



Qabas Oman School Teachers' Handbook

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Introduction

This handbook contains information that each and every teacher at Qabas Oman School should familiarize herself with. Should the teacher have any questions about the information contained in this handbook, then she should ask the school Principal at the earliest convenience for clarification. Any feedback or comments that a teacher may have about this document are welcomed and valued.

Qabas Oman School

Qabas Oman School was established in 2016 as the first private bi-lingual primary school in Sur, Oman. The aim of the school is to provide the children of Sur the opportunity to pursue a school career which follows the Cambridge Primary school curriculum. This curriculum is delivered in English by qualified and experienced primary school teachers who are native speakers of English. In addition to this, Qabas Oman School offers its Muslim students classes in recitation and memorization of the Quran in Arabic, along with Arabic, Islamic Studies, and Social Studies.

Organizational structure

School council: Ms. Nadia Al Sinani
 Ms. Elham Al Mukhaini
 Dr. Robert Ryan

Administration: Mrs. Eman Al Musharifi

Academics: Miss Faheema Hoosen
Miss Nazley Thomas
Ms. Naziha Chilhaoui
Miss Vaska Koceva
Ms. Sue-Lindie Solomons

Facilities staff: Mr. Mohammed Meezan

Staff name list and email addresses

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Mrs. Eman Al Musharifi	eman@qabasomanschool.com
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Ms. Nazley Thomas	nazley@qabasomanschool.com
Mr. Mohammed Meezan	***
Ms. Naziha Chilhaoui	naziha@qabasomanschool.com
Miss Vaska Koceva	vaska@qabasomanschool.com
Ms. Sue-Lindie Solomons	sue@qabasomanschool.com

School calendar

See www.qabasomanschool.com for the latest version of the school calendar.

School mission

The mission of Qabas Oman School is to achieve the following for our young learners in Sur:

- To create a caring environment where our young learners feel safe and protected, thereby giving them the **confidence** to express their natural curiosity and willingness to learn.
- To deliver well-structured and properly-paced lessons, by qualified and experienced teachers, which our young learners will respond to with **thoughtful consideration** and with **enthusiasm**.
- To create a social context where our young learners can feel that they are **valued** and **cared for**, but also a social context where our young learners can take on roles of increasing **responsibility** for themselves and for others.
- To instil in each learner a sense of **national pride** and **cultural identity** as befits an Omani citizen.
- To create a physical environment where the energy and curiosity of our young learners can take **expression** in a safe and healthy way, thereby contributing to their **physical** and **motor-coordination development**.

- To create dynamic and interesting communicative scenarios where our learners can develop their **communicative skills** in a constructive and supportive manner.
- To present situations which challenge the learner to **use logical reasoning** in the **solving of problems** and other tasks.
- To instil in each child the **sense of responsibility** and **duty** that is expected by society of properly socialized young people, thereby pointing each child in an honourable and virtuous direction in their life-journey.
- To create an environment where each child is provided with multiple opportunities to **express their creativity** and unique skills and talents, without judgement, but with sincere encouragement and support.
- To lead them into a world where they are proficient in **using both English and Arabic** to make sense of the world and to effectively communicate with others.

School strategy

Qabas Oman School will strive to achieve its mission, in cooperation with our young learners, their parents, the teachers, and the relevant government ministries:

- (i) by **valuing the contributions** that are made by **all stakeholders**
- (ii) by **using the resources** at hand in a **responsible and prudent manner**, and
- (iii) by **providing educational experiences** that are informed by **best teaching practices**.

With respect to the teachers and other staff members at Qabas Oman School, our mission is to create an exciting and fulfilling work environment where everyone's good work is recognized and valued. Teachers and staff members will be provided with professional development opportunities as respected members of our community at Qabas Oman School, thereby allowing them to reach their full potential and grow in leadership positions at the school, or wherever their professional careers may take them.

Professional development

Teachers and administrative staff at Qabas Oman School are provided with regular opportunities to develop professionally. These opportunities take the form of formal training meetings, seminars, workshops, distribution of reading materials, small-scale research projects, visits to other schools, and partaking of professional development opportunities offered by the Oman Ministry of Education.

Each staff member is asked to present a yearly professional development growth plan, so that Qabas Oman School can better support each staff member's efforts in this area. Professional development provides opportunities for growth in knowledge, exposure to best practices, expansion of teaching skills, and other attributes (e.g. personal attributes) that lead to improved teaching practice or execution of one's administrative duties.

Self-assessment of one's professional development needs take place by using reflective practices and active investigation into several aspects of the school's operation. These include:

1. examining one's own performance as a teacher
2. examining one's relationships with the other members of the school community
3. examining one's depth and breadth of knowledge and understanding of the subject(s) that one teaches
4. exploring and coming to a deep understanding of the Cambridge Primary school curriculum
5. studying the policies and procedures that govern the running of Qabas Oman School
6. becoming *au fait* with the Omani school system and with the Oman Ministry of Education's expectations of what a successful school is
7. examining one's leadership role and potential for advancement within the school
8. examining the societal context in which Qabas Oman School exists and how to better serve our students as they pursue their scholarly careers and explore avenues for gainful employment

A professional growth plan includes:

1. the teacher or administrator's personal details
2. dates to identify the time period over which the professional growth plan is operative
3. a timeline where key stages in the plan's execution are identified
4. specification of the goal(s) which the teacher or administrator wishes to achieve
5. the resources and strategies that will be used in achieving these goals
6. clear descriptions of success indicators or measures of success w.r.t. goal achievement should be stated in the plan.

At the end of the plan's cycle:

1. the practitioner should report on her reflections over the outcomes of the plan
2. the professional development process that was experienced, and
3. the implications of the practitioner's performance w.r.t. the plan.

In their professional development plans, teachers can choose to aim for SMART goals, as an aid to their success. Such goals can be characterized as:

1. **S**pecific and significant
2. **M**easurable and meaningful
3. **A**ttainable and action-oriented
4. **R**elevant and results-oriented, and can be delivered on
5. **T**ime

The actual content of a goal will differ for each practitioner, according to the professional development needs of the teacher or administrator. However, since one's goal(s) should be 'action-oriented', then it is probably best to use an 'action' verb to describe the goal. The following verbs may be useful to you as you formulate your development goals:

<i>Accompany</i>	<i>Clarify</i>	<i>Document</i>	<i>Generate</i>	<i>Manage</i>	<i>Recommend</i>
<i>Achieve</i>	<i>Classify</i>	<i>Draft</i>	<i>Govern</i>	<i>Minimise</i>	<i>Reconcile</i>
<i>Acquire</i>	<i>Collaborate</i>	<i>Edit</i>	<i>Guide</i>	<i>Modify</i>	<i>Reduce</i>
<i>Adapt</i>	<i>Collect</i>	<i>Educate</i>	<i>Handle</i>	<i>Monitor</i>	<i>Report</i>
<i>Address</i>	<i>Communicate</i>	<i>Eliminate</i>	<i>Head</i>	<i>Motivate</i>	<i>Research</i>
<i>Adjust</i>	<i>Complete</i>	<i>Enact</i>	<i>Identify</i>	<i>Negotiate</i>	<i>Resolve</i>
<i>Administer</i>	<i>Compose</i>	<i>Encourage</i>	<i>Illustrate</i>	<i>Nominate</i>	<i>Review</i>
<i>Advance</i>	<i>Conduct</i>	<i>Enforce</i>	<i>Implement</i>	<i>Obtain</i>	<i>Revise</i>
<i>Advertise</i>	<i>Construct</i>	<i>Engineer</i>	<i>Improve</i>	<i>Organise</i>	<i>Reschedule</i>
<i>Advise</i>	<i>Contribute</i>	<i>Enhance</i>	<i>Incorporate</i>	<i>Outline</i>	<i>Secure</i>
<i>Advocate</i>	<i>Convert</i>	<i>Employ</i>	<i>Increase</i>	<i>Participate</i>	<i>Select</i>
<i>Allocate</i>	<i>Cooperate</i>	<i>Establish</i>	<i>Influence</i>	<i>Perfect</i>	<i>Solve</i>
<i>Analyse</i>	<i>Coordinate</i>	<i>Evaluate</i>	<i>Inform</i>	<i>Perform</i>	<i>Standardise</i>
<i>Anticipate</i>	<i>Correlate</i>	<i>Exceed</i>	<i>Initiate</i>	<i>Pilot</i>	<i>Streamline</i>
<i>Apply</i>	<i>Create</i>	<i>Execute</i>	<i>Innovate</i>	<i>Plan</i>	<i>Succeed</i>
<i>Appreciate</i>	<i>Customise</i>	<i>Exhibit</i>	<i>Inspire</i>	<i>Prepare</i>	<i>Summarise</i>
<i>Arrange</i>	<i>Define</i>	<i>Expand</i>	<i>Install</i>	<i>Prevent</i>	<i>Supervise</i>
<i>Assemble</i>	<i>Delegate</i>	<i>Expedite</i>	<i>Instruct</i>	<i>Prioritise</i>	<i>Support</i>
<i>Assess</i>	<i>Deliver</i>	<i>Explain</i>	<i>Insure</i>	<i>Processes</i>	<i>Survey</i>
<i>Assign</i>	<i>Demonstrate</i>	<i>Explore</i>	<i>Integrate</i>	<i>Produce</i>	<i>Target</i>
<i>Assist</i>	<i>Design</i>	<i>Facilitate</i>	<i>Interpret</i>	<i>Program</i>	<i>Test</i>
<i>Audit</i>	<i>Determine</i>	<i>Finalise</i>	<i>Intensify</i>	<i>Project</i>	<i>Unify</i>
<i>Authorise</i>	<i>Develop</i>	<i>Focus</i>	<i>Interpret</i>	<i>Promote</i>	<i>Update</i>
<i>Build</i>	<i>Devise</i>	<i>Forecast</i>	<i>Investigate</i>	<i>Provide</i>	<i>Upgrade</i>
<i>Calculate</i>	<i>Display</i>	<i>Formalise</i>	<i>Launch</i>	<i>Publish</i>	<i>Utilise</i>
<i>Categorise</i>	<i>Direct</i>	<i>Form</i>	<i>Lead</i>	<i>Qualify</i>	<i>Verify</i>
<i>Chair</i>	<i>Discover</i>	<i>Foster</i>	<i>Maintain</i>	<i>Quantify</i>	<i>Volunteer</i>

The following sentence schemes may also be of use:

As part of my professional development plan, I plan to (insert action verb) (insert object of the verb), *because* (insert reason).

Alternatively, one might write:

As part of my professional development plan, I plan to (insert action verb) (insert object of the verb), *so as to* (insert goal).

The school working day

The school working day begins at 07:00 with the arrival of the teachers, administrators, and facilities staff. The school accepts early drop-off children from 07:00 onwards. School assembly commences at 07:45. Children who arrive at school before assembly will gather in

the school playground and will be supervised by at least two members of staff. Children are not allowed to enter the school buildings before assembly.

After a short assembly, the students will enter the school buildings for their first class at 08:00. The school day proceeds according to each classes' timetable until the end of the last class of the day at 13:30. At this time the children are allowed to leave the school with their parents or guardian. All of the children should leave the school premises by 13:40. If a late pick-up of a child is anticipated the parents are requested to inform the school of this and make suitable arrangements for the late pick-up.

Teachers and administrators are required to stay at the school until 14:30 each day, to meet with parents, prepare for the next day, or to participate in any school meetings, or short professional development sessions that might be offered. On occasion, teachers might be requested to stay a bit longer at the school, as needs arises.

School assembly

School assembly takes place every Thursday at 07:45 sharp. By this time all the children are expected to be present in their class groups, silent, and neatly lined up in their assigned places under the shaded area of the playground. Class teachers will show the children to their places, but as the year progresses, the children should be able to find their designated areas with minimum supervision. At the beginning of assembly, the national flag of Oman will be raised and treated with the proper deference. Once the flag is raised, the children will sing the Oman national anthem or an inspirational school song. At assembly, the Principal or a teacher will make the school announcements and share any other relevant information with the children, including a short inspirational story, or some praise of a student who may have achieved something of merit. On occasion, a student will be asked to conduct school assembly.

At the end of assembly, the children should be formally dismissed from assembly and instructed to proceed to their classes. There should be a clear structure to the assembly proceedings, which are replicated at each assembly, thus allowing the students to understand what takes place.

Assembly sets the tone of the rest of the school day, so use this time wisely. The behaviour of the teachers and the administrators at assembly should model the behaviour that we expect of our students at assembly and throughout the school day.

Playground supervision

Teachers and administration staff should work cooperatively as they supervise our students in the playground. Two aims should be on every supervisor's mind when they are supervising the children:

- (i) their safety, and
- (ii) the development of social skills and mores.

Supervisors are to periodically check that the playground apparatus are in good working order and no faults in these apparatus have developed which might pose a danger to the children. Should such a fault be detected then report this to the administration who will take the necessary measures to have the fault repaired.

Health and safety awareness

Ensuring the safety of the children who are entrusted into our care is of paramount importance to everyone who works at Qabas Oman School. Regular inspections of all the facilities at Qabas Oman School are carried out in accordance with local regulations. Staff members are asked to be vigilant in spotting any potential danger to our children. This includes, but is not limited to, checking that electrical plugs and cables are safe and are not interfered with by the children, and any sharp objects that are left lying around anywhere on the school premises should be picked up and put away. If a staff member has any concerns about some part of the structure of the school building or the playground area, in that it might pose a danger to a child's safety, then the staff member should try and fix the problem or report the problem to the Principal, who will fix it.

In cases of extreme weather, students are to remain inside the school buildings for their protection, for example, in cases of severe heat, strong and dusty winds, or torrential rain. Although the climate in Sur is moderate and calm for most of the year, severe storms are not unknown in this area of Oman. In such cases weather warnings, provided by the Oman Directorate General of Meteorology, for example, should be taken seriously and responded to appropriately.

The children at Qabas Oman School should also be guided and taught by the staff members about what is dangerous and what poses as a potential threat to their health and safety at the school and in the environment outside the school. This includes instruction on the regular washing of hands to prevent the spread of infectious disease and bacteria, and instruction on how to play in a safe manner, alone and with friends. Children are not allowed to run inside or around the school buildings. They are required to walk in a controlled manner. Running and jumping is allowed in the playground, of course, but with due concern for the safety of one's playmates.

Children are allowed to bring small, inexpensive toys to school, to play with and perhaps share with their peers. But it is not advisable to bring very small toys to school which may pose a choking hazard if swallowed, or may be very easily lost or broken.

In summary, let common sense and a heightened sense of awareness of health and safety prevail at Qabas Oman School, so that everyone is kept safe and can enjoy the school day.

Emergency procedures

In the case of an emergency, any children in the vicinity of the emergency should be removed from the area to a safe place. The emergency services should be contacted immediately. The relevant telephone numbers are posted in the administration office:

Fire service:	999
Ambulance service:	999
Police:	999
Emergency:	9999
Electricity or water emergency:	440284 (or 154 and 153 respectively)
Royal Oman Police HQ Sur:	25540399
Sur Hospital:	25540244
Badar Al Sama Pharmacy:	25546119

The Principal should be made aware of any emergency and will act appropriately, including contacting the parents of any child that may have been injured in an emergency and inform them of the nature of the emergency and the steps that have been taken in response to the emergency.

Accidents

Despite our best efforts to prevent them, accidents happen. In the case of an accident, the first step is to ascertain the severity of any injury that may have been sustained by the victim of the accident. If a child has fallen and merely grazed his leg, comfort the child and administer the necessary first aid (clean the graze with an antiseptic solution, let it dry or apply an antiseptic cream and cover with a bandaid if needed). If the accident is more serious and a serious injury has been suffered by the child, call another teacher to comfort the child and contact the emergency services and/or the child's parents.

Printing and photocopying

Teachers are politely requested not to waste or be profligate with the computer printing and photocopying resources that are available at Qabas Oman School. Ask yourself whether the teaching or learning materials that you wish to photocopy really warrant being photocopied, or can the materials be distributed to the children in another way? Is it feasible to use both sides of the paper? Is it possible to reduce the size of the text so that two pages can fit on one page? Please be careful with colour printing too, because this is quite a bit more expensive than greyscale printing. Perhaps you can add colour to your documents by getting the children to colour in parts of the documents themselves, or perhaps coloured paper might provide that added dash of style and interest to your document that you are looking for.

IT and social networks

Computers that are connected to the Internet are available for use by all staff members at Qabas Oman School. These are found in the teachers' office and in the administrators' office, and in each classroom. Users of these computers are requested to use them in a responsible and professional manner, to look after them and to prevent, as far as possible, any malicious software or computer viruses from damaging the computer system. If you use a memory flashdrive to transfer files from one computer to another, then please make sure that no virus or malware has infected your flashdrive. Use the computer virus protection software on a regular basis to protect your computers and the schools computers.

Teachers are requested not to accept friend requests on any social networking site (e.g. FaceBook, Twitter, and the like) from Qabas Oman School students. First of all, many of these social networking sites have a minimum age limit which should exclude our students from registering on these sites (so their under-age use of these sites should be brought to their parents' attention in such cases). Secondly, being friends on a social networking site may expose the teacher to potential undue influence by the child. We are always friendly to our students, but we cannot really say that we are their friends.

The perception on propriety is very important in Omani society, and so any contact that you may have with a student online must always be professional and of a nature that can stand the scrutiny of a third party reader, so that no misunderstandings concerning your professional relationship with the child can arise.

Campus security

Access to the school campus and school buildings is restricted to staff members, students of the school, and their parents/guardians. During the school day, unescorted access of visitors to the school campus is not allowed. Visitors must be met at the school gate and identified as *bona fide* visitors who have a specific and sanctioned purpose to be at the school. Whilst on the premises, visitors are not to be left alone, especially in areas where our students are present.

Although Oman is one of the safest countries in the world (14th in the world in terms of crime), we should always make sure that our personal property and the property of Qabas Oman School is kept safe. We should also not leave unnecessary temptation for little fingers, like leaving a chocolate bar on your classroom table unattended! At the end of the school day, a person will be made responsible for locking up the school building (checking that no one has been left behind in the building!) and securing the school gate(s). The keys to the school should always be kept in a safe place, during and after school.

Confidentiality

All and any documents that make reference to a student, a parent, or employee at Qabas Oman School should be considered private and confidential, and should only be shared with other members of the school community on a 'need to know' basis. This includes private telephone numbers of parents and staff, any medical records, financial information, and reports on student performance and behaviour, for example. Staff members should take measures to safeguard the documents that they are responsible for, hard and soft copies, so that unauthorised access to these documents is prevented.

Private information that is shared by a student with a teacher or other member of staff should be kept in confidence, so that the expected relationship of trust between student and teacher is respected and maintained. However, this mandate of confidentiality is to be lifted in cases where the information provided by the child raises concern about the child's safety or wellbeing. In such cases, the Principal should appraise the information that was provided by the child in consultation with the teacher (and parents, if appropriate) and seek ways of ensuring the safety and wellbeing of the child in accordance with the relevant Omani

legislation (see, for example, Sultan Qaboos Decree No. 22 of 2014, promulgating the Child Law).

Teacher's code of ethics

Teaching is a profession, and, as professionals, we are expected to follow a code of ethics in the performance of our work. Below is a description of the responsibilities that each teacher holds at Qabas Oman School which should be discharged in an ethical manner.

The teacher's responsibilities towards the pupils in her care:

1. The teacher shall give foremost consideration to the pupil's well-being.
2. The teacher shall direct her professional effort to assist the pupil to develop his/her whole personality including his/her ability to work.
3. The teacher shall foster in her pupils honesty, integrity, and consideration for others and shall do nothing, by precept or example, to discredit these qualities.
4. The teacher shall act, and shall be seen to act, with justice.
5. The teacher shall exercise authority in accordance with the law of the land and with evolving concepts of the pupil's needs and rights.
6. The teacher shall recognize that each child is an individual and that children can differ in what is required for the promotion of their education.
7. The teacher shall recognize an obligation to assist all pupils under his/her charge to develop their talents suitably and to the fullest extent feasible.
8. The teacher shall recognize that she should work with parents to promote the welfare of pupils, particularly by consulting and involving parents, whenever this is desirable.
9. The teacher shall make reasonable effort to protect the pupil from conditions that may be harmful to learning or to health and safety.
10. The teacher shall not intentionally expose the pupils to embarrassment or disparagement.
11. The teacher shall not use professional relationships with pupils for private advantage.
12. The teacher shall not disclose information about pupils obtained in the course of professional service unless such disclosure serves a compelling professional purpose or is required by law.

The teacher's responsibilities to her colleagues and the teaching profession:

1. The teacher shall respect the professional standing and opinions of her colleagues and shall maintain in her relations with them the highest standards of professional courtesy.
2. The teacher shall be prepared to help in all possible ways junior colleagues and those in training.
3. The teacher shall accept the authority of senior professional colleagues while retaining the right to express professional opinion.
4. The teacher shall recognize her obligation to advance the causes of education and hence the causes of the teaching profession.

5. The teacher shall recognize his/her obligation to improve her effectiveness as a teacher in every possible way.
6. The teacher shall recognize her responsibility for her own actions and judgements and she shall be prepared to stand by their consequences.
7. The teacher shall recognize her duty to manifest responsibility, individual initiative, and integrity in her teaching and other professional actions.
8. The teacher shall not knowingly make a false statement concerning the qualifications and competence of a candidate applying for a position.
9. The teacher shall not accept a gratuity, gift, or favour that might impair or appear to influence professional decisions or actions.
10. It shall not be correct for any senior professional colleague or any teacher to censure other teachers or to criticise their work within the hearing of pupils and/or the general public.
11. It shall not be correct for any teacher by public statement to bring the profession, her school, or the department in which she works into disrepute.
12. The teacher shall appreciate that, as a professional person she must accept responsibility for her actions, her duty shall be to carry out reasonable instructions from senior professional colleagues.
13. The teacher shall have the right to protest against instructions.
14. Senior professional colleagues shall give a teacher all the support and help that is in their power to make the teacher's work effective, consult and inform her on matters affecting her work and treat her with justice and dignity, not least when it becomes necessary in the interest of pupils and other colleagues to attain greater efficiency and more ethical professional behaviour.

The teacher's responsibilities to the parents of her pupils and to the community:

1. The teacher shall recognize the right of a parent to consult her, through proper channels, on the welfare or progress of a pupil.
2. The teacher shall recognize the right of a parent to be consulted about any matter which concerns the future development of his child.
3. The teacher shall do nothing to undermine lawful parental authority, but shall be prepared to give advice which, in her professional view is in the best interest of the pupil.
4. The teacher shall make every effort to encourage parents to interest themselves actively in the education and welfare of their children.
5. The teacher shall act within the community in a manner which enhances the prestige of the profession.

Teacher's job description

The purpose of a teacher's position is to:

1. to teach and educate according to the prescriptions of the Cambridge Primary school curriculum and the directives of the Ministry of Education in Oman; and
2. to teach and educate pupils according to the educational needs, abilities and attainment of individual students entrusted to his/her care by the school's Principal.

Main responsibilities of a teacher at Qabas Oman School

A teacher at Qabas Oman School:

1. plans, prepares, and delivers lessons.
2. teaches according to the educational needs, abilities, and attainment of the individual pupils and groups of students.
3. assigns work, regularly reviews and marks work carried out by her students.
4. assesses, records, and reports on the development, progress, attainment, and behaviour of her students.
5. provides or contributes to oral and written reports and references relating to individual students or groups of students.
6. participates in arrangements within an agreed national framework for the appraisal of the student's performance.
7. promotes the general progress and well-being of individual students, groups of students, and the class(es) entrusted to her.
8. provides guidance and advice to students on educational and social matters, and on their further education and future careers, including information about sources of more expert advice.
9. communicates, consults, and co-operates with other members of the school staff, including those having posts of special responsibility and parents in the interest of pupils.
10. participates in meetings held in the interest of the students during school time.
11. reviews and evaluates her methods of teaching within the Cambridge Primary school curriculum.
12. advises and co-operates with the school Principal and other teachers in the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching, assessment, and pastoral care arrangements.
13. participates in further personal training and professional development as a teacher, including attendance of in-service education and training courses provided by Qabas Oman School, or the Oman Ministry of Education.
14. maintains good order and discipline among pupils and safeguards their health and safety at any time and place when students are under her care.
15. participates in staff-, group-, or other meetings which are called to improve the organisation and administration of the school, or meetings related to the school curriculum or pastoral care arrangements.
16. contributes to the professional development of new teachers and student teachers according to arrangements agreed upon with the school Principal.

17. provides the necessary information and makes the necessary requisitions and arrangements in connection with the teaching of the subject(s) assigned to her.
18. ensures the safe custody of equipment normally used by her during lessons and sees that it is regularly serviced and maintained according to requirements.
19. attends school assemblies.
20. registers the attendance of students under her care.
21. shares in the proper management, organisation, order, and discipline of the school.

Lesson preparation

While preparing lessons teachers at Qabas Oman School are requested to consider the following points:

- A. What added value are you giving to the level of the pupil's educational achievement?
- B. How can you create ways of adding value to the pupils' education?
- C. How do you intend to test what has been achieved?
- D. What are your remedial plans?

Effective classroom styles

In developing your teaching style, it might help you to consider the following points:

1. try to be as well-organised and efficient as you can;
2. show by your manner that you are looking forward to teaching the class and that you do not expect any problems;
3. make clear to the class what is expected and valued;
4. praise good work;
5. review the balance between your positive and negative comments about pupils' work and behaviour;
6. always be vigilant – never ignore misbehaviour or it will get worse;
7. use bold gestures and positive facial expressions to reinforce your style of teaching;
8. a calm, relaxed facial expression is characteristic of an effective teacher;
9. resist any temptation to use physical contact as a means of controlling disobedience or unruly pupils;
10. be sure to control your anger by dealing with pupils in a positive and assertive manner.

Homework and study

Regular, effective homework is a part of school work for all pupils. The type and amount of homework that a teacher issues will vary from class to class. Homework should:

- (i) consolidate the work done at school, and
- (ii) provide a learning experience for the child.

Homework should never be set as a ‘punishment’, nor should it merely be ‘busy work’, set just for the sake of setting homework.

School activities

By getting involved in the school activities at Qabas Oman School, you will contribute to the whole school, not merely curricular delivery. School activities will give you the opportunity to develop relationships with other members of staff and with students across the whole school. These relationships will have a beneficial effect on your teaching through the mutual respect and trust gained from participating in an activity.

Dress code

As a person whom pupils look up to, you should dress as befits the dignity of your profession. You are expected to present an example to your pupils through the way you dress.

Absences

If you are unable to attend to your duties due to illness, you are to keep the school informed on a daily basis, 30 minutes before school starts.

Accountability

As a teacher you are expected to:

1. be punctual and give a full day’s work;
2. be prepared for all lessons;
3. keep all of your students occupied and interested;
4. mark all work constructively;
5. monitor student progress and keep an accurate record of this progress;
6. access the Oman Ministry of Education website, the Qabas Oman School website, and other relevant websites regularly, to keep yourself informed about latest developments taking place.

Data protection

All information that may be stored on a computer or any other written or printed material that holds information about our students shall remain the property of Qabas Oman School, even when these are taken out of the school, for doing work at home, for example. The teacher is bound by all policies and regulations related to such information or materials as they are applied in the school, and the teacher shall take all measures that are normally taken in the school to secure such information and materials.

Responsibilities and rights

All of students, teachers, and other staff members at Qabas Oman School enjoy certain rights and responsibilities. They are described as follows:

Students have the right to:

1. learn and play in a safe and clean environment
2. learn and play in a supportive environment
3. be respected
4. access adequate and appropriate facilities
5. express their opinion
6. privacy
7. learning experiences which cater to individual requirements

Students have a responsibility to:

1. express themselves in an appropriate manner
2. actively promote safe and clean practices whilst at school
3. participate in school activities to the best of their ability
4. respect the rights of others
5. care for school facilities in a respectful manner
6. tolerate opinions of others
7. express themselves in a socially acceptable way
8. allow others their privacy
9. respect the learning styles of peers
10. report perceived bullying

Parents have a right to:

1. be respected by staff, students, and the wider community
2. be welcomed at our school
3. have their child's full potential realized within the limitations of available resources
4. meet with staff and discuss issues relating to school policies and procedures, and their child's progress
5. have their opinions valued
6. to be involved in the formulation and support of school policies

Parents have a responsibility to:

1. show respect towards staff, students, and the wider community
2. model appropriate behaviour, including language
3. be available to discuss their child's progress
4. ensure their child is sent to school prepared for the school day
5. support programs that are developed by Qabas Oman School
6. express themselves in a socially acceptable way
7. allow others their privacy
8. report welfare concerns

Support structures

To support students who might have difficulty managing their learning or whose behaviour or attitude might not meet our expectations, Qabas Oman School can respond in the following ways:

Advisory

Every time the school intervenes to maintain student well-being, we work as advisors. This means verbal advice (teacher-to-student, or at parent/student/school meetings), and/or email or formal letters to parents. All interventions will begin with an advisory process, and all written advice is recorded.

Mentoring

A student may be assigned a learning mentor to follow an individualised PSE (personal and social education) programme. The goal with such a program would be to foster positive behaviours and attitudes that would better support both individual learning and community needs. All mentoring goals are negotiated and recorded. The school may liaise with external agencies to support its work.

Counselling

A student may be asked or required to follow a counselling programme to address behavioural concerns or attitudes that cannot be managed through our mentoring programmes. The goal would be to foster appropriate behaviour and/or attitudes in the community. This service will be provided by an external professional in consultation with the parents.

Community building

A student may be asked or required to undertake work to develop a better understanding of the values expressed through the school's mission. This may take the form of individual- or in-group reflection, service to the school's student body, or out-reach programmes to the wider community.

Sanctions

A student who fails to work constructively with the support structures mentioned above and/or fails to address behaviour or attitudes that are incompatible with the school's published expectations of behaviour (see the rights and responsibilities described above) may not be re-admitted to the learning community.

Daily expectations of our teachers

Teachers at Qabas Oman School are requested to:

1. switch off mobile phones whilst in class.
2. complete the relevant registers on the school management system.
3. record and file all absence notes.

4. ensure that all computers are logged off at the end of every day, including the ICT suite if has been used.
5. check that all of the equipment that is in your class is present and in good working order at the beginning and end of each day
6. ensure that the classroom is tidy at the end of the day, and that the students' chairs are stacked on their desks so that the cleaner can clean the floor of the classroom without undue hindrance