

**BRUMMANA HIGH SCHOOL
TEACHER'S MANUAL**

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FOREWORD

This Manual is intended to guide the parents, Teachers and Students in matters relevant to the running of Brummana High School. It is a statement of policy and a description of the various organisational divisions of the School. It is, therefore, the reference which is used by administration in the processing of its functions.

A. PROFESSIONAL CODE AT B.H.S.

The principles governing teacher's conduct may be stated under a series of relationships

1. Relationship to work.

Our work is the teaching of our students. We undertake to carry out our professional duties according to the highest standards of care and diligence that we know. We do not discuss personal or technical details of our pedagogical practice or philosophy with laymen outside the school.

2. Relationship to our clients.

Our clients are the parents and guardians of our students. We endeavour to educate students respecting the wishes of their parents and guardians, to report faithfully on the progress we make and to treat as private and confidential all personal information received from them, or any other transaction with them regarding their children.

3. Relationship with our colleagues.

Members of the teaching staff are our professional associates and colleagues according to a pattern dictated by the school administration. We undertake never to speak disparagingly or loosely of other teachers' skills or conduct outside staff circles, nor willingly to listen to laymen who try to draw us into such indiscretion. We undertake to be as careful of the reputations of our colleagues as we are of our own, and never to reveal personal details of salaries or other emoluments. Such matters are private. One very good principle may help us to determine what we may justifiably say about our colleagues: "Never say anything behind a colleague's back that you would not have him say behind yours, be prepared to say to his face".

4. Relationship with the public outside the School.

Our duties to our clients and colleagues, stated above, oblige us to be circumspect in discussing School business with people outside it. We may discuss objectively academic policy and progress, social and cultural events, sporting and athletic achievements. But we must make no reckless or irresponsible comments on School administration or finances. Simple loyalty in general obliges us never to say anything that could lower or injure the School's reputation.

B. TEACHER CONDUCT.

The School believes that the teachers have the authority to administer the law. But to be obeyed, they have to be respected and to be respected they have to be exemplary in their personal conduct. We teach students to behave well by behaving well ourselves. This principle should persuade us to accept the following:

1. It is essential to be courteous and polite in the way we speak to others, whoever they may be.
2. It is not right to shout, whether inside the classroom or outside it. A calm, cool and unraised tone of voice is nearly always the best to use
3. It is not sensible to be sarcastic.
4. It is important to be fair, impartial and consistent with treatment of students.
5. Students should not be made to feel that we are taking advantage of our positions, or that we are expecting others to do what we are not prepared to do ourselves.
6. Drinking of alcoholic beverages is forbidden on the School premises. Smoking is not permitted when the teachers are in company of the students, or anywhere on the premises, except in the teachers' lounge.

C. RESPONSIBILITY OF THE TEACHER IN CLASS.

1. The teacher must come prepared for class and must occupy the students usefully from the beginning to the end of the period.
2. The classes should start and end punctually. Each period lasts 50 minutes
3. Teacher absenteeism is not tolerated except under obviously justifiable circumstances. A record of absenteeism is made by Supervisor and is to be maintained at the coordinator's office. In the case of illness, a medical report must be submitted upon return.
4. In the case of a preplanned justifiable teacher absenteeism, the teacher must inform the coordinator or supervisor before the class is due to start and provide a work assignment for the class.
5. The teacher must note student absenteeism and report that to the supervisor or unit coordinator.
6. Preparation of the syllabus. Teachers must actively participate within the confines of the academic committee and in cooperation with heads of departments in the preparation of a syllabus for the courses under their charge, as outlined under the responsibilities of coordinators of units and academic committees, in the document on "Educational Organization".
7. Preparation of the time table of teaching. Teachers must cooperate with coordinators of units to prepare a time table of teaching. No more than two consecutive hours devoted to the same subject, may be scheduled.
8. Lesson planning. All lessons must be planned and this rule applies to all teachers old or young, experienced and in experienced. No teacher, however accomplished or resourceful may enter the classroom unprepared. Lesson plans are clearly outlined in a "Lesson Notebook" which should always be brought to class. Each subject must have a separate Lesson Notebook. The lesson outlines, which cover the work of one week, should be photocopied at the end of the week and stored in the coordinator's office in a special file for the subject and for the class, for appraisal and reference. This provides the School Administration with information regarding the progress of the teaching program. In a hardship situation where a teacher ceases working suddenly, the School will know precisely how much material in the subject had been covered. The material to be taught must be evenly distributed in accordance with the subject syllabus, so that the subject matter is completed on time, but enough time must be allowed for review prior to examinations.
9. Assignment of homework. Teachers should assign homework, commensurate with the syllabus and complementary to classroom work. This assignment must be well balanced not to be too much, nor too little. In addition, the total amount of work assigned by all teachers to a given class must also be balanced. Consequently, coordination and proper planning at the level of academic committees and close cooperation of all teachers of a given class are required. In the Intermediate School 10-14 hours of homework per week, depending on the class, should be assigned. The loads for the lower and upper schools are proportionately lower or higher. Students should be encouraged to keep time sheets in which they record blocks of time devoted to study and home work of various courses. This system, if accurately pursued will show if the students' time and effort is equitably distributed between subjects.
10. Revision. The teachers must encourage students to review effectively and seriously before examinations and to actively help them in their review until examinations take place. It may be desirable to give review assignments and to devote scheduled sessions to discuss the material already reviewed, in order to iron out any difficulties the students may be facing in grasping some topics.

11. Training in the proper habits of study. The teachers are entrusted with the serious and important responsibility of nurturing in their students the proper habits of study which should serve them for the rest of their lives as perpetual learners. They should not act as mere transmitters of information, no matter how valuable this information happens to be in the expansion of their fund of knowledge. Sufficient emphasis should be placed on training in independent study, self-reliance, intellectual inquisitiveness and intellectual honesty. These attributes are amply spelled out under "Statement of Policy" in the Educational Organization. As the students advance up the school, less and less supervision and more and more private study should be encouraged to promote self-reliance. All students leaving the School should have sufficient self-reliance, which is essential for the pursuit of university education.
12. Examinations. The policy of the School on examinations, is that these exercises are an integral part of the teaching-learning process in addition to being a measure of achievement. Accordingly, examinations, whether formal and extensive or informal and short (tests) must be given with adequate periodicity to be able to follow the educational progress of the student, to serve as a feedback information to the teacher as to how efficiently the educational message is reaching the recipient, and feedback to the students as to how well they are proceeding in the program. Since examinations are another teaching-learning exercise, they must be informative, thought provoking and based on substantive and relevant issues. In essence, they should reflect what the teacher considers the most relevant and essential information in the assignment on which students are tested. The teachers should impart an attitude of seriousness regarding examinations whether extensive or short, which in turn forces the students to review properly and in the process acquire a thorough grasp of the subject matter.

The weight to be given to examinations is left to the collective wisdom of the academic committees and coordinators, but it is recommended that sufficient weight be given to them, so Department that the students will not learn to take them casually.

Absence from scheduled examinations, warrants a make-up examination in the case of an acceptable excuse. In the absence of an acceptable excuse, the students receive a zero with its consequences on the general average.

Perfect coordination within the confines of academic committees as to the frequency and timing of examinations for a given class, eliminates conflict and prevents the error of diverting the students' efforts in the direction of one course at the expense of other courses.

Examinations can cause anxiety and nervous strain in students and some are particularly predisposed. Since examinations are indispensable exercises, the teachers are called upon to impart to the students the proper attitudes as regard examinations, and above all, to see to it that their educational effort proceeds evenly on a day by day basis and not in squirts, so that when the time of examinations comes, the process of review and preparation does not constitute a burden with which they find it difficult to cope.

Examination preparation, storage and invigilation are responsibilities of great seriousness. There is nothing more demoralizing to students and downgrading to the School, than irregularities in examinations. The policy formulated by academic committees governing this issue must be implemented with strictness, to completely avoid irregularities. In the final analysis, each teacher is responsible for perfect order regarding his examination. Any student or member of the system who has been found to commit an irregular act regarding examinations must undergo disciplinary action by the appropriate academic committee.

13. Grading and student evaluation. Students must be graded on most assignments given to them. Grading must be done with accuracy and objectivity. B.H.S. uses a percentage system of grading and considers the passing grade to be 60%, as described in the document on "Educational Organization". Grades must be kept in a Mark Book in as

neat a manner as is possible, so that at a glance the academic progress of the student can be assessed. In computing averages, appropriate weight must be given to each parameter, commensurate with the relative importance of the parameter and the effort spent by the student on that component of the course which makes up the parameter. In addition, teachers should record remarks relevant to aptitude, maturity, emotional stability, imaginativeness, special strengths, special weaknesses, character and other attributes considered relevant in the total evaluation of the student. It is left to the teachers within the confines of the academic committees, and the coordinators of units, to devise an appropriate system for the recording of grades and comments and for their filing.

14. Entrance examinations. The teachers should help in the preparation of entrance examinations to all classes. The examinations are evaluated by the teachers concerned, but final acceptance is the responsibility of the appropriate academic committee after appraisal of the results and the credentials of applicants.
15. Student punishment. This is limited to detention assignment, or assignment of an additional but useful piece of work. Under no circumstance corporal punishment is to be resorted to. Dismissing the student from class because of misbehavior is unacceptable, but if the student becomes obstructive, he should be sent to the supervisor for disciplinary action. Under these circumstances, the supervisor in turn should involve the coordinator of the unit in the case.
16. Professional development. The School is committed to the periodic organization and sponsorship of workshops, seminars and lectures, designed to help teachers gain more expertise as professionals. The School also encourages teachers to interact academically and professionally as a group, with the objective of mutually sharing their experiences as educators. The older and more experienced teachers should share their knowledge and experience with the newer and less experienced teachers.
17. Special lessons. These are extra lessons in intra-curricular School subjects given to groups of students or individual students who are unable to follow regular classroom requirements. Special lessons are not allowed unless the academic committees recommend them as a remedial measure for weaker students. They should in no way interfere with the usual contribution of the teachers to the School. The teachers are remunerated for this activity and their fee is prorated to their salaries.
18. Private lessons. These are extra lessons in subjects not taught in the School's programs, such as playing musical instruments, languages other than those given in the School etc. The School places no restriction on this activity, provided the students are in good standing and the lessons do not interfere with their scheduled activities.
19. Educational visits and field work. Teachers may deem it desirable to support their classroom work by a field trip to an archaeological site, special installations or industrial and agricultural enterprises. These trips must be discussed and approved by the academic committees and later planned with the Administrative Director's Office. They should preferably not encroach on classroom time.

D. EDUCATIONAL DEBATES.

The School encourages genuine debate on educational matters and professional experiences. Opinions on educational objectives, content, methodology and aspiration, should be voiced and discussed amongst teachers at any level and time. This activity can take place:

1. Informally only in the staffroom
2. Formally in academic committees. This is where recommendations for change and improvement can be made and transmitted to the B.H.S.-C.S. for approval when the issues are of a substantive nature

E. COMPLAINTS AND DISAGREEMENTS.

In any operation with a certain measure of complexity, such as that of B.H.S., disagreements are likely to occur between teachers and between teachers and the administrative officials. It is always preferable to sort out differences by cool and objective discussion. Failing that, teachers can transmit their complaints to the Cultural Society provided the persons involved in the controversy are notified. The C.S. will see to it that justice prevails.