

Sitara School Staff Handbook

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**SITARA SCHOOL STAFF HANDBOOK**

Congratulations! You have been chosen to work at Sitara School and Teachers’ Training Institute (Trust Regd.) Part of our mission is to train *you*, the educator, in best practices in education. So in addition to your teaching duties, you will receive free training at least twice a month on Saturdays. Taking off on a training day will be counted as two days’ absence.

**THE MISSION**

Sitara School was established to serve the educational needs of impoverished children and aspiring teachers in Chatha Bakhtawar, Islamabad. It is a charity school run on private donations. Since 2011, it has developed a reputation as a good school with very low fees. Those who can afford it, pay the fees on a sliding scale, which do not in any way cover the cost of running the school or paying salaries. This is done largely through small scale private donations.

It is **not** the aim of Sitara to grow into a large, money-making school. We only intend to stay monetarily sustainable. We are just one community school striving to provide quality education to low income families. Those who work at Sitara need to understand its mission and commit themselves to fulfilling it.

**SCHOOL VISION**

This school has been founded on certain principles of education that must be understood and practiced by all employees of the institution.

These basic principles of education include the following:

 **A God Conscious Curriculum**

**Bilingual Medium of Instruction with English Language Textbooks**

**Teaching for Understanding**

**Developmentally Appropriate Instruction**

 **A God Conscious Curriculum**

*Every child is born on the fitra. It is his parents who make him a Christian, a Jew or a Magian.* (Hadith) Allah (SWT) has created each human being according to His plan and in submission to Him. The word Islam means peace and submission and a Muslim is one who submits to the will of Allah and recognizes his relationship with the Creator.

First the parents and then the school have the responsibility of raising the child on the fitra. This is a sacred trust. Education is the process of *tarbiyah*, a comprehensive Arabic word which means to nurture something or someone to their full potential. This is the true goal of education.

Sitara School seeks to develop God conscious global citizens who will live their lives in accordance with true teachings of Islam as described in the Quran and hadith. All subjects of the curriculum will be employed in this mission. Islam, as a way of life is applicable in all times and places. It never goes “out of style”. Students and staff will learn to view the world from an Islamic perspective. By Islamic perspective we do not mean something backward and old fashioned. The Islamic perspective is the one that views the individual’s relationship with Allah as his/her most important relationship. Everything he or she does in the world should be done with the objective of seeking the face of the Creator, seeking His love and approval. This will make us love and respect the people in our lives. It will make us realize our role as caretakers of the earth so we may act accordingly.

For example, the general aim of Science instruction at Sitara is to develop a *sense of awe and wonder* in the child as he contemplates Allah’s universe and the systems of organization he can observe and discover. Language instruction, whether Urdu, English or Arabic has the goal of developing literacy skills we can use to learn about our world and all the creatures in it, including human beings. Math provides another form of literacy to contemplate our world and our existence and Social Studies helps us understand the diversity of human life in the various geographies of the earth. When viewed in the larger, God consciousness framework, living and learning take on a deeper, more spiritual meaning.

**Bilingual Instruction**

It is common knowledge that a child learns best in his or her mother tongue. Our very first concepts are learned at the feet of our mothers in a common language of understanding. This is the language we think in, the language we dream in. Countless research studies have shown that when children are first taught in the language of their home environment they build much stronger concepts than when they are taught those concepts in a foreign language.

In Pakistan there are many mother tongues and they can’t all be used in the classroom. It becomes more practical to choose one language of instruction and this should be the national language of the country which is Urdu.

At Sitara, **all early learning instruction will take place in Urdu, supported by other native languages, such as Pashto, when needed. This means all basic concepts such as shapes, colors, numbers, body parts, names of animals, letters and sounds etc. *should first be introduced in Urdu, and then English*. These concepts form the basis of understanding and form the building blocks of later instruction.**

Preference should also be given to songs, poems and rhymes in Urdu as the children will feel most familiar and comfortable with these. An exception is made for Jolly Phonics Songs and Islamic *naat* that are sung in English, Arabic and the various dialects of Pakistan, such as Punjabi and Pashto. We celebrate International Mother Language Day once a year at Sitara, focusing especially on the mother tongues of our students at this time.

**Role of English**

By giving preference to Urdu, uninformed people will think Sitara is a “backward” institution. Doing what is developmentally appropriate for the children makes us progressive, not backward! There is certainly a place for English as a language in the school curriculum, especially since our textbooks are in English. The English curriculum parallels the Urdu one. The same concepts can be taught in English as are being taught in Urdu. This way the vocabulary of both languages will be enforced. As the student moves through the class levels, more and more English is introduced. We are using a very good phonics program and most of our children are reading English well by class three. After that, the focus is on comprehension, or understanding what they have read.

**Teaching for Understanding**

This is our school motto. We do not want our students just to memorize information for a test and then forget it. At Sitara we teach our students how to learn independently by teaching them life- long learning skills such as reading fluency and comprehension, math skills and computer literacy. Because the textbooks are in English, teachers must be careful to **teach the actual concepts in Urdu first and then reinforce them by reading through the textbooks with the students.** Key vocabulary words related to the concepts can be learned in both languages. Concepts are not learned from reading textbook pages or parroting after the teacher. Effective teachers provide students with a variety of activities when they teach a concept. **LEARNING BY DOING** is the only way to ensure students’ understanding, as the learning pyramid explains:



At Sitara, we are not interested in how much a student can memorize and write out in a copy book or on a paper. We are interested in how much a student understands of an idea or concept. This is what **Teaching for Understanding** is all about.

*Mastery* means the student has mastered the concept or skill. They have not just memorized it. They are also able to put it in their own words and use the information learned to express thought that reveals understanding.

**Developmentally Appropriate Instruction**

This phrase means that the level of instruction must fit the students’ ages and ability levels. Learning by doing and learning through play are appropriate to developing young minds. The school has resources such as flash cards, puzzles, educational toys, computers and library books. These should be put to good use by teachers and students to make learning enjoyable and fun.

Schools are not like factories. Each child is a unique creation of Allah, with their own temperament and personality. They have their own learning styles and speeds of learning as well. There are at least five aspects to child development. They are: physical, emotional, intellectual, social, and spiritual. When working with a child, all these aspects of development must be considered at the same time because they are interconnected. A child whose psychological needs are ignored at home or school will not thrive physically or intellectually. Sometimes we cause harm to our students by comparing them to each other, calling one weak and the other strong, or one brilliant and the other slow. This should ***never*** be done, especially not in front the children, as it is very damaging to their self- esteem and confidence.

**ADMINISTRATIVE STRUCTURE OF SITARA:**

Sitara School is managed by a Board of Trustees appointed by the Chairman of the Trust after consultation with the director and the Trustees. The onsite administrative team is responsible for the day to day running of the school. The admin team consists of the director, senior and junior section principals and the school secretary. Each of these individuals is responsible for various aspects of school management.

If you teach in the ECE or elementary school up to fourth class, your direct supervisor is Mam Rizwana, the school principal. She is also in charge of curriculum and student discipline for those class levels

If you teach in 5th class or above, your direct supervisor is Ustaazah Asma, the senior section principal. She is also in charge of curriculum and student discipline for those class levels.

If you teach at multiple class levels, please refer to your direct supervisor according to the given class level.

* Ms. Amber Maria is our school secretary. Please refer to her for any matter regarding forms, students, enrollment, fee collection, etc. All money-related matters including the fee collection and preparation of salaries are handled by the school accountant, in close collaboration with the admin team.

Given the nature of our school, all employees should realize that the admin team also have teaching responsibilities of their own, so please take not of their admin office hours before requesting a meeting of any kind with them, or schedule your time with them after school.

**[[1]](#footnote-2)**

**EXPECTATIONS**

**Contracts**

Contracts are for one year. Employees will sign their contract along with a letter of hire and an acknowledgement of school rules. As per the contract, every new teacher must pass through a **three month probationary period.** This is to determine if she is a good fit for the school and the school for her. During probation there are no allotted sick or personal days.

After the probationary period, all aspects of the contract go into effect. There are ten annual leave days for all employees, however, they cannot be used altogether. Also, if a teacher is absent for more than two days, she must provide a written note regarding her absence. If the absence is planned, she must submit an application for leave, listing the reason. Please note that the school has very limited options regarding substitute teachers so leave days should only be taken for very appropriate reasons such as illness. Two half days leaves will count as one full day.

**Salaries**

Salaries are paid on a monthly basis, usually by the first of the month and never later than the 5th day of the month. Each employee is required to open a bank account in Askari bank. Salaries will be shifted to the account of the employees by the school accountant. Salary should not be discussed among employees. Each person is paid according to their educational qualifications, experience and value to the organization. Any employee violating this rule has given grounds for dismissal. There will be a moderate annual increment for staff members who have completed a full year of service. Any other increments will be based on merit and will be given at the discretion of the administration for job performance above and beyond what is required in the employee’s contract.

**Employee Evaluation and Assessment**

The administration will observe staff members in the performance of their duties both informally and formally, using an assessment form. Teachers may request a copy of the assessment form at the time of hire. New employees will receive a formal evaluation once during the first month of the probationary period and will be given feedback regarding improvements to be made. All teachers will have an end of the year evaluation conference with two members of the school administration or board at least once per year or as needed. The purpose of evaluation is to support the employee in recognizing her strengths and weaknesses with the general aim of improving job performance. The formal evaluation will be one of the main determining factors in the continuation or termination of employment.

**School Hours**

In the Winter School hours are 7:15 to 2:00 for teachers and 7:30 to 1:45 for students. In the winter the hours will change to 7:35 to 2:15 for teachers and 7:45 to 2:00 for students. School hours are subject to change at any time at the discretion of the administration. Teachers’ meetings are held one afternoon per week and may continue as late necessary in the afternoons. Saturday hours are required at least twice per month for training purposes, planning, grading and/ or for special school programs. Employees may be sent for trainings outside of school hours, according to need. The school will pay for these trainings in most cases, at the discretion of the administration.

**Summer and Winter Vacations**

Vacation timings will be as indicated in the yearly calendar. They may or may not be ~~as~~ according to the government directive. As a private school, Vacations are determined by the school board and administration. Winter vacation is paid time off. Summer vacation pay will be given to all staff members who have served at least six months before summer vacations in a given school year. Staff members who have worked at least for six months but less than a year, will be paid a half rate during summer break. Those who have worked a full year at Sitara will be paid for 1.5 months of the summer vacations.

**Maternity Leave**

Teachers who have worked a full year at Sitara will be entitled to two weeks paid maternity leave. If they leave in good standing, they may rejoin the school once they are able as long as the school has a suitable vacancy. Sitara does not provide any sort of infant or child day care on campus. Therefore, infants and babies may not join their mothers at school.

**Teachers’ Resources**

Teachers will be given the following resources. They are expected to take care of them and keep them in good shape at all times. They should be available in school at all times and but can be taken home for additional work or study.

Student Attendance Register and Grade Book- to be used as per the direction of the administration

Lesson Plan Book- to be formatted according to the guidelines of the administration

**Textbooks**- these are teacher’s copies of the student books. Teachers may write in the books using pencil only. The school will also have teachers’ guidebooks, if they have been provided by the textbook company, whether in digital or hard copy.

**Other Resources**

Additional textbooks: These are grade level books that are not in current use. The teacher can use these books for supplementary work, such as math problems, interesting stories, phonics or math drill work. They can be found in the school library.

Flash cards, educational toys, games, DVD's, models and other resources are also available in the school library or office. Teachers should sign materials out with the school principal or secretary.

Laptops and a multi-media projector are also available for instructional use. Make sure you know how to use them.

Senior students are responsible for carrying these items in their classes after their teacher 's approval. Laptops and other school equipment may not be taken off campus.

Stationery is available for daily use. Please ask the school secretary.

**Copies**

Photocopies will be made only by the school secretary and **must be submitted one day in advance** of use with the number of copies needed indicated on top of the first page. **Teachers may not leave their classrooms to make copies.**

**Lesson Plans**

Teachers will submit plan books with the written plan for the week to their direct supervisors by Monday afternoon at the latest. The administration will make every effort to return the plans with signature and comments to the teachers as soon as possible.

Lesson plans should be much more detailed than the year- long syllabus. All weekly lesson plans should include the following:

**Current week**

**Subject Name**

**Class or group**

**Objectives:** SWAT (Students will be able to) pronounce letters, add double digit numbers (for example)

**Chapter and pages assigned in class**

**Activities and projects, including AV aids needed**

**Homework**

 **SUMMER WORK FOR TEACHERS**

As you know, teaching is not an easy job. The bulk of planning work needs to be done at home, on weekends and during the summer. Summer pay is part of a teacher’s contract and so is the responsibility of summer work. During the summer, you are expected to develop your syllabi and detailed curriculum plans based on the guidelines in this document and the directions of the administration. Summer is also a good time to further your own education and review the skills you have acquired during Teachers’ Institute training.

A syllabus is a rough guide for students and their parents to be able to follow the curriculum. It also provides the teacher and principal with a guide to what is happening from week to week and month to month in the classroom. During the first week of school and after summer vacation, the principals of senior and junior section will review your syllabus and ask you to revise and edit it as necessary. It must be presented in typed format. It will then be available for distribution to parents when the children begin the school year.

For example: The units in the textbooks need to be divided according to the number of school weeks in the year. For example, in preschool 1, each week students will focus on one new letter in Urdu and English and one new number. Preschool 2 will cover 2-3 letters in each language per week and KG will cover approximately one letter per day, if the students are ready for that pace. Beyond prep class, units are of course longer and more complex. You will need to spend time during the summer to plan how much material to cover week by week. You may use your current schedule to plan the time to spend on each unit in the coming term. The period times may change, but the number of periods for the subject per week will remain the same. Remember, the syllabus is not a detailed lesson plan or unit plan. It is basically a list of the chapters and topics to be studied in class during the given time period.

**TEACHING AND LEARNING EXPECTATIONS**

**ACTIVE LEARNING**

For learning to be effective, students must be actively engaged in *doing,* not just reading, writing and listening but acting. **They must do projects and experiments.** They must interact with the teacher and each other. The role of the student at Sitara is not a passive one. They are not in school to listen and memorize. They are here to gain in true understanding of ideas and concepts. It is therefore **required that every class period** include learning activities, not just listening, reading and writing. A teacher at Sitara has to think creatively about her subjects and teach the key concepts in an interesting way that catches the students’ attention. She should consult the teaching guides, ministry of education curricula, supplementary books and online material to plan the most interesting and effective lessons for her classes. She should plan ahead and gather the resources to carry out her plans. If computer use is part of her plan, she should reserve the equipment for the time needed but always have plan B in case the power goes out!

**CLASSROOM MANAGEMENT**

The most well planned and interesting lesson will not be effective if a teacher cannot manage her classroom properly. CRM is the most important skill in a teachers’ toolbox. If it is lacking then she cannot be a very good teacher. Classroom management does not mean using threat or force to control children. It does mean setting up rules with students at the beginning of the school year and following them. It also means being consistent and fair with all students. Yelling does not work. Try lowering your voice or not talking at all. **Hitting at Sitara is grounds for immediate dismissal of the teacher** and it usually only worsens the problem.

If you manage your classroom well, you will not have to use violence or force. If you raise your voice over the children, you will lose your voice and they will only get louder. Try getting quiet instead, turning out the lights, counting to ten, hand signals. Praising the students who follow the rules helps the others to cooperate as well. Go online to find classroom management techniques and develop the ones that work for you.

**SITARA DISCIPLINE POLICY**

1. When a child disturbs the class or breaks a rule the first time, give them a stern look of

disapproval.

1. The second time the same misbehavior happens, warn them verbally, without raising your voice or embarrassing them in front of the class.
2. If it happens a third time, give them a stronger verbal warning and ask the rest of the class to tell him to stop disturbing them. You should make all your students realize that one child’s bad behavior could cause all of them to suffer the consequences
3. Fourth time the student must lose a privilege, such as recess or a fun activity. For younger students, sit them alone at their desk or in a corner of the room for five or ten minutes. For older, make them miss part or all of recess and do work at that time in the library.
4. Fifth time: Write a note to the child’s parent explaining their misbehavior and requesting them to discuss the matter with their child. Have the note returned to school with parents’ signature and notify the office of the misbehavior.
5. If the behavior continues even after parent involvement, send the child to the office with work to be completed. The principal will arrange a parent meeting as necessary.
6. When you do meet with a parent, discuss the misbehavior and consequences given. Encourage them to talk with their child and to discipline them by temporarily taking something away from them, but not by hitting them.
7. If the whole class seems to be misbehaving or not paying attention, look first to your classroom management. Do the students have enough to do? Are they bored? What provisions have you made for those who finish work early? If they have nothing to do, they will misbehave. Make studies interesting through the use of learning games and projects.
8. **Positive Discipline Strategy for Whole Class Behavior** In the morning, the teacher can write a word on the board, such as RECESS or FRIDAY ACTIVITY. If the class behaves well for all their teachers, they will keep the privilege of that activity. But if they misbehave for any of their teachers, that teacher may erase a letter. The students will not have the privilege unless they have all the letters on the board by the end of the day. They must earn the erased letters back with good behavior that day or the following day

BE CONSISTENT! Even the best policies will not work if they are not applied consistently. If you threaten the student and do not follow through on your action, they will not correct their behavior because they know there is no real consequence, just an empty threat.

 **A POSITIVE, ENGAGING, CLASSROOM ENVIRONMENT**

**Classroom management is about providing enough activities to productively engage the children without boredom or misbehavior. It is about developing and delivering a balanced lesson while monitoring and managing the students’ behavior.**

School is a training ground for life. Before students can learn for understanding, they must learn to listen. A lesson cannot begin unless all students in the class are ready to listen. Start each class with *Aouzu Billahi Mina Shaytan nir Rajeem*. *Bismillah, Hir Rahman ir Raheem*. Tell the children that when they say this, they are dismissing shaytan and asking Allah (SWT) to help them learn. In order to learn they must listen. Then, when all are listening, begin your lesson.

We will start this training in preschool and it will become a school-wide expectation: **Every lesson begins by listening to the teacher.** However, the teacher must keep in mind the attention span of the students. Play group students come with their natural inclinations from home. The teacher must train them to the classroom life. In KG and class one the attention span is **5-10 minutes**. In second class it increases, but just by 5 minutes or so. Upper class students can be expected to concentrate for **20-30** minutes.

**This means each lesson must have several activities,** not just one, even if it is a fun one, it needs limits because the children may get too excited or out of control. If they are bored, they will misbehave. If they finish their work and have to wait for others, with nothing to do, they will misbehave. Please see the documents provided on presenting a balanced lesson.

**Developing and Presenting a Balanced Lesson**

Reading, Writing, Listening and Speaking

Three and four year old children are very capable of learning a letter and its sound in any language, if lessons are taught in a *developmentally appropriate way****.***This means the lesson planned is the right one for the age and ability level of the children.

The teacher will plan lessons that have all four elements of language learning at the same time in an even, balanced way.

**Sample Lesson Plan for KG and Class One**. This lesson can be modified for younger and older students who do not know their letters and sounds. When teaching the letter **A,** the teacher will plan a lesson with all three of these elements.

**LETTERS AND LETTERS SOUNDS**

**AIM:** Students will identify each letter, its sound and several vocabulary words using the letter.

**Objectives:**

**SWATRead** the letter A, (or alif) **say** the sound of the letter and **name** three vocabulary words that start with letter A. At the end of the lesson (last 15 minutes or for homework) they will **write** the letter A.

* Do not start by expecting the children to write the letter over and over in their copybooks! This should be the last part of the lesson!
* Please make sure **you** know how to pronounce the letter you are trying to teach. Check your own pronunciation with someone who knows or go online and practice with a speaking program.
* Teach the short consonant sounds first, not the long ones: b, not ba. For letter c, teach the hard sound first, *c* as in cap, not the *s* sound, as in ceiling

**Method of Teaching:**

The teacher will plan one activity lesson for each day focusing on the target letter in Urdu or English Letter A is used only as an example.

**(5-15 minutes, depending on the attention span of the children)**

1. Write the letter A and a on the board (every day)
2. Ask the children (in English or in Urdu): **What letter is this?** The answer should be A or letter A.
3. **What sound does it make?** Let them make the sound. If pronounced incorrectly or not at all, you pronounce the sound and have them repeat it. Correct their pronunciation as necessary. Listen to each child pronounce the sound. **Children should also be trained to listen to each other respectfully.** Tell them to pronounce the sound to themselves as you check each of their classmates.
4. **Who can tell me some words that start with A?** Let them name words. Add to their list as necessary and be sure to teach the target words if they do not say them. Children must be quiet and listen to each other at this time. Explain there is an activity after this but we have to speak and listen first.

**Daily Activity**

An interesting activity must be planned for each day of the week you will teach this letter. Please look online and look at the teachers’ guides you have. These are excellent sources for activities and lesson plans. They should be followed consulted and followed on a daily basis.

**Suggested Activities**

**Match the letter**: Write the target letter on the board but also write other letters. Have them come up to the board and circle the target letter. You can also make a worksheet like this, if a copy machine is available. Variations on this game will use more than one letter, or capitals and small letters.

**Select the objects:** Teacher gathers objects for the target letter and other objects as well. Children pick out only the ones that represent that letter.

**Flashcards:** There are many whole class and small group word games that can be done with flashcards. **It is up to the teacher to plan ahead and use the cards in various activities.**

**Picture Dictionary:** The teacher provides magazines and old workbooks and asks students to find pictures beginning with the target letter. Students write the letter by themselves or teacher traces it on a page in their notebook or picture dictionary. Students work alone or in groups to find as many pictures as they can that start with the target letter. They cut these neatly and paste them in their books.

* As a teacher you should always be collecting resources. Old newspapers and magazines are a great source of pictures. Invest some of your class money in sets of plastic animals, fruits and other food to use as objects the children can select to represent the letter. Or bring in real objects gathered from school and home.

**Computer Activities:** Take time to familiarize yourself with the school computers and the learning games we have available. Use these specific games during your computer class time as activities. Classes without a scheduled computer time can use the two available laptops in the morning before snack time

Go online and look up other activities that match the objectives of your lesson. Note down the websites and direct students (or the computer teacher) to those websites.

**Talking Book**

The LEAP PAD book is available for your use in the class room. They work best with a small group of children at a time. They can be used under your supervision by the children while the rest of the class is doing a workbook page. Call small groups to your chair and do the activity with them. Warning: First be sure the class understands they are not to interrupt you, but to work quietly on their own. Those who do not work quietly cannot participate in the fun.

**A Balanced Reading Program**

Teaching letters and letter sounds, or phonics, is only one part of a balanced reading program. Children must also develop the good habit of reading books, magazines and other material, including online resources. Most children will do this if they find interesting reading material within easy reach. Senior section has the central library now. Each class has a reading period (DEAR time) at least four times a week, usually last period. During this time, students are expected to read to themselves silently for at least 20 minutes. They may read in Urdu or English. Teachers will listen to individual children and help them to sound out the words. NO SPELLING PLEASE! In reading class they are learning the strategy of sounding out the word and looking at the context of the sentence or paragraph to understand the meaning. Reading time is a good time to practice these skills and improve reading fluency in the primary grades.

In grades 3+ students should be developing a good understanding of what they are reading. They should be able to answer simple questions like who is the main character and what is the story about. The teacher can ask them to write a short summary of the story in a reading journal. Once a week, students can use the reading time to tell each other about books they have read.

The homeroom teacher is responsible for the class library. She will be given a list of the books it contains. That list should be checked once a week to make sure the books are still in the room. New books should be added to the list. Students may not take books home.

The school library has other books that the teachers can borrow to read aloud or as resources for classroom instruction. Please sign a book in and out when you borrow it.

 **Health and Safety Policies**

**FIRE SAFETY**

Current policies are under review with the aim of developing a fire safety plan for the school. In case of fire, all classes will exit the building from the main entrance and congregate in the empty plot adjacent to the school building. The following important points must be followed.

1. Everyone must remain calm
2. No running allowed
3. Classes will line up in the main courtyard and exit the main entrance in an orderly fashion.
4. Teachers will take their attendance registers and account for all children once they have left the building.
5. Any missing child must be reported to the administration immediately
6. ECE children will not stop to put on their shoes
7. All belongings will be left in the classrooms
8. Fire drills will be conducted to ensure proper procedures.

**PLAYGROUND SAFETY**

At the start of the new term, each teacher will review the playground safety rules with her students. The most important rule is **not to walk in front of or behind the swings.** Teachers must practice this rule with the entire class prior to recess in the first days of the new term. ECE parents must also be told to follow this rule when they pick up their children.

**NO JUNK FOOD POLICY**

 The school canteen will not sell junk food to the students, nor should parents send junk food to school. The school will prepare a policy paper to send home with students regarding this rule. Teachers should emphasize healthy food choices with their students, teaching them the difference between good foods and junk.

**THE PARENT-TEACHER PARTNERSHIP**

A strong home-school connection is an important part of a successful education. Parents have entrusted Sitara with the well-being of their children. The school acts as a surrogate parent throughout the school day.

The entire school staff must make every effort to reach out to the parents and communicate with them about their child’s progress through notes, phone calls and in person conversations. If the parent speaks Pashto, then an Pashto speaking staff member can act as an interpreter The school administration will set up several parent education meetings during the school year to strengthen the home school connection and provide parents with important information regarding, health, safety, and school curriculum, etc.

Sitara School is a project of Sitara Institute, an organization based in the U.S. It is funded by private donations which are used to pay for staff salaries, building rent, utilities, and equipment, such as computers. Fees are very minimal at Sitara and are paid on a sliding scale, depending on family income. Textbooks, uniforms and shoes are provided by the school for free or at reduced rates.

Parents must provide copy books, pencils, erasers, sharpeners and basic supplies for their children. These must be replaced by new books when finished. However, the teacher must inform the parent when new items are needed. The school has a canteen where these can be conveniently bought.

**A Teacher’s Job Description:**

* Be a role model of good character and Prophetic teachings
* Prepares or revises the yearly syllabus for the subjects/classes taught
* Prepares weekly lesson plans according to the designated school format
* Delivers well planned active learning lessons in the classroom
* Accommodates the various learning levels and learning styles of her students
* Performs morning assembly, recess and dismissal duties
* Demonstrates good classroom management and discipline skills
* Develops and nurtures a positive relationship with each individual student in the class
* Maintains a neat, attractive, well organized classroom
* Spends prep time and after/before school time on planning
* Keeps an up to date student register and grade book
* Works cooperatively with other staff members to plan and implement special events and performances
* Prepares and delivers exams
* Prepares students for ceremonies and functions
* Evaluates students and prepares grade reports
* Meets with parents as necessary, establishing a strong home-school connection
* Complies with school policies and directions of school administration
* Has a personal plan for professional development
* Works with other staff members in a friendly, cooperative manner.

 **Rules and Regulations for School Employees**

* Your employment will initially be on a probationary basis for three months.
* The principal has the right to terminate the services of a teacher without assigning any reason during the probationary period. However, a teacher may leave the job during the probationary period but will then be ineligible to claim any salary.
* Teachers will be eligible for 10 leaves per year without any deduction in salary. An application must be submitted at least one day in advance for a one day leave, one week in advance for anything longer than that, unless an emergency arises. In that case, a phone call will suffice.
* The salary will be paid during the first week of the month.
* The teacher must not teach anything contradictory to the deen of Islam and the ideology of Pakistan.
* Additional rules and regulations prescribed at any time by the director will be followed by the teachers.
* Teachers should come 15 minutes before the assembly starts and should mark their attendance themselves. The teacher will be marked late if she comes after the assigned time.
* Four late arrivals will be considered as one absence.
* Morning assembly is compulsory for all staff members. Students who come after morning assembly will be marked late.
* Each teacher is responsible for the good organization and decoration of her classroom and school. Posters and other instructional aids may only be taped on walls, never glued.
* Each teacher is responsible for the good order and discipline of his/her students.
* Lesson plans for the week will be submitted for approval on Monday afternoons.
* Teachers may not send any child outside of the school premises without the office’s permission.
* There will be a 5% salary increase per school year. Additional increments may be given at the discretion of the administration.
* There will be one general teachers’ meeting per week with others to be held at the discretion of the administration.
* Teachers are not permitted to offer paid after school tuition services to their own students or other students in Sitara School. Those teachers who do so in violation of school policy will be asked to leave one or the other employment because of conflict of interest.
* Two short leaves in a month will consider as one day leave.
* Teachers will not use the cell phones in the classes .In the morning they will submit it in the principal’s office. Relatives should be given the school phone # for conveying messages in case of emergency. Teachers using cell phones in class will be subject to disciplinary action.
* Students will be treated gently.
* If a staff member plans to resign, one month’s notice must be given, Otherwise teacher will not be eligible to claim for salary.

**Examples of Serious Rule Violations**

* Absence without leave.
* Damaging any property of Sitara School.
* Habitual lateness or irregular attendances
* Gross neglect of work and wasting work hours.
* Disregard of school property
* Physical or verbal abuse of students

**Disciplinary Actions for Violations**

**In order of severity:**

* Warning letters
* Stoppage of increment
* Stoppage of promotion
* Dismissal from service

I have carefully read and understood all items in the Employee Handbook. I promise to follow this Handbook and uphold all policies, practices and procedures listed herein. I understand that an intentional violation of these rules and policies could result in the termination of my employment at Sitara School and Teachers’ Institute.

Employee’s Signature Date

1. [↑](#footnote-ref-2)