



Pioneer Integrated Schools

The Teacher Handbook

Introduction

Teaching at PIS

Teachers are not so much born as made. Even though some instructors seem innately gifted, other talented and successful teachers have learned to be effective in the classroom. We believe that anyone can learn to become effective, or more effective, teachers. We also believe that students should be included in the process of learning. This means developing open agendas, communicating to students the choices and decisions that shape a course or a lecture, and being receptive to students' contributions and ideas. Every class and classroom activity should accomplish some goal that is communicated clearly to the students. Our discussion of possible goals and ways to achieve them recurs throughout this book, even at the risk of repetitiveness, because they are so critical to planning a class, an assignment, or a semester.

VISION:

Graduates of PIS succeed in a global society by being respectful, productive citizens who embrace Education as a lifelong Process. We create a diverse unified learning community by empowering Students to community members. Staff and Parents work as a team to help the Students set, reach and exceed their goals.

The Statement of Mission of PIS:

- Create challenging learning environments that encourage high expectations for success through developing appropriate instructions.
- Improve the students' skills to be able to make decisions. In addition, we aim to simulate the critical creative thinking in an atmosphere of freedom and justice.
- We strive to have the parents, teachers, and community members actively involved in our students' learning.

Goals

The goals of PIS are to improve:

1. Student achievement.
2. Student success in further education and employment.
3. Family satisfaction as measured by their choice of PIS education.

The Responsibility of the PIS Community to the Student:

We believe in

- ◆ Identifying, valuing and developing all positive qualities of the students.
- ◆ Providing students with knowledge and skills to confront and deal with challenges and problems.
- ◆ Understanding the particular problems of those students being educated in a language other than their mother tongue.
- ◆ Embracing technological developments to equip students with the skills and knowledge to understand, use and reflect critically on modern technologies.
- ◆ Maintaining high expectations of appropriate behavior using positive reinforcement whenever possible.
- ◆ Preparing students to be informed and realistic about their choices in life after leaving our community.
- ◆ Encouraging in staff, administration and Governors high standards of professionalism in order to provide a harmonious and caring environment for the students.

The Responsibility of the PIS Community to the World:

We believe in

- ◆ Creating in our community a willingness to understand, respect, appreciate and interact with the host community and other cultures worldwide.
- ◆ Creating in our community an awareness of human rights issues on a global scale.
- ◆ Encouraging our community to regard care for the natural world as our responsibility, recognizing the need to protect and preserve our environment.

Qualifications and Duties of class room teacher

(From: School Board Policies)

Qualifications

1. The teacher applicant will hold a valid teacher's certificate appropriate for his/her assignment and be a graduate of an approved college or university.
2. The teacher applicant will have a sense of mission and purpose about children and their educational potential. The applicant will be child centered, caring, and committed to the premise that all children can learn.
3. The teacher applicant will possess organizational skills, the ability to communicate, flexibility, enthusiasm for the teaching profession, a positive attitude and outlook, and a willingness to work with all students at all levels.
4. The teacher applicant will be knowledgeable in academic areas, learning theories, teaching strategies and have training in classroom management and discipline.
5. The teacher applicant will be professional in appearance, in manner, and in attitude.

Reports To

The teacher will be responsible to H.O.D for the performance of all duties.

Job Performance Statements

1. The teacher adheres to personal and professional standards of the PIS and the profession by:

a. Interacting effectively with each component of the educational setting within the framework of the philosophy and objectives established by board policy consistent with statutes and standards of regulatory agencies, and in accordance with administrative regulations and procedures.

b. Demonstrating consistent loyalty to his/her school, colleagues, and profession; supporting policies and regulations positively; initiating changes through established procedures; enhancing the profession by his/her personal conduct.

c. Cooperating effectively with other staff members; being highly positive and supportive in staff relationships.

d. Actively pursuing a long-range program of professional growth; seeking self-improvement constantly.

e. Demonstrating a strong sense of responsibility for the total school operations.

f. Assuming responsibility for and cooperating effectively in the development, evaluation, and revision of the total school program.

g. Accepting co-curricular activities as an integral part of the school program; supporting a wide range of co-curricular activities; approaching his/her role as activities sponsor with enthusiasm.

h. Demonstrating empathetic understanding of students and their problems; making effective use of pertinent information about students in suitable

teacher/counseling procedures; working effectively with specialized counseling services.

i. Working effectively with parents in achieving the objectives of the school; taking initiative to inform parents of student progress; securing cooperation of parents in supporting school policies.

j. Demonstrating effective identification, planning, and utilization of community resources consistent with the objectives of the class.

2- The teacher demonstrates knowledge and application of skills supportive to the instructional environment by:

a. Beginning instruction promptly, hand in material in an orderly fashion, maintaining student attention to appropriate tasks.

b. Organizing for effective learning activities and aesthetic appeal; providing suitable room temperature, lighting and ventilation.

c. Ensuring that equipment and materials needed for the activity are readily available and that resources used are appropriate to the activity; providing proper care and use of equipment.

d. Having objectives and plans for the day; following prepared lesson plans based on ICE curriculum.

e. Using only Standard English pronunciation and grammatical rules when speaking or writing.

f. Having teacher-made materials and board work conform to rules of spelling, punctuation and grammar.

g. Ensuring lessons reflect the teacher's sound knowledge of subject matter; responding knowledgeably to student's questions on subject matter.

h. Presenting a strong professional image through manner, voice and appearance.

i. Creating an atmosphere in which mutual respect is evident; enjoying professional association with students.

j. Creating a democratic atmosphere within the classroom; assisting students in developing techniques and skills through teacher-student planning and group discussion and decision-making.

3. The teacher demonstrates the knowledge of and the ability to apply the essential elements of a successful lesson by:

a. Using an activity to focus student attention, i.e., practice of previous learning, preparation for instruction to follow, motivation, and diagnosis.

b. Informing the student what they will be able to do by the end of the lesson and why it is important or useful.

c. Providing information (all related to the stated objective) in a variety of ways,
i.e., lecture films, overhead projector, board work lab, group work, etc.

d. Demonstrating the finished product or process.

e. Routinely checking for each student's level of understanding of essential information during instruction and before moving on to something else.

f. Providing opportunities for students to use or apply what they are learning while the teacher is available to assist.

g. Assigning outside work that reflects the lesson taught, i.e., seat work, homework, etc.

4. The teacher demonstrates knowledge of and the ability to apply appropriate motivation techniques by:

- a. Relating learning activities to student interests; offering varied learning activities; making involvement a part of the learning process.
- b. Appropriately increasing or decreasing student level of concern to maximize attention to the learning task(s) presented.
- c. Using pleasant feeling tones.
- d. Providing consistent and immediate feedback to students.
- e. Setting the tasks at the correct level of difficulty; dividing assignments into short tasks when the objectives presented are difficult to master; replying promptly when students need help.

5. The teacher demonstrates knowledge of and the ability to apply techniques that promote productive student behavior by:

- a. Specifically identifying the behavior being reinforced; varying reinforcers based on individual personalities, learning styles, etc.
- b. Praising students for appropriate classroom behavior; letting students know when they are making progress; varying praise words.

Twenty Eight Teaching Strategies

Preparation

1. Determine place of each course you teach within departmental and school curriculum.
2. Coordinate course description, syllabus and exams.
3. Organize course according to a sensible sequence (chronological, thematic, degree of difficulty).
4. Prepare all sessions in advance of the course.
5. Create all supporting materials in advance of the course.
6. Plan to use a variety of teaching methods.
7. Change 10-20% of a course each year.

Physical Presentation Skills

15. be enthusiastic.
16. Speak clearly.
17. Tell students to speak loudly and clearly.
18. Move deliberately.
19. Maintain consistent eye contact.
20. Listen Carefully.
21. Breathe.

Evaluation

22. Announce and maintain fair standards.
23. Return assignments promptly.
24. Use a variety of evaluation methods.
25. Pay attention to evaluations.
26. Understand criteria by which the institution evaluates teaching.
27. Develop a “portfolio” of your teaching methods, philosophy and evaluations.
28. Observe and evaluate yourself.

Absence, Teacher

Teacher absences must be reported as soon as possible to the school administration

The absent teacher is responsible for leaving a complete lesson plan for the substitute as well as having emergency plans on file with the school administration.

Academic Integrity

PIS serves as learning environments both on the basis of instruction but also in terms of how one behaves in the larger world. Academic integrity must govern every level of teaching and learning. Tests must be administered and taken with complete honesty.

Suspensions of copying must be addressed. Plagiarism must be explained so that students understand the difference between correctly using resources and copying. Teachers are expected to consistently employ safeguards that discourage dishonesty and promote academic integrity.

Accidents

Accidents involving students or staff must be reported to PIS immediately and the teacher must complete an Accident Report. Safety is paramount in all school activities to minimize the potential for accidents. Teachers should be informed of general safety precautions and universal precautions guidelines.

Attendance Records

Attendance must be kept with the utmost accuracy. Attendance is to be turned in regularly as required by the administration, but teachers must keep personal documentation of who was or wasn't in class at a specific time on a specific day. Records should be simple and well-organized. These are official school documents and must be turned in to the administration at the end of the school day.

Classroom Maintenance

Report any maintenance concerns to the administration in writing. Treat school property with respect and insist that your students do the same. Teachers are expected to maintain a clean and attractive classroom

environment that supports learning. The last teacher to use a room at the end of the day is responsible for closing all windows and locking all doors.

Classroom Management

It is imperative that each teacher maintain classroom control for the safety of all and to promote an atmosphere conducive to learning. Class and school rules should be prominently displayed and referred to as warranted. Careful planning and a rich, engaging curriculum are critical pieces of classroom management.

Class Rules

A good strategy is to post class rules that are reasonable, easy to enforce, and promote a positive classroom climate. If needed, rules should be translated so all students understand them clearly.

Consistency

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.

Contact Log

A good organizational tool to document home-school communication is a contact log. This can be a notebook or binder with each student listed on a page. Note each contact with date and reason for the contact. This is very useful to share during conferences with parents or counselors.

Contract

It is recommended that you read the PIS Teacher Contract cover to cover each year and return to specific areas as the need arises throughout the school year.

Familiarity with the contract can help avoiding problems and misunderstandings.

Discipline

To discipline means that you care. Make sure that students are aware of your expectations. Good discipline is administered in a calm, consistent, and fair manner.

Dress Code

While there is no formal Dress Code for staff, it is expected that teachers will set a professional tone by wearing casual business attire at the minimum. Classroom dress has been shown to be a direct contributor to classroom management and staff members are encouraged to dress “up” rather than dress “down.”. Staff members, like students, are not to wear hats in the school building as a security measure to provide easy identification.

Emergencies

Emergencies occur from time to time. Some are small and are dealt with quickly and easily. Others are on a much larger scale and require much more time and effort. Stay calm and get help if needed.

All staff needs to be familiar with PIS emergency plans and crisis response procedures. In the event of a school or civic emergency, teachers become Official Emergency Workers and may not leave their school site without permission from the administration as the primary responsibility at this time is to the students of your school. With this in mind, it is prudent to make arrangements with your family or friends for the care of your own children in an emergency. Administrators are responsible for ensuring that the staff is prepared for emergencies.

Judgment

Teacher judgment is tested in a variety of ways throughout the school day. Research shows that teachers make dozens of judgments every hour. Use your best judgment in every case and seek help when needed.

Library

The library is used by the entire school and it is important that all students and staff work to maintain it. Students are to be supervised in the library when using all materials and computers.

Medical Excuse

A staff member who is absent more than two consecutive days will need to bring in verification from a medical provider.

Parent Conferences

Conferences, formal and informal, are important tools that promote student success. It is suggested that notes from these conferences be kept in a notebook as documentation and for future reference.

Personal Use of School Equipment

School equipment is to be used for school business. Personal use of telephones, computers, copy machines, and faxes is allowed only with administrative authorization and on a very limited basis.

Purchases

Teachers should not purchase anything for school with the expectation of reimbursement without prior administrative permission.

Room Environment

Classrooms should be a pleasant work environment for students and staff. Keep your room clean and orderly.

Staff Meetings

Staff meetings may be scheduled for the year, usually four a month. An agenda is set by the administration. The meetings are considered a part of the teacher work week and serve as an opportunity to share information and air site issues.

Support

There are several systems of support in PIS to help you do your job well. Ask a colleague, your administration for help if you need it.

Tardiness

Students must be held accountable for tardiness. Being in place for the beginning of a class or lesson is critical to student success. Tardy students may not be refused entry to the classroom. Allow students to enter, note the infraction, and deal with it later. Adults should model punctuality at all times.

In carrying out his/her responsibilities, the teacher shall

1. Prepare and present materials of instruction appropriate to the grade level or subject and plan a suitable program of instruction in keeping with the course of study being followed.
2. Maintain pupils' reports and submit reports as required.
3. Maintain discipline conducive to the well-being of both the group and the individual.
4. Maintain a healthful classroom environment.
5. Carry out a continuing program of safety, being constantly alert to hazardous conditions of materials, equipment, and physical properties of the school, and Care for and conserve all school properties, textbooks and supplies.
6. Participate in and supervise student activities within or outside the classroom as directed by the principal.
7. Participate in staff meetings called by the H.O.D or other officers of the school district.
8. Use official channels for the conduct of school business.

Code of Ethics of the Education Profession

Principle I

Commitment to the Student

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the students, the educator

1. Shall not reasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable efforts to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social, or cultural background, or sexual orientation.
 - a. exclude any student from participation in any program.
 - b. deny benefits to any student.
 - c. grant any advantage to any student.
7. Shall not use professional relationships with students for private advantage.

Principle II

Commitment to the Profession

The educator:

1. Shall not in any application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist any entry into the profession of a person unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a non-educator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decision or action