



Toolkit *for* Teachers

A guide for
new joinees



— SETH M.R. —
**JAIPURIA
SCHOOLS**

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Teacher Induction manual serves as a comprehensive guide to orient new educators to their roles, responsibilities, and the educational environment. Its scope encompasses various aspects of teaching and the teaching profession, aiming to provide support and resources to facilitate a smooth transition into the role of a teacher. This manual contains the following information:

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KANAK GUPTA
DIRECTOR

Foreword

Dear Educators,

Welcome to Seth M.R. Jaipuria Schools, where the power of knowledge meets the passion for growth, paving the way for a brighter future in education.

Today, Seth M.R. Jaipuria Schools is recognized as India's premier K-12 School Chain, with 56+ schools, 44 cities, 47,000+ students, and 2,500+ educators associated with the group pan-India. Essentially, you and I are part of 100,000+ individuals who are associated with 'Jaipuria'. Whilst students will forever be at the centre of our being, our educators are our pillars of strength. I am thrilled to present this remarkable opportunity for teacher professional development, and I extend warm gratitude to every one of you for choosing to be a part of Jaipuria!

The Jaipuria curriculum is a comprehensive initiative, where we have conceptualized a contemporary school education by putting the child at the centre of the learning process. All our interventions aim to advance the capabilities of educators by equipping them with new resources and skills that will be needed for a challenging year ahead. New teachers across various campuses will be inducted into the school system and we want to make them understand our pedagogy and implement the same in new classroom settings and make them ready for their future with Jaipuria.

This toolkit has been designed to empower educators who are joining the Jaipuria schools' network. It serves as a comprehensive resource, offering detailed guidance on the school's policies, culture, and expectations. The toolkit delves into the school's core values and mission, helping educators align their personal teaching objectives with those of the institution. By providing a thorough understanding of the institutional framework, the toolkit ensures that educators are well-versed in the school's operational standards and educational philosophy, promoting consistency and alignment with Jaipuria's goals. The toolkit covers various critical areas, including roles and responsibilities of a teacher along with code of conduct, curriculum standards, assessment methodologies etc. It also highlights the importance of professional development, offering resources and opportunities for continuous learning and growth. By understanding these elements, educators can effectively contribute to and enhance the overall educational experience.

The objective is also for creating a unified and motivated teaching staff dedicated to the school's vision. This toolkit will help support educators in fostering a cohesive and supportive educational environment. By equipping teachers with the necessary knowledge and tools, it enhances teaching quality and student engagement. This, in turn, leads to improved academic outcomes and a more enriching educational experience for all students, helping Jaipuria schools maintain their reputation for excellence and holistic development.

As you embark on this transformative journey with Jaipuria, remember that the impact of your dedication and continuous learning will ripple through generations, shaping the minds and hearts of countless students. Together, let us elevate the art of teaching and inspire a world of lifelong learners.

Wishing you a successful and rewarding tenure with Seth M.R. Jaipuria Schools.

Warm regards,

OVERVIEW OF JAIPURIA SCHOOLS

Education is the cornerstone of a liberated society and the primary catalyst for a nation's social, economic, and intellectual advancement. It remains an everlasting pursuit for any country, offering boundless opportunities for educators. Originating in 1945, Jaipuria embarked on its educational odyssey with the establishment of Jaipuria College in Calcutta (now Kolkata), under the visionary leadership of Seth Mungtu Ram Jaipuria. This legacy spanning seven decades and four generations distinguishes Seth M. R. Jaipuria Schools from other institutions. The journey continued with the inception of a K-12 ICSE school in Lucknow, Uttar Pradesh, in 1992, followed by the establishment of four management institutes across 4 cities- Lucknow, Noida, Jaipur and Indore.

Since 2014, our journey has soared to greater heights. Seth M. R. Jaipuria Schools has emerged as a leading group of CBSE schools in India, experiencing remarkable expansion with over 56 schools in 40 cities across 6 states, aspiring to reach 75 schools by 2025. Our schools prioritize delivering quality education and nurturing holistic child development. We believe in nurturing not only academic excellence but also the overall growth of students, encompassing their social, emotional, and physical well-being. Through comprehensive curricula, extracurricular activities, and supportive environments, we aim to equip students with essential skills and values that prepare them for success in all facets of life. Our commitment to holistic development ensures that students emerge as well-rounded individuals capable of navigating the complexities of the modern world with confidence and integrity. Guided by this vision, we extend our reach to regions where quality education remains scarce, primarily focusing on tier 2 and tier 3 cities across Uttar Pradesh, Madhya Pradesh, Bihar, Uttarakhand, Telangana, and Rajasthan.

At Jaipuria, we always have the child at the centre of all our processes. We also believe in the power of self and these are the mainstays of the curriculum at Jaipuria.

Aims and Objectives

The Curriculum at Jaipuria Schools is defined by the core idea of self-learning and being student-centric. It aims to develop Knowledge, Skills, and Attitude in every student with objectives to:-

- Strive to cultivate a habit of learning, making curricular content a pathway rather than a destination. The quest for knowledge should be stimulated from within, as true motivation to learn cannot rely solely on external factors like exams and tests.
- Visualize learning as a matter of inquiry where the learner can question, seek answers, challenge opinions, and draw conclusions on a journey in the student's quest for knowledge.
- Let the learners develop immense self-control over thoughts and actions thereby taking the onus of learning himself/herself. Hence, initiate a learner into inquiry-driven knowledge all through their lives.



ROLES AND RESPONSIBILITIES OF A TEACHER

1. Teacher's Role and Key Responsibilities

The roles and responsibilities of a teacher are multifaceted and often vary depending on the level of education, subject matter, and institutional context. Here are some common roles and responsibilities of a teacher:

- **Teaching:** Plan and deliver curriculum-aligned lessons, provide engaging and interactive learning experiences, differentiate instruction for diverse learners, and create a positive, inclusive classroom environment to foster effective learning.
- **Documentation:** Maintain accurate records of student attendance, performance, and behaviour, document individual progress and achievements, and track lesson plans, materials, and assessments.
- **Assessment:** Design and administer assessments to evaluate learning in the class, analyse data to identify student strengths and areas for improvement and provide constructive feedback to support student growth and development.
- **Notebook Corrections:** Review and provide feedback on work, ensure organized notebooks, and guide on improving note-taking and study skills.
- **Extra-curricular and non-curricular responsibilities:** Provide extra support or enrichment sessions, offer guidance for academic challenges, conduct remedial classes for struggling students, and oversee student participation in extracurricular activities like sports, clubs, and competition.
- **Other School Activities:** Participate in school-wide events, collaborate on curriculum development and improvement, and support school policies to ensure a safe, orderly learning environment.
- **House and Club Activities:** Facilitate extracurricular activities, encourage student participation and leadership, and promote teamwork, collaboration, and sportsmanship among students.
- **Communication with Stakeholders:** Regularly communicate with parents about student progress and behaviour, collaborate with school staff to address student needs, and engage with the community to support the school's mission and goals.
- **Technology Integration:** Integrate technology effectively into their teaching practices to enhance student learning and engagement, staying abreast of technological advancements in education.
- **Professional Ethics:** Teachers adhere to professional ethics and standards, demonstrating integrity, fairness, and respect in their interactions with students, colleagues, and the community.
- **Unique Identification Number:** Upon commencing their professional journey with Jaipuria, each teacher is assigned a distinct ID by the Jaipuria corporate office. This ID serves as a vital credential for accessing teaching-learning platforms and continuous professional growth journeys.



The Code of Conduct and Professional Standards for Teachers

The code of conduct and professional standards for teachers outline the expectations, values, and ethical principles that guide their behaviour and interactions within the educational community. Here's an overview of the key components typically included in such a code:

General:

- Teachers must consistently uphold professional standards.
- Continuously engage in professional development to enhance teaching skills and knowledge.
- Act in the best interests of students and the school community.
- Demonstrate integrity, honesty, and accountability in all actions.
- Teachers must respect copyright laws, intellectual

property rights, and licensing agreements when using and sharing educational materials.

- Adhere to legal and ethical standards governing education and professional conduct.
- Teachers must handle conflicts and disagreements professionally and constructively, seeking resolution through open communication, active listening, and stakeholder collaboration.
- Maintain appropriate physical boundaries with students, avoiding any form of physical contact that could be misconstrued or deemed inappropriate.
- Provide support and assistance to students who disclose experiences of abuse, ensuring their well-being and access to appropriate resources and assistance.
- Always respect the personal space and privacy of students.

Code of Conduct

In Classroom

- Maintain a respectful and inclusive learning environment.
- Be punctual and prepared for all classes.
- Encourage active participation and engagement from all students.
- Use appropriate language and tone when interacting with students.
- Corporal punishment and abusive behaviour-verbal, physical or mental which includes discrimination of any kind is strictly prohibited.
- Provide constructive feedback and support to students.
- Foster an environment where students feel comfortable and safe to report any instances of unwanted or inappropriate touch.

With Parents

- Communicate openly and effectively with parents/guardians regarding student progress and concerns.
- Respect confidentiality and privacy when discussing student matters.
- Encourage parental involvement in their child's education.
- Address parental inquiries and feedback in a timely and professional manner.
- Collaborate with parents to support student learning and well-being.

In School

- Adhere to school policies and procedures.
- Collaborate with colleagues and support staff to promote a positive school culture and maintain professional relationships with all members of the school community.
- Contribute to school-wide initiatives and events.
- Providing extra educational assistance, such as taking tuitions or additional classes, to students from one's own school outside of the school premises is strictly forbidden.
- Act as a role model for students both inside and outside the classroom.
- Teachers must use educational resources, materials, and technology ethically and responsibly.

With Students

- Treat all students with dignity, fairness, and respect.
- Foster a safe and supportive learning environment conducive to academic and personal growth.
- Set clear expectations for behaviour and academic performance.
- Listen attentively to student concerns and provide appropriate support and guidance.
- Uphold ethical standards and boundaries in all interactions with students.


3. Dress Code for the Teachers

At our workplace we embrace a progressive and inclusive approach to dress code recognizing the importance for individual expression and comfort. We encourage employees to dress in a manner that reflects their unique personalities while maintaining professionalism. There is no one-size-fits-all guideline; rather we trust our teachers to use good judgement and exercise cultural sensitivity. Please find below some common guidelines and expectations that teachers are typically advised regarding their attire:

- **Formal Attire:** Wear collared shirts, trousers, sarees, or Salwar kurta with dupatta or coat; neat, clean, and well-maintained; modest and professional.
- **Conservative Dressing:** Dress modestly and conservatively, covering the body appropriately.


- **Comfortable Clothing:** Wear comfortable clothing for ease of movement.
- **Professional Appearance:** Maintain a professional appearance with good grooming, minimal accessories, and appropriate footwear.
- **Adherence to School Policies:** Dress code for teachers in Jaipuria schools can vary depending on the specific policies and cultural norms of each school.
- **Cultural Sensitivity:** Choose attire mindful of cultural sensitivities and norms. Teachers should avoid clothing that may be perceived as disrespectful or offensive to any particular cultural or religious group.
- **Role Modelling:** Reflect professionalism and respect for the learning environment

4. Behavioral Do's and Don'ts



Do's

- **Model Respect:** Treat all students with respect and kindness, regardless of their background or abilities.
- **Use Positive Reinforcement:** Acknowledge and reward good behaviour.
- **Establish Clear Expectations:** Set and communicate clear rules and expectations.
- **Be Consistent:** Enforce rules consistently and fairly to create a safe learning environment.
- **Listen Actively:** Listen and address students' concerns respectfully.
- **Seek Professional Development:** To improve classroom management skills.
- **Be Empathetic:** Understand students' perspectives and emotions while addressing any issues.
- **Provide Guidance:** Offer guidance and support to students struggling with behavioral issues.
- **Be Patient:** Understand that learning takes time and may require reinforcement. Offer support to students who may struggle.
- **Collaborate with Colleagues:** Work together to create a positive school culture and support student success.



Don'ts

- **Don't React Impulsively:** Avoid reacting impulsively to misbehavior. Respond calmly and thoughtfully.
- **Don't Show Favouritism:** Treat all students fairly and avoid favoritism.
- **Don't Use Negative Reinforcement:** Focus on positive reinforcement to encourage desired behaviour.
- **Don't Ignore Behaviour Issues:** Address behaviour issues promptly and constructively, rather than ignoring or avoiding them.
- **Don't Embarrass Students:** Avoid embarrassing students in front of their peers, as it can damage their self-esteem.
- **Don't Make Assumptions:** Avoid making assumptions about students based on stereotypes or previous experiences.
- **Don't Give Up:** Be patient and persistent and seek support from colleagues or professionals if needed.
- **Don't Engage in Power Struggles:** Focus on conflict resolution rather than power.
- **Don't seek monetary benefits :-** Refrain from seeking financial gains or monetary benefits compromising professional integrity.



CURRICULUM AND PEDAGOGY

Curriculum Framework

The curriculum at Jaipuria Schools is defined by the core idea of self-learning. It strives to cultivate the habit of learning thereby making curricular content a pathway and not the destination. It visualizes learning as a matter of inquiry where the learner can question, seek answers, challenge opinions, and draw conclusions on a journey in his/her quest for knowledge. Therefore, this would mean that the trigger for learning and quest for knowledge needs to

be stimulated from within and the motivation to learn cannot solely rely on external factors such as exams and tests. In the process, the learner will develop immense self-control over thoughts and actions thereby taking the onus of learning himself/herself. Hence, the curriculum questions the notion of schooling and hopes to initiate a learner to inquiry-driven knowledge in the later years with students.

Uniqueness of Jaipuria Curriculum

NEP Aligned - Jaipuria curriculum is aligned with the National Education Policy, (NEP) of India. We follow a multidisciplinary approach to education, which allows students to explore multiple areas of interest

and gain a well-rounded education. The curriculum offered by Jaipuria is designed to meet the objectives set by the NEP, which include:



Emphasis on experiential learning and critical thinking.



Incorporation of technology in teaching and learning



Integration of vocational education and skill development



Development of 21st century skills such as creativity, innovation, and problem solving

IDEAL - Stands for inter-disciplinary enrichment activities for learning (IDP). In our dynamic educational environment, the need for a holistic approach to learning is increasingly recognized. To cater to this need, IDEAL 2.0 is designed as a core component of the Jaipurian curriculum. These projects aim to provide a unique opportunity to bridge the gap between subjects and cultivate a trans-disciplinary learning environment. These projects are interdisciplinary explorations designed

to engage students of Grades 1 to 8 in an immersive learning experience. They aim to integrate competencies from any two or three subjects of Languages, Social Science, Science, Math, or Art, under one common theme. Through hands-on activities, experiments, and creative expression, students will not only deepen their understanding of these subjects but also develop critical interdisciplinary skills.

Value-Based Education - In recognition of the significance of value education in today's world and our role as educators in contributing to it, we introduced five core values into our curriculum in the academic year 2020-21. This amalgamation, known

as SPICE, aims to cultivate academic excellence and nurture responsible and compassionate global citizens among our students and staff. We have successfully integrated SPICE principles into our curriculum.

SPICE - encapsulates the following values that we, as a cohesive group, endeavor to practice and instill in every member associated with our educational community:

- S Sustainability :**
Advocating sustainable practices to ensure the longevity of ourselves and our environment.
- P Possibility:**
Promoting a mindset that embraces possibility thinking as a fundamental belief in our lives.
- I Integrity:**
Upholding moral values in all situations, fostering a strong sense of integrity among students and staff.
- C Collaboration :**
Encouraging teamwork and prioritizing collaboration over individual pursuits.
- E Empathy:**
Cultivating the ability to relate to and connect with others, empowering and inspiring lives through empathy.

- **Art Integrated Learning Project** - Art Integrated Learning (AIL) is a teaching-learning model that is based on learning 'through the arts' and 'with the arts': it is a process where art becomes the medium of teaching-learning, a key to understanding concepts within any subject of the curriculum.
- **Subject Enrichment** - Specific activities designed for specific subjects aim to ensure students have the opportunity to learn more about a particular subject, Activities include – Multiple assessments like group or individual activities, quizzes, etc.

Pedagogical Approaches

Against the backdrop of the founding premise, the curriculum has envisioned three stages of schooling. 'Schooling' here refers to the initial years of initiation which cultivate the habit of learning. The pedagogy (defined as the teaching-learning process) reflects the vision and premise of Jaipuria Schools. We follow the "I do, we do, you do" model that follows a gradual shift of responsibility for learning from the teachers to the students. The "I do, we do, you do" model is effective because it provides a structured approach to learning that gradually builds student confidence and independence.

The foundational stage - (K to 2) (Teacher-led) approach;

In this stage, the teacher demonstrates or models the skill or concept being taught. This could involve explaining the process, providing examples, or demonstrating how to solve a problem. The purpose is to provide a clear understanding of what is expected and how it should be done. Teachers foster habits, control classrooms, and model behaviors, guided by ongoing assessments. Diverse strategies stimulate interest and open-mindedness, with tailored lesson plans supporting effective execution. Combining didactic and interactive approaches, it cultivates a dynamic learning environment.

Preparatory stage – Grades 3 to 5; We do; (In-Transition) approach

In this stage, the teacher demonstrates or models the skill or concept being taught. This could involve explaining the process, providing examples, or demonstrating how to solve a problem. The purpose is to provide a clear understanding of what is expected and how it should be done. Starting in primary years, it fosters supervised autonomy and inquiry through guided exploration. Lessons emphasize engagement and activity-based learning, with teachers facilitating independent inquiry. Responsibility shifts to students, who undertake investigations and self-directed tasks. By grade 5, students are expected to be accountable for their learning. Emphasizing hands-on instruction, it aims to cultivate curiosity and self-discovery, fostering a dynamic classroom culture.

Middle and Senior school - Grades 6 to 12- You do: (Student-led) approach:

At this stage, the curriculum fosters a student-led approach wherein the students work independently to apply the skill or concept on their own and take the lead in structuring their learning, leveraging the habits nurtured over years. The teacher shifts from a central role to a guiding presence alongside students. The curriculum trusts in students' capacity for knowledge construction through exploration in a supportive environment. Dialogue between student and teacher is paramount, with critical questioning as a foundation. Students are empowered with autonomy, choice, and skill support, guided in their explorations to reach their full potential.

Lesson Plan Guidelines

Lesson plans serve as the blueprint for implementing the curriculum's goals. At Jaipuria, we have centralized lesson plans for all subjects in all classes. They outline clear objectives, materials needed, and seating arrangements for effective teaching. They incorporate diverse teaching ideas tailored to enhance learning. Emphasis is placed on ensuring these ideas align with the curriculum's objectives rather than serving as mere additions. Careful consideration is given to each idea's contribution to teaching and learning outcomes. Thus, lesson plans play a crucial role in guiding classroom instruction towards achieving educational objectives envisioned by the Jaipuria philosophy while fostering a dynamic and engaging learning environment.

Process to be followed for Lesson plan delivery

Against the backdrop of the founding premise, the curriculum has envisioned three stages of schooling. 'Schooling' here refers to the initial years of initiation which cultivate the habit of learning. The pedagogy (defined as the teaching-learning process) reflects the vision and premise of Jaipuria Schools. We follow the "I do, we do, you do" model that follows a gradual shift of responsibility for learning from the teachers to the students. The "I do, we do, you do" model is effective because it provides a structured approach to learning that gradually builds student confidence and independence.

Parent Booklet- Syllabus Break-up for a year- Check for the topic to be taught as per the month and term.

Academic Planner- Check for the number of plans and days allotted for the topic. Also, ensure that all your work prior to it is complete.

Access Lesson Plan- Read the lesson plans thoroughly. Check the TLMs required. Make notes for the lesson plan register.

Prepare Plan B- Best of the planned classrooms can go wrong. Keep a back up of relevant energizers ready. Keep some engaging videos ready for interactions as Plan B. Videos should be relevant to the topic.

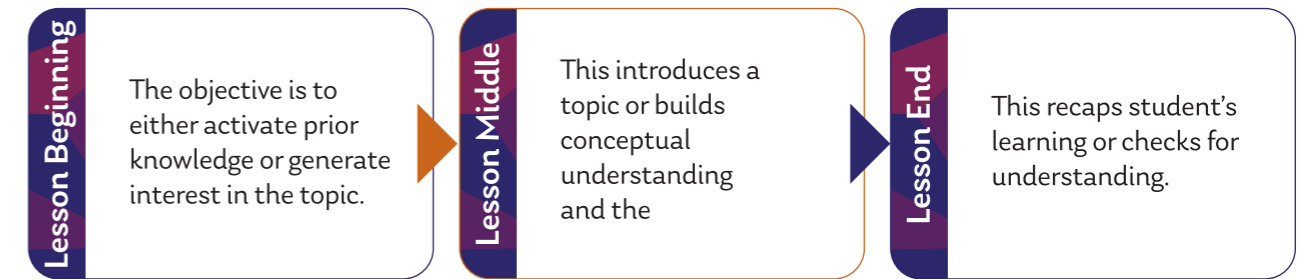
Arranging TLM- Digital TLM- Check smart board for audio/video. Physical TLMs to be ready 2 days in advance.

Lesson Plan Register- Enter details as per your notes. Fill in the relevant columns. Ensure that you use the mentioned TLMs. Do fill the self-reflection after completion of the class.

Implementation- Start the class on positive note. Remember that your planning should be to have more of academic time. Remember to conclude

Reflection

Understanding essentials of lesson plan-



JLearn

J-Learn- We are thrilled to introduce the J-Learn Portal, a ground-breaking digital platform revolutionizing lesson plan creation for teachers. This portal supports unique learning journeys with a wealth of resources and an intuitive interface. Teachers are given access ID and password through which they can effortlessly access, create, and collaborate on lesson plans using a library of materials, a real-time collaboration workshop, and a curriculum alignment space. The portal also features assessment tools for refining lesson plans and offers a selection of high-quality plans integrating academic learning with real- world applications. Demonstrating our commitment to educational innovation, the J-Learn Portal empowers teachers to shape the global citizens of tomorrow, overcoming past issues like storage limitations, and accessibility barriers. <https://jlearn.jaipuriaschools.ac.in/>

Assessment

Assessment is an ongoing process of gathering, analysing & reflecting on evidence to make informed and consistent judgments for improving student learning. Assessment is meant to increase the quality of teaching and learning whereas evaluation is to judge the quality of teaching and learning. Jaipuria schools have a framework for continuous and comprehensive assessment that completely focuses on bettering the students' learning outcomes and teaching-learning processes at school. Assessment is aligned with CBSE formats.



TEACHERS' ROLE IN ASSESSMENT

Planning Assessments

- **Syllabus Completion:** It is important to follow the syllabus breakup to achieve the learning goals and outcomes that each assessment aims to measure.
- **Sharing Assessment Details:** Ensure that students and parents are informed about the nature of assessment methods, Exam schedule and pattern, notebook observations, and other components, especially EA and IDEAL. Follow Assessment Tools: Centralised blueprints and rubrics are given at Jaipuria schools, they must be followed to ensure consistency and fairness.

Implementing Assessments

- **Administer Assessments:** Conduct assessments as per the schedule, ensuring all students understand the process.
- **Checking:** Ensure timely and accurate checking of answer notebooks as per the answer key provided by the corporate office.

Providing Feedback

- **Offer Constructive Feedback:** Provide detailed feedback highlighting strengths, areas for improvement, and actionable steps for progress.
- **Be Timely:** Ensure feedback is given promptly to help students understand their performance and learn from it.
- **Encourage Self-Reflection:** Prompt students to reflect on their own performance and identify areas for improvement. Encourage self-assessment and goal-setting to empower students to take ownership of their learning journey.



Communicating with Stakeholders

- **Share Results with Students:** Discuss assessment outcomes with students to help them understand their progress and set future goals.
- **Inform Parents/Guardians:** Communicate assessment results and insights with parents or guardians to keep them informed about their child's progress during PTM

Documenting and Reporting

- **Maintain Records:** Keep detailed records of student assessments for accountability in the format prescribed by Jaipuria. Mark registers must be kept updated. Maintain record of marks received as hard copy and later ERP. Print out of mark list and details in registers, to be signed by coordinator and principal.

Designing Class Assessments as per the need

- **Align with Curriculum:** Ensure assessments are aligned with curriculum standards and learning objectives.
- **Diversify Methods:** Incorporate various assessment methods to cater to different learning styles and abilities.
- **Develop Clear Instructions:** Provide clear and concise instructions for each assessment task to avoid confusion.
- **Monitor Progress and Follow-Up:** Monitor students' progress over time and provide ongoing feedback to support continuous improvement.

Houses and Clubs at School Houses

At Seth M.R. Jaipuria Schools a "House" gives the student a lifelong identity. While the classrooms give a child, the necessary academic climate, in the House the child learns and develops those essential qualities which equip him sufficiently enough to face life confidently. The House provides an atmosphere so that students develop their personality and attain the highest physical and mental development they are capable of. It is in the house that a student is taught values, self-reliance, cooperation, team spirit, a sense of duty and responsibility, a sense of belongingness, and traits for good citizenship. 'a house is an institution by itself within an institution' which is more vital where a child is groomed properly.

Campus life at Jaipuria provides a wonderful impetus to boost camaraderie and skills of individuals and groups, beyond academia and management too. We have divided the students into four houses: Game Changers, Wave Riders, Trailblazers, and Go-Getters.



Clubs

Skill-building clubs in schools provide students with invaluable opportunities to develop practical abilities and personal interests beyond the traditional curriculum. These clubs can cover a wide range of areas such as coding, robotics, debate, performing arts, arts, and sports. Every school has Sporting activity clubs (SA) and Non-sporting activity clubs (NSA).

By participating, students enhance critical thinking, creativity, and teamwork. They also gain hands-on experience, which is crucial for real-world applications. Skill-building clubs foster a sense of community, encourage leadership, and boost confidence. They enable students to explore potential career paths and hobbies in a supportive environment. These clubs play a crucial role in holistic education, preparing students for future academic and professional success.

Role of Teachers in Houses and Clubs

- **Mentorship and Guidance:** Teachers mentor students, helping them develop leadership, teamwork, and organizational skills while fostering a positive and inclusive environment.
- **Organization and Coordination:** They plan and coordinate activities and events, ensuring that all logistics are handled efficiently and that students are actively engaged.
- Record keeping House and club registers in a prescribed format is maintained by the house in-charges.

DOCUMENTATION FOR TEACHERS

Teacher-Level Documents:

Documentation is vital for teachers to support students and meet regulations. It aids communication and evidence-based decision-making, ensuring compliance and providing a historical reference for effective teaching and student support. Following is a list of documents that teachers are advised to maintain at their level-

Class Attendance Register: This is a record-keeping tool used to track the attendance of students in a classroom setting. Maintaining an accurate attendance register is crucial for ensuring student accountability, understanding attendance trends.

Daily Log Register: A daily log register is maintained by all class teachers. This register records the periods conducted each day along with the content taught, TLMs used and homework given in each class.

Lesson Plan Diary: A lesson plan diary records the lesson planning done by the teacher according to their students and the plans provided. This record is to be maintained by all the teachers including the co-curricular teachers.

Assessment Register: An assessment register is the record of assessments conducted, which should also include marks for activities and notebook corrections. This record is to be maintained by all the teachers including the co-curricular teachers.

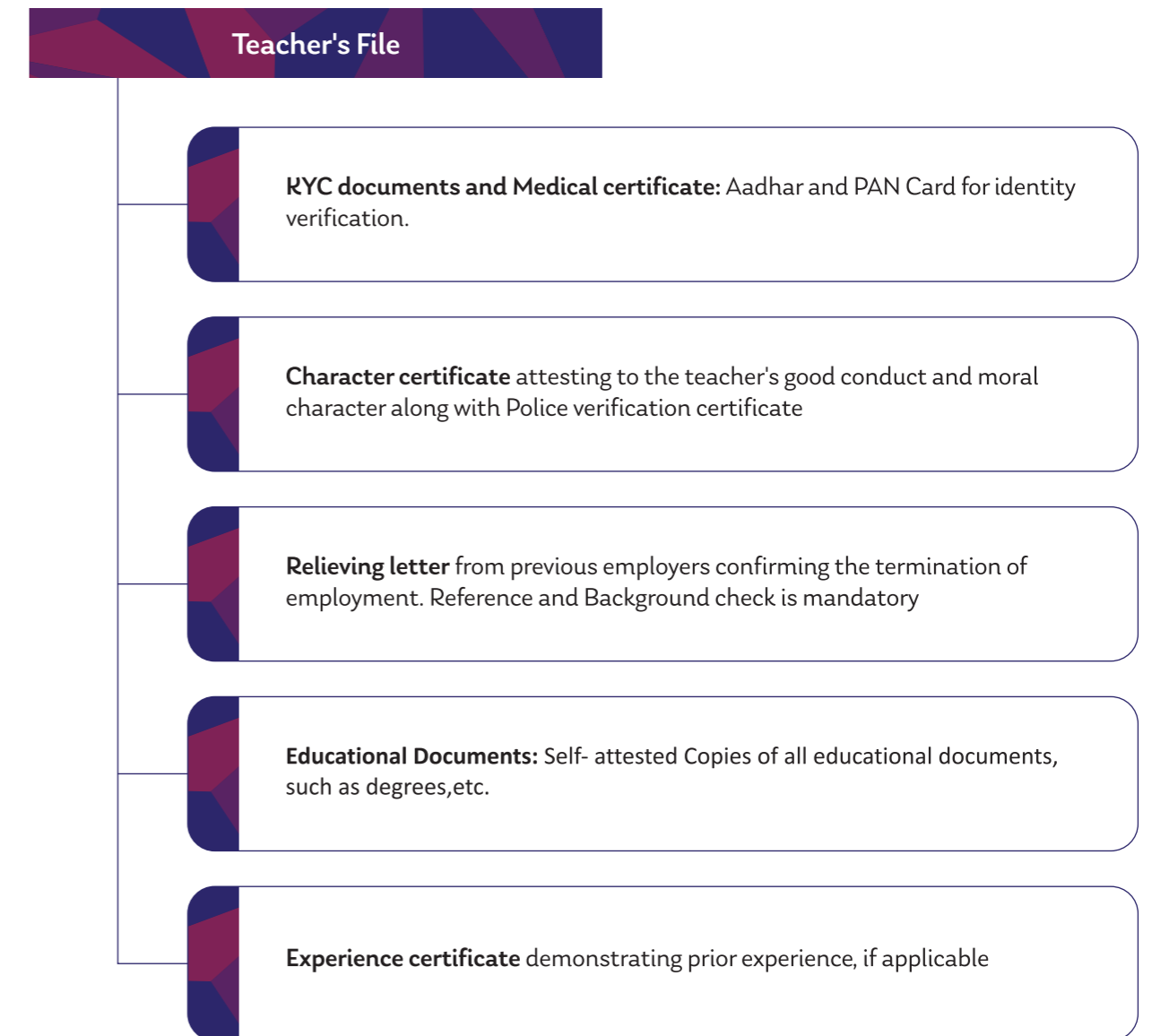
PTM Record: A PTM (Parent-Teacher Meeting) record highlights concerns and feedback raised by parents. This record is to be maintained by the class teachers.

Reflection Journal: A reflection journal is a record in which teachers document their experiences and reflect on what they have learned in the training. This is supposed to be maintained by all teachers, including co-curricular teachers.

Student Anecdotal Record: The purpose of a student anecdotal record is to document specific observations of individual student behavior, progress, and incidents. This helps in understanding each student's development, identifying any issues, and planning personalized support or interventions. This is maintained by the class teachers.

Teachers' File

- Teachers are mandated to provide various documents upon joining. These include:



TECHNOLOGY INTEGRATION

Integrating Technology into Instruction

Integrating technology in classroom instruction enhances engagement, personalizes learning, and prepares students for the digital future. It fosters collaboration, access to vast information resources, and efficiency. With technology, teachers can offer

differentiated instruction and make data-driven decisions, while students benefit from interactive, globally connected learning experiences. This involves several steps:



Classroom Intervention:

The integration of technology in classrooms varies among schools. The lesson plans given incorporate videos, presentations, and other tools. If smart boards are unavailable, teachers can utilize common areas with smart TVs or boards, and seek support from computer teachers if needed.

School Intervention:

Lesson plans are readily accessible through the Learning Management System (LMS) portal, catering to both grade levels and specific subjects. This digital platform ensures educators can easily locate and utilize plans tailored to their teaching needs, fostering efficient lesson preparation and delivery.

Some general guidelines are as follows:

- Identify Objectives: Determine learning objectives and how technology can enhance them.
- Select Appropriate Tools: Choose technology tools aligned with learning goals, such as interactive whiteboards, educational software, or online platforms.
- Create Engaging Content: Develop or curate digital content that is interactive, engaging, and relevant to the curriculum.
- Facilitate Student Collaboration: Use technology to facilitate collaboration among students through online platforms, discussion forums, or collaborative document editing tools.
- Encourage Creativity: Incorporate technology tools that encourage students to create multimedia presentations, videos, or digital projects to demonstrate their learning.
- Ensure Access: Ensure equitable access to technology for all students, including providing devices and internet connectivity if necessary.
- Stay Updated: Keep updated on new technologies and best practices in educational technology to continually improve integration efforts.

PROFESSIONAL DEVELOPMENT

Growth Opportunities

Professional Development Programs: Jaipuria offers a range of professional development opportunities tailored to teachers' needs and interests. These include workshops, webinars, and in-service training sessions

focused on topics such as pedagogy, curriculum development, classroom management, assessment techniques, and technology integration, etc.

In-service Jaipuria training –

- Focused training- This training is on implementing annual theme adapted by Jaipuria schools for every academic year. This is done at the beginning of an academic year spans two days online. Focus is on implementation of annual theme in school.
- Induction training- At the beginning of academic year in-person Induction Training is conducted by corporate office trainers, Its main objective is to align teachers with Jaipuria Curriculum and diverse teaching strategies, focusing on classroom interventions.
- Enrichment training- T2T training, It is held periodically in a cascade model, bringing teachers together at a central venue to learn and subsequently share knowledge with their schools. This is our endeavour to encourage PLCs in schools
- Upskill- This training takes place in the month of June which focuses. This training is carefully designed to provide our teachers insights, strategies and resources equipping them to enhance their teaching practices. This tailored guidance enhances learning outcomes, reflected in overwhelmingly positive participant feedback, enriching teaching

Support for Continuing Education:

We encourage and facilitate teachers' pursuit of continuing education opportunities, such as graduate studies, certifications, or specialized training programs.

Recognition and Rewards:

We acknowledge and celebrate teachers' achievements and contributions to professional growth. Schools have established recognition programs or awards that highlight exemplary teaching practices, innovative initiatives, or significant professional accomplishments.



Access to Resources:

Ensure that teachers have access to resources and materials that support their professional growth. This could include educational journals, books, online courses, instructional videos, teaching aids, and technology tools.

Mentoring and Coaching Programs

Individualized Support:

Our schools provide personalized support for teachers through coaching, mentoring, or peer collaboration. Pairing teachers with mentors or coaches who can offer guidance, feedback, and encouragement can be highly beneficial. Additionally, facilitating opportunities for teachers to observe each other's classes and share best practices fosters a culture of collaboration and continuous improvement.

Feedback and Evaluation:

Schools implement a constructive feedback and evaluation system that promotes ongoing reflection and improvement. Regular performance enhancement is done through classroom observation on a well-defined framework. This incorporates input from teachers themselves, their peers, and administrators. Individualized actionable feedback that identifies strengths, areas for growth, and specific goals for professional development.

Professional Learning Communities:

Our schools foster a supportive and collaborative environment where teachers can engage in professional learning communities (PLCs) or subject-area teams. Encourage dialogue, knowledge sharing, and collaborative problem-solving among teachers with common interests or teaching assignments. Facilitate PLC meetings, discussion forums, or online communities where teachers can exchange ideas, share resources, and learn from each other's experiences.

Annual Teachers Audit

While describing the importance of professional standards, the preliminary draft of National Professional Standards for Teachers states: These standards provide a framework that allows teachers to reflect on their practice, enabling them to identify areas of their professional development during their careers. Professional standards can be used in examining how the standards are implemented and what nature of change they exert. The standards

impact the way performance and evaluation are conducted. Historically, evaluation was conducted by the supervisors based mainly on their views on teaching, which had its limitations including but not limited to subjectivity, non-measurable aspects, etc. The framework as defined in the document, is arranged in the following four interrelated areas called 'Standards' covering multiple domains:

Core Values and Ethics

This domain comprises core values (like empathy, respect for others, cleanliness, etiquette, courtesy, democratic spirit, spirit of service, responsibility) professional ethics, commitment to profession and students, professional relationships, and responsible use of technology that a teacher is expected to manifest.

Professional Knowledge and Understanding

This domain comprises knowledge of the subject area, pedagogy, curriculum, and integration of technology on education. The teacher is expected to understand and know all these to function effectively,

Professional Competence & Practice

This domain comprises the effective application of learning plans, classroom communication, classroom management, and assessment strategies.

Student Learning and Engagement

This domain comprises the teaching-learning strategy, the role of the teacher as a facilitator, connecting with students, and the overall approach of the teacher in the classroom environment.

The comprehensive evaluation process for teachers involves a multifaceted assessment across various stages, addressing individual and collective performance.

Highlights of the Academic audit process

- Formal audit takes place once in an academic year and continuous observation and guidance are provided by teachers' supervisors throughout the year.
- Individually, teachers are evaluated based on a spectrum of criteria including instructional methods, classroom management, student engagement, and professional development. This assessment delves into the effectiveness of their teaching practices, and the impact on student learning outcomes.
- The evaluation occurs within a collective framework, assessing teachers' performances by themselves, their supervisor, and peers. This comparative analysis serves to identify exemplary practices, areas requiring improvement, and opportunities for collaborative growth.
- By fostering a culture of continuous feedback and development, comprehensive evaluations empower teachers to refine their skills, adapt to evolving educational needs.
- This process supports schools in maintaining high standards of teaching excellence, nurturing a supportive environment conducive to ongoing professional growth, and ultimately improving student achievement and success.

LET'S COLLABORATE

Collaborating with Colleagues

- **Curriculum Alignment:** Collaborating with colleagues involves aligning curriculum goals, instructional strategies, and assessments across grade levels and subject areas. This ensures a cohesive and integrated approach to teaching and learning.
- **Professional Development:** Teachers should engage in collaborative professional development opportunities with colleagues to share best practices, exchange ideas, and stay updated on the latest educational trends and research. This can be done by setting up PLCs (professional learning communities) at the school level
- **Data Analysis:** Collaborative data analysis allows teachers to analyze student performance data, identify trends, and make informed decisions about instructional planning and intervention strategies.
- **Team Teaching:** Collaborative teaching approaches such as team teaching or co-teaching enable teachers to leverage each other's strengths and expertise to meet the diverse needs of students effectively.
- **Support for Special Needs:** Collaborating with special education teachers, counselors, and support staff ensures that students with diverse learning needs receive appropriate accommodations, modifications, and support services.

Collaborating with the parents

Open and Transparent Communication

Teachers should establish open lines of communication with parents to share information about students' academic progress, behavior, and social-emotional development. Regular updates through newsletters, emails, or ERP helps in keep parents informed and involved in their child's education.

Parent-Teacher Meeting

Conducting parent-teacher meeting provides an opportunity for teachers to discuss students' strengths, areas for improvement, and academic goals with parents. These meetings foster collaboration between teachers and parents in supporting students' learning and development.

Individualized Support

Teachers should be responsive to parents' concerns and provide individualized support and guidance to address students' academic or behavioral challenges. Collaborating with parents to develop personalized learning plans or behavior intervention strategies ensures a coordinated approach to supporting student success.

Positive Feedback

Recognizing and celebrating students' achievements and progress through positive feedback reinforces parent-teacher partnerships and motivates students to continue their efforts.

SAFETY AND WELL-BEING AT SCHOOL

Student Safety Protocols

Student safety protocols are crucial for schools and teachers to maintain a safe learning environment. Here's how teachers can contribute:

- **Classroom Management:** Ensure a safe and organized classroom conducive to learning by enforcing safety rules. It is imperative to reiterate our school's firm stance against any form of violence, particularly physical aggression towards students. Such behavior is entirely unacceptable and goes against the principles of education and care that we uphold.
- **Supervision:** Watch students closely during activities, transitions, and outings to prevent accidents.
- **First Aid:** Be trained in basic first aid to offer immediate assistance during emergencies.
- **Emergency Drills:** Familiarize themselves with evacuation procedures.
- **Reporting:** Report safety concerns or incidents promptly to school authorities.
- **Student Welfare:** Monitor students for signs of bullying or unsafe behavior and intervene when necessary.
- **Equipment Safety:** Ensure classroom materials are used safely and maintained properly.
- **Health Awareness:** Promote good hygiene practices and nutrition among students.
- **Communication:** Keep parents informed about safety protocols and concerns.
- **Professional Development:** Stay updated on safety practices through ongoing training.

Promoting Student Well-Being at School

Promoting student well-being in the classroom is essential for creating a supportive and conducive learning environment. Here are several strategies to achieve this:

- **Establish a Positive Classroom Culture:** Create an inclusive atmosphere with mutual respect and open communication.
- **Build Relationships:** Understand each student's strengths and challenges to foster trust and connection.
- **Address Social-Emotional Needs:** Provide a safe space for expression and teach skills like self-awareness and empathy.
- **Promote Physical Health:** Encourage healthy habits and incorporate movement breaks.
- **Teach Stress Management Techniques:** Equip students with coping strategies like deep breathing and mindfulness.
- **Create a Supportive Learning Environment:** Cater to diverse needs, offer autonomy, and provide academic support.
- **Foster a Growth Mindset:** Embrace mistakes as learning opportunities and provide constructive feedback.
- **Collaborate with Families and Support Services:** Partner with parents and utilize support services to address individual needs.

Discipline and Behaviour Management

Teachers are advised to keep the following points in mind:

- ✓ Do I have clearly defined classroom rules? Make a poster or chart of the same and display it.
- ✓ Have I discussed with other teachers teaching the same class?
- ✓ Have I talked about and explained these rules to my students?
- ✓ Do all students know exactly what is expected of them throughout the day?
- ✓ Do I provide consistent positive reinforcement to students who follow the rules?
- ✓ Do my students know what positive reinforcement they can expect?
- ✓ Do I consistently provide consequences (not threats or punishments) when students do not follow the rules? Do they know what will happen the first time they break a rule? The second time? The third time?
- ✓ Do students know the consequences they will have to face if they misbehave?
- ✓ Do I have a clear plan on how to respond to inappropriate behaviour?
- ✓ Has my behaviour management plan been communicated to the parents?
- ✓ Have I clearly conveyed the specific behaviour expectations to the students while engaging in various activities in the class?
- ✓ Do I give scope for children to sort out their conflicts or do I encourage a culture of complaining and fighting?

The following action plans need to be taken to address problematic behaviours:

Level 1 : Classroom Management Strategies:

- Address minor behavioural issues within the classroom using teacher-led strategies such as verbal reminders, redirection, or time-out.
- Document incidents and communicate with parents or guardians as needed.

Level 2 : Teacher, Counsellor and Supervisor Collaboration:

- For persistent or escalating behaviours, involve school counsellors or supervisors – coordinators, HOD, Vice principal, or principal to provide additional support and interventions.

Level 3 : Multidisciplinary Team Involvement:

- If behavioural challenges persist, convene a multidisciplinary team (MDT) meeting involving teachers, counsellors, administrators, and parents.
- Review assessment data, behaviour support plans, and progress monitoring information to develop more intensive interventions.

Level 4 : Referral to Specialized Services:

- Consider referrals to outside agencies or specialized services, such as mental health professionals, community-based programs, or special education evaluations, if needed.
- Collaborate with external stakeholders to provide comprehensive support and services for the student and family.

Level 5 : Crisis Management and Safety Protocols:

- In rare cases involving imminent safety threats or severe behavioural crises, activate school crisis management protocols.
- Ensure the safety of all students and staff while providing immediate support and intervention.

CULTURAL COMPETENCE AND DIVERSITY

Valuing Cultural Diversity in the Classroom:

In classrooms, diversity is reflected by integrating literature, history, and cultural examples. For instance, history lessons may encompass narratives from various ethnicities, while literature may feature authors from diverse backgrounds and characters with distinct cultural identities. Encouraging students to share their cultural experiences fosters mutual respect and appreciation.

- **Language Diversity:** Embracing classroom diversity involves honoring the linguistic richness of our nation. Bilingual instruction supports those speaking languages other than the primary medium of instruction, fostering inclusivity.
- **Cultural Celebrations:** Our classrooms offer a platform to honor diverse festivals and traditions. Teachers can arrange special events for Diwali, Eid, Christmas, Pongal, or Bihu, fostering learning about various customs, rituals, and cuisines.

Cultural Sensitivity in the Classroom:

Cultural sensitivity in the classroom refers to the awareness, understanding, and respect for cultural differences among students and educators. Here are some strategies to promote cultural sensitivity in the classroom:

- **Educator Self-Reflection:** Teachers should engage in self-reflection to identify their own cultural biases, assumptions, and stereotypes.
- **Understanding Cultural Sensitivity:** Teachers should try and gain cultural competence to develop their understanding of different cultures, traditions, and communication styles.
- **Respect for Cultural Differences:** Teachers must create a welcoming space that respects diverse cultures, valuing students' backgrounds and perspectives.
- **Inclusive Curriculum:** Teachers can enhance this by selecting literature and materials reflecting students' diversity, and fostering empathy and understanding.
- **Community Engagement:** Involving diverse parents, families, and community members enriches classroom experiences, fostering belonging for all.

Creating Inclusive Learning Spaces:

Creating inclusive learning spaces in the classroom involves fostering an environment where all students feel respected, valued, and supported regardless of their background, abilities, or identities. Strategies include establishing clear norms for respectful communication and behavior, arranging the physical environment to facilitate collaboration, and incorporating diverse perspectives and identities into classroom materials. Teachers should differentiate instructions to accommodate diverse needs, promote collaboration, cultivate empathy and respect, and build positive relationships with students. Teachers should create environment where all students can thrive and succeed in their learning journey by creating a culture of inclusivity and belonging.

HR ESSENTIAL POLICIES AND PROCESSES

Suggestive Leave Policy:

A leave policy for schools should balance the needs of staff with the smooth functioning of the Seth MR Jaipuria Schools. Please note that each school will have its own set of rules and regulations regarding leave policies.

Here's a suggestive leave policy for schools:

Suggestive leaves-

The following are the suggestive leaves that are generally given to teaching and non-teaching staff at K-12 Schools in India.

- Casual Leave (CL)
 - Full Day
 - Half Day (4 hours)
 - Short Leave (2 hours)
- Earned Leave (EL)
- Sick Leave (SL)
- Vacation Leave
- Maternity Leave
- Leave Without Pay (LWP)



Category/Type of Leave	Casual	Medical	Earned	Vacation
Teaching Staff	12	6	Nil	As declared
Non-Teaching Staff	12	6	24	Nil
Full-time teachers on contract/ Virtual teachers	8	6	Nil	As declared
Subordinate teaching staff	8	6	Nil	As declared
Part-time activity teachers	Nil	Nil	Nil	Nil

RULES OF LEAVES:

- The leaves for schools are created on a pro-rata basis.
- It is recommended that for planning purposes and events at Schools, minimum 20 days of summer vacations and minimum 5 days of winter vacations is given.
- All leaves should be planned and communicated ahead of time, not overlapping with closing/ opening dates of School, and/or events and training pre-decided and declared by the Organization.
- Vacation leave will need to be decided with prior approval by the School Management.
- Earned leaves are applicable to only administrative staff including positions of principal and Vice Principal.
- Employees who are entitled to earned leaves will not be entitled for vacation leaves.
- In case of joining or leaving the organization, eligibility of CL for that month shall be calculated on proportionate basis. A maximum of 2 CLs can be availed at one go.
- Half day and short leaves are a part of Casual leave only. It is, therefore, essential to have enough balance of casual leaves before applying for the same.
- Sick Leave may only be admissible if it is supported by report of a medical practitioner or valid Medical prescription
- Maternity leave will be as per the discretion of school management.
- In case school is unable to allow summer vacation due to swimming / other coaching classes during vacation, coaches/ lab staff will be allowed equivalent compensatory off during other months.

Transfer Policy

The inter-transfer policy for staff within a chain of schools typically involves guidelines and procedures for transferring employees from one school within the chain to another of Seth MR Jaipuria Schools. This policy aims to ensure equitable opportunities for career advancement, fill staffing needs, and maintain consistency in standards across all schools within the chain. Key points of such a policy might include:

Transfer Procedure

- School A has put an advertisement for hiring and the current teacher from School B has applied.
- If School A decides to hire a teacher/staff from School B (and in case due to sheer large volume the details are escaped during the hiring process), then, School A would need an NOC from School B as well as the Corporate Office.
- Ideally, the teacher from School B will apply for permission to apply before seeking NOC.
- Ideally, the centralized database will be scanned to ensure no overlook remains
- School B will discuss the matter with the Corporate Office and act accordingly
- There are many genuine cases (such as family transfer) that will come up. It would be good to facilitate a transfer within the group. It needs to happen with transparency and prior consent.

Cooling Period for Transfer:

The cooling-off period shall be 1 year, i.e., 365 days from the effective date of the transfer. During this period, the transferred employee may request to revert to their previous position or location without any adverse consequences.

Reversion Procedure

- To request reversion during the cooling-off period, the transferred employee must submit a written request to their immediate supervisor and the human resources department.
- The request must clearly state the desire to revert to the previous position or location and provide any supporting reasons, if applicable.
- The human resources department will review the request and communicate the decision to the employee on time.

Terms and Conditions: Transferred employees will be subject to the terms and conditions of employment applicable at the target school, including salary, benefits, and work hours. Any contractual obligations, such as notice periods or repayment clauses, will be communicated to the employee prior to the transfer.

Appeals: Employees who are unsuccessful in their transfer application may request feedback from the HR department and may have the option to appeal the decision through established grievance procedures.

Confidentiality: All transfer applications and related discussions will be treated with utmost confidentiality to respect the privacy of the applicants and maintain a professional work environment.

Review and Amendment: This policy will be periodically reviewed and updated as necessary to ensure its effectiveness and relevance to changing organizational needs and regulations.

Implementation: This policy will be communicated to all staff members through internal channels, and HR personnel will provide necessary guidance and support to facilitate the transfer process.



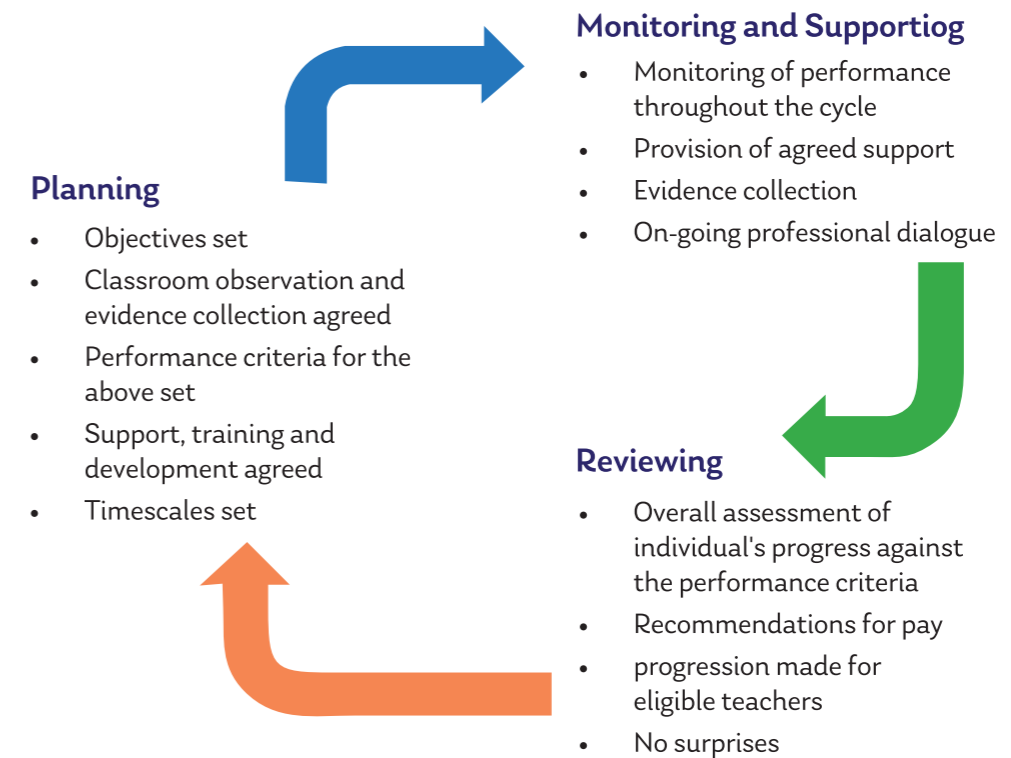
Exit Process and Policy

- **Resignation Notification:** The teacher submits a formal resignation letter to the school administration, specifying their intended last day of employment.
- **Notice Period:** The teacher must serve the notice period according to the school's policies and the teacher's contract terms.
- **Exit Interview:** The departing teacher may be invited to participate in an exit interview with HR or school administration. This interview provides an opportunity for the teacher to provide feedback on their experience at the school and reasons for leaving.
- **Finalizing Employment Details:** The HR/ admin office assists the departing teacher in finalizing employment details, including any outstanding payments, benefits, and accrued leave entitlements.
- **Return of School Property:** The teacher returns any school property in their possession, such as classroom keys, teaching materials, textbooks, and electronic devices.
- **Access Revocation:** Access to school facilities, systems, and resources is revoked or adjusted to reflect the teacher's departure. This includes deactivating email accounts, online teaching platforms, and other digital resources.
- **Documentation:** HR/admin ensures that all necessary documentation related to the teacher's employment, such as personnel files, teaching certificates, and contracts, is updated and filed appropriately. Reliving letter will only be given after exit formalities are complete. Including serving the notice period.
- **Notification to Stakeholders:** The school notifies relevant stakeholders, such as students, parents, colleagues, and administrators, about the teacher's departure and any resulting changes to class schedules or responsibilities.
- **Transition Planning:** If applicable, the school engages in transition planning to ensure continuity of instruction and support for students. This may involve assigning substitute teachers, reallocating classroom resources, and adjusting curriculum plans.
- **Exit Survey:** Some schools conduct exit surveys to gather additional feedback from departing teachers about their reasons for leaving and areas for improvement.

Performance Review Process and Policy

- **Goal Setting:** Teachers and administrators collaborate to establish clear, measurable goals aligned with school objectives and teaching standards.
- **Data Collection:** Performance data is collected throughout the review period, including classroom observations, student assessments, feedback from peers and students, and evidence of professional development activities.
- **Self-Assessment:** Teachers complete a self-assessment, reflecting on their teaching practices, accomplishments, challenges, and areas for growth.
- **Academic Audit:** Jaipuria corporate office and the school administration conduct classroom observations to evaluate teaching effectiveness, classroom management, and student engagement.
- **Feedback Gathering:** Feedback is gathered from various stakeholders, including administrators, colleagues, and sometimes students, through surveys, interviews, and informal discussions.
- **Performance Evaluation:** Based on the collected data and feedback, administrators assess the teacher's performance against established goals and teaching standards.
- **Feedback Session:** Administrators meet with the teacher to discuss the evaluation findings, provide constructive feedback, and identify strengths and areas for improvement.
- **Professional Development Plan:** If necessary, a professional development plan may be developed collaboratively to address areas needing improvement, with clear objectives and support resources outlined.
- **Follow-Up and Support:** Throughout the review period, administrators provide ongoing support, coaching, and resources to help teachers meet their goals and improve their practice.
- **Review Cycle:** The performance review process typically occurs on an annual or biennial basis, with regular check-ins and opportunities for mid-cycle adjustments as needed.

Performance Management Cycle



Misconduct Warning and Termination Process and Policy

- **Initial Concerns Identification:** When concerns arise regarding a teacher's performance, conduct, or compliance with school policies, they are addressed through informal discussions, and coaching.
- **Documentation:** Any performance issues, misconduct, or violations of school policies are documented thoroughly, including specific incidents, dates, and witnesses.
- **Investigation:** If the concerns cannot be resolved informally, a formal investigation is conducted to gather evidence and interview relevant parties, such as colleagues, students, or witnesses.
- **Notice of Intent:** If the investigation reveals grounds for termination, the teacher is provided with written notice of the intent to terminate, including the reasons for termination and any supporting evidence.
- **Meeting with Teacher:** The teacher is allowed to respond to the allegations and present their side of the story during a meeting with school administrators or HR representatives.
- **Decision-Making:** After considering the evidence, responses, and any mitigating factors, the school decides whether termination is warranted.
- **Notice Period:** If termination is decided, the teacher is informed of the termination decision and provided with a notice period as required by law or contractual agreements.
- **Appeals Process:** The teacher may have the right to appeal the termination decision through an internal appeal process or arbitration, depending on school policies and applicable laws.
- **Exit Procedures:** During the notice period, the teacher completes exit procedures, including returning school property, finalizing administrative tasks, and transitioning responsibilities.
- **Communication:** The termination is communicated to relevant stakeholders, such as students, parents, and colleagues, professionally and respectfully.
- **Documentation and Record-Keeping:** All steps of the termination process, including investigations, decisions, and appeals, are documented thoroughly to provide a record of the proceedings and rationale for the decision.