

**ENTREPOT SECONDARY
SCHOOL**



TEACHERS' MANUAL

THE SCHOOL'S LOGO

The school's Logo is made up of three circles of different sizes superimposed on a blue background. The outer circle is painted green, the next is yellow and the inner circle is blue. On this blue inner background is a red bird.

The colours, (blue, green, yellow and red), represent the Houses at the school.

Blue	-	Lewis House
Green	-	Walcott House
Yellow	-	Phillip House
Red	-	Francois House

Also included is the school's motto, "**Character is Power**".

We believe that the sky is the limit and the red bird is only a reminder that with character development, we can soar to new heights and maintain tranquility of the soul.

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THE SCHOOL ANTHEM

The Entrepot Secondary School
Salutes the dawn of each day
That every boy and girl
Chart their course of study here,
Within its hallowed walls,
Its mission to achieve.

CHORUS

**Character is Power, Our motto we profess,
‘Cause character development is the key to success.**

With discipline, persistence and pride,
With diligence and industry,
Excellence we’ll all achieve
In every sport and field.
God’s guidance will prevail,
Trusting Him we’ll never fail.

The fond memories we’ve gained throughout the years
Will live long deep within our hearts:
The friendships that we’ve made;
The knowledge we’ve acquired;
The paths we’ve walked each day,
ESS memory will remain.

*(The School Anthem was written and composed by Mrs. Juliana Cadette
and arranged by Mr. Sean Lewis) – November 2002*

The anthem incorporates the School’s motto, vision and mission statements in an effort to help students build pride and better understand and appreciate school life at the Entrepot Secondary School.

THE VISION STATEMENT

An institution second to none; character development, our prime concern.

THE MISSION STATEMENT

The mission of the Entrepot Secondary School is to facilitate the total development of all its students by providing

- **a safe environment where individual differences are understood and valued;**
- **a challenging and interactive curriculum;**
- **shared responsibility through productive partnership;**
- **and an open exchange of knowledge and ideas among all stakeholders,**

so that students can function effectively in a changing society.

- A TEACHER'S PRAYER -

Enable me to teach with

WISDOM

For I help to shape the

MIND

Equip me to teach with

TRUTH

For I help to shape the

CONSCIENCE

Encourage me to teach with

VISION

For I help to shape the

FUTURE

Empower me to teach with

LOVE

For I help to shape the

WORLD

In Jesus' most precious name we pray.

AMEN

PROFESSIONAL DUTIES AND RESPONSIBILITIES OF TEACHERS

(From the Education Act of St. Lucia –1999; Part 7: 136 - 139)

Qualifications of Teachers

136. No person shall be employed as a teacher, principal or deputy principal in a public or assisted school unless that person holds a valid qualification as established in regulations made by the Minister.

Rights of Teachers

137. Every teacher has the right to –

- (a) be treated in a fair and reasonable manner;
- (b) be provided with an adequate working environment;
- (c) be provided with sufficient and appropriate equipment to carry out assigned professional duties;
- (d) be provided with adequate physical facilities to enable the performance of the assigned professional duties;
- (e) be protected as far as reasonably possible from molestation, abuse, assault and battery in the process of carrying out assigned professional duties whether within or outside the school provided that the teacher is engaged in authorized activities;
- (f) be afforded, if necessary, legal and psychological support in the event of injury while in the execution of assigned duties;
- (g) compensation for injury to body and mind, damage to, or loss of material possessions while in the execution or as a consequence of the execution of assigned duties provided that the injury, damage, or loss was not caused by the negligence of the teacher;
- (h) reasonable access to professional training and development whether basic or otherwise;
- (i) be provided with adequate clothing, tools and equipment when engaged in hazardous activities;
- (j) be a member of a representative body or association and to participate in the lawful activities of the representative body or association of which the teacher is a member; and
- (k) participate in the preparation of the school plan.

Exercise of General Professional Duties

138. A teacher shall –

- (a) carry out his or her professional duties under the reasonable direction of the Principal; and

- (b) perform in accordance with any directions which may reasonably be given to him or her by the Principal from time to time such additional duties as may reasonably be assigned to him or her.

Duties of Teachers

139. – (1) Every teacher in a public school and an assisted school shall –

- (a) encourage students in the pursuit of learning and teach them diligently and faithfully;
- (b) teach courses of study that are prescribed, approved, or authorized pursuant to this Act or the regulations;
- (c) report on the progress, behaviour and attendance of students to their parents in accordance with this Act and the regulations;
- (d) under the direction of the principal, maintain order and discipline among students while they are in school, on school grounds, or attending or participating in activities sponsored or approved for the school not inconsistent with this Act or regulations made thereunder;
- (e) review with students their assessments and progress and advise students of the expectations for them;
- (f) maintain whatever registers, records, or other forms as may be required by the principal, Chief Education officer, or this Act and make those registers, records, or other forms available for inspection by the Chief Education Officer or by any person authorized by the Chief Education Officer;
- (g) observe the standards of the school as established by the staff and principal;
- (h) upon reasonable notice from the principal, admit a parent of a student to the classroom for the purpose of observing;
- (i) report promptly to the principal an apparent outbreak of contagious or infectious diseases in the school, any unsanitary condition of the school building or surroundings and any other conditions or circumstances that may reasonably threaten the health or safety of students or other employees of the school;
- (j) notify the principal of any absence by the teacher from the school and the reason for the absence;
- (k) upon the direction of the principal, co-operate with student teachers and their instructors in the classroom for the purpose of observing and practice teaching, and render assistance to the student teachers and submit reports on the teaching ability of the student teachers;
- (l) perform assigned duties as outlined in the school emergency plan developed by the school administration and the teachers to protect the health and safety of students;
- (m) report to the principal and to the proper government official responsible for child welfare that a student is in need of protection when there are

reasonable grounds to believe that the child is in need of protection as defined pursuant to any legislation enacted by parliament;

- (n) attend staff meetings;
- (o) plan and prepare courses and lessons;
- (p) teach students assigned to him or her according to their educational needs and set work to be carried out by the students in school and elsewhere and mark the same;
- (q) assess, record and report in a manner approved by the principal on the development, progress and attainment of students;
- (r) provide guidance and advice to students on education and social matters and on their further education and future careers, including information about sources of more expert advice on specific questions;
- (s) participate in the implementation of a policy for the pastoral care of students;
- (t) make arrangements under the direction of the principal for parents to be given regular information about the school curriculum, the progress of their children and other matters affecting the school;
- (u) promote effective relationships with persons and bodies outside the school;
- (v) advise and assist the Board of Management in the exercise of its functions, including attending meetings and making such reports to it in connection with the discharge of his or her functions as may be required;
- (w) make and participate in implementing arrangements for the effective supervision of students during the school day, and the security of school buildings and their contents and of the school grounds;
- (x) participate to such extent as may be appropriate having regard to other duties, in the teaching of students at the school, including provision of cover for absent teachers; and
- (y) perform any other duties which may be prescribed by regulations made by the Minister under this Act.

(2) A teacher who fails to perform any or a combination of the professional duties specified in subsection (1) is liable to disciplinary action by the Teaching Service Commission in accordance with the regulations made for that purpose by the Commission.

Duties of Deputy Principal

140. – (1) A person appointed deputy principal in a school, in addition to carrying out professional duties of a school teacher, including those duties particularly assigned to him or her by the principal, shall –
- (a) assist the principal in managing the school or such part of it as may be determined by the principal;

- (b) undertake any professional duty of the principal which may be delegated to him or her by the principal; and
- (c) undertake, in the absence of the principal to the extent required by him, her or other authority, the professional duties of the principal.

(2) A deputy principal who fails to perform any or a combination of the professional duties specified in section 139 (1) of this section is liable to disciplinary action by the Teaching Service Commission in accordance with the regulations made for that purpose by the Commission.

General Responsibilities of the Principals

- 141. – (1)** Subject to the provisions of this Act, the principal of each school shall –
- (a) furnish such returns as may be prescribed by the Minister by regulations made under this Act;
 - (b) ensure the observance of the provisions of this Act and any regulations made under it;
 - (c) promote satisfactory relationships with parents and the community served by the school;
 - (d) develop and implement procedures for parental and community involvement in the school and promote co-operation between the school and the community it serves;
 - (e) maintain order and discipline in the school, on the school grounds, and during activities sponsored or approved for the school;
 - (f) supervise and direct teachers and other staff assigned or rendering services to the school including volunteers;
 - (g) maintain any records and complete any returns and forms required pursuant to this Act and regulations;
 - (h) ensure the proper maintenance and care of school property;
 - (i) requisition necessary materials, supplies, and equipment for the school and arrange for the distribution of them;
 - (j) attend meetings of the Board of Management, the Parent Teacher Association or school committee for the school when requested by the relevant body to do so;
 - (k) report promptly to the Chief Education Officer, the Chief Medical Officer, and other appropriate health personnel an apparent outbreak of any contagious or infectious disease in the school, any sanitary condition in the school building or surroundings and any other dangerous or unsafe condition in the school;
 - (l) report to the Chief Education Officer and to the proper government official responsible for student welfare that a student is in need of protection when there are reasonable grounds to believe that the student is in need of protection as defined pursuant to any legislation enacted by Parliament;

- (m) prepare the school's operations and maintenance budget for review and approval by the Board of Management, if such a body exists;
- (n) be responsible for the preparation and implementation of the school plan;
- (o) keep parents informed of the progress and development of students;
- (p) ensure that instruction in the school is consistent with the courses of study prescribed pursuant to this Act, or regulations made thereunder;
- (q) include in the activities of the school, cultural heritage traditions and practices;
- (r) formulate with the assistance of the staff the overall aims and objectives of the school and policies for their implementation;
- (s) deploy and manage all teaching and non-teaching staff of the school and allocate particular duties to them (including such duties of the principal as may properly be delegated to the deputy principal or other members of the staff) in a manner consistent with their conditions of employment;
- (t) ensure that the duty of providing cover for absent teachers is shared equitably among all teachers in the school (including the principal), taking into account their teaching and other duties;
- (u) maintain relationships with organizations representing teachers and other persons on the staff of the school;
- (v) organize and implement the prescribed curriculum for the school, having regard to:
 - (i) the needs, experience, interests, aptitudes and stage of development of the students;
 - (ii) the resources available to the school; and
 - (iii) his or her duties under this Act and regulations made under it;
- (w) keep under review the work and organization of the school;
- (x) evaluate the standards of teaching and learning in school, and ensure that proper standards of professional performance are established and maintained;
- (y) maintain good order and discipline among the students and safeguard their health and safety both when they are authorized to be on the school premises and when they are engaged in authorized school activities elsewhere; and
- (z) perform any other related duties which may be prescribed by regulations made by the Minister under this Act.

2. A principal who fails to perform any or a combination of the professional duties specified in subsection (1) is liable to disciplinary action by the Teaching Service Commission in accordance with the regulations made for that purpose by the Commission.

DRESS CODE

(Taken from the Regulations by the Teaching Service Commission)

59 Dress

- 59.1.1 In the matter of dress, teachers and principals are expected to be neat and modest, to be well groomed and to set an acceptable standard for emulation on the part of the students.
- 59.1.2 In this connection, male teachers shall not be allowed to wear jeans, T-shirts, short pants, slippers, head covering, ear-rings and sleeveless shirts. Female teachers shall not be allowed to wear jeans, T-shirts, short pants, flat slippers, low cut garments or any garment which allows undue exposure.
- 59.2 The Principal of every school shall be responsible for enforcing the acceptable standard of dress.
- 59.3.1.1.1 The Principal is authorized to request a teacher to return home for a change of attire if he/she does not conform to Section 59.1.
- 59.4.2.1.1.1.1 Should a teacher persist in disregarding Section 59.1, the Principal shall report the matter to the Chief Education Officer.
- 59.4.2 The Chief Education Officer may refer the matter to the Teaching Service Commission for disciplinary action.

OTHER GUIDELINES FOR TEACHERS

PUNCTUALITY AND REGULARITY

The teacher is required to:

- (a) attend school regularly and punctually;
- (b) report for duties at least fifteen (15) minutes before the scheduled commencement of each session and to remain in school at least for fifteen (15) minutes after dismissal.
- (c) record **PROMPTLY** and accurately in the Teachers' Attendance Book the time of his/her arrival at school and departure from school. It is the duty of the Principal to draw the attention of teachers to any irregularity in the entries made in the Teachers' Attendance Book.
- (d) inform the Principal by letter of his/her absence from duties at least one hour before the commencement of school and provide information of plan of class work for period of absence to minimize disruption in students' tuition. Please furnish a written excuse on the day you resume your duties.
- (e) obtain permission in writing from the Ministry of Education to be absent from school when he/she has prior knowledge of the necessity to be absent.
- (f) obtain permission in writing from the Chief Education Officer when traveling overseas either during the school year or vacation time.

INSTRUCTION

The teacher is required to:

- (a) provide instruction and teach the subjects in the school curriculum as stipulated by the Ministry of Education under the supervision of the principal.
- (b) prepare weekly scheme and record of work and daily plans and to present these for supervision as directed by the principal, who must ensure that the prescribed curriculum for the subjects on the time table is being followed.
- (c) prepare appropriate teaching and learning aids and to use these and other resources in the environment for effective student learning and teaching experiences.
- (d) keep syllabuses and curriculum material in good condition and present these to the relevant authority on request.
- (e) use syllabuses and curriculum material stipulated by the Ministry of Education as teaching guides.
- (f) make sure that students' exercises are duly corrected, marked and returned.

- (g) evaluate students' performance and progress regularly through observation and tests and keep up-to-date records of such performance and progress.
- (h) provide remedial instruction for students when necessary.
- (i) be an example of excellence to students on matters of punctuality, regularity, hard work, commitment to duty, respect for authority, cleanliness, neatness, integrity, high moral, principles and behaviour in and out of school.
- (j) establish and maintain good class discipline.
- (k) ensure that every student in his/her class gains appropriate skills in literacy (reading and writing) and numeracy.

DISCIPLINE

The maintenance of effective school discipline depends to large extent on the co-operate effort of the **entire staff**. Each member should be a symbol of authority discreetly and impartially so as to perpetuate the goals and philosophy of the school.

Every teacher is required to

- 1 mark the Class register two (2) sessions per day as required by the Ministry of Education. The Register shall be marked daily to indicate students present, absent, early and late.
- 2 maintain firm and impartial class discipline.
- 3 maintain a professional relationship with students.
- 4 support the Principal in maintaining the discipline of the school.
- 5 co-operate with Principal and other staff members in providing an atmosphere in the school conducive to learning.
- 6 supervise students at all times throughout the school day.
- 7 document all incidents of student indiscipline as well as the form of action taken.
- 8 report grave disciplinary problems to the Principal.

Teachers are not allowed to grant permission to any student to leave the school premises during school hours, or to go on outings with students, without the approval of the Principal.

GENERAL ADMINISTRATION

Each teacher is required to:

- (a) co-operate with the Principal and other staff members to secure the effective and efficient functioning of the school.
- (b) Conscientiously teach the class assigned to him/her by the Principal.
- (c) Share experience and expertise with other staff members.
- (d) Attend and contribute to professional activities such as staff meetings when these are called by the Principal, Professional Development Day activities, Workshops, etc.
- (e) Attend and contribute meaningfully to Parent Teacher Association meetings.
- (f) Seek for and provide advice to Parents concerning their children, prepare objective and truthful student reports and to prepare to interpret reports to students and parents.
- (g) Be responsible for taking student assembly on a rotation basis.
- (h) Supervise students during class, on the school premises and such other places where students are required to be assembled.
- (i) Participate in extra curricular activities of the school and provide leadership for such activities of his/her choice.
- (j) Keep proper schemes and records of work and have these available in school for inspection by authorized representatives of the Chief Education Officer.
- (k) Promote the school tone and standing in the community by enforcing the school's code of conduct for students.
- (l) Plan teaching assignments co-operatively with other teachers of similar age groups in order to ensure comparable work input at all levels.
- (m) Follow the timetable prepared by the Principal for implementation from the the first day of school.

CURRICULUM

1. It is the duty of every teacher regardless of his/her creed to assist the school in promoting national pride and civic responsibility through regular and appropriate activities.
2. To assist in the co-operative development of students (irrespective of teachers perception of their intellectual abilities) to promote all-round human development: physical, intellectual, moral, social and aesthetic.
3. To assist the principal in promoting professional dialogue to co-ordinate curriculum content and methodology so as to facilitate the smooth transition of pupils from one level to another in the school system.
4. To assist in the continuous evaluation of all existing programmes, curricula/syllabuses.

RESIGNATION

No. 15 (page 95)

1. A teacher who wishes to reassign shall forward to the Secretary of the Commission, through the Permanent Secretary, a letter of resignation, duly endorsed by the Principal or relevant authority where applicable, giving at least one month's notice.
2. A teacher who resigns without giving at least one month's notice shall not be entitled to salary in respect of his last month of service or other benefits and may accordingly be refused payment. If salary has been paid, the sum so paid shall be considered as an authorized payment and may be recovered from the teacher. Where a teacher refuses to refund the amount, legal proceedings may be instituted to recover the same.
3. Principals of schools shall give or be given three months notice prior to resignation or termination of services. (The same procedure follows as in (2) if a principal fails to give notice.
4. Except in the discretion of the Commission no notice of resignation shall take effect until the last day of the month at the end of any school term.

16. TRANSFERS

1. The Commission in considering requests for transfers shall take into account the good and welfare of the teaching service and the recommendations of the Permanent Secretary.
2. When a transfer is to a parallel post or a special assignment and does not entail any increase in emoluments of a member of the Teaching Service, it may be approved by the Commission:-
 - (a) on the request of a member of the Teaching Service who wishes to be transferred, subject to prior consultation with the appropriate authority; or
 - (b) on the recommendation of the Permanent Secretary, Board of Management or Relevant Authority; or
 - (c) as a result of disciplinary proceedings instituted against a member of the Teaching Service whose transfer is sought.
3. When considering transfers the Commission shall invite the Board of Management or Relevant Authority of the school or institution affected, (as well as the teacher), to make any representations regarding the proposed transfer and the Commission shall give full consideration and due weight to all such representations before arriving at a decision.
4. Before any transfer is effected, reasonable notice should be given and as far as possible such transfer should coincide with the beginning of the school year, and in any event no transfer shall be effected during any term of the school year except under extenuating circumstances.
5. Notwithstanding the above provisions, the Commission may take immediate action to transfer a teacher where the commission is satisfied that delay in

effecting such transfer would be inimical to the best interest of the Teaching Service.

17. TRANSFER IN SPECIAL CIRCUMSTANCES

In circumstances where the Commission is satisfied that the continuance of a teacher on the staff of a school or institution would be prejudicial to the interest of that school or institution, a transfer may be arranged after the necessary consultations.

18. DISMISSAL

1. Any teacher, including part-time, temporary appointees and new entrants to the Teaching Service serving a probationary period, who is found using or is in possession of dangerous drugs or alcoholic beverages on the school premises during working hours or is convicted of a criminal charge and sentenced to imprisonment shall be summarily dismissed.
2. The Commission shall give at least one month's notice to a teacher on dismissal or one month's salary shall be paid in lieu of notice, in cases other than (1) above,
Provided that principals of schools shall be given three months' notice or shall be paid an amount equivalent to three months' salary in lieu of notice.

19. LOSS OF PAY OR ALLOWANCES

- a. Notwithstanding the provisions of regulations 18 the termination of services of a teacher or of a Principal shall not give rise to any pay or allowances where such service is terminated for any of the following reasons:-
 - a) any reason for which the services of a teacher or principal would be entitled to be terminated under the Education Act without giving due notice and shall include the following circumstances:-
 - i) where the teacher or the principal is guilty of misconduct whether in the course of his duty or not, inconsistent with the fulfillment of the express or implied conditions of his contract of service;
 - ii) for willful disobedience to lawful orders given by the Principal in the case of the teacher and in all cases by the Permanent Secretary or other designated officer;
 - iii) for repeated substantial neglect of duties;
 - iv) for absence from work without the permission of the Permanent Secretary or authorized officer;
 - i. abandonment of employment by the teacher or the principal;
 - ii. by agreement, in writing, to terminate the contract of service;

- iii. where the employment is terminated at the end of a contract of service for a fixed term or because of the attainment of the teacher or principal of normal age of retirement by law.
- b. The salary due to a teacher or principal on account of any of the reasons stated in the preceding subsection shall be up to and including the date of the occurrence of the termination of his contract of service.

22. MISCONDUCT OR DISCIPLINARY OFFENCES TO BE DEALT WITH PROMPTLY

1. Any misconduct or disciplinary offence by a teacher shall be dealt with as soon as possible after the time of its occurrence. Such misconduct or offence shall be reported to the Permanent Secretary for transmission to the Secretary, Teaching Service Commission. The Commission shall take the necessary action in accordance with powers vested in them by the Act and these Regulations.
2. If in the opinion of the Commission it would be in the interest of the Teaching Service, the Commission may suspend the teacher, and a teacher so suspended shall cease forthwith to perform the functions of his post.

24. OFFENCES

The commission may institute disciplinary proceedings against a teacher for any of the following matters:-

- i. Where the teacher or the principal is found guilty of misconduct whether in the course of duty or not, inconsistent with the fulfillment of the expressed or implied conditions of his contract of service;
- ii. for willful disobedience to lawful orders given by the Principal in the case of a teacher and in the cases by the Permanent Secretary or other designated Officer;
- iii. for repeated substantial neglect of duties;
- iv. for absence from work without the permission of the Permanent Secretary or authorized officer;
- v. for failure to perform in a proper manner any duty imposed on him/her;
- vi. for conduct otherwise prejudicial to the efficient conduct of the particular service of the teaching service or tending to bring the service into disrepute;
- vii. for being drunk on duty;
- xviii. for using without the consent given by the Permanent Secretary or any other person acting in his behalf any property or facilities provided for the teaching service of which he is a member for some purpose not connected with the teaching service;
- xix. for engaging in any gainful occupation outside the teaching service of which he is a member where such occupation conflict with his duty;
- xx. is convicted of any criminal charge involving dishonesty, fraud, moral turpitude or is convicted of a criminal charge and sentenced to imprisonment;

- xxi. for setting forth his views or that of others on controversial matters relating to party politics by writing letters in the press, publishing a book or article, or circulating leaflets;
- xxii. becomes a member of any political party or political organization or in any other way conducts himself so as to show that he is associated with any political party or political organization;
- xxiii. without the consent of the Commission initiates legal proceedings on his own behalf against another teacher or against a member of the public without respect to any matter which arose out of or in the course of the performance of his duties as a teacher;
- xxiv. frequent and authorized absences prejudicial to his teaching duties and/or absences from the State without leave;
- xxv. any conduct which may be considered inimical to the teaching service;
- xxvi. contravention of any of the provisions of these Regulations.

TEACHERS' RESPONSIBILITIES FOR EXAMINATIONS

Teachers **MUST** submit a copy of their examination papers to their Head of Department who will scrutinize the items and give approval for typing.

Teacher **MUST** meet the deadline set by the secretary for the submission of examination papers for typing.

Teachers **MUST** ensure that their examination papers are ready at least twenty-four hours before the scheduled time.

Teachers **MUST** follow the schedule for invigilation for each day. Teacher **SHOULD** assist in creating the right atmosphere for exams, thus, all classes **MUST** be supervised whether students are timetabled for an exam or not.

Teachers invigilating **MUST** be in the classroom at least fifteen (15) minutes before the examinations begin.

Teachers **MUST** ensure that students put off cell phones, put away all books, etc. and carry out checks of writing paper, calculators and other equipment before examinations begin.

If there are corrections to be given, allot enough time so that exams begin at the scheduled time.

All examinations, (per year group), should begin and end at the same time.

No student should be allowed out of the examinations room until the end of the exam. Students who arrive after an exam has already been in progress for the first half an hour **MUST NOT** be allowed to sit an exam.

Invigilators **MUST NOT** leave the exam room unattended or have students invigilating the class. In the case of an emergency, notify the office or have the teacher next door assist you.

Invigilators for each exam **MUST** indicate if there are any students who are absent. Teachers are **NOT** authorized to give examination papers to students who absent themselves the day and time schedule for the examination.

On **NO ACCOUNT** must students be given examination materials whether multiple choice or long answer to correct.

Each subject teacher **MUST** enter marks unto the master sheets indicating a **mark, abs.** or **zero.**

DUTIES OF DEPARTMENT CO-ORDINATORS

HEADS OF DEPARTMENT

The duties of the Heads of Department shall be to;

- (a) act as liaison between Principal and members of departments;
- (b) draw up with the help of the members of the department, a meaningful and workable syllabus and to ensure that it is being followed;
- (c) offer guidance and professional help to members of their department;
- (d) periodically check Scheme and Record Book to ensure that there is continuity in work covered;
- (e) convene regular meetings of the Department members in order to formulate plans, discuss problems, make recommendations etc. to administration;
- (f) check all examinations set by teachers to ensure validity and reliability;
- (g) ensure that textbooks used at various form levels are suitable for the level of the students;
- (h) supervise the teaching of the subject of that department and assist in Staff evaluation;
- (i) prepare preliminary estimates and budgets for the department;
- (j) assist in the preparation of time-tables;
- (k) perform such other relevant duties as may be assigned by the Principal.

YEAR HEAD

The duties of the Year Head shall be to:

- (a) guide students within the year in all curriculum activities and to follow up student progress with a view to possible career choices;
- (b) give leadership to a team of Home Room Teachers in matters relating to attendance patterns of teachers and students, daily attendance records, student records of ill health and to report on truancy cases;

- (c) assist students to get a better understanding of themselves and their relationship with others;
- (d) hold regular year group assemblies where achievement can be highlighted and shortcomings pointed out;
- (e) set goals and standards for the particular year group.

CLASSROOM MANAGEMENT

Classroom management is a major concern of teachers and motivating students to learn is a powerful tool a teacher has in preventing classroom discipline problems. There are many variables a teacher can manipulate to increase student motivation to learn.

According to Brophy (1987) some of the most powerful variables are:

1. **Student Interest.** Teachers can motivate students to learn by relating subject content to students' interest in life outside of school. The trick is discovering the students' interests and helping them see the relationship.
2. **Student Needs.** Motivation to learn is increased when students perceive that learning activities provide an opportunity to meet some of their basic needs. Encouraging students to work with peers on learning activities can help them meet their need for a sense of belongingness and acceptance from others. Providing a pleasant, task oriented climate helps meet the students' need for psychological safety and security.
3. **Novelty and Variety.** When teachers plan activities that include novel, events, situations and materials, students are more likely to be motivated to learn. Once students' attention has been captured, teachers are more likely to keep students involved.

Students' attention span can be expanded with good and varied activities; however, most of us burn out after 15 to 20 minutes. An effective teacher will plan a variety of student activities that truly encompass different learning activities for the student, not the teacher. For example, some teachers will say, "I plan for variety: in Family relationships, I might open a lesson with a short story, then show a video for 15 minutes, and then close with a mini lecture." This is a good case of teacher variety but the students sat and listened, sat and listened, and sat and listened. Variety means changing the student learning activity. A better example would be to open with a short story, have small groups of students write an analogy to the story, then video tape their analogy for class to view and critique the next day.

4. **Success.** It is important for the teacher to create success for those who are not normally successful, that is, youth at risk. Success is created when the teacher manipulates the variables of level of difficulty, amount of work, sequencing, and clarity. Concurrently teachers can encourage success by helping students with essential study skills, such as outlining, note taking, and using textbooks correctly.
5. **Students' attributions for success and failure.** Human beings have a natural tendency to search for causes of success and failure. Research has

determined five factors that students normally attribute success and failure: **effort, ability, luck, others and the difficulty of the task**. The only factor within the students' control is effort. A student who places his belief in effort knows they have a better chance of changing failure into success in the future. Teachers can help students develop this belief by controlling work to the appropriate level of difficulty and recognizing student effort rather than luck, others, or ability.

6. **Tension.** A moderate amount of tension increases student learning. Tension is created by holding students accountable for their work, calling on a variety of students, giving quizzes on work, checking homework and seatwork, and helping students feel a responsible part of the teaching learning environment.
7. **Emotional Climate of the classroom.** The most effective emotional climate is one that is a moderately positive atmosphere in which the climate is pleasant and friendly but clearly focused on the learning task at hand. Teachers control the emotional climate of the classroom through their treatment of students, their non-verbal and verbal behaviours, and the physical décor of the room.
8. **Feedback.** Motivation to learn is also increased by giving specific feedback to students concerning their performance. Feedback is most effective when it is specific and is given soon after the performance.
9. **Encouragement.** Teachers often get into the habit of telling students their shortcomings rather than their progress. For example, a student who scored 68 on a test has learned twice as much as she failed but most teachers would concentrate on what has not been learned. Encouragement recognizes the positive aspects of behaviour, recognizes and rewards real effort, communicates positive expectations for future behaviour, and communicates the teachers' trust, respects, and beliefs in the students. Encouragement puts the emphasis on present and future behaviour, rather than past transgressions; and on what is being learned, rather than on what is not learned. *Criticism* erodes the students' self-esteem, while *encouragement* builds self-esteem.

Proactive measures that can be used to correct and prevent indiscipline acts before they occur:

Set out class rules and sanctions along with students.

Maintain good rapport with students.

Reward students who display positive behaviour.

Keep students occupied at all times.

Allow delinquent students to take responsibilities sometimes.

Counsel delinquent students.

Maintain close relationship with parents of all students.

Involve students in decision-making.

Use resource persons who may have had problems in the past but who are now back on track to speak to students.

Get students involved in the dramatisation of problems and conflict management strategies.

Change the seating positions of delinquent students.

Be a good role model to students at all times.

Remove disruptive students from class.

Review class rules periodically.

Have class prayer sessions.

Shorten play time during allotted lunch.

Have class prefects to manage classes when teachers are absent.

Have open days for parents.

Teachers must make maximum use of instructional time.

Let students sign group contingency contracts.

ASSESSMENT

“Assessment should be closely tied to goals and objectives and should be an ongoing part of classroom life. The purpose is to assess pupils’ achievement or behaviour, not pupils themselves as persons.”

Howe and Jones (1998)

Assessment can be defined as the process of identifying, collecting and analyzing the records of learning in order to make informed judgements about students. Assessment provides a means to inform teachers about the success of their teaching and provides students with feedback on their learning.

There are four essential components of a good measuring instrument for educational purposes – an objective scoring procedure, validity, reliability and suitability.

Objective scoring. This means that the student’s score is independent of the personal bias or subjective judgement of the teacher. A test score should not reflect any factors other than the subject’s achievement in relation to the stated goals of the course. A student who receives a low grade because his paper is messy, has been unfairly assessed, if the stated objectives omit the requirement of neatness.

Validity. Four types of validity are involved in educational and psychological measurement. *Content validity* is the extent to which a test adequately represents the subject matter content or behaviour to be measured. The teacher should assess the validity of the test in relation to his course objectives. *Predictive validity* is the accuracy with which the score on a measure can be used to predict an individual’s future performance in a specific educational or occupational setting. *Concurrent validity* is the extent to which a test measures the construct, or trait, (theoretically and behaviorally), that is the basis of the test performance. For example, people who are very intelligent should answer more questions correctly on an intelligence test than people who are less so.

Reliability. This refers to the degree to which the results of an instrument are consistent or stable.

Suitability. However accurate a test may be in measuring what it is supposed to measure, it must be suitable in terms of the time, energy, skill, and money required to administer it.

There are two general uses or functions for assessment: *formative* and *summative*. **Formative assessment** occurs before (pretest) or during instruction (diagnostic test). It has two basic purposes: to guide the teacher in planning and to help students identify areas that need work. A pretest helps determine what students already know and a

classroom diagnostic test identifies a student's areas of achievement and weakness in a particular subject.

Summative Assessment occurs at the end of instruction. Its purpose is to let the teacher know the level of accomplishment attained.

While the same assessment procedure can be used for either purpose, the distinction between formative and summative assessment is based on how the results are used. If the goal is for planning purposes, then assessment is formative; but if it is to determine final achievement (and help determine a course grade), then the assessment is summative.

In order to obtain information about students' learning, students need to be assessed in the three domains of learning: *cognitive, psychomotor* and *affective*.

Cognitive Domain. (Bloom's taxonomy) The six basic memory and reasoning objectives are:

1. Knowledge – remembering or recognizing something.
2. Comprehension – understanding the material being communicated.
3. Application – using a general concept to solve a particular problem.
4. Analysis – breaking something down into its parts.
5. Synthesis – creating something new by combining different ideas.
6. Evaluation – judging the value of materials or methods as they might be applied in a particular situation.

Affective Domain. There are five basic objectives focusing on attitudes and feelings:

1. Receiving – being aware of or attending to something in the environment.
2. Responding – showing some new behaviour as a result of experience.
3. Valuing – showing some definite involvement or commitment.
4. Organisation – integrating a new value into one's general set of values.
5. Characterisation by value – acting consistently with the new value.

In most cases, it is best not to grade the assessment of affective goals.

Psychomotor Domain. Also known as the realm of physical ability objectives has several taxonomies that generally move from basic perceptions and reflex actions to skilled, creative movements. These involve voluntary muscle capabilities that require endurance, strength, flexibility, agility or speed; or the ability to perform a specific skill. The objectives in this domain should be of interest to teachers in fine arts, vocational-technical education, and special education. Other subject areas include chemistry, physics, and biology.

CLASS TIMES

FIRST BELL	-	8:10
SECOND BELL	-	8:15
THIRD BELL	-	8:20

Day 3

Period 1	8:20	-	9:00	8:20 - 9:00
Period 2	9:00	-	9:40	9:00 - 9:35
Period 3	9:40	-	10:20	9:35 - 10:10
BREAK	10:20	-	10:35	10:10 - 10:25
Period 4	10:35	-	11:15	10:25 - 11:00
Period 5	11:15	-	11:55	11:00 - 11:35
Period 6	11:55	-	12:35	11:35 - 12:10
LUNCH	12:35	-	1:10	12:10 - 12:45
REGISTRATION	1:10	-	1:15	12:45 - 12:50
Period 7	1:15	-	1:55	12:50 - 1:25
Period 8	1:55	-	2:35	1:25 - 2:00
Period 9				2:00 - 2:35
DISMISSAL		-	2:35	

March Meetings
Mock Exams
Anansi's Challenge
Prefects' Interviews
Distribution of Report Books to Forms 1-4

THIRD TERM

April Meetings
Meeting with CXC Invigilator, Form 5 Students & their Parents
Music Festival
Training for New Prefects (Form 4)
Preparation for Graduation

May Meetings
CXC Exams begin
Form 3 Parents' Meeting – Form 4 Options
Staffing Meeting

June Meetings
Minimum Standards Test – Form 3
Common Entrance Examinations
End of Term Exams Begin
Rehearsals for Graduation
Marking of CEE Papers

July End of Term Reports
Graduation
Meeting – Plans for the new School Year
Registration of Students from CEE Results & SE
Marking of CXC Papers

August Repairs
Interviews for New Staff
CXC Results
Completion of Timetable
Staff Meeting

THE SCHOOL CURRICULUM

SUBJECTS	1	2	3	4	5
English A	6	6	5	6	6
English B	-	-	3	5	5
Mathematics	5	5	5	6	6
French	4	4	3	5	5
Spanish	4	4	3	5	5
Integrated Science	4	4	-	6	6
Biology	-	-	3	6	6
Chemistry	-	-	2	6	6
Physics	-	-	2	6	6
Agricultural Science	-	-	2	6	6
Social Studies	-	3	3	5	5
History	3	3	3	5	5
Geography	3	3	3	5	5
Principles of Bus.	-	-	-	5	5
Principles of Acc.	-	-	-	5	5
Office Procedures	-	-	-	5	5
Typewriting	-	-	3	5	5
Info. Technology	3	3	-	5	5
Electricity	3*	3*	3*	5*	5*
Food & Nutrition	3	3	3	5	5
Technical Drawing	3*	3*	3*	5*	5*
Woods	3*	3*	-	-	-
Music	3	2	-	5	5
Art	2	2	-	-	-
Physical Education	2	2	1	-	-
Family Life Edu.	2	2	2	2	2
Library	1	1	1	1	1
Co-Curricular	2	-	-	-	-

I' d Rather Be A Teacher

I'd rather be a **TEACHER** than

A **Salesman** – he sells thing; *I sell ideas.*

A **Stenographer** – he fashions letters; *I fashion careers.*

An **Architect** – he builds edifice; *I build character.*

An **Artist** – he paints pictures in canvas; *I paint pictures on the minds of children.*

A **Bookkeeper** – he balances books; *I balance lives.*

An **Accountant** – he works with figures; *I work with boys and girls*

A **Musician** – he plays on violin strings; *I play on heartstrings.*

An **Orator** – he stirs adults to applause and admiration; *I stir children to noble thinking
And right choosing.*

A **Potter** – he shapes vessels; *I shape destinies.*

An **Interpreter** – he interprets words and thoughts; *I interpret purposes and endeavours*

Archaeologist – he unearths buried treasure; *I unearth talent.*

An **Explorer** – he explores uncharted seas; *I explore uncharted minds.*

A **Statesman** – he deals with finished citizens; *I deal with future citizens.*

A **Scientist** – he studies the wonders of the rocks, the beauty of the stars, the miracle of
the plants and the glories of the skies;

*I study the wonders of life, the beauty of youth, the miracle of developing minds and
the glory of character formation which may continue throughout eternity.*

I'd Rather Be A TEACHER.

HOW CAN I TEACH AS JESUS TAUGHT

“How can I teach as Jesus taught?”

My anguished heart cried out.

“I try so hard, but then I fail;

I’m overwhelmed with doubt.”

“My child, just look to me for help,”

The Saviour softly pleads.

I lift my eyes to His dear face,

And He supplies my needs.

He shows me how He taught His class

With loving earnestness,

And how He prayed for everyone

And cheered those in distress.

And now to teach as Jesus taught

Is my most constant aim.

I’ve purposed that I’ll reach this goal,

Friend, won’t you do the same?

THE EDUCATOR'S OATH

I hereby affirm my dedication to the profession of education. With this affirmation I embrace the obligations of professional educators to improve the general welfare, to advance human understanding and competence, and to bring honor to the endeavors of teaching and learning. I accept these obligations for myself and I will be vigilant and responsible in supporting their acceptance by my colleagues.

I will always be mindful of my responsibility to increase the intelligence of students through the disciplined pursuit of knowledge. I will be steadfast in this commitment, even when weary and tempted to abdicate such responsibility or blame failure on obstacles that make the task difficult. I will be persistent in my commitment to foster respect for a life of learning and respect for all students.

To perform faithfully these professional duties, I promise to work always to better understand my content, my instructional practice, and the students who come under my tutelage. I promise to seek and support policies that promote quality in teaching and learning and to provide all engaged in education the opportunity to achieve excellence. I promise to emulate personally the qualities I wish to foster, and to hold and forever honor a democratic way of life that cannot exist without disciplined, cultivated, and free minds.

I recognize that at times my endeavours will offend privilege and status, that I will be opposed by bias and defenders of inequality, and that I will have to confront arguments that seek to discourage my efforts and diminish my hope. But I will remain faithful to the belief

that these endeavours and the pursuit of these goals make me worthy of my profession, and my profession worthy of a free people.

In the presence of this gathering, I bind myself to this oath.

APPENDIX A

**OECS GENERIC TEACHER APPRAISAL SCHEME
(PAGES 4 – 17)**

(FROM: OECS EDUCATION REFORM UNIT)

APPENDIX B

TEACHER APPRAISAL INSTRUMENT

**(Previously used to appraise Teachers)
i.e. until March 2005**