) يحق للسادة المدرسين أخذ فترة الاجازة السنوية مدفوعة الأجر بالكامل مع العمل بنظام الشبكات.

فيما عدا السادة الإداريين والعمال والإشراف حسب ما يحدده المدير المباشر وفقا لظروف العمل.

2/6- في حالة انتهاء علاقة العمل مع موظف لأي سبب من الأسباب، يتم تسوية المبلغ المعادل لرصيد الاجازات من ضمن مستحقات الموظف.

### 7- إجازة المواساة:

في حالة وفاة أحد أفراد عائلة الموظف من الدرجة الأولى (الزوج/الزوجة، أحد الوالدين، أحد الأبناء) يتم منح إجازة مدفوعة الأجر لمدة 3 أيام. وللدرجة الثانية يوم إجازة فقط (بشرط إحضار شهادة الوفاة).



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### 8- إجازة الزواج:

يحق لجميع الموظفين الحصول على إجازة زواج مدفوعة الأجر لمدة 5 أيام عمل مرة واحدة خلال مدة عملهم في المدرسة.

### 9- إجازة الوضع ورعاية الطفل:

1/9- يحق لجميع الموظفات الحصول على إجازة وضع مدفوعة الأجر لمدة شهرين، تستحق الموظفة إجازة الوضع بحد أقصى مرتين طوال فترة خدمتها.

2/9- يحق للموظفات اللاتي يرضعن طفلاً الحصول على يوم إجازة أسبوعياً مقابل فترة الاستراحة بقصد إرضاع مولودها وذلك لمدة أربعة وعشرين شهراً من تاريخ الوضع.

### 10- إجازة الامتحان:

يحق للموظفين المسجلين في "المراحل التعليمية" إجازة مدفوعة الأجر لأداء الامتحانات بشرط إخطار المدير المباشر عن قيامه بالإجازة قبل التاريخ المحدد لها بخمسة عشر يوماً على الأقل. يجب تقديم ما يثبت لإدارة الموارد البشرية.

### ملحوظة هامة: -

#### عند حدوث أي من:

- التقصير في العمل
- التحدث بأسلوب غير لائق مع الزملاء.

سيتم اتخاذ إنذار شفوي لأول مرة، وإجراء لفت نظر لثاني مرة من المدير المباشر أو مدير المرحلة مع إخطار إدارة الموارد البشرية بذلك، وبدءاً من المرة الثالثة سوف تقوم إدارة الموارد البشرية بتطبيق الجزاء المناسب وفقاً لللائحة الجزاءات المنصوص عليها في قانون العمل.



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### ➤ ثانياً: اللائحة الداخلية لجميع المعلمين والعاملين بمدرسة قبة العباقره الدولية

تعتبر هذه لائحة مكملة ومتممة لكافة العقود المبرمة بين إدارة المدرسة والعاملين بها.

- 1- يجب الالتزام بمواعيد الحضور قبل بدء طابور الصباح وخاصة مدرسي الحصص الأولى بالجدول المدرسي.
- 2- حضور طابور الصباح – وهنأف تحية العلم أثناء الطابور من الساعة السابعة وخمسة وأربعون دقيقة حتى الساعة الثامنة صباحاً.
- 3- التوقيع على دفتر الحضور والانصراف، مع ضرورة احترام جميع العاملين بالمدرسة للمواعيد والانضباط الذي يؤدي إلى الاستقرار في العمل.
- 4- إذا رغب (المعلم أو العامل بالمدرسة) في إنهاء التعاقد المبرم بينه وبين المدرسة يلتزم بأن يخطر إدارة المدرسة بصورة كتابية ورسمية برغبته في إنهاء التعاقد قبل ذلك بشهرين، وأنه في حالة مخالفته ذلك يكون ملتزم بدفع تعويض قدره شهرين من الراتب.
- 5- يجب على جميع المدرسين اصطحاب دفتر الإعداد (التحضير) ودفتر تسجيل المهمات والأنشطة والسلوك مكملاً في كل حصص.
- 6- ضرورة الالتزام بارتداء ال ID الخاص بكل موظف خلال فترة تواجده في المدرسة.
- 7- الاهتمام بالأعمال التحريرية والشفوية التي تقيس مدى تقدم الطالب فيما تم تدريسه له.
- 8- ينبغي على كل معلم الاستفادة من العلم والمعرفة بزيادة القراءة والاطلاع والتدريب على الكمبيوتر وأخذ الدورات الخاصة بذلك لينعكس ذلك إيجابياً على المتعلم.
- 9- التزام جميع المدرسين بموعد بداية ونهاية كل حصص ويلتزم المشرق العام لليوم الدراسي بمواعيد دق الجرس.
- 10- الاهتمام بطريقة تدريس التعلم النشط لرفع كفاءة ومواكبة تطورات العصر.
- 11- الاهتمام بالإذاعة المدرسية لكونها وسيلة لإكساب التلاميذ المعلومات المختلفة وتدريبهم على الثقة بالنفس وحرية التعبير عن آرائهم ومتابعة العناصر النابغة ورعايتها.
- 12- إحالة المخالفين للتعليمات والمقررين في عملهم للشئون القانونية أو توقيع الجزاء من قبل مدير المدرسة طبقاً للقرارات الوزارية المنظمة لذلك.
- 13- ضرورة التزام كل عضو بالمدرسة بالاختصاصات التي قامت إدارة المدرسة بتوزيعها عليه.
- 14- التزام إداري المدرسة بتسجيل الغياب يومياً وتقريفة في سجلات ( 5 ) سلوك .
- 15- ضرورة الاحترام المتبادل للعاملين بعضهم البعض في جو يسوده المودة والاحترام.



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- 16- على فريق الإشراف اليومي عدم مغادرة المدرسة إلا بعد التأكد من خروج جميع التلاميذ من المدرسة.
- 17- الإجازة العارضة تكون بطلب مسبق ولا تزيد عن يوم شهريا.
- 18- يقوم مدرسي التربية الرياضية بإدارة طابور الصباح وإجراء بعض التمارين الرياضية التي تنشيط الجسم والعقل.
- 19- ضرورة تدوين بيانات السادة الزائرين في سجل الأمن وكل الزيارات الخاصة بالسادة الموجهين.
- 20- يحظر التدخين داخل أسوار مبنى المدرسة لأنه مخالف للقانون طبقا لقرار وزارة التربية والتعليم.
- 21- الإحاطة الكاملة بأهداف المرحلة وتفهمها والتعرف على خصائص طلابها وفق ما جاء في سياسة التعليم في مصر.
- 22- احترام الطالب ومعاملته معاملته تربوية تشعره بقيمته وترعى مواهبه وتغرس فيه حب المعرفة وإكسابه السلوك الحميد والمودة للآخرين والاستقامة والنقاة بالنفس، مما يحقق له الأمن والطمأنينة وتنمية شخصيته.
- 23- المشاركة في الإشراف اليومي على الطلاب وشغل حصص الاحتياطي والقيام بعمل المعلم الغائب وسد العجز الطارئ في عدد المعلمين بالمدرسة وفق توجيه إدارة المدرسة.
- 24- تدريس النصاب المقرر من الحصص والقيام بكل ما يتطلبه تحقيق أهداف المواد التي يقوم بتدريسها من إعداد وتحضير وكل ما تقتضيه أصول المهنة وطبيعة المادة وفقاً للأنظمة والتوجيهات الواردة من جهات الاختصاص.
- 25- الاكتشاف المبكر للأمراض والإعاقات والمشكلات النفسية بين الطلاب واتخاذ اللازم تجاهها.
- 26- الإمام ببعض مبادئ الإسعافات الأولية وطرق التعامل معها سرياً.
- 27- حضور الاجتماعات التي ينظمها مدير المدرسة للمعلمين والقيام بما يكلف به من أعمال ذات علاقة بهذه الاجتماعات.
- 28- الالتزام بعدم العقاب البدني للتلاميذ بأي صورة من الصور.

مديرة المدرسة

توقيع الموظف

## Teachers Handbook Acknowledgement Form

**Name:** ..... **Position:** .....

**Department:** .....

I acknowledge that I have received a copy of the DIS Teachers Handbook 2023-2024.

I have read and understood the contents of this handbook; I accept them and will act in accordance with these policies and procedures as a condition of my employment with DIS.

I understand that if I have questions or concerns at any time about the handbook, I will consult the HR Department or the School Director.

**Teacher's Signature:** .....

**September, 2023**