

# Teacher's Handbook

## Teachers Attendance and Related Duties:

Teachers are to be at **6:30 a.m.** Leave at **1:30 p.m.** and complete the sign in/out sheet and finger print machine (note that every three late attendances will result in the deduction of half a day's salary). Teachers fulfilling morning and after school duty arrive at **6:05 a.m.** and leave after the last kid. Teachers leaving the school before completion of their responsibilities or before the end of the school day must inform their coordinator and receive permission from the Principal.

Teachers must be on time for class and duty assignments. Teachers are not to eat or drink during class time. Classrooms must remain clean throughout the day. Teachers are requested to wait for the next period teacher to avoid in class. Have students clean up at the end of each class. Teachers must prepare work for at least one-day sick leave to be filed with the coordinator. If a teacher needs to be absent for more than 3 days, she is responsible for finding a replacement for the period of absence.

Teachers may have up to **26** periods of teaching. Teachers with a lighter schedule will be asked to fulfill other responsibilities. Teachers and assistants may be asked to substitute for other teacher.

## Homework / Tests / Assignments:

Teachers must ensure that all homework is included in the student agenda. Homework should be given in a consistent manner according to subject specifications. All assignments should be "written" and not word-processed. Homework should be checked, dated and distributed daily. Teachers must notify the administration about students who persistently fail to complete homework assignments. (Ask for Teacher's Checklist to see procedure.) Students will not be informed of minor tests or quizzes. Results of these tests will reflect the students' and teachers' efforts. A copy of all the extra student work should be kept in a file with the homeroom teacher. All tests and assignments and other examples of student work must be filed in all grades through the coordinator. To repeat a quiz/ test, the student must get **a medical report.**

## Evaluation:

Letter and numerical grades must be consistent. (See Grading Spreadsheets.) Be innovative and imaginative in creating tests and exams. Remember that they go home and are official documents. Neatness, proper English, and scoring schemes are required. Every test or quiz must be checked and signed by the coordinator before leaving our school. Remember that we are evaluating student performance, but also instructing the children in how to properly and efficiently master assessment. Teachers

should try to relieve any anxiety during tests and exams. This will fortify students' performance.

### **Discipline:**

Students must be discipline for any unruly behavior, failure to complete assignments and homework, or for failure to comply with the school's rules and regulations. Try to guide your own students in a consistent and positive manner. Disciplinary actions should not contain psychological or physical abuse. **Sending students to the Administration Office should be the last resort.** (See school bulletin for rules and regulations).

### **Assessment of Teachers:**

*Teachers are assessed based on the following points:*

- 1- The proper usage of illustration and visual aids. Teachers are expected to prepare and present new aids for every lesson.
- 2- Abiding by school rules.
- 3- Class management including punctuality, tidiness, and cleanliness of classrooms.
- 4- Weekly planning.
- 5- Following up the children's and behavioral progress.
- 6- Positive relationship with colleagues.
- 7- Positive relationship with superiors.
- 8- Participation in school activities.
- 9- Level of academic achievement of children, which will be assessed by the coordinator.
- 10- Abiding by deadlines, presenting schedules, reports, boards, and displays.
- 11- Commitment to the school and students.

### **Teachers are also responsible for the following :**

#### **Behavioral modification**

After deciding what accepted behavior at Victory Pioneers International Schools is, it becomes the teacher's responsibility to ensure that students:

- Be kind to each other.

- Be respectful to their teachers.
- Watch their tone of voice while talking to others.  
Before dealing with unwanted behavior, we need to look into the cause.

**Note:** A first aid kit will be provided in every class for the immediate treatment of cuts and injuries.

**Every teacher has the right to teach and every child has the right to learn.**

**REMEMBER.....**

- Punish the wrong action, and praise the wanted actions in the child, and not the child himself/herself.
- Never punish a child while you are upset.
- Humiliation is totally unacceptable.
- The child's aggressiveness could be because the child can't find another way to express his/her needs.
- Provide the alternative behavior.
- Sometimes it is the lack of balance on the teacher's side between commands and choices that a child misinterprets. **One of the causes could be .....**
  - The absence of a daily routine.
  - Bad managements by the teacher.
  - Lack of successful experiences for the child.

\* Always try to help build self-confidence in each child.

### **Building children Self-Esteem**

One of the basic development tasks of early childhood is the establishment of a positive sense of oneself and one's abilities. As adults, much of the way we feel about ourselves, and willingness to make an effort to master new challenges and try new things, was shaped by our early experiences. Through success in overcoming challenges and mastering new skills, young children gain self-confidence and self-esteem that help them face future obstacles and efforts with energy and persistence. Self-confidence established in the early years lasts a lifetime and has important effects on your child's ability to work with others. Children gain self-confidence in several ways. An important way is through receiving praise and encouragement. Children learn how to feel good about themselves by the way others respond to the action they take. Simple comments such as " Good Job!" or " That Was Great !" help children value their own efforts by showing that you value them. Praising effort is even more valuable than giving

a child something for a job well done. Young children are in the process of learning that some tasks, such as writing your name or counting correctly, require persistent effort in order to master them. Encouraging children for repeated effort gives them the confidence they need to keep practicing and achieve success. Independence is being able to complete a task unassisted. It is important to building confidence in young children. Even when you have to help out, you can encourage self-esteem and confidence by following the child to complete as much as possible on his/her own. When you help your child/student, you promote self-confidence by showing him/her that he/she should be proud of the partial successes, too. Arranging a school bag or setting the table is an example. Young children typically can't count out the silverware they need, but they can sort utensils and put each one in the right place at the setting. By helping with a part of the activity your child/student hasn't yet mastered, and then letting him/her complete the rest of the task unassisted, teachers support children's effort at independence and feelings of success and confidence they create.

**Helping your children feel good about themselves not only makes them diligent learner, but also makes them more likely to want to help others learn as well.**

When children are confident in their abilities, they want to share what they can do with others. Children who are proud of themselves enjoy demonstrating their skills and will spontaneously try to teach other children how to succeed at a given task. Seeing another child unable to accomplish the same task they have mastered, they will also spontaneously lend assistance.

Remember that every child at **V.P.I.S.** is your child and your responsibility, therefore, we expect you, the teacher, to act in accordance with the effort to motivate each child to reach his/her goals and achieve the set tasks.

#### **Dress Code:**

Staff members must dress in a professional, neat, and **conservative manner**. Heavy make-up, short tops, and tight skirts are not permitted at V.P.I.S.

Students must wear the school uniform always. (See Student's Handbook.)

#### **Lesson Planning:**

Good teachers simply address the prescribed curriculum, plan individually, enter the classroom, and get on with it.' They are expected to set annual, weekly, and daily plans. Teachers must plan one week in advance for daily lessons. Teachers must be creative and varying in their methodology.

The coordinators' role is to provide guidance to embellish strengths and diminish weaknesses. It is not the coordinators' role to provide you with daily work. You may approach him/her and share resources. (See Teacher's Checklist.)

### **Playground Duty:**

Although teachers do not have actual playground duty, they need to be alert and attentive. When passing through the playground, help to separate older and younger students into distinct areas. Monitor carefully the children while playing. Guide parents and young children to their destinations. Ensure that children are orderly standing in the canteen line. During recess, students are not allowed into the building. Remember that the person on playground duty will be mishap responsible for any mishap that may occur. Supervisors on duty are responsible for the students' guidance and control.

### **Coordinator's Role:**

The coordinator in each subject area must provide the curriculum-utilizing course outlines, programs of study, texts, and related resources. She must observe instruction on a regular basis and provide assistance to teachers. A coordinator must meet with her team on a weekly basis, a coordination period is scheduled for every teacher; the coordinator must revise and sign all worksheets, quizzes, and tests before photocopying. No photocopies will be made without the coordinator's signature. Teachers must submit worksheets or tests at least three days before the scheduled date. Exams must be prepared and submitted to the coordinator for revision one week before the scheduled date. Coordinators have the right to attend classes without prior notification. (See Teacher's Checklist.)

### **Students' Attendance:**

Teachers must acknowledge that some students are late because of buses and not through their own fault. Students arriving after 7:00 a.m. must receive a late slip from the administration office. Students are never allowed to leave the classes without the teacher or the supervisor's permission. **Students leaving the school early must receive permission from the subject teacher, coordinator, and the principal.** He/ She must have written permission from the administration to leave the main gate. The person receiving the student must sign a special **Early Dismissal Book** at the administration office.

### **Various things to remember:**

- Practice what you preach.
- Never frighten students; this only breeds confusion, it doesn't teach anything.
- Establishing rules helps prevent problems.
- Clear communication and realistic expectations are positive starting points.
- Your punctuality, reliability, efficiency, and your classroom's cleanliness and tidiness reflect your personality.
- **All staff members should address each other formally e.g. Mrs., Mr. ,**

**Madam .....**

- Teachers are expected to converse in **English** amongst each other at all times and encourage students to do the same. (No one is permitted to converse in Arabic unless authorized to do so.)
- Teachers are not permitted to issue anything in writing to parents without the coordinator or principal's signature. Letters from parents should also be submitted to the coordinator.
- Teachers are **not allowed** to accept expensive gifts.
- The use of mobile phones is strictly forbidden during the period. Teachers must turn off their phones while in class.
- Never take anyone's comments lightly; there is a lot to learn from other people's criticism.
- Teachers are expected to respect each other and give an opinion in a friendly and productive manner.
- **No racist comments regarding color, religion, ability or nationality will be tolerated against students or colleagues.**
- Inappropriate behavior should be reported to the administration.
- **False information found in the C.V. or the application form will automatically terminate the contract between the school and the employee.**
- **Failure or abide or fulfill** any of the above mentioned items may result in a warning or the termination of the contract.

**Hoping that this teacher's manual will help and guide you within the school perimeters.**

## The Wise Owl's 99 Ways to Say "Very Good"

1- You're doing fine.	37- You are doing so good.	73- Well, look at you go.
2- I like that.	38- Really great.	74- You figured that out fast.
3- Good work!	39- You're getting better every day.	75- Superb effort.
4- Way to go.	40- Wonderful.	76- You did that very well.
5- That's it.	41- I knew you could do it.	77- That's better – super.
6- Nice going.	42- Keep working on it. You're getting better.	78- Good memory.
7- You've got it made.	43- You're doing beautifully.	79- Tremendous.
8- That's right!	44- Superb.	80- Sensational.
9- Nothing can stop you now.	45- You're really working hard today.	81- Terrific.
10-You did a lot of work today.	46- Keep trying.	82- You must have been practicing. It shows.
11- Now you have the hang of it.	47- You're on the way.	83- You've got that down pat.
12- Keep up the good work.	48- That's it.	84- I think you've got it now.
13- Now you've figured it out.	49- That's the way to do it.	85- Now that is what I call a fine job.
14- Now you have it.	50- You are very good at that.	86- You really are learning a lot.
15- That's coming along nicely.	51- Exactly right.	87- You've got that brain in gear today.
16- You're on the right track now.	52- You've just about got it now.	88- Congratulations. You got an excellent score.
17- You are doing a good job.	53- you are learning fast.	89- It is pleasure to teach you when you work like that.
18- You did it that time.	54- You certainly did well today.	90- Very good.
19- That's great.	55- That's good.	91- Nice going.
20- You're really going to town.	56- I'm happy to see you working like that.	92- You make it look easy.
21-Good for you.	57- I'm proud of the way worked today.	93- I've never figured that out that fast.
22-You out did yourself today.	58- Congratulation.	94- Marvelous.
23-That's the way.	59- You remembered.	95- You've just about mastered that.
24-That's better.	60- That's quite an improvement.	96- Outstanding.
25-Excellent.	61- That's the right way to do it.	97- You're really improving.
26-Good job.	62- Couldn't have done it better myself.	
27-Fantastic.	63- you really make a job fun.	
28- Good going.	64- One more time and you'll have it.	
29- That's really nice.	65- That's very good.	
30- Great.	66- Right one.	
31- Keep it up.	67- Very fine.	
32- That's the best you have ever done.	68- You haven't missed a thing.	
33- WoW.	69- Now you've figured it out.	
34- Much better.	70- That was first class work.	

35- Good for you.	71- That's the best ever.
36- Good thinking.	72- Perfect.

