

AMERICAN UNIVERSITY OF BEIRUT

IMPROVING STUDENT OUTCOMES THROUGH SETTING
SOLID TEACHING BODY FOUNDATIONS

by
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AN ABSTRACT OF THE PROJECT OF

Joelle Youssef Nouaime for Master in Human Resources Management
Major: Human Resources Management

Title: Improving Student Outcomes through Setting Solid Teaching Body Foundations

Research confirms that student achievement is directly affected by the quality of teaching staff and school leadership, therefore, the consultancy project “Improving Student Outcomes through Setting Solid Teaching Body Foundations” was carried out for a school in the Middle East region with the aim of improving teacher’s quality and engagement intervening in 3 directions: (1) revamping the type of structure which is most efficient for the school; taking into consideration the culture, school governance and the ultimate objective of the school; (2) evaluating current job descriptions and developing new ones which are in line with the school’s mission and objectives while bench marking them with best practices; (3) developing a competency framework and rubric for teaching staff to help promote quality teaching.

The consultancy project followed an iterative and rigorous process where information was gather and analyzed. Data triangulation was adopted. Information and feedback was received from multiple sources, different groups and through various data collection methods. As a result, the structure, job descriptions and frameworks were developed.

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CHAPTER I PROJECT OVERVIEW

This paper is a summary of the 1st phase of a consultancy project that covers the structure, job descriptions and behavioral competencies for a school in the Middle East region. The mission of the school under study is to foster an environment for students to learn and develop their intellectual qualities and abilities. After reviewing literature to identify the most important factors that influence student achievement, we found that teachers have a great impact on student achievement. Marzano (2007) refers to a study that showed evidence that “students who have a teacher at the 75th percentile in terms of pedagogical competence will outgain students who have a teacher at the 25th percentile by 14 percentile points in reading and 18 percentile points in mathematics. Moreover, students who have a 90th percentile teacher will outgain students who have a 50th percentile teacher by 13 percentile points in reading and 18 percentile points in mathematics” (Marzano, 2007, p.2). Furthermore, the importance of profiling and recruiting high caliber teachers was stressed upon in a paper published by the European commission in 2009 where the paper reads: “The knowledge, skills and commitment of teachers, as well as the quality of school leadership, are the most important factors in achieving high quality educational outcomes. ... For this reason, it is essential ... to ensure that those recruited to teaching... posts are of the highest caliber and well-suited to the tasks they have to fulfillgreat care and attention should ... be devoted to defining the required profile of prospective teachers... to selecting them and preparing them to fulfill their tasks” (European Commission, 2009, p.8).

Acknowledging the significance of the effect of teacher competencies, and in light of the above we set our aim through this consultancy at improving teacher’s quality and

engagement intervening in 3 directions: (1) we studied the type of structure which is most efficient for the school; taking into consideration the culture, school governance and the ultimate objective of the school; (2) we developed new job descriptions which are in line with the school's mission and objectives while benchmarking them with best practices (3) we also developed a competency model with the rubric.

For the design of the Job Descriptions (JD), we relied on available JDs, job analysis questionnaires, feedback from select school personnel, literature review and desk based research. After the JDs were developed, they were reviewed by the selected sample of teaching staff and the admin team. The support of the leadership team, the involvement of the project team, teaching staff and admin team were essential, to developing the school's core competencies and rubric, relying on industry reference frameworks and ensuring they are in line with the school's mission and objectives.

In our consultancy project we followed the Classic five-step consulting process (Lacey & Tompkins, 2007):

1. Entry and Diagnosis, (Since the school is a subsidiary of the head office I work in, the entry and diagnosis phase was simple. Introduction was made by the leadership team which fostered support and assisted in securing buy-in from parties at stake.)
2. Data Collection, (Data was gathered through literature reviews, holding focus groups and interviews with relevant stakeholders.)
3. Intervention Design,
4. Implementation, and
5. Evaluation.

Since this consultancy project will introduce new ideas, concepts, interactions and is the first phase in a major change that will be taking place in the school, the following factors were taken into account:

1. Putting together a strong team to lead the change process and secure buy-in and commitment from all involved parties.
2. Allocating a dedicated Project Team with high levels of knowledge and experience in the school field as well as the relevant HR knowledge to assess and benchmark the school's current standards with best practices
3. Involving people who are highly affected by the change in determining the factors that directly influence them
4. Creating milestones that would reflect the project's success and having measureable results.

A consultancy project is as good as the ability to implement it, and the single most important threat to implementing the findings of the consultancy is resistance to change. For change to happen smoothly, different models can be adopted. We reviewed Kurt Lewin's Change model, the ADKAR Change Management Model and adopted John Kotter's 8-step process for leading change model.

Kotter's Model focuses on creating a sense of urgency, creating a guiding coalition, developing a vision and strategy with clear objectives, communicating the change vision and securing buy in, determining what may hinder change and removing the obstacles, generating short term wins, consolidating improvements and anchoring and institutionalizing change. We made sure to incorporate and follow the above 8 steps to ensure change is properly managed, communicated and institutionalized (refer to Chapter V for details).

A. Vocabulary of the Study

For consistency of interpretation, the following terms are defined:

Consultant: throughout this paper, I will be referring to myself as a consultant

Comprehensive Teaching Framework: “a teaching rubric that creates common language, identifies specific strategies and behaviors, and defines expectations for effective teaching” (Mielke, 2012, p.16).

Leadership Team: Consists of the CEO and the School Director

Project Team: Consists of the school’s HR Manger, Academic Affairs Manager and the consultant

Admin Team: Consists of Principals and Deputy Principals of all school divisions

Teaching Staff: Consists of Academic Intervention Teachers, Learning Support Teachers, Atelierista, Grade Level Coordinators, Heads of Departments, Instructional Coaches, IT Coaches, Lab Assistants, Media Center Aides, Media Center Specialists, Permanent Substitute Teachers, Teachers and Teacher Assistants.

CHAPTER II STRUCTURE

A. Literature Review

In order to have a top-performing educational systems, we need to ensure the pillars on which they are built are robust and of best quality. According to Quinn, “Few people will disagree that the most significant factor for a student is the teacher” (2014, p.12). While working on our consultancy project, and to ensure optimal output, we have reviewed the different types of structures to see how they fit in with our school’s culture and chain of authority and communication, we then developed the job description, the teacher competencies and rubrics taking the previously mentioned points as basis for development.

Brady (2008) discussed how little school structures have evolved since the Industrial Age and how this business structure does not meet today’s demands in terms of diversity and collaboration. Brady goes on to talk about the increasing attention given to reform in school structures and how identifying what type of organizational structure that positively impacts teachers’ performance in teaching. Other research papers on this subject delve into exploring what organizational structures improve student learning. Lam (2005) suggests how high flexible structures provided more favorable conditions that contribute to teacher’s learning as compared to rigid or non-flexible structures. Other findings in Lam’s study identified structural conditions which definitively impacts students’ progress through better levels of teacher learning. These conditions include collective learning opportunities, higher levels motivation and enjoying greater control. Lam also makes reference to Chion-Kenny (1994) work which acknowledged that “democratic and collaborative” structures improve the working environment for

teachers. Another reference, (Rowan, 1990) in the same article asserts the positive correlation between greater control and the increased accountability between teachers and administrators and among teachers themselves. Additionally, the theories of Marsick and Watkins (1990) suggested elevated motivation in collaborative working conditions. The article also emphasizes that without the bureaucratic hindrances teachers will exert an effort to improve the classroom environment of their students and provide timely, meaningful feedback and increase collaborations among different learner groups. In contrast, other authors discussed how some bureaucracies enable organizations to function properly (Adler and Borys, 1996, Adler, 1999, 2003). These authors highlight the positive effects of bureaucracies such as “clear authority structures” and formal policies and procedures.

In the same manner that management style and organizational structures across organizations have evolved in time, so did the management styles and organizational structures of schools.

Schools should be looked at as dynamic institutions that should adapt to change and their structure should accommodate the culture of the country and community that the school exists in.

Several studies and literary works have been conducted regarding the topic of organization structures of schools and 3 major structure groups have been identified and labeled. This literature focuses on these 3 major groups which are divided as per below:

- 1- Flexible vs non flexible structure
- 2- Hierarchical vs flat vs organic structure
- 3- Centralized vs decentralized structure

1. Flexible vs Non-Flexible Structure

A flexible organization structure mainly entitles the employees to participate in the decision making process and to incorporate, through their direct customer interaction, the needs of these customers and hence steer the business into the direction of innovation, customer-orientation and subsequently success. On the other hand, non-flexible structures with their rigid bureaucracy do not promote the evolvement of the business and hinder innovation. Lindelow & Heyndricks (1989) discuss how "Inflexible bureaucratic structures," obstruct innovation and creativity. Similarly, valuable feedback from different employee levels is not taken into consideration. Adversely, non-flexible structures dictate higher levels of management involvement and hence better monitoring of employee performance. A narrow focus span of the employees in a non-flexible structured organization, allows for the fulfillment of overall corporate objectives rather than individual ones.

In contrast, flexible structures are deemed ineffective in smaller organizations due to the fact that some roles might overlap hence creating confusion.

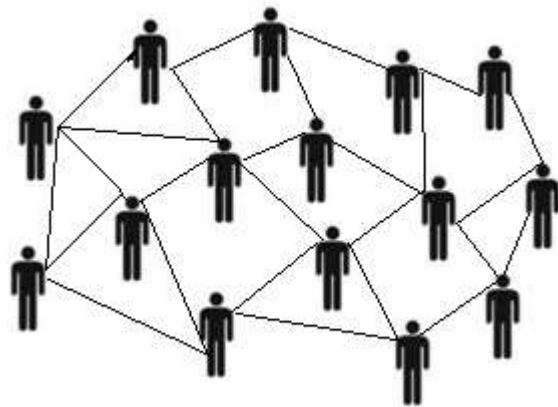
Flexible Structure	Non- Flexible Structure
<p>Advantages:</p> <ul style="list-style-type: none"> • Receptive to ideas from all levels in the organization. • Promotes innovation and creativity. • Yields higher levels of employee engagement. • Leads to higher level of motivation 	<p>Advantages</p> <ul style="list-style-type: none"> • Higher management involvement as employees have clear and simple reporting lines. • Allows fulfillment of overall corporate objectives over individual ones.

<p>and grasping of opportunities for mutual learning and professional exchange.</p>	
<p>Disadvantages:</p> <ul style="list-style-type: none"> • Not applicable to smaller organizations as roles might overlap. 	<p>Disadvantages :</p> <ul style="list-style-type: none"> • One way communication with no feedback from different roles in the organization. • Rigid procedures that do not adapt well to change.

2. Hierarchical vs flat vs organic structure



Hierarchal Structure



Flat

Structure

The hierarchical structure is usually looked upon as the most traditional and safest amongst the other structures. This is due to the fact that this structure clearly sets formal procedures which are considered crucial to avoid miscommunication and the overlapping of roles in addition to a smooth and non-dynamic operation of the business.

According to Rettig (2004), leaders in such organizations are convinced that this model is best for employees and that it is essential for “the administrator to be in charge” (Brady, 2008). Elmore refers to this model as the Bureaucratic model where each department is assigned specific tasks. These rigid policies and procedures are controlled in a “top-down hierarchy” (Brady, 2008). This bureaucracy leads to a difficulty in adapting to change. Resistance or conflict between departments may arise due to the fact that each department works in favor of its own interests rather than the interest of the organization as a whole. The rigidity in this structure causes slow response time to clients due to decision making being slow. However, formal procedures set in place provide clear guidelines and expectations from employees as they dictate duties and powers explicitly. In addition, this structure promotes development of the employees as specialists due to their specific areas of focus. In his model, Mintzberg (1979) identified three types of school organizational structures and he referred to the hierarchal structure as bureaucratic organization (Brady, 2008).

A flat organizational structure is where the management level is horizontal. This structure encourages employee engagement, fosters a feeling of camaraderie and joint responsibility and in turn better communication and enhanced performance levels. To ensure success, Richard Neal suggests that the levels of management be as few as possible between the principal and the superintendent taking into consideration needs of both staff and customers (Neal, 1991). This type of structure increases the empowerment of employees and their sense of responsibilities while leading to faster and more effective communication between these employees. Due to the constant and frequent interaction between different employees from different departments, decision making becomes easier due a better informed position. However, this sometimes proves to be a

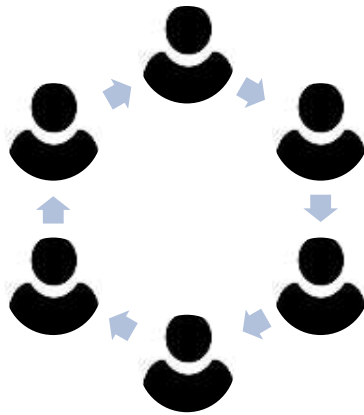
double-edged sword due to the fact that it might cause confusion between employees caused by the lack of direct leadership. An underlying challenge with this structure is the ability of employees to move up in terms of career progression,

According to Chrispeels and Martin (2002), there is a shift in leadership from the traditional one man show where one leader takes all the decisions to a shared leadership model where decision making is a shared process among the employees who are encouraged to collaborate in this process from the onset. This leads to a feeling of belonging and hence fosters innovation and creativity. This model has been labeled by Elmore as Organizational Development, while is referred to as the organic model by others. Mintzberg (1979) refers to this model as the innovative organization. Mackinnon and Pynch-Worthylake (2001) similarly argue that this model increases team spirit through the collaboration, interaction and feeling of shared responsibility among the teams. This yields to shared leadership and in turn promotes creativity where a wide platform for ideas is presented and adopted according to staff and students' needs (Brady, 2008). In the same sense, this leads to increased team spirit and sense of responsibility.

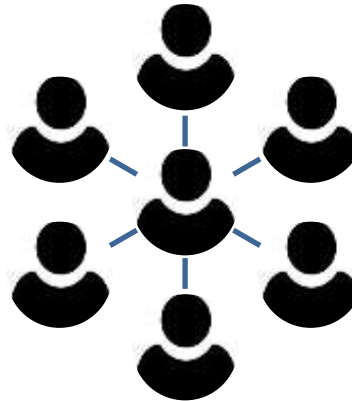
Additionally according to Neal (1991), when people participate in the decision making process they become more responsible and hence will provide more effort to make these decisions/ideas work. "When teachers, students, parents and principals feel they "own" their schools, benefit from their wise decisions, and suffer from their unwise decisions, there is great potential to build a good school" (Neal, 1991). In contrast, this structure might lead to lower levels of motivational leadership. Another possible disadvantage to this structure presents itself as the constraints to employee advancements and un-recognition of high performance.

Hierarchal Structure	Flat Structure	Organic Structure
<p data-bbox="263 309 422 342">Advantages</p> <ul data-bbox="263 398 627 875" style="list-style-type: none"> <li data-bbox="263 398 627 651">• Formal procedures set in place dictating duties/powers explicitly. <li data-bbox="263 696 627 875">• Promotes development of the employees as specialists 	<p data-bbox="646 309 805 342">Advantages</p> <ul data-bbox="646 398 1010 1171" style="list-style-type: none"> <li data-bbox="646 398 1010 723">• Increases empowerment of employees and their sense of responsibilities. <li data-bbox="646 768 1010 875">• Easier decision making between employees. <li data-bbox="646 920 1010 1171">• Faster and more effective communication between employees 	<p data-bbox="1029 309 1189 342">Advantages</p> <ul data-bbox="1029 398 1393 797" style="list-style-type: none"> <li data-bbox="1029 398 1393 584">• Increased team spirit and sense of responsibility. <li data-bbox="1029 629 1393 797">• More effort put in by employees to make their ideas work
<p data-bbox="263 1232 454 1265">Disadvantages</p> <ul data-bbox="263 1321 627 1872" style="list-style-type: none"> <li data-bbox="263 1321 627 1429">• Difficulty of adapting to change. <li data-bbox="263 1473 627 1648">• Resistance or conflict between departments may arise. <li data-bbox="263 1693 627 1872">• Slow response time to clients due to decision making being slow. 	<p data-bbox="646 1232 837 1265">Disadvantages</p> <ul data-bbox="646 1321 1010 1648" style="list-style-type: none"> <li data-bbox="646 1321 1010 1507">• Confusion of employees due to lack of direct management. <li data-bbox="646 1552 1010 1648">• Little room for employees to move up. 	<p data-bbox="1029 1232 1220 1265">Disadvantages</p> <ul data-bbox="1029 1321 1393 1872" style="list-style-type: none"> <li data-bbox="1029 1321 1393 1507">• Lower Levels of motivational leadership. <li data-bbox="1029 1552 1393 1872">• Constraints to employee advancements and recognitions of high performance

3. *Centralized vs decentralized structure*



Centralized Structure



Decentralized Structure

Moving on to the centralized organizational structures, we notice that these often rely on one person to make all the decisions where delegation is rare and employees are not encouraged to participate with the management in the decision making process. This hinders the valuable input of lower level employees whose constant interaction with customers generates extremely useful ideas crucial to the business. Moreover, this type of structure doesn't accommodate well to change which is the new norm in our day and age. Adversely, a decentralized structure adapts well to change and is receptive to new ideas from the bottom-up. According to Aoki (1986), decentralization is crucial in the times of change as it is vital to the application of change whether in technologies or prevalent circumstances (Zábojník, 2002). The same literature makes reference to Aghion's and Tirole paper (Aghion & Tirole, 1997) which highlights the benefits of delegation of authority as mainly improving the performance since employees would be more engaged, feel valued and expect better return based on their valuable participation in this process.

Centralized Structure	Decentralized Structure
<p>Advantages</p> <ul style="list-style-type: none"> • Responds well to change and uses this change to improve competitiveness. • Constant review of procedures yields to better efficiency. • Promotes effective team building. 	<p>Advantages</p> <ul style="list-style-type: none"> • Fast Decision making. • Sharing of responsibility. • Considerable control over the organization • Unified system of meanings leading to organizational effectiveness
<p>Disadvantages</p> <ul style="list-style-type: none"> • Slow decision making. • Inadequate control over the organization • Stifles creativity, fosters dissatisfaction and demotivates staff 	<p>Disadvantages</p> <ul style="list-style-type: none"> • Not suitable for small organizations. • Does not promote individuality and originality

B. Methodology for setting new Structure

The below methodology was followed for setting the new structure:

- 1- Interviews were held with the Leadership Team and Project Team (refer to Annex 1 for interview questions).
- 2- Interviews were held with 4 of the Admin Team members, 7 Heads of Departments (refer to Annex 1 for interview questions).
- 3- The structure was provided to an external consultant to provide us with his feedback.

- 4- The structure was then provided to a Subject Matter Expert for confirmation.
- 5- A focus group was held with all admin staff (9 participants) to discuss the proposed structure and gather their feedback.
- 6- The new structure was developed (refer to Annex 2).

C. Data Collection

This consultancy project followed an iterative and rigorous process where information was gathered and analyzed. Data triangulation was adopted. We ensured information and feedback was received from multiple sources, different groups and through various data collection methods. As a result, the structure, job descriptions and frameworks were developed.

We gathered data through qualitative research by conducting interviews for this project section.

Interviews give a clear understanding to the interviewer when conducting a qualitative research. It helps in gaining a better understanding of opinions, attitudes, experiences and behaviors (Rowley, 2012). Interviews can be structured, semi-structured or unstructured. When comparing between all 3 types, it is noticed that:

- In a structured interview the questions are fixed, the researcher controls the interview, subjectivity is eliminated and makes it easier for the researcher to analyze, interpret and compare the data collected.
- In a semi-structured interview, the questions are also set and prepared in advance, but provide the interviewee more flexibility, ease in replying and allows the interviewer to probe for clarification and additional information.

- As for unstructured interviews which is the least common, most of the questions are open ended and spontaneous where the response of the interviewee will determine the following questions (Doody et al., 2013).

Whichever interview type is selected, the interviewer should start by clarifying the type of interview, the main focus of the interview, provide a guide to the interview and offer a friendly and smooth atmosphere which would allow the interviewee to explore all the opinions and provide all the feedback he has.

Several factors were taken into consideration while conducting the interviews which include, but are not limited to, the number of people willing to take the interview and how available they are, as well as selecting interviewees from different positions in order to provide a vaster and broader feedback which provides more room for analysis.

The strategy of how to approach potential participants plays a major role in capturing as much interviewees as possible. An email was sent introducing myself with the reason for conducting the interview, the main focus of the research, time required and the prospected outcomes from the interview.

For our consultancy project, we conducted semi-structured interviews.

D. Analysis

Data gathered, transcribed and developed were centralized with the consultant. Data was documented by the consultant in the templates developed and sent to the concerned groups for comments and advice.

Throughout the project, document development and update followed the below flow:

- During focus groups, updates were made on the documents on the spot using the school's laptop projected on a white screen ensuring all participants are aware of

the changes and do not have objections. Document approval is received during the focus group.

- When focus groups were not required, the updated documents were sent to the concerned parties for confirmation / advice for updates. Updated documents were resent to the staff for confirmation.
- Our analysis of the current school structure and organizational chart revealed the below findings:
- The structure allowed for a good level of flexibility where teachers were given a decent level of liberty in designing and delivering their curriculum, a desired feature of the ideal structure.
- The structure had clear communication channels but those channels were not regularly used to communicate the visions and strategy of the school in addition to more basic communications.
- The current structure is decentralized (each division acts independently, but they all report to the director)
- The current structure is flat since employees interact with each other (preparing lesson plans together, coordinating material vertically and horizontally)
- All of the above critical sought-after features of the current structure lead us to adopt the current structure while focusing on treating some deficiencies that, in addition to dealing with patchy communication issues, can be summarized below:
- The structure did not allow for succession planning especially for the director. The deputy director had limited scope and there was no overlap in roles with the director.

- Not clear hierarchy and reporting lines for a few cases.
- The organization chart is not accurate and not reader friendly creating a certain level of confusion to staff.
- Therefore our aim was to treat the above issues while preserving the current structure with all of its pros. Hence, our goal was to strengthen the positives of the current structure and:
 - Reinforce the way communication is cascaded top down and bottom up
 - Establish better succession planning and exposure of deputies to main leaders
 - Design a clear organization chart (refer to Annex 2)

CHAPTER III JOB DESCRIPTIONS

A. Literature Review

1. Why are job descriptions important?

Creating and maintaining job descriptions is a big task, however, it is vital for any organization, not only for the Human Resource Department, but for the organization as a whole (Kahn, 2007).

The school under study has outdated job descriptions, some which have not been revisited for more than 10 years, thus affecting both the employee morale and the school's ability to recruit, evaluate, develop and retain top talent. Here-under is an excerpt on how job descriptions may affect different aspects in the organization:

Job descriptions are crucial requisites for any organization for defining what the expectations of employees of a certain position are and for the organization's fulfillments of its ultimate objectives. Hence they play an integral part in both guiding employees and steering organizations into the right direction.

Kahn (2007) refers to the necessity of job descriptions in mandating the commitment of employees to their jobs and to the accountability they hold for their positions. In the same article, a reference is made to how management authorities consider job descriptions as "building blocks" for the organization as a whole and not only for the HR department. Another figurative reference about job descriptions is made by Gan et al. (2005) wherein job descriptions are considered the "blueprint" of the position. The same article refers to the fact that job descriptions mandate the vital responsibilities and tasks of employees. They also outline the key tasks, skillsets and

expectations required for each position and provide guidance or a reference point for employees. The authors go on to describe job descriptions as a “yardstick” tool for the organization to evaluate its current assets and identify inadequacies or deficiencies and therefore guide the organization into a constant improvement cycle. The necessity for job descriptions is also manifested in how they help define the organizational structure and levels of authority. As per Gan et al. (2005), job descriptions “outline the firm’s organizational structure and the position’s level of authority and span of control” (Gan et al., 2005, p.48). The same authors also describe how job descriptions serve as attributes for evaluating employee performance and how comprehensive, clear and updated job descriptions ensure the organization is channeled into a continuous improvement cycle.

Developing effective job description entails several approaches to encompass all the specific requisites required by the organization and detailing the skill set required for each position as noted by Marx (2003). Writing effective job descriptions also requires describing the position itself and not the person holding the position as suggested by Gan et al. (2005) while using simple language and generic descriptions. This will also ensure job descriptions accommodate the dynamics of a modern workplace. Safdar et al. (2012) make reference to indispensable research in this field which yielded the development of procedures to “generate accurate and practically useful job-related data”.

A well-structured job questionnaire is used to collect comprehensive job analysis data (Wooten et al., 2007). Among the things that should be in the questionnaire are work activities and Knowledge, skills and abilities. Job analysis encompasses data collection about jobs and specific job requirements broken down into

tasks while emphasizing the required end results of these tasks. This process will ensure the focus is pooled into the direction of essential job requirements and eliminate unnecessary tasks that might hinder functionality (Levinson, 1992).

Therefore, having well rounded job descriptions will help us better understand the experience and skill set required to keep our school one of the best educational organizations in the Middle East. It provides both the employee and the organization with clarity and a shared understanding of what is required from the job. Moreover, it will be used as the basis for our future consultancy projects such as recruitment, training and development, performance appraisals, compensation and benefits...

B. Methodology for Developing Job Descriptions

The job description development process consisted of 5 phases:

- 1. Review of the Job Descriptions on Hand*
- 2. Review job descriptions available in Ivy League schools*
- 3. Creating a Job Analysis Questionnaire (JAQ) and Implementation*

a. Developing the JAQ

Different job analysis templates were used as a basis for designing the school's JAQ.

- i. Draft JAQ template (Annex 3) prepared by the consultant
- ii. Draft JAQ template shared with the project team for comments.
- iii. Updates made and new draft sent to the admin team for review prior to holding a focus group where the template was updated and the final JAQ template issued.

b. Implementation Process

Prior to launching this phase, in consultation with the admin team, a nominated staff list was created to fill the JAQ (refer to Annex 4 form “Staff nominated to fill the Job Analysis Questionnaire”).

- i. Email introducing the initiative and an invitation to a training session on filling the questionnaire was sent to the nominated staff.
- ii. An explanatory meeting was held for the 42 participants explaining the method of filling the questionnaire and provided the nominees time to test the form and attend to their Q&A. The session also entailed an explanation on the importance of the JAQ and how the information will be utilized for the current and future projects.
- iii. Completed JAQ were sent to respective parties for verification.
- iv. Verified JAQ were used for preparing and updating job descriptions.

4. Creating a Job Description Template (JDT)

After creating the JAQ, the JDT was developed:

- i. Reviewed literature on JD templates
- ii. 1st Draft of JDT was designed by the consultant and sent to the project team for review and comments to ensure it fits with the school’s requirements, culture and the degree of information they want to communicate.
- iii. Updated JDT (2nd draft) was sent to the Admin Team for review and comments.
- iv. 3rd draft was sent to the Director for review and approval.
- v. Final JDT was issued (refer to Annex 5).

5. Drafting the Job Descriptions (JD)

Once the JAQ was verified and approved by all parties and literature reviewed, the job descriptions were created following the below process:

- i. 1st draft job descriptions were prepared by the consultant in collaboration with the school HR. Drafts were sent to the admin team for review.
- ii. 2nd draft issued as per the admin team's comments. Meetings were held, as required, with the admin team to address their concerns.
- iii. 3rd draft issued as per the Academic Affairs manager for comments.
- iv. 4th draft issued as per the sample teaching staff comments. Coordination with the admin team in this regard took place to ensure amendment are aligned with requirements.
- v. 5th draft sent to the school Director for review.
- vi. Final Job Descriptions issued (refer to Annex 6) and approved by the relevant parties.

C. Data Collection

1. Review the job descriptions on-hand

Job Descriptions should be reviewed when the organization or the job undergoes change, new positions are incorporated or when hiring for a position. Even if a job and the employee remain the same, or even the job has undergone minor changes it is recommended that the entire job description reviewed at least once a year and is updated often. As per Tyler (2013), updating job descriptions “should be an ongoing process anytime something significant changes (Tyler, 2013, p.48).

The school under study has job descriptions which have not been revised for more than 10 years. They are outdated and do not reflect the current teaching requirements or the school's standards. The only job descriptions that are updated are the ones that were recently opened for recruitment purposes, however, the formats and the basic content available vary between positions.

2. Review job descriptions available in IVY League schools

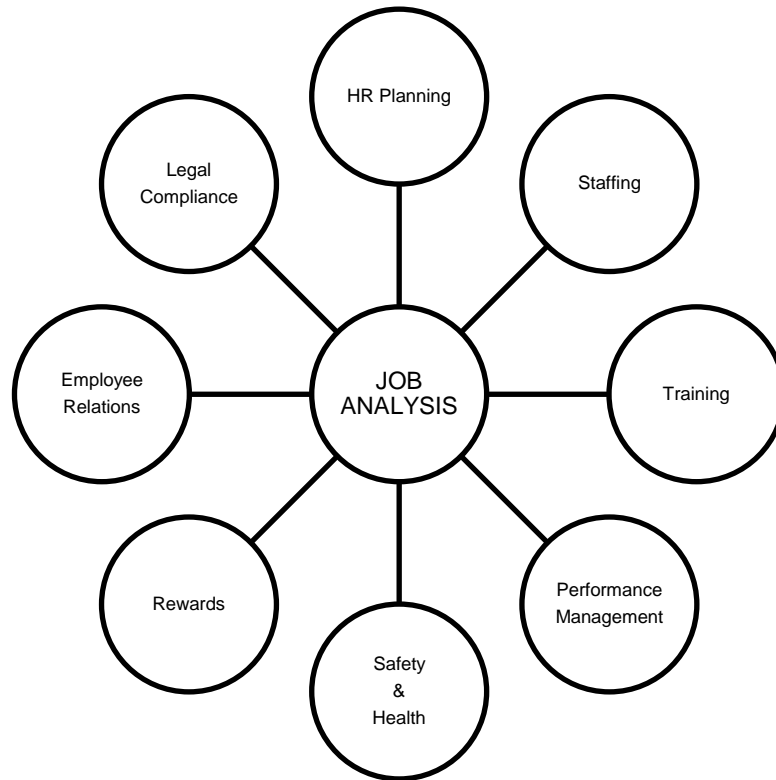
Moreover, we sourced for job descriptions of IVY league schools and through internet search – such as SHRM, Onet Databases, school websites and recruitment websites such as teachaway, edvectus - and personal contacts in schools. We were able to benchmark against 2 schools, one in Lebanon and another in UAE.

D. Analysis

1. Creating a Job Analysis Questionnaire (JAQ) and Implementation

“Job analysis is the process of studying jobs to gather, analyze, synthesize and report information about job responsibilities and requirements and the conditions under which work is performed” (Meglich, 2009, p.3). The JAQ documents details of the job were the base for developing new job descriptions and updating old ones. To ensure it is comprehensive, we followed the process mentioned in the Methodology section to create the JAQ template (Refer to Annex 5 for JAQ Template). To ensure accuracy of the filled information, the filled form followed a feedback loop; that is, the filled JAQ was reviewed by the direct manager, evaluated by the deputy principal and principal and revised accordingly. The SME were in the loop of the revised changes. It should be noted that the JAQ does not only serve as a basis for the job description, but is also the

core for the below HR activities, most of which will be tackled as part of future consultancy projects.



Once the JAQ template was created, we proceeded with completing the JAQ as per the process described in the Methodology section, once completed, the data collected was analyzed in parallel with the literature reviewed leading the way to creating the Job Description.

2. Creating a Job Description Template

Following the process detailed in the Methodology section above and relying on data available as per the Data Collection section above, the JD template was created and included the following fields:

- School Division: Specifies the school division the position is in.
- Document Number: for ISO purposes and ease of tracking
- Job Title: We combined the job titles where possible to have unified titles for positions who performed the same job.
- Issue Date: The date the document was issued. This will assist in tracking different version.
- Reporting to: Specifies to who this job reports to. This will help the employee better understand how their activities fit into the total organization.
- Supervises: Specifies the number of positions reporting to this job. Shows the span of authority.
- Position Overview: It summarizes the basic purpose for the job and is based on the main function of the job.
- Main Position Functions:
 - Primary Responsibilities: Are the duties which occupy more than 10% of the position time unless it is an essential part of the job.
 - Secondary Responsibilities: Are the duties which occupy less than 10% of the position time.
- Key Interactions: It indicates the type of contact the person holding this position will have with other people, whether it is internal or external.
- Tools & Technology: Since we want to keep up-to-date with the latest trends in tools and technology, we want to ensure our teaching staff are able to manipulate and use the required technology as needed.
- Decision Making and Supervision: This section highlights the decision making skill level and the supervisory skills needed for the position.

- Language of Instruction: Being a bilingual school, we need to deliver some subjects in both English and Arabic or one language solely. This section clarifies the language proficiency required for the subject.
- Qualification & Experience: This section defines the minimum and preferred requirements in terms of qualification and experience.
- Competencies: This section was filled based on the “Competency per Level” worksheet. A section for the competencies was left to be filled once the competency list, definitions, level and rubrics were approved by the relevant parties.
- Approvals: to ensure consent of all parties on the job description content, signatures of the head of department, principal, deputy principal, director and human resource manager are available on job descriptions as necessary.
- Receipt Confirmation: This section will be filled and signed by the employee. It will then be placed in the employee file.

E. Recommendation

1. Drafting the Job Descriptions

Following the above, Job Descriptions (refer to Annex 6) were developed for the following 20 positions: Academic Intervention Teacher, Atelierista, Grade Level Coordinator, Head of Department (ES-MS), Head of Department (HS), Head of Department (Interdivisional), Head of Department (Media Specialist), Homeroom Teacher, Instructional Coach, Instructional Coach Leader, IT Coach, Lab Assistant, Learning Support Teacher, Media Center Aide, Media Specialist (Pre-Nursery/Nursery),

Media Specialist, Permanent Substitute Teacher (PS – ES – MS), Permanent Substitute (HS), Teacher, Teacher Assistant.

The job descriptions created will serve as the pillars for the HR Department. The competencies will be derived from them and as a next stage, they will be incorporated in the recruitment procedure, the staff training and development framework, the performance evaluation system...

We will be conducting periodic review of all jobs to ensure they are in line with the job requirements and are up-to-date with industry standards. Reviews will take place annually prior to the teaching staff recruitment trips or whenever new technology or job specificities are required by the teaching body or the ministry of education.

CHAPTER IV THE COMPETENCY MODEL

A. Literature Review

Competencies are “sets of behaviors that are instrumental in the delivery of desired results... they relate to the behaviors underpinning successful performance” (Bartram, 2012, p.3). According to Vazeriani (2010), a competency model is a “descriptive tool that identifies competencies needed to operate in a specific role within a(n) job, occupation, organization or industry” (Vazeriani, 2010, p.125).

1. Why is a competency framework important?

According to the Department of Education and training of the Government of West Australia (2004), “Research confirms teacher quality as one of the most important school factors influencing student achievement. A Competency Framework for Teachers forms a major part of the continuing promotion of quality teaching, contributing to the improvement of outcomes for students”.

Competency frameworks describe professional standards and create a structure and common language for focusing teacher’s collaborative efforts, guiding their daily practice, shaping their expectations on the school’s requirements and guiding their way of delivering their teachings (Mielke, & Frontier, 2012). It provides them with opportunities for self-reflection with regards to professional effectiveness, prioritizing professional growth, identifying development opportunities and in setting their personal and career development planning, thereby enhancing student outcomes. Moreover, competency frameworks provide the school’s administration with tools that can be used

for strategic workforce planning, employee recruitment and selection, performance management, training and development, compensation, promotion, termination, career planning, compensation and benefits... (Marrelli et al., 2005) all of which will be developed for the school as another consultancy project.

According to the article “Supporting Teacher Competence Development for better learning outcomes” issued by the European Commission, “the concept of competence, in teaching, encompasses the following features:

- it involves tacit and explicit knowledge, cognitive and practical skills, as well as dispositions (motivation, beliefs, value orientations and emotions) (Rychen & Salganik, 2003);
- it enables teachers to meet complex demands, by mobilizing psycho-social resources in context, deploying them in a coherent way;
- it empowers the teacher to act professionally and appropriately in a situation (Koster & Dengerink, 2008);
- it helps ensure teachers' undertaking of tasks effectively (achieving the desired outcome) and efficiently (optimizing resources and efforts)”

2. Different Frameworks

Prior to developing our competency framework, we reviewed, analyzed and compared the below frameworks and assessed whether one of the below or a hybrid of them best suits the school’s requirement and culture.

- a. Charlotte Danielson’s Professional Framework for Teaching (Danielson, 2007)
- b. National Board for Professional Teaching Standards (Viviano, 2012)

- c. Robert J. Marzano’s framework – A comprehensive framework for effective instruction / the Marzano Observational Protocol (Marzano, 2007).

The framework that was developed is a product of the above frameworks and the output of extensive consultation with the school’s director, admin team, academic affairs department, teachers and the human resources department, ensuring that the Framework is comprehensive and buy-in is available from all stakeholders (Refer to Annex 7 “Teaching Competency Framework”).

- a. Charlotte Danielson’s Professional Framework for Teaching

Danielson (2007) believes that “Without a framework, the structure is reduced to whatever the mentor, coach or supervisor has in her head, and it thus reflects the personal beliefs that individual holds about teaching, regardless of whether these have ever been made explicit” (Mielke, 2012, p.59). Moreover, Danielson believes that a framework provides teachers with a reflection tool and a common language they can hold conversations about their teaching with others.

The centerpiece of the Danielson’s framework is student engagement which is “defined not as “busy” or “on task,” but as “intellectually active” (The Danielson Group, 2014 p.3). The framework identifies 22 aspects of a teacher's responsibilities and 76 smaller elements, both the in-classroom and out of classroom activities and tasks, that have been shown to promote improved student learning. The framework is independent of “any particular teaching methodology because she believed no single teaching approach will work in every situation. She also believes that teachers need to be able to use a variety of

strategies and to be able to select the suitable strategy in order to achieve the appropriate outcome” (Mielke, 2012, p.64).

Danielson’s framework is divided in the below four domains of teaching responsibilities:

- i. Planning and Preparation
- ii. School Environment
- iii. Instruction
- iv. Professional Responsibilities

The framework covers teaching staff, library / media specialists, instructional coaches and counselors.

b. National Board for Professional Teaching Standards (NBPTS)

“The NBPTS was developed to “create tools to define and measure teacher excellence. There are five core propositions on what teachers should know and be able to do” (Viviano, 2012, p. 115). The 5 propositions are:

- i. Teachers are committed to students and their learning
- ii. Teachers know the subjects they teach and know how to teach the subject to students
- iii. Teachers are responsible for monitoring and organizing student learning
- iv. Teachers think systematically about their practice and learn from their experience
- v. Teachers are members of learning communities

c. Robert Marzano Framework

According to Marzano, using a common framework guides teacher reflection, self-monitoring and creates a solid ground which facilitates

communication with peers and managers which in turn is mirrored in improvements in the teacher's effectiveness and positive effects on student achievements. Marzano and associates (2011) believe "if schools equip teachers with a common language and framework on best practices, made up of very specific skill sets, it has the potential to accelerate the development of teacher expertise that leads to student achievement" (Mielke, 2012, p.2).

Marzano's framework identifies 60 elements representing categories of strategies and behaviors used by instructional support staff that have been shown to promote improved student learning. While focusing on the importance of providing quality instruction, the framework takes into account the needs and abilities of individual students.

Marzano's framework is divided in the below four domains of teaching and non-teaching responsibilities:

- i. Instructional Support Strategies and Behaviors (41 elements)
 - ii. Planning and Preparing for Implementation of Goals and Scaffolding of Content or Activities (8 elements)
 - iii. Reflecting on Teaching (5 elements)
 - iv. Collegiality and Professionalism (6 elements)
- d. Frameworks as Basis for Competency Model

Upon our review of the above three framework, we decided not to adopt either due to their complexities in comparison to a simple model that is targeted for our school as a first step. Therefore we analyzed the main competencies or themes stressed upon in each of the frameworks leading to a selection of 32 competencies forming the initial

competency list, the first step in the development of our competency model (Refer to Annex 8).

B. Methodology for Competency Model Development

1. Behavioral Competencies and Rubric development Methodology

For selecting and developing the teaching competencies and corresponding Rubric, we used a combination of data collection method – literature reviews and focus groups – to ensure the information collected is valid, reliable, applicable, efficient, practical and accepted by the job holders, managers and stakeholders.

Focus Groups: A well-conducted and built focus group may provide an easy and flexible environment where participants will share their ideas, experiences and opinions which would provide a deeper level of discussion and hence more input to the interviewer. Focus groups allow information to be collected faster, and additionally the atmosphere would allow and motivate the participants to contribute more where they would build on each other's thoughts.

Although it is recommended to conduct anywhere between 4 and 9 focus groups to have a complete understanding and interpretation of the topic of research, however, this will be limited to the availability of the selected people for our focus group. Moreover, the estimated time for the focus group will be 90 minutes to ensure that the participants wouldn't lose interest and deviate from the main topic of discussion (Shaha et al., 2011).

As it is of optimum importance to have a skilled facilitator that would be able to direct and guide the conversation in the right way which encourages participants to talk openly

and freely in order to avoid misleading and unstructured data delivery, I acted as the facilitator.

a. Preparing for the competency selection and definition:

The below steps were followed:

- 1- Defining the objectives of developing the competency model.
- 2- Selecting the support sponsor
- 3- Developing and implementing a communication plan
- 4- Planning the methodology that will lead to the development of the competency model

i. Competency selection and definition:

The below steps were followed:

- 1- The consultant suggested 32 competencies (Annex 8) for teaching staff.
- 2- A focus group (Competency Focus Group 1) was held with the director and project team to narrow them down to 10 ensuring they are in line with the school's mission and values. Competencies were ranked in terms of importance and were brought down to 7 competencies (1st Draft)
- 3- The competency definitions for the 7 competencies were developed by the consultant with the project team. The 1st draft was emailed to the admin team for review prior to the focus group.
- 4- A 2nd draft was developed during a second focus group (Competency Focus Group 2) consisting of the director, project team and admin team. Two of the competencies were merged into one competency, therefore having a total of 6 behavioral competencies for teaching staff.

- 5- The project team then developed a 5-scale rubric (Rubric Focus Group 1) for each competency level. For each competency a rubric has been created. The rubric was sent to the admin team prior to the focus group.
- 6- Updates in terms of rubric content and terminologies used were requested. Updates were made accordingly by the consultant and the 2nd draft sent to the rubric second focus group (Rubric Focus Group 2) admin team for review and final comments.
- 7- The updated versions of the competencies and rubric were sent to the sample teaching staff (refer to Annex 7 for “Sample teaching staff for competency revision”) prior to the third focus group.
- 8- The third focus group (Competency & Rubric Focus Group) for updating the competencies was held with the sample teaching staff with sample volunteers from the admin team. Updates agreed upon in the meeting and document adjusted accordingly.

ii. Focus Group Discussions

Competency Focus Group 1:

Consists of: Director and the Project Team

This focus group intends to narrow down the suggested 32 competencies set by the consultant to a maximum of 10 competencies.

Questions:

1. These 32 suggested competencies (Annex 8) for teaching staff. Narrow them down to a maximum of 10 for each ensuring they are in line with the school’s mission and values (copy of School Mission and Values will be provided).
2. What would you add to them?
3. What would you remove?

4. Rank them by importance for each level?

Competency Focus Group 2:

Consists of: Director, the Project Team and 9 participants from the Admin Team.

This focus group aims at:

- 1- Reviewing the shortlisted competencies by Focus Group 1
- 2- Suggest new competencies
- 3- Shortlist competencies to become maximum of 8

Participants who attended the 1st focus group were requested to attend the 2nd focus group since they represent both the leadership team and project team. Moreover, their presence is important to discuss why certain competencies were disregarded and brainstorm to add / remove competencies proposed by the attendees of the 2nd focus group.

Questions:

1. These are the suggested competencies and their definitions.
2. What would you add to them?
3. What would you remove?
4. Rank them by importance for each level?
5. How do you define and measure them?
6. Narrow them down to a maximum of 8

Rubric Focus Group 1:

Consists of: Project Team

Questions:

These are the suggested rubric for the competencies per level.

1. What would you add to them?
2. What would you remove?

Updates were made directly during the session.

Rubric Focus Group 2:

Consists of: Director, 9 participants from the Admin Team and the Project Team

This focus group aims at:

- 1- Reviewing the developed rubric by Focus Group 1
- 2- Suggesting updates

Participants who attended the 1st focus group were requested to attend the 2nd focus group as their presence is important in the brainstorming session to brainstorm to add / remove / amend the rubric as proposed by the attendees of the 2nd focus group.

Questions:

These are the suggested rubric for the competencies per level.

1. What would you add to them?
2. What would you remove?

Updates were made directly during the session.

Competency & Rubric Focus Group:

Consists of: Director, the Project Team, 4 participants from the admin team and 20 participants from the teaching staff (Refer to Annex 9).

Questions:

1. These are the suggested competencies and their definitions.
2. These are the suggested Rubric
3. Take each competency at a time, ask for feedback / comments, discuss and update file
4. Take each competency rubric per level, ask for feedback / comments, discuss and update file

Implementation and Evaluation:

The below steps were followed:

- 1- Applying the competency model.

- 2- Evaluating and updating the competency model

C. Competency Model Data Collection and Analysis

We have followed the below steps, as detailed by Marelli et al. (2005) as guidelines for developing our school's competency model.

1. Defining the Objectives of developing the Competency Model

The school for which the Competency Model was to be developed is one of the leading schools in the region. It is non-profit and the main concern is the quality of education and the teaching staff available.

Prior to launching the project, it was essential to identify the reasons behind the need to develop a competency model. I had to look at the problems that will be addressed and resolved after having the model, the benefits that will be reaped as well and the opportunities gained from having this model.

Developing a competency model requires massive involvement from SME (subject matter experts), the leadership team and all parties who are involved in the project realization, therefore buy-in is essential and this is only attainable if the people involved understand the need and view the benefit of having the Competency Model as well as how it will be applied and the timeframe in which this will be accomplished (Marelli et al., 2015).

2. Selecting the Support Sponsor

“A sponsor is necessary for each competency modeling project to provide the information, resources, support, and authorization required to ensure its success” (Marelli et al., 2015, p. 540). For this project, a sponsor from every school division was identified to champion the project in order to increase

commitment leading to better results. I nominated the principals to be the “Champions” of our project due to the influence and jurisdiction over the relevant school divisions. To gain their buy-in, I had to be very clear when explaining why developing a competency model is important, what it affects in terms of benefits (moral and ROI), the involvement required of the selected sample and resources in terms of meeting time and efforts, the project’s spill-over effect and how it is the base which will feed into the different project phases (the current and future projects). Communication with the sponsors was sent via email (Refer to Annex 10) and a meeting was held to reconfirm the information in the email and to attend to all their concerns and inquiries.

3. Developing and implementing a communication plan

“A key element of success in any competency project is convincing those who will participate or be affected of its value. Buy-in, commitment, and the cooperation of these stakeholders are vital” (Marelli et al., 2015, p. 541).

Our communication strategy was to have an information session with the stakeholders, provide them with the project information, its benefits and their involvement in terms of contribution, time and added value to the success of the project. We requested candidates interested to participate in the project to either inform their division principals or the school HR Manager. We also informed them that we will have restrictions on the number of candidates who will join the project, and therefore, in case of an oversupply of participants, a random selection of participants will take place.

In this consultancy project, Marelli et al.’s (2015) strategy was used to informally classify the participants and stakeholders in 3 categories – the

Committed, the Compliant and the Resistant stakeholders - to ensure all 3 are on-board and included in the development of the competencies and all other project phases.

Once the participants applied to join the project, with the assistance of the HR Manager, the Academic Affairs Manager and the Admin team, the participants were classified in the 3 afore-mentioned categories in order to ensure all categories are represented in the study. As expected, resistant staff did not nominate themselves to be part of the study and therefore the admin team were requested to nominate the candidates.

Out of the 42 sample selected, the below percentages were selected for each category:

- 52.5% Committed, equivalent to 22 stakeholders. A high percentage was chosen for this category as I wanted to get maximum input, feedback and involvement when developing the models and consequent project phases. The committed stakeholders are the ones who participate willingly and will assist in influencing other staff members in supporting our project (Marelli et al., 2015)
- 26.2% Compliant, equivalent to 11 stakeholders. A relatively lower percentage was chosen for this category since they will be participating in the project and providing their input as required. This category entailed teaching staff who have high experience in their fields and most of which who have been with our school for many years, which will enrich our study with their high expertise even if they do not go the extra mile as the “Committed” stakeholders.

- 21.3% Resistant, equivalent to 9 stakeholders. This percentage was chosen to have a balance between the compliant and the resistant staff. Two were active resisters and did not participate or attend meetings, whereas the others had minimal participation and limited feedback. I ensured having resisters on board, especially passive resisters, as I believe that if they are properly managed and enough awareness is provided to them, they may become Compliant.

4. Planning the methodology that will lead to the development of the competency model

This stage involved selecting the sample who will contribute to data collection such as the project sponsors, the teaching staff... and the methodology we used to obtain the data.

While selecting the sample, Marelli et al. (2015) was used as a guideline and therefore the below criterion were used:

- Using Multiple Groups: different teaching staff with different backgrounds, the admin staff, the school's director, HR, and Academic Affairs were involved in the competency selection and development. Including all the above decreases subjectivity, bias and potential flaws in the information provided.
- Focus on High performers: To ensure that data is accurate, complete and targeting excellent performance, information should be received from staff who are top performers. This is why our sample has been selected to be top performers and staff with long experience both in our school

and outside. The staff were identified by HR (through performance appraisals), direct managers, the admin team and the academic affairs manager (due to classroom observations).

- Desirable Characteristics of the Sample: our sample only consists of members who have strong verbal and analytical capabilities to assist us identifying, selecting and defining the teaching staff competencies in addition to participating in other areas of our study.
- Selecting a Representative Sample: The selected sample represents the entire population from our school's teaching body.

5. Identifying the Competencies and Creating the Model

Marelli et al. (2015) identified three inter-related tasks which we adopted in the process of identifying the competencies and creating the model. The content of the job was broadly defined where the information was then used to identify the specific competencies required for effective performance. After identifying the competencies, they were then organized into our school's competency framework (Marelli et al., 2015).

- Job Definition: To better understand the job, review of job descriptions, recruitment material, organization chart, performance appraisals, informal meetings with Heads of Departments (HODs), the school HR, the admin team, the Academic Affairs Manager took place. Job Analysis, detailed in Chapter III, took place and Job Descriptions were issued as a result (refer to Chapter III for details).
- Identification of Competencies: After having the job descriptions on hand, we looked at the duties and responsibilities in the teaching

positions and analyzed the information available to check the reoccurring themes from which a list of competencies required for effective job performance was identified.

- Assemble the Competency Model: After identifying the reoccurring themes, the project team clubbed the most critical competencies for practical, everyday application into 7 competencies to keep the number of competencies manageable. The draft definitions for the competencies were then developed.
- Review by Subject Matter Experts: After drafting the list and the definitions for the competencies, they were sent to the admin team for review prior to the focus group which aimed to review and update the competencies and their definitions prior to sending them to the sample who participated in filling the Job Analysis Questionnaire. The updated list with definitions was sent to the selected sample for review prior to the focus group that was held with the sample teaching staff, the admin team and project team where the final list of competencies along with their definitions were defined and approved by all attendees.

The mix in the participants and reviewers having extensive experience on the job, diversity in perspectives, being a mix of committed, compliant and resistant staff, top performers... ensures developing a competency model that is comprehensive, valid, reliable, applicable, efficient and practical.

- Develop a Rubric: Developing a rubric is required to show how the competencies are actually demonstrated. This section is detailed in Chapter IV of this consultancy project.

6. *Applying the competency Model*

The value of a competency model is as good as its application. For this reason, we made sure that all participants are aware of how the competency model is linked to and will be integrated with the remaining HR functions such as training and development, performance appraisals, succession planning, recruitment and selection, compensation and benefits... all of which will part of a future consultancy project for the school. As from the HR side, it helps us assess and determine whether the workforce available possess the competencies required to meet our school's goals and be in line with our philosophy.

7. *Evaluating and Updating the Competency Model*

“Competency modeling is a continuous process” (Marelli et al., 2015). A schedule to revisit the competencies is scheduled for every 2 years unless changes in organizational strategies, environmental conditions or new teaching practices take place.

Therefore, and to ensure that the framework is a credible and valuable tool, it was developed as a product of a comprehensive consultation process involving teaching staff for different experiences and different categories, the admin team and the project team, all of who have extensive experience in the educational field.

D. Competencies Recommendation

The below six behavioral competencies were selected and defined (refer to Annex 7 for details).

- 1- Planning and Organizing
- 2- Communication
- 3- Establishing a culture for learning
- 4- Results Driven
- 5- Professionalism
- 6- Teaching Excellence

Each competency was divided into 3 levels; level 1 being the minimum requirement and level 3 the maximum potential for the competency. The competencies were included in the Job Description and will be used for the future projects as mentioned earlier.

The proficiency for competencies vary between positions. Annex 11 highlights the requirements of all competencies per position.

E. RUBRIC Data Collection and Analysis

“A rubric is an assessment tool that is used to describe and score observable qualitative differences in performances. It captures the essence of performance in academic tasks by listing the criteria, of what counts, and describing levels of quality from excellent to poor (Reddy, 2011, p.84).

While it is recommended that the minimum levels in the rubric to be 3 levels and the maximum to be 5, in this consultancy project we adopted the 5-level while

designing the rubric. The rubric was developed in collaboration with teachers, admin staff and the project team.

When designing our rubric, we followed the features as described by Reddy (2011) as detailed here-under:

- 1- Evaluation Criteria: we defined factors that ensure the clarity in “understanding the requirements of performance especially in areas which are difficult to define” (Reddy, 2011, p.84).
- 2- Quality Definition: the rubric detailed what the teaching staff must do to exhibit proficiency. The definitions set help distinguish performance that seldom meets expectations, meets expectations and exceeds expectations (refer to Annex 7). Teachers, Admin staff and the project team were involved in the development of the rubric to ensure buy-in and its usability / applicability in the actual context. Moreover, we created a clear differentiation between performance levels to ensure reliability while using simple and straight-forward language to ensure that it is easily understood by staff and to eliminate room for misinterpretation.
- 3- Scoring Strategy: we adopted the “analytic” rubrics where we used “a scoring strategy where each criterion is scored separately for eventual aggregation to form an overall score. These therefore have a part-to-whole; criterion-by-criterion judgment approach which makes multidimensional assessment possible” (Reddy, 2011, p.87).

F. Rubric Recommendation

The competency framework rubric was completed and approved by the admin team and Director (refer to Annex 7 for the approved rubric.) The rubric was handed to staff along with the Job Description. This will provide them with guidance on what is required of them in their position in terms of competencies and what a seldom meets expectations, a performance that meets expectations and a performance that exceeds expectation is. It will allow them to monitor their performance, reflect on their strong points and develop their weaknesses. It will also provide their managers with guidelines on what to expect from them and is a basis for future projects such as the performance evaluation, the observation protocol...

CHAPTER V CHANGE MANAGEMENT

A. Literature Review

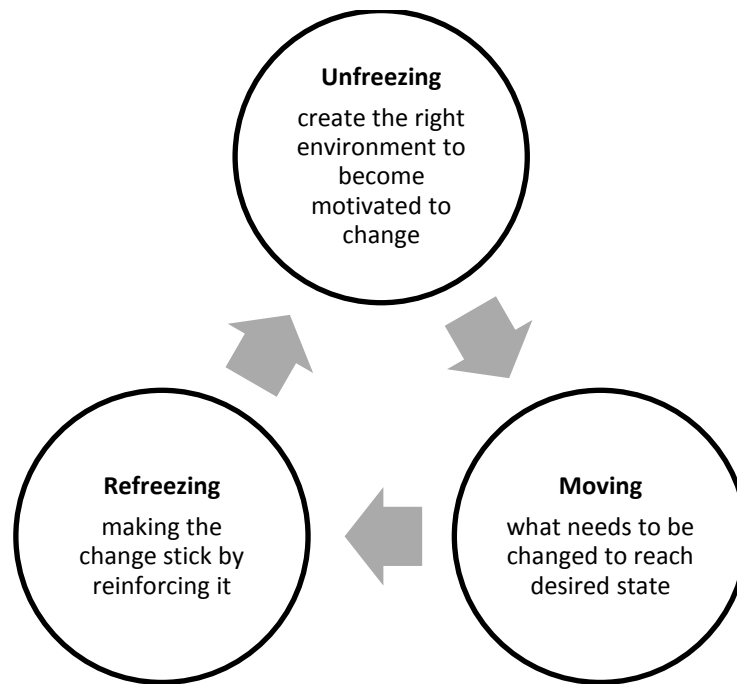
“Change Management is a comprehensive term used to describe change at both individual and organizational levels, but the heart of the matter is the fact that it focuses on people. It is about helping them, individually and collectively, to move successfully from A to B, enabling an intended change to be implemented smoothly and to help it stick” (Lewis, 2012, p.1).

Change management is not an easy process due to the complexity of dynamic forces affecting the change and the different approaches adopted to initiate, implement and sustain change. It is human nature to resist anything that may threaten the status quo, move the person from his comfort zone, and when it does not clearly identify how this change impacts the person undergoing this change.

For change to take place successfully and in order to avoid a drop in staff motivation and productivity, increase in absenteeism and resistance to change, it requires “planning and preparation beforehand so as to make the change program deeply integrated with the organizations’ mission and goals” (Mathews, 2009, p.1). Keeping the staff and stakeholders informed, participating in making the change happen, training them to adapt to this change; be it using new technologies, developing new skills... as well as ensuring the systems and process being implemented are robust, add value and are used in an optimal way is key to having successful change (Lewis, 2012).

For Change to happen smoothly, we reviewed the below models to select the one that will lead to buy-in with minimal resistance.

1. *The Kurt Lewin model*



Kurt Lewin was the first to introduce the model for change in 1951. It comprised of 3 stages:

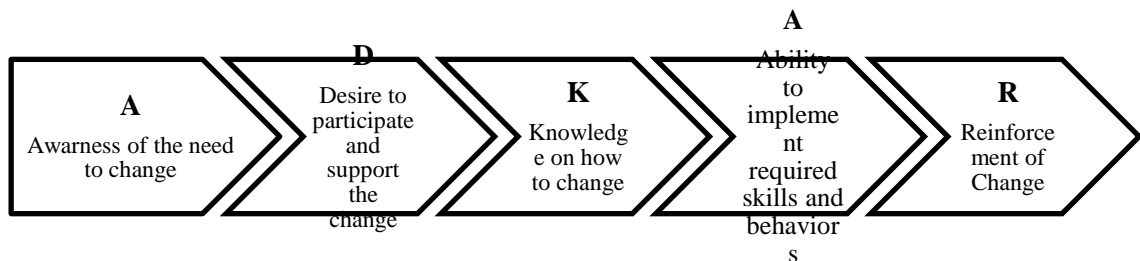
Stage 1: Unfreezing: It comprises of changing the mindset and creating the right environment to become motivated to change. The stakeholders involved should understand why this change should take place and accept that the change is necessary. As Lewin put it, "***Motivation for change must be generated before change can occur***". Without this motivation, buy-in and participation, change will not be realized.

Stage 2: Moving: It is where change occurs. This phase is associated with chaos and confusion. Humans tend to resist having their old habits challenged or changed. During this stage, "the organisation may experience a temporary drop in efficiency.

This period requires strong leadership, staff inclusion, a focus on communication and participation” (Lewis, 2012, p.2) to help people overcome their fears and uncertainties and start accepting new ways of doing things.

Stage 3: Refreezing: It is when the new mindset is adopted and comfort is instilled (Kazmi and Naarananoja, 2013). The outward signs of the refreeze are a stable organization chart, consistent job descriptions, and so on.

2. The ADKAR Change Management Model



Prosci Inc., a business process re-engineering company, developed the ADKAR Model which was initially used to determine the effectiveness of certain change management techniques (Shepherd et al., 2014). The word ADKAR stands for the stages of this model: Awareness, Desire, Knowledge, Ability and Reinforcement (Kazmi and Naarananoja, 2013).

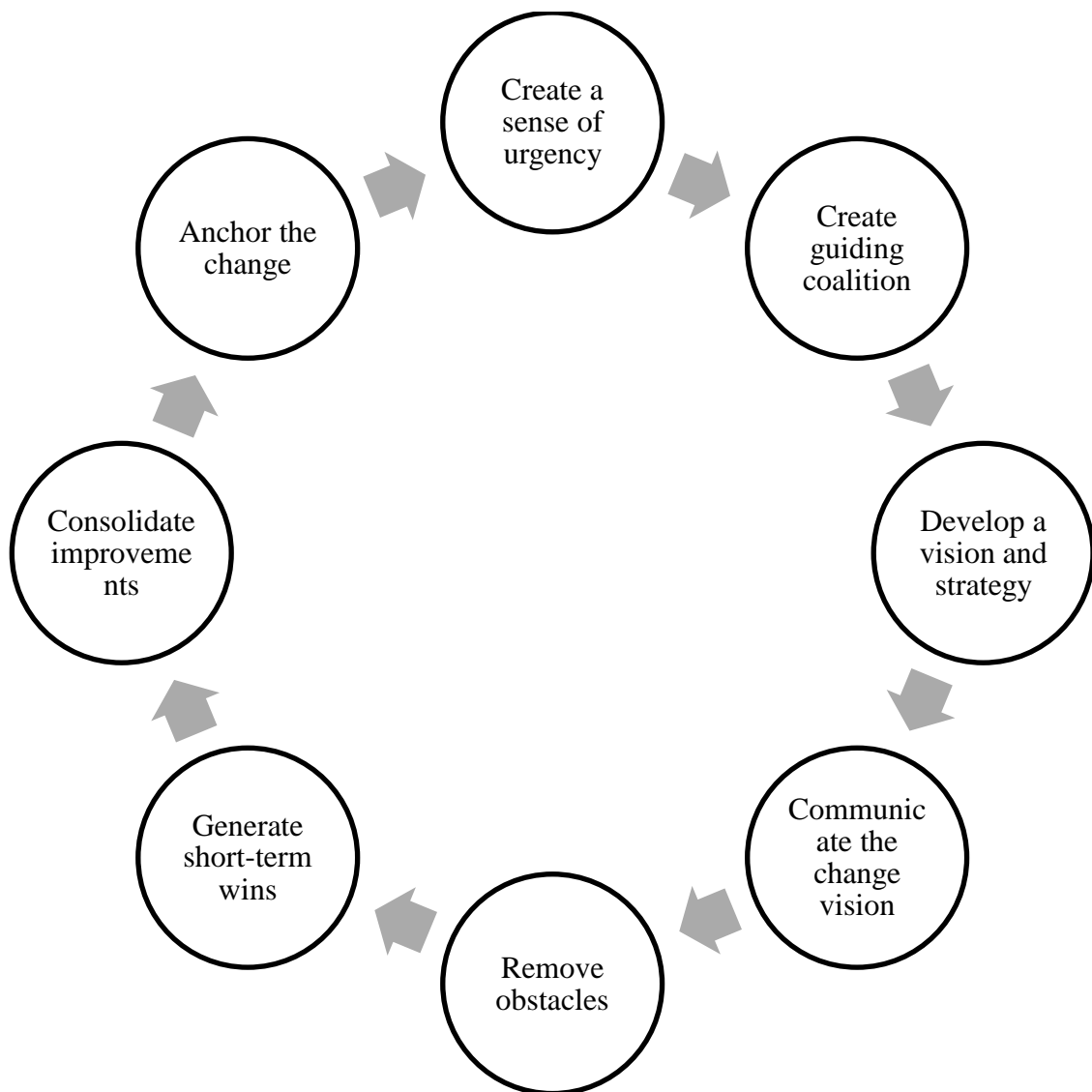
The stages of this model are as per below:

1. Awareness: Raising awareness of the reason change is needed.
2. Desire: Desire to be part of this change and contribute towards its success.
3. Knowledge: Knowledge of the importance of this change and its effect on the business.

4. Ability: Ability to execute required skills or processes to implement change.
5. Reinforcement: This includes tangible and intangible rewards such as material compensation and recognition such as employee recognition awards.

3. *John Kotter's 8-Step Model*

The below section defines Kotter's model, which I have adopted in this consultancy project, and identifies the steps implemented throughout our project.



Kotter, who is referred to as the change management leader has introduced his change management 8 step model which has been and is still being followed by millions of firms as a basis for managing change in our ever changing business environment.

The model consists of 8 steps or parts and the framework is also referred to as a ladder (Kazmi and Naarananoja, 2013). The steps required to have a successful and smooth change are:

1. Establishing a sense of urgency: This preliminary step is crucial to illustrate the inevitability of change and its detrimental effect on the business, otherwise, “the change agents will not have enough power and credibility to initiate the required change program” (Appelbaum et al., 2012, p.766). This stage will also set the ground for the change which is about to happen.

How this step was implemented in our project:

Having a crisis in management, recruitment and retaining of excellent teaching staff the previous year led to creating the sense of urgency to revise the school structure, update our job descriptions and HR policies and procedures.

2. Forming a powerful guiding coalition: It is crucial to engage people with position power, expertise, credibility and leadership which is necessary to lead the troops.

How this step was implemented in our project:

Our project team consists of people in power positions, have extensive expertise in the field, are highly credible and respectable individuals and possess strong leadership to make this change possible. Support from our project team was throughout the project. The Director

was guiding the coalition team throughout the process and was present in every meeting.

3. Creating a vision: Clear objectives should be set and a defined strategy put in place. Without the vision, change objectives can be lost, the project will fail and the organization may be taken in the “wrong direction or nowhere at all” (Appelbaum et al., 2012, p.769).

How this step was implemented in our project:

Our vision is to adopt a research based state of the art structure, job descriptions and competency model in order to improve the school’s teaching performance.

This vision was developed jointly by the consultant and leadership team.

4. Communicating the vision: Open and two way communication should prevail to ensure all employees are onboard and have grasped the vision.

How this step was implemented in our project:

An email was sent by the Director to the admin team introducing the initiative and their involvement.

Throughout the development process, continuous communication of the vision took place during the meetings, progress update emails were sent to involved parties...

Information sessions were provided to all teaching staff informing them of the project’s vision, how it will positively reflect on them and the school and how it fits with the overall work envisaged for the school.

5. Empowering others to act on the vision or removing obstacles: In most cases, bureaucracy or rigid procedures are these obstacles which hinder the employees to fully adopt the vision and act upon its new guidelines.

How this step was implemented in our project:

The active participation at the highest level of management in the consultancy project removed all the barriers and reduced resistance to the minimum possible.

6. Planning for and creating short-term wins: This is crucial to celebrate achieving milestones and serve as a reminder that small successes ultimately serve the end result.

How this step was implemented in our project:

Milestones were set, results published, and thank you emails were sent to staff who participated and assisted in achieving the milestones.

7. Consolidating Improvements and producing still more change: Change should be looked at as the norm and there should be a proactive and constant approach to deal with change.

How this step was implemented in our project:

Our consultancy project is the first step of a long term project. At the end of the project a new goal was set: improve on the outcomes of the consultancy and tackle other matters such as: performance appraisals, staff training and development, recruitment and staff remuneration.

8. Institutionalizing new approaches: This entails implementing and solidifying the new changes and making these changes stick (Lawrence and White, 2013).

How this step was implemented in our project:

- The organization chart will be published on the school's website.
- The job descriptions were provided to all teaching staff and will be used for future recruitments, assessments, training and development plans...
- The competencies were included in the HR policies and procedure manual and a copy placed on the school's portal.
- Training was provided to staff on reading and implementing the competency framework.

Research confirms that student achievement is directly affected by the quality of teaching staff and school leadership, therefore, the consultancy project “Improving Student Outcomes through Setting Solid Teaching Body Foundations” was carried out for a school in the Middle East region with the aim of improving teacher's quality and engagement intervening in 3 directions: (1) revamping the type of structure which is most efficient for the school; taking into consideration the culture, school governance and the ultimate objective of the school; (2) evaluating current job descriptions and developing new ones which are in line with the school's mission and objectives while bench marking them with best practices; (3) developing a competency framework and rubric for teaching staff to help promote quality teaching.

Managing change was vital to ensure buy-in and minimal resistance. Communication was key and involving a large number stakeholders from different categories, positions and divisions and ensuring a feedback loop was essential to ensure the project's success and ease of implementation.

The goal of this consultancy was to be the 1st step in a long-term project aiming at having a comprehensive HR system. The future steps will be reviewing / developing a performance appraisal system, recruitment procedure, training and development and succession planning framework all interlinked to each other.

My experience being an internal consultant was positive, and in my opinion, added more value than hiring an external consultant since I was able to dedicate a lot of working hours that are in line with the stakeholders' availability, to conduct iterative and rigorous work on-site in addition to working hand in hand with large samples of staff to collect and tabulate data, confirm and update it, create feedback loops and ensure extensive communication throughout the project. Moreover, being the head office HR Manager, I knew the school's mission and objectives, its history, culture, its down falls and advantages. This allowed me to hit the ground running, reduce frictions and resistance, develop material that are practical to our school, our future prospects and reflect our identity and assured the relevancy of the outcome and its long term benefits having my skin on the success of the project implementation and results. The access to information and people was a challenge at first, however, managing it properly was key. Once the project champions were identified and information sessions were provided to staff, we involved a large sample of stakeholders in the project and material development process and ensured continuous communication, barriers were removed and buy-in was established. I always knew the importance of communication and involving people to manage change, but the magic they have in diminishing resistance is so powerful that I was able to experience how people who were resisting this project became more enthusiastic about it than the consultant, once they understood why this

change is happening, why it is required, the benefits to the staff, the school and the students.

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ANNEXES

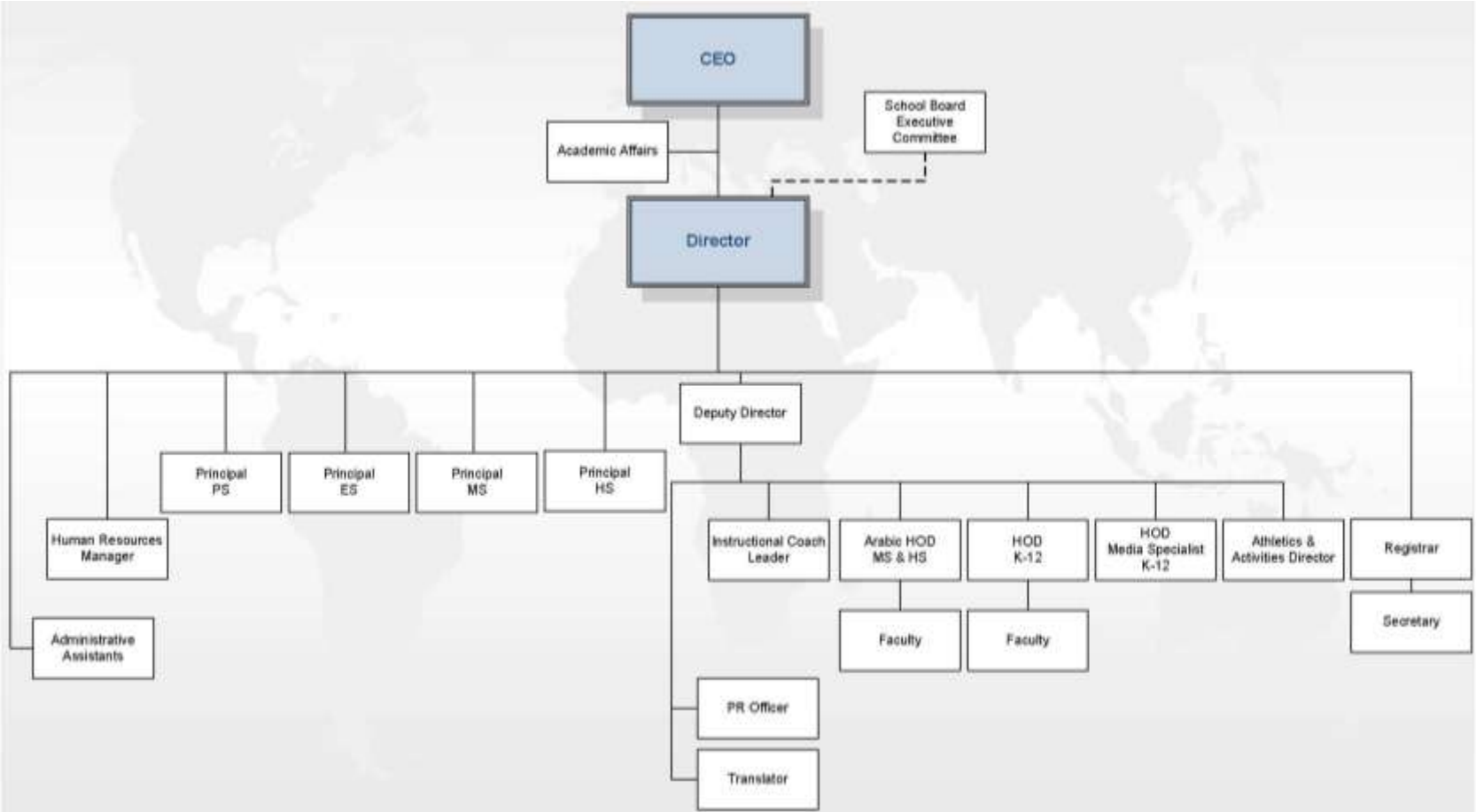
Annex 1 – Structure Interview Questions

Questions

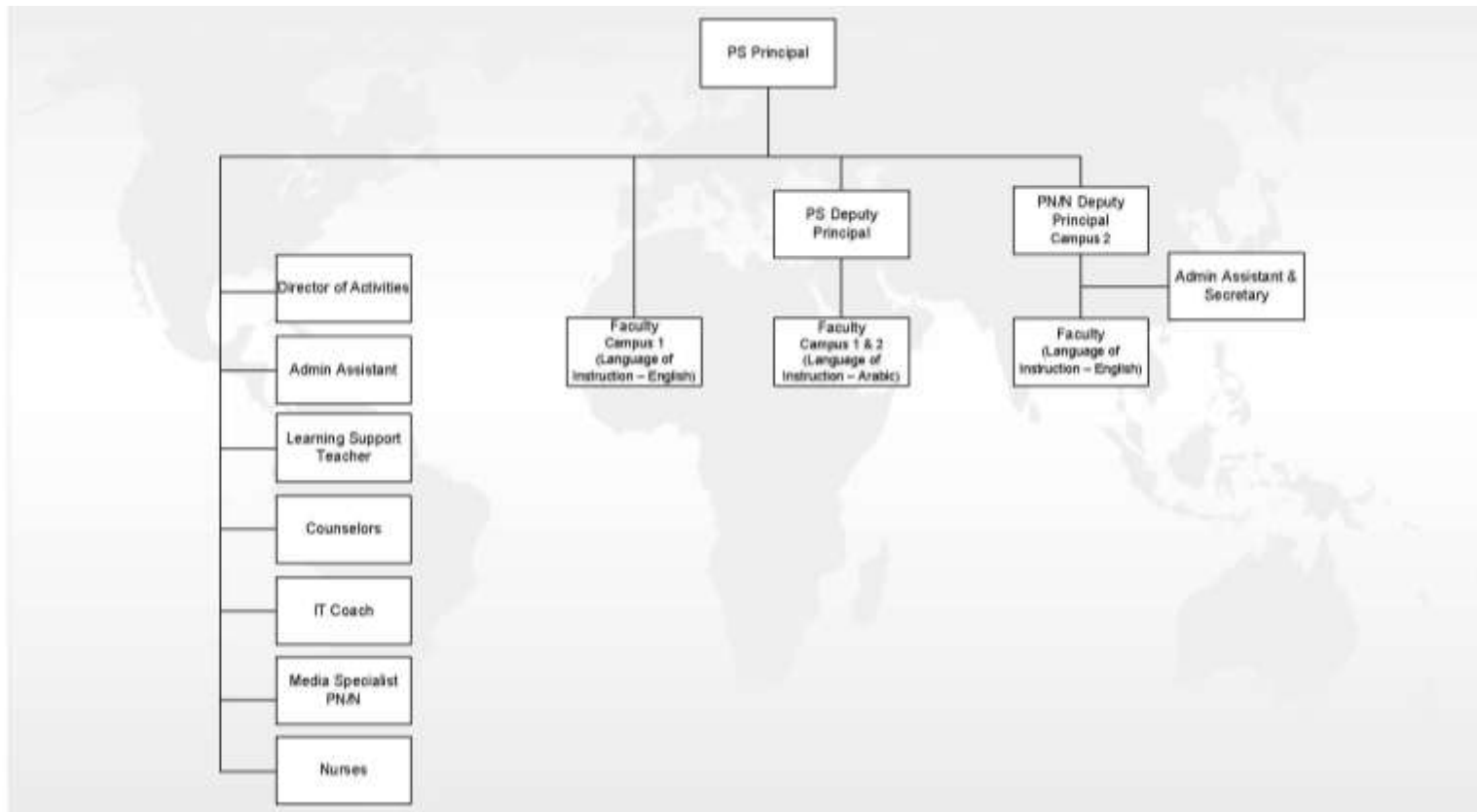
1. How do you measure your success?
2. How is the curriculum set? Who sets it? How often is it revised? Based on what is it revised? Is there a process to revise the curriculum? If yes, please elaborate.
3. What are the communication channels in the school?
4. How are policies communicated?
5. How often does the director meet with the teachers?
6. Is there a representative committee of teachers that feedback to management?
7. Who designs material aids? Do teachers select them?
8. How does management control of the quality of delivery?
9. Do teachers contribute to the design of the curriculum? Why? Would you change that?
10. Looking at the current organization chart, in your opinion, what should be amended in the structure to enhance productivity and efficiency?

Annex 2 – Developed Structures

General View



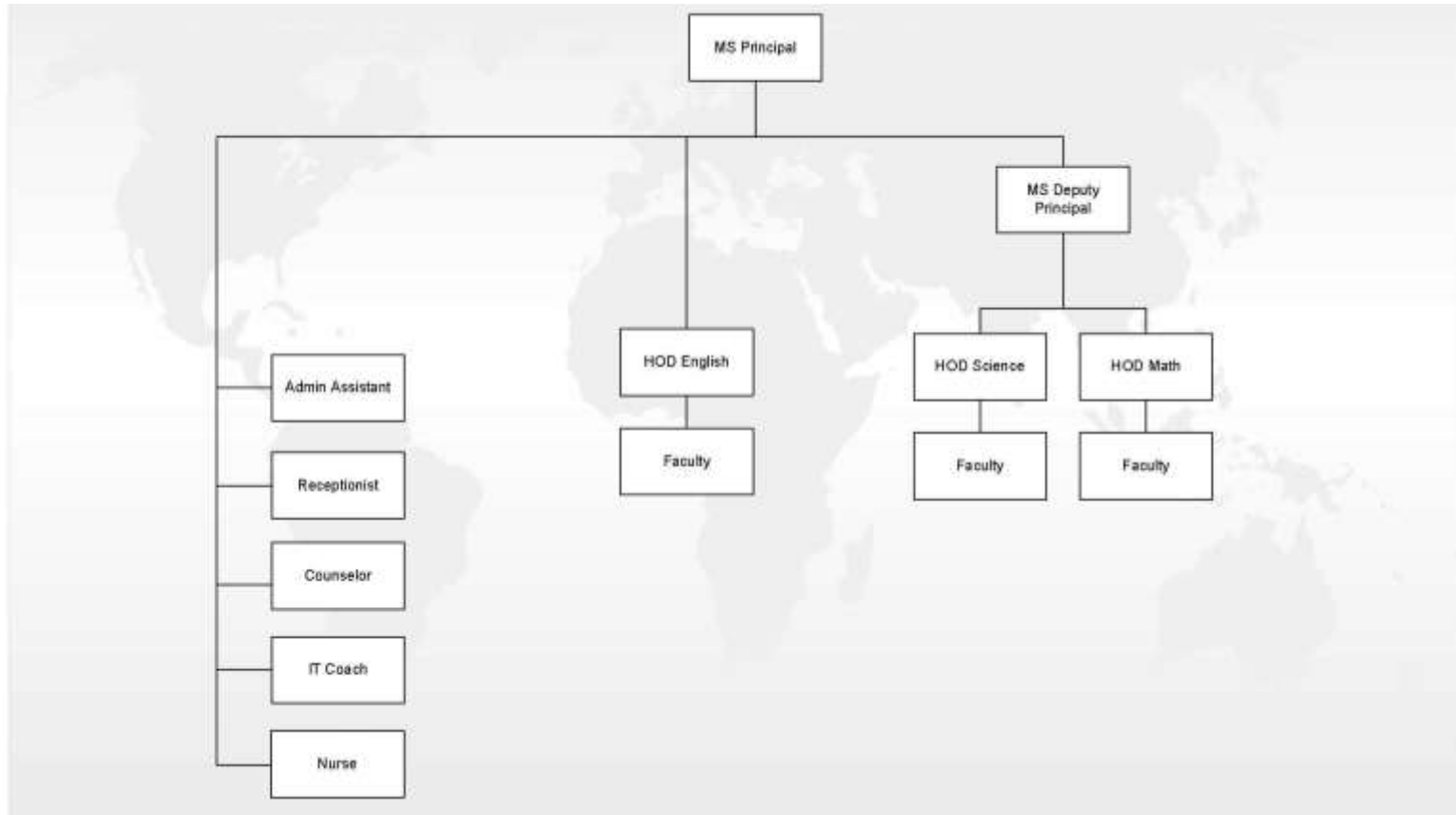
Preschool



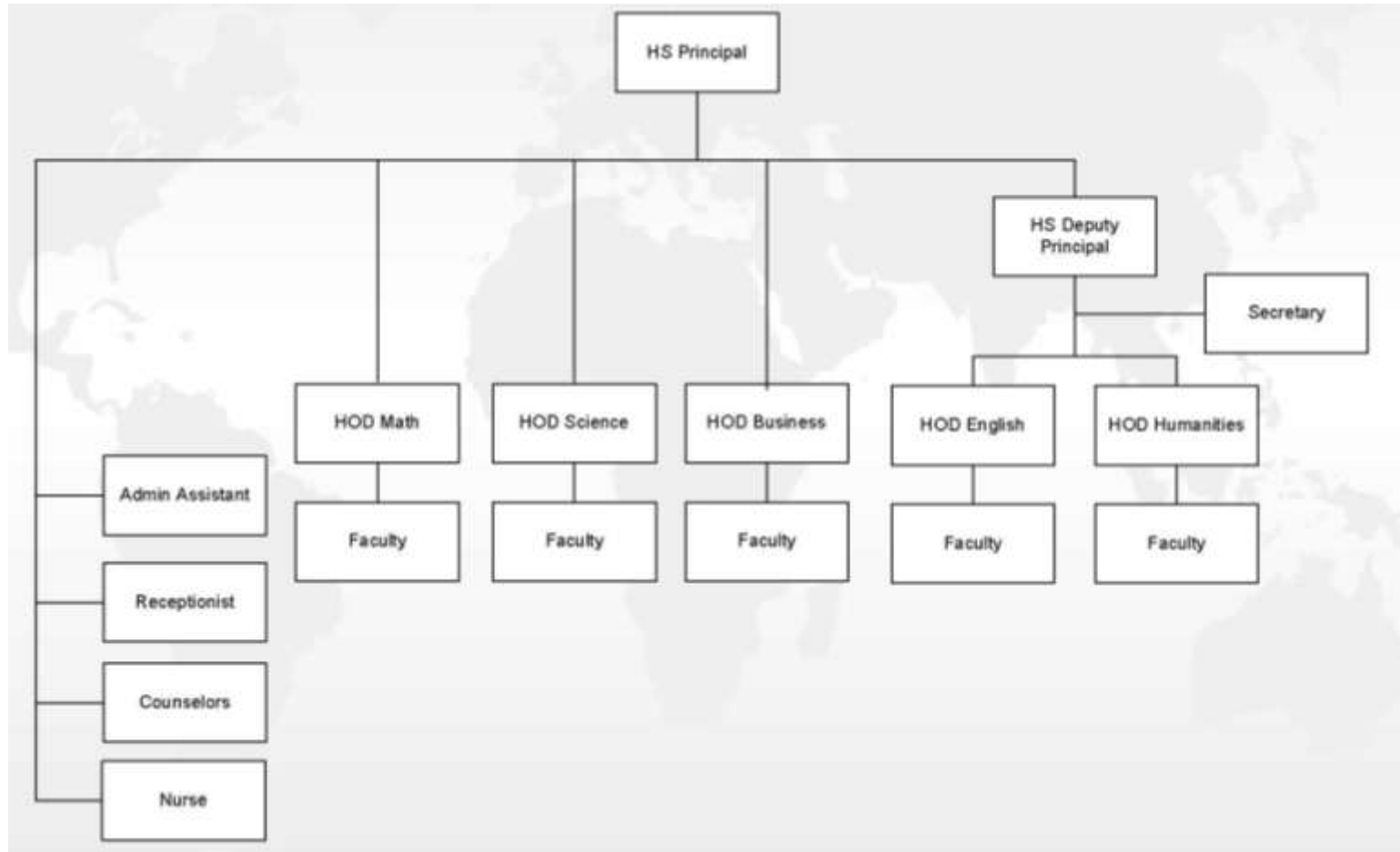
Elementary



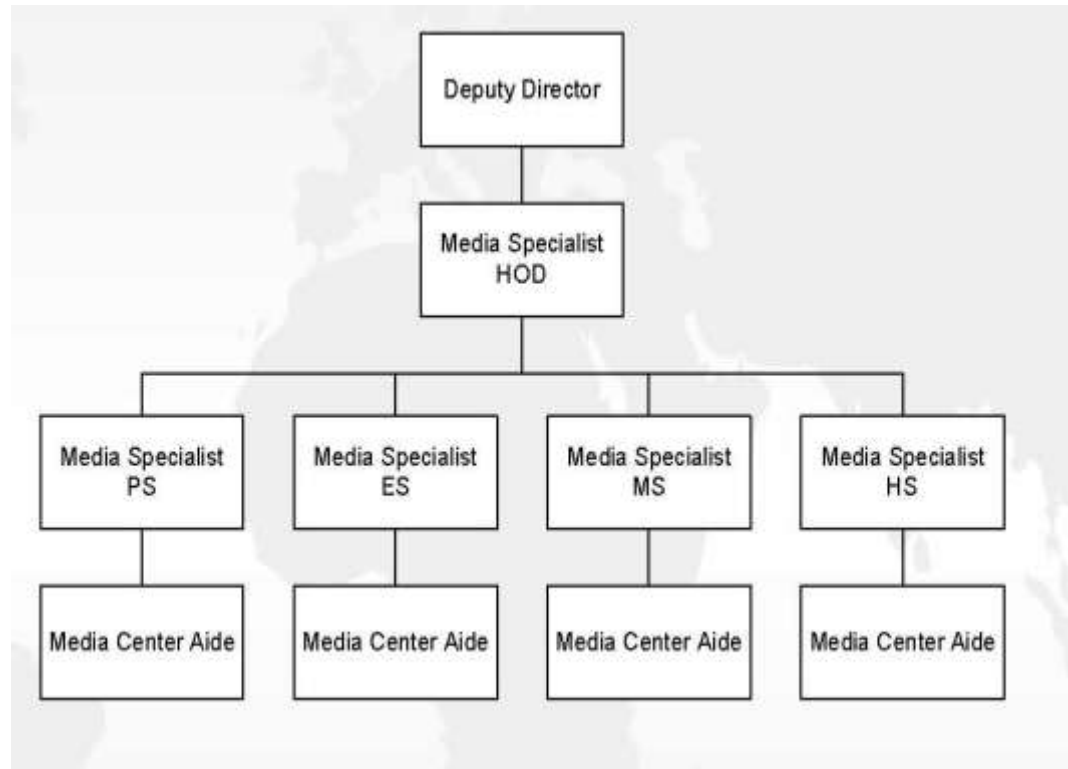
Middle School



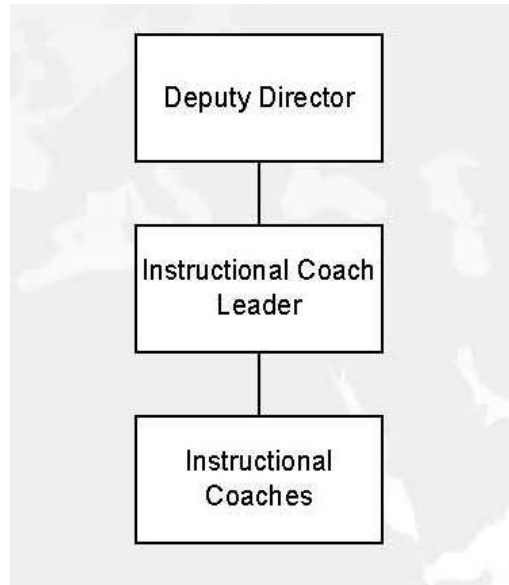
High School



Media



Instructional Coach



Annex 3 – JAQ Template

Job Analysis Questionnaire

PURPOSE AND INSTRUCTION

The purpose of this Job Analysis Questionnaire (JAQ) is to review your job duties and responsibilities based on the information you provide.

You are most familiar with your duties and responsibilities therefore, we need *your* help to get an accurate description of your job.

The Principal, Deputy Principal and Head of Department will also be asked about your job duties, but they will not change *your* answers. They will comment in Section 5.

The JAQ is intended to describe the position itself and not the person holding this position, therefore, it does not ask about your job performance; only what your job requires you to do.

Please complete this questionnaire as honestly, completely and accurately as you can. Base your answers on what is normal to your current job, not special projects or temporary assignment duties, unless these tasks are a regular part of your job.

Read each definition carefully before answering.

Write simple, clear and accurate statements.

Provide details to establish a clear understanding of the position.

Fill all fields properly and to your fullest knowledge.

We appreciate your active participation in this important study. If you have questions, please feel free to ask your supervisor or division administrator.

This questionnaire should take approximately 30 minutes to complete.

Please return this questionnaire to your supervisor.

SECTION 1 - EMPLOYEE DATA

Name	
Designation	
Educational Qualification <i>(Select the highest educational qualification. Check all that apply)</i>	<input type="checkbox"/> Secondary School Education <input type="checkbox"/> Diploma <input type="checkbox"/> Teaching Diploma / Teaching Certificate <input type="checkbox"/> Bachelors of <input type="checkbox"/> Post Graduate / Masters <input type="checkbox"/> Doctorate / PhD <input type="checkbox"/> Others <input type="checkbox"/>
Teaching Experience	<input type="checkbox"/> < 1 year <input type="checkbox"/> 1-2 Years <input type="checkbox"/> 3-5 Years <input type="checkbox"/> 6-10 Years <input type="checkbox"/> 11-15 Years <input type="checkbox"/> 16-20 Years <input type="checkbox"/> >20 Years

SECTION 2 - POSITION INFORMATION

Division Name	
Department Name	
Position	<input type="checkbox"/> Academic Intervention Teacher / Learning Support Teacher <input type="checkbox"/> Atelierista <input type="checkbox"/> Grade Level Coordinators <input type="checkbox"/> Head of Department <input type="checkbox"/> Instructional Coach <input type="checkbox"/> IT Coach <input type="checkbox"/> Lab Assistant / Media Center Aide <input type="checkbox"/> Media Specialist <input type="checkbox"/> Permanent Substitute <input type="checkbox"/> Teacher <input type="checkbox"/> Teaching Assistant <input type="checkbox"/> Teacher Helper

SECTION 3 - PURPOSE

Indicate in one or two sentences the general purpose of the position. What is the position meant to accomplish? Why does it exist?

SECTION 4 - POSITION RESPONSIBILITIES

4.1 KEY ACTIVITIES

- Describe the position's primary responsibilities / duties, listing the most important first.
- Maximum number of primary responsibilities ranges from 6-8
- Each statement should be brief and concise, beginning with an action verb (refer to sample list of action verbs as per enclosed annex 1).
- Use a separate statement for each responsibility.
- Do not include a duty which occupies 10% or less of your time unless it is an essential part of the job.
- List the frequency of the task; ex. Daily, Weekly, Monthly, Quarterly or Annually (180 school days / year).
- Give a best estimate of average percentage of time each responsibility takes.

Primary Duties & Responsibilities	Frequency	% of time Annually
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

4.2 SECONDARY RESPONSIBILITIES

- Combine minor or occasional duties in one last statement.
- Maximum number of secondary responsibilities ranges from 1-3
- These include duties which occupy less than 10% of your time.

Secondary Duties & Responsibilities	Frequency	% of time
1.		
2.		
3.		

4.3 TOOLS & TECHNOLOGY

Please tick whatever is applicable to your position and specify the frequency of use;

whether Daily, Weekly, Monthly, Quarterly or Annually

TOOLS

Tool	<input checked="" type="checkbox"/>	Frequency
Desktop computers	<input type="checkbox"/>	
Printer	<input type="checkbox"/>	
Digital camcorders or video cameras	<input type="checkbox"/>	
Liquid crystal display projector	<input type="checkbox"/>	
Public address systems (Sound systems)	<input type="checkbox"/>	
Scanners	<input type="checkbox"/>	
Smart boards (Interactive white board)	<input type="checkbox"/>	
Listening centers	<input type="checkbox"/>	
Student laptops	<input type="checkbox"/>	
Ipad	<input type="checkbox"/>	

Ipad carts	<input type="checkbox"/>	
Other	<input type="checkbox"/>	

TECHNOLOGY

Technology	Description	<input checked="" type="checkbox"/>	Frequency
Computer based training software	Children's educational software	<input type="checkbox"/>	
Electronic mail software	Email software; Microsoft Outlook	<input type="checkbox"/>	
Internet browser software	Web browser software	<input type="checkbox"/>	
Word processing software	Microsoft Word, google docs, collaborative editing software	<input type="checkbox"/>	
Presentation software	Microsoft PowerPoint, Prezi	<input type="checkbox"/>	
Spreadsheet software	Microsoft Excel	<input type="checkbox"/>	
Learning Management System	Moodle	<input type="checkbox"/>	
Educational application	Google applications	<input type="checkbox"/>	
Web-based curriculum management	Rubicon Atlas	<input type="checkbox"/>	
Student Information System	Skoolee	<input type="checkbox"/>	
Other		<input type="checkbox"/>	

4.4 LANGUAGE OF INSTRUCTION

Please tick whatever is applicable to your position.

English

Arabic

Both

4.5 KEY INTERACTIONS

Indicate the type of contact you have with other people. What is the purpose of the contact and its frequency (High, Medium, Low).

INTERNAL INTERACTION & COMMUNICATION

Contact with	Purpose of Contact	Frequency
Director		
Deputy Director		
Principal		
Deputy Principal		
Admin Support Staff (secretaries / admin assistants / receptionist)		
Instructional Coaches		
IT Coaches		
Counselors		
HR Manager		
Academic Affairs Manager		
IT Coordinator		
Lab Assistants		
MC Specialists		
Curriculum Coordinator		
Professional Development Coordinator		
Registrar		
Facilities Manager		
Duplicating Services Personnel		
Other		

EXTERNAL INTERACTION & COMMUNICATION

Contact with	Purpose of Contact	Frequency
Parents / Guardians		
Others		

4.6 WORK CONTEXT

4.6.1 DECISIONS / DISCRETIONS

4.6.1.1 Please tick **one** box that is applicable to your position.

Minimal or no decision making required.

Decisions are made in the light of clear and detailed standards / procedures, whether written or verbal.

Decisions are made in situations where there is scope for interpretation of rules.

Makes complex decisions in the absence of rules.

Makes strategic decisions in complex situations.

4.6.1.2 List the most important / critical decisions you frequently make. Please include all the tasks you validate, check the accuracy of, or provide formal approval for

Nature of the Decision	Who is Affected	Guidelines or limitations that affect this decision

4.6.2 PHYSICAL DEMANDS

Please tick whatever is applicable to your position and allocate the percentage **of the day** you spend in these condition.

- Walking _____ % of the day
- Standing _____ % of the day
- Kneeling (to child height) _____ % of the day
- Sitting _____ % of the day
- Lifting _____ % of the day

4.6.3 Other

Please specify the number of **hours spent per week** for:

- Teaching (this excludes overload hours) : _____ hours / week
- Working in groups or teams : _____ hours / week
- Clubs : _____ hours / week

4.7 SUPERVISION & PEOPLE MANAGEMENT

Reserved for HODs and teachers working with assistants.

What is your contribution in managing your subordinate's work and productivity?

Applicable only for positions who have subordinates.

4.7.1 Please tick whatever is applicable to your position.

- Provide work guidance and problem solving assistance for subordinates
- Supervise, review and oversee work of subordinates
- Train and develop the subordinates
- Conduct performance appraisal of subordinates
- Recommend discharges for subordinates.

VALIDATION & SIGNOFF

Supervisor Validation

I have carefully reviewed the JAQ

I consider the responses to be accurate and complete.

If not, then please provide additional information.

Section	Comments
Section 1	
Section 2	
Section 3	
Section 4	

5.2 Signatures

EMPLOYEE

Name :

Signature :

Date :

Supervisor / Manager

Name :

Position :

Signature :

Date :

ACTION VERBS

This list of action verbs should be used to assist you in completing the Summary of Responsibilities section. These verbs are useful in identifying and defining job functions. Although many of the terms may seem obvious, definitions are provided in the interest of consistency.

Administer—Manage or direct the execution of affairs.

Advise—Recommend a course of action; offer an informed opinion based on specialized knowledge

Analyze—Separate into elements and critically examine.

Appraise—Give an expert judgement of worth or merit.

Approve—Accept as satisfactory; exercise final authority with regard to commitment of resources.

Arrange—Make preparation for an event; put in proper order.

Assemble—Collect or gather together in a predetermined order from various sources.

Assign—Specify or designate tasks or duties to be performed by others.

Assume—Undertake; take for granted.

Authorize—Approve; empower through vested authority.

Calculate—Make a mathematical computation.

Circulate—Pass from person to person or place to place.

Collaborate—Work jointly with; cooperate with others.

Collect—Gather.

Compile—Put together information; collect from other documents.

Concur—Agree with a position, statement, action, or opinion.

Conduct—Carry on; direct the execution of.

Confer—Consult with others to compare views.

Consolidate—Bring together.

Construct—Build, make or modify.

Consult—Seek the advice of others.

Control—Measure, interpret, and evaluate actions for conformance with plans or desired results.

Coordinate—Regulate, adjust, or combine the actions of others to attain harmony.

Correlate—Establish a reciprocal relationship.

Correspond—Communicate with.

Debug—To detect, locate and remove mistakes from a routine of malfunctions from a computer.

Delegate—Commission another to perform tasks or duties that may carry specific degrees of accountability.

Deliver—Carry to intended destination.

Design—Conceive, create, and execute according to plan.

Determine—Resolve; fix conclusively.

Develop—Disclose, discover, perfect, or unfold a plan or idea.

Devise—Come up with something new, perhaps by combining or applying known ideas or principles.

Direct—Guide work operations through the establishment of objectives, policies, rules, practices, methods, and standards.

Discuss—Exchange views for the purpose of arriving at a conclusion.

Dispose—Get rid of.

Disseminate—Spread or disperse information.

Distribute—Deliver to proper destinations.

Draft—Prepare papers or documents in preliminary form.

Endorse—Support or recommend.

Establish—Bring into existence.

Evaluate—Determine or fix the value of.

Execute—Put into effect or carry out.

Exercise—Exert.

Expedite—Accelerate the process or progress of.

Forecast—Predict Future requirements.

Formulate—Develop or devise.

Furnish—Provide with what is needed; supply.

Implement—Carry out; execute a plan or program.

Improve—Make something better.

Initiate—Start or introduce.

Install—To set up for use.

Instructional Delivery - Apply a repertoire of instructional strategies to communicate and interact with students around academic content, and to support student engagement.

Interpret—Explain something to others.

Investigate—Study through close examination and systematic inquiry.

Issue—Put forth or to distribute officially.

Maintain—Keep in an existing state.

Monitor—Watch, observe, or check with an eye to reaching agreement.

Notify—Make known to.

Operate—Perform an activity or series of activities.

Participate—Take part in.

Perform—Fulfill or carry out some action.

Place—Locate and choose position for.

Plan—Devise or project the realization of a course of action.

Practice—Perform work repeatedly in order to gain proficiency.

Prepare—Make ready for a particular purpose.

Proceed—Begin to carry out an action.

Process—Subject something to special treatment; handle in accordance with prescribed procedure.

Promote—Advance to a higher level or position.

Propose—Declare a plan or intention.

Provide—Supply what is needed; furnish.

Recommend—Advise or counsel a course of action; offer or suggest for adoption.

Represent—Act in the place of or for.

Report—Give an account of; furnish information or data.

Research—Inquire into a specific matter from several sources.

Review—Examine or re-examine.

Revise—Rework in order to correct or improve.

Schedule—Plan a timetable.

Secure—Gain possession of; make safe.

Select—Choose the best suited.

Sort—To separate or arrange according to a plan.

Specify—State precisely in detail or name explicitly.

Stimulate—Excite to activity; urge.

Submit—Yield or present for the discretion or judgement of others.

Supervise—Personally oversee, direct, inspect, or guide the work of others with responsibility for meeting standards of performance.

Train—Teach or guide others in order to bring up to a predetermined standard.

Transcribe—Transfer data from one form of record to another or from one method of preparation to another, without changing the nature of the data.

Verify—Confirm or establish authenticity; substantiate.

Write—To compose or draft.

Annex 4 – Form for Staff Nominated to Fill the Job Analysis Questionnaire

Staff nominated to fill the Job Analysis Questionnaire

Preschool		
Position	1	2
Atelierista		
Grade Level Coordinator		
IT Coach		
Learning Support Teacher		
Media Specialist		
Permanent Sub		
Teacher		
Teacher Assistant		

Elementary		
Position	1	2
Academic Intervention Teacher		
Grade Level Coordinator		
Head of Department		
IT Coach		
Media Specialist		
Permanent Sub		
Teacher Assistant		
Teacher		

Middle School		
Position	1	2
Head of Department		
Lab Assistant / Media Center Aide		
IT Coach		
Media Specialist		
Teacher		

High School		
Position	1	2
Head of Department		
Media Center Aide		
Media Specialist		
Teacher		

Common Positions		
Position	1	2
Instructional Coach		

Annex 5 –Job Description Template

Job Description

School Division		Doc number	
Job Title		Issue date	
Reporting to		Supervises	

1. Position Overview

--

2. Main Position Functions

<u>Primary Responsibilities</u>
1-
2-
3-
4-
5-
6-
7-
8-

<u>Secondary Responsibilities</u>
1-
2-
3-

3. Key Interactions

Internal

External

4. Tools & Technology

Tools

Technology

5. Decision Making & Supervision

Decision Making

Supervision

6. Language of Instruction

-

7. Qualifications & Experience

Qualifications
○ Minimum Qualification -
○ Preferred Qualifications -

Experience
○ Minimum Experience -

8. Competencies

Competency	Level
Planning & Organizing	
Communication	
Establishing Culture for Learning	

Competency	Level
Results Driven	
Professionalism	
Teaching Excellence	

9. Reviewed by

HOD	Deputy Principal
Signature _____ Date _____	Signature _____ Date _____

10. Approvals

Principal	Director
Signature _____ Date _____	Signature _____ Date _____
HR Manager	
Signature _____ Date _____	

11. Receipt Confirmation

The Employee signature below constitutes the employee's understanding of the requirements, essential functions and duties of the position.

Employee Name _____	ID _____
Signature _____	Date _____

Annex 6 – Developed Job Description

Job Description List

- Academic Intervention Teacher
- Atelierista
- Grade Level Coordinator
- Head of Department (ES)
- Head of Department (HS & MS)
- Head of Department (Interdivisional)
- Head of Department (Media Specialist)
- Homeroom Teacher (PS-ES)
- Instructional Coach
- Instructional Coach Leader
- IT Coach
- Lab Assistant
- Learning Support Teacher
- Media Center Aide
- Media Specialist (Pre-Nursery/Nursery)
- Media Specialist
- Permanent Substitute Teacher (PS – ES)
- Permanent Substitute (MS - HS)
- Teacher (G5-12)
- Teacher Assistant

Job Description

School Division	Elementary	Doc number	AIT/V1
Job Title	Academic Intervention Teacher	Issue date	
Reporting to	Principals	Supervises	

1. Position Overview

The Academic Intervention Teacher (AIT) accelerates students who are performing below grade level expectations to develop their skills and strategies for academic success. The AIT provides special instruction to individuals and small groups of students with identified needs to support the classroom teacher.

2. Main Position Functions

<u>Primary Responsibilities</u>
1. Model the school mission's core values and abide by all school policies and procedures when interacting with the school community.
2. Coordinate with the teachers, counselors and administration to identify at-risk students based on level of performance.
3. Develop modified activities based on teacher's unit plans to meet curriculum goals through a push-in/pull out strategy and monitor their progress.
4. Instruct and manage students in individual and small group settings to effectively meet the learning needs of students with low academic abilities.
5. Prepare and maintain Fountas & Pinnell kit, maintain accurate and complete records of student progress through F&P testing scores and other authentic assessment strategies to monitor progress and guide instructional planning and decision making (English only).
6. Keep accurate records on student progress and strategies that the student responds to.
7. Schedule regular conferences with teachers to update and discuss student progress.
8. Attend weekly AIT team meetings for collaboration and analysis of student progress and success of teaching strategies.
9. Other related duties as assigned can include: recess duty, playground duties, morning routine, after school duty, substitution, maintain bulletin boards, after school help, extracurricular activities etc.

<u>Secondary Responsibilities</u>
1. Attend scheduled faculty meetings and be available for parent conferences.

2. Assist in the selection of material and textbooks necessary to provide appropriate learning experiences.
3. Demonstrate commitment to personal continuous professional growth (specifically Special Ed.) and development to keep current in educational best practices and school wide initiatives.
4. Assist in various school events, as required.

3. Key Interaction

Internal
Principals
Counselor
Teachers
Support Staff (Admin Assistant, Duplicating)
Students

External
Parents (as needed)

4. Tools & Technology

Tools
Desktop Computer, Printer
Smart boards
Student laptop

Technology
E-mail
Internet Browser
Word, Excel
Google Applications, Rubicon and Skoolee

5. Decision Making

Decision Making
Decisions are made in light of clear and detailed standards/procedures, whether written or verbal.

6. Language of Instruction

- English or Arabic

7. Qualifications & Experience

Qualifications
<ul style="list-style-type: none"> ○ Minimum Qualification <ul style="list-style-type: none"> ○ Bachelor Degree in Education ○ Special Education Certification ○ Teaching Certificate/Diploma
<ul style="list-style-type: none"> ○ Preferred Qualifications <ul style="list-style-type: none"> ○ Master’s Degree in Education

Experience
<ul style="list-style-type: none"> ○ Minimum Experience <ul style="list-style-type: none"> ○ 2 years in similar position

8. Competencies

Competency	Level
Planning & Organizing	2
Communication	2
Establishing Culture for Learning	2

Competency	Level
Results Driven	2
Professionalism	3
Teaching Excellence	3

9. Reviewed By

Deputy Principal	
Signature	Date

10. Approved By

Principal		Director	
Signature	Date	Signature	Date
HR Manager			
Signature	Date		

11. Receipt Confirmation

The Employee’s signature below constitutes the employee's understanding of the requirements, essential functions and duties of the position.

Employee Name	ID
Signature	Date

Job Description

School Division	Pre-Nursery/Nursery	Doc number	ATL/V1
Job Title	Atelierista	Issue date	
Reporting to	Principals	Supervises	

1. Position Overview

The Atelierista plans various projects that will provoke the curiosity of the children in an explorative way using a wide variety of materials to stimulate their desire to learn. Documentation of these different projects and the children's responses to them remains a key role of the Atelierista.

2. Main Position Functions

<u>Primary Responsibilities</u>
1. Model the school mission's core values and abide by all school policies and procedures when interacting with the school community.
2. Plan a wide variety of incentives and activities in the Atelier for children to build their own knowledge in an explorative way.
3. Provide children with the necessary assistance during their interaction with the materials and tools provided in the Atelier, guide their correct use to avoid injuries.
4. Compile photographic and textual documentation of observations and projects which will help both teachers and parents understand the way a child thinks and develops.
5. Submit documentation to its corresponding teacher in order to maintain a connection between Atelier and classwork.
6. Analyze documentation in order to identify children's interests and be able to make appropriate modifications in the Atelier to constantly motivate their creativity and develop their skills.
7. Participate in team planning meetings and other activities as means to support colleagues in the children's learning process.
8. Research new ideas and stimulants that will contribute to Atelier's environment and students' learning process.
9. Provide professional development workshops to colleagues in order to guide them through Reggio Emilia Approach implementation.

Secondary Responsibilities
1. Supervise children during non-teaching periods as set forth by the Principal.
2. Maintain contact with parents who wish to learn about their child's performance in the Atelier.
3. Prepare the annual purchasing order and list the Atelier's inventory.
4. Demonstrate commitment to personal continuous professional growth and development to keep current in educational best practices and school wide initiatives.
5. Perform other related duties as assigned and attend various school events, as required.

3. Key Interaction

Internal
Principals
Teachers
Students
IT Staff

External
Parents

4. Tools & Technology

Tools
Desktop Computer, Printer
Digital Camcorders / video cameras
Overhead Projector
CD Player

Technology
E-mail
Internet Browser
Word, Excel

5. Decision Making

Decision Making
Minimal or no decision making required

6. Language of Instruction

- English

7. Qualifications & Experience

Qualifications
<ul style="list-style-type: none"> ○ Minimum Qualification <ul style="list-style-type: none"> ○ Bachelor Degree ○ Current Teaching Certificate/Diploma ○ Preferred Qualifications <ul style="list-style-type: none"> ○ Reggio Emilia Certification

Experience
<ul style="list-style-type: none"> ○ Minimum Experience <ul style="list-style-type: none"> ○ 2 years in similar position

8. Competencies

Competency	Level
Planning & Organizing	2
Communication	3
Establishing Culture for Learning	2

Competency	Level
Results Driven	2
Professionalism	2
Teaching Excellence	2

9. Reviewed By

Deputy Principal	
Signature	Date

10. Approved By

Principal		Director	
Signature	Date	Signature	Date
HR Manager			
Signature		Date	

11. Receipt Confirmation

The Employee's signature below constitutes the employee's understanding of the requirements, essential functions and duties of the position.

Employee Name	ID
Signature	Date

Job Description

School Division	Pre-School/Elementary	Doc number	GLC/V1
Job Title	Grade Level Coordinator	Issue date	
Reporting to	Divisional Principals	Supervises	

1. Position Overview:

In addition to teacher responsibilities, the Grade Level Coordinator (GLC) acts as a liaison between administration and staff as well as role models best practices. The GLC is expected to help teachers collaborate, discuss student issues, & plan effectively for high levels of student achievement and success.

2. Main Position Functions:

<u>Primary Responsibilities</u>
1. Hold weekly meetings with grade level teachers to facilitate action related to student achievement, curriculum objectives, lesson planning and department needs and provide minutes to administrators and team members afterwards.
2. Hold monthly meetings with divisional principal to discuss issues/concerns raised at the team level.
3. Issue annual homework calendar and monthly assessments calendar in coordination with Grade Level Teams (ES). Coordinate with Grade Level Teams as needed (PS).
4. Mentor new staff on school policies and processes throughout the year.
5. Provide input on the planning and evaluation of the school programs and potentially appropriate educational supplies, materials and learning aids.
6. Plan and coordinate a minimum of 3 field trips per year that are in line with the curriculum (Elementary).

<u>Secondary Responsibilities</u>
1. Guide the team/grade level in the annual budget process. Follow prioritizing guidelines for budgeting to ensure the materials requested are necessary for instruction and aligned with the school's curriculum, mission and strategy. Submit prioritized list to the HOD / Principal.
2. Ensure the grade level Rubicon Atlas map is updated in collaboration with the team and properly implemented.
3. Demonstrate commitment to professional development opportunities.
4. Facilitate communication on behalf of the team with IT Coaches or concerned

parties, as needed, regarding IT programs such as Skoolee, attendance... etc.
5. Conduct orientation for new teachers on practices and policies of the school, team/grade level.

3. Key Interaction

Internal
Principals
Teachers
Instructional Coach
Counselor

External
Parents

4. Tools & Technology

Tools
Desktop Computer, Printer
Digital Camcorders / video cameras
Smart boards
iPad/iPad carts
Overhead Projector
Sound system

Technology
E-mail
Internet Browser
Microsoft office – Word, Excel, PowerPoint
Rubicon Atlas
Skoolee

5. Decision Making & Supervision

Decision Making
Decisions are made in light of clear and detailed standards/procedures, whether written or verbal.

6. Language of Instruction

- English and/or Arabic

7. Qualifications & Experience

Qualifications
<ul style="list-style-type: none"> ○ Minimum Qualification <ul style="list-style-type: none"> ○ Bachelor Degree ○ Current Teaching

Experience
<ul style="list-style-type: none"> ○ Minimum Experience <ul style="list-style-type: none"> ○ 3 years in teaching

<p>Certificate/Teaching Diploma</p> <ul style="list-style-type: none"> ○ Proficient in Instructional Technology ○ Proven leadership qualities <hr/> <ul style="list-style-type: none"> ○ Preferred Qualifications ○ Master Degree

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8. Competencies

Competency	Level
Planning & Organizing	2
Communication	3
Establishing Culture for Learning	2

Competency	Level
Results Driven	2
Professionalism	2
Teaching Excellence	2

9. Reviewed By

Deputy Principal	
Signature	Date

10. Approved By

Principal		Director	
Signature	Date	Signature	Date
HR Manager			
Signature		Date	

11. Receipt Confirmation

The Employee's signature below constitutes the employee's understanding of the requirements, essential functions and duties of the position.

Employee Name	ID
Signature	Date

Job Description

School Division	Elementary	Doc number	HOD-ES/V1
Job Title	HOD	Issue date	
Reporting to	Principals	Supervises	

1. Position Overview:

In addition to teacher responsibilities, the HOD takes charge of Elementary affairs to improve quality of instruction, assessment methods and to increase the level of student performance. The HOD ensures teachers develop their full potential as educators and model a love for learning to their students and colleagues. The HOD ensures that curriculum is successfully implemented in the department through planning, instruction and assessment, supports school and departmental goals, and most importantly, be a “teacher of teachers.”

2. Main Position Functions:

<u>Primary Responsibilities</u>
1. Meet GLCs on a weekly basis to get updates on grade level performance and ensure vertical alignment. Provide minutes to relevant administrators and team members afterwards. Establish, promote and maintain a positive and productive team spirit.
2. Work with Principals and GLCs to identify students that require extra support to meet their needs.
3. Ensure lesson plans are developed by teachers and in line with the curriculum and the school objectives.
4. Monitor the communication between the department and parents (such as weekly schedules) and ensure they are in line with the approved guidelines.
5. Approve all department assessments to ensure alignment with school objectives. Maintain balance, fairness and reliability of assessments among courses.
6. Conduct regular teacher observations to ensure the implementation of the academic program using the recommended teaching methods.
7. Keep up to date with latest developments and trends in the subject area related to teaching strategies, new content knowledge, assessment tools and resources to generate and implement ideas that will benefit student achievement.
8. Work with the Curriculum Coordinator and curriculum committees to address curriculum objectives when required.
9. Provide and model effective teaching strategies and coach teachers for proper implementation.
10. Monitor students’ performance in the department on a monthly basis. Analyze trends in student achievement data from standardized tests and departmental

tests and use this information to improve instruction.
11. Provide continuous advice and guidelines to teachers in all aspects.
12. When applicable, liaise with Ministry representatives and provide them with required documentation and information.

Secondary Responsibilities
1. Guide the department in the annual budget process. Follow prioritizing guidelines for budgeting to ensure the materials requested are necessary for instruction and aligned with the school's curriculum, mission and strategy. Submit list to the Principal.
2. Be available to assist admin, parents and students when needed (example, Back to School Night, new teacher orientation and coaching, Strategic Plan committee, Accreditation committee, interviewing potential candidates).
3. Participate in evaluating teachers and recommend appropriate professional development as requested by Principal.
4. Assist Principals in reviewing report cards.
5. Determine the development needs of the department.

3. Key Interaction

Internal
Principals
Teachers
Instructional Coach
IT Coach
Support Staff (Admin Assistant, Duplicating)

External
Parents

4. Tools & Technology

Tools
Desktop Computer, Printer
Digital Camcorders / video cameras
Overhead Projector
Smart board, student laptop/iPad

Technology
E-mail; Children's educational software
Internet Browser
Word, Excel, PowerPoint, Moodle, Rubicon Atlas
Skoolee, Google applications

5. Decision Making & Supervision

Decision Making
Makes strategic decisions in complex situations.

Supervision
Supervise, review and oversee work of the department staff across divisions. Provide work guidance, training and problem solving assistance.
Assist in the department's performance appraisal of staff.

6. Language of Instruction

- English and/or Arabic

7. Qualifications & Experience

Qualifications
<ul style="list-style-type: none"> ○ Minimum Qualification <ul style="list-style-type: none"> ○ Bachelor Degree ○ Current Teaching Certificate/Teaching Diploma ○ Proficient in Instructional Technology ○ Proven leadership qualities ○ Preferred Qualifications <ul style="list-style-type: none"> ○ Master Degree

Experience
<ul style="list-style-type: none"> ○ Minimum Experience <ul style="list-style-type: none"> ○ 5 years in teaching

8. Competencies

Competency	Level
Planning & Organizing	3
Communication	3
Establishing Culture for Learning	3

Competency	Level
Results Driven	3
Professionalism	3
Teaching Excellence	3

9. Reviewed By

Deputy Principal	
Signature	Date

10. Approved By

Principal	Director
Signature	Signature
Date	Date
HR Manager	
Signature	Date

11. Receipt Confirmation

The Employee's signature below constitutes the employee's understanding of the requirements, essential functions and duties of the position.

Employee Name	ID
Signature	Date

Job Description

School Division	K-12 (Islamic studies, PE, Fine Arts, IT, Arabic Social Studies)	Doc number	HOD-K12/V1
Job Title	K-12 HOD	Issue date	
Reporting to	Deputy Director	Supervises	

1. Position Overview

In addition to teacher responsibilities, the HOD takes charge of K-Grade12 affairs to improve quality of instruction, assessment methods and to increase the level of student performance. The HOD ensures teachers develop their full potential as educators and model a love for learning to their students and colleagues. The HOD ensures that curriculum is successfully implemented in the department through planning, instruction and assessment, support school and departmental goals, and most importantly, be a “teacher of teachers.”

2. Main Position Functions

Primary Responsibilities
1. Create a calendar of meetings to accommodate divisional schedules to ensure all divisions are supported. Provide minutes to relevant administrators and team members afterwards. Establish teamwork spirit and promote cooperation.
2. Monitor the communication between the department and parents (such as weekly schedules) and ensure they are in line with the approved guidelines.
3. Ensure lesson plans are developed by teachers and are in line with the curriculum and the school objectives.
4. Approve all department assessments to ensure alignment with school objectives. Maintain balance, fairness and reliability of assessments among courses.
5. Conduct regular teacher observations to ensure the implementation of the academic program of the department and the recommended teaching methods.
6. Keep up to date with latest developments and trends in the subject area related to teaching strategies, new content knowledge, assessment tools and resources to generate and implement ideas that will enhance student achievement.
7. Work with the curriculum coordinator and curriculum committees to address curriculum objectives when required.
8. Provide and model effective teaching strategies and coach teachers on their proper implementation.
9. Monitor students’ performance in the department on a monthly basis. Analyze trends in student data and use this information to improve instruction.

10. Provide continuous advice and guidelines to teachers in all aspects.
11. Provide recommendation on course offerings and prerequisites, if applicable, to the Principal to ensure students who graduate from BBS are prepared for college.
12. When applicable, liaise with Ministry representative and provide them with required documentation and information.

Secondary Responsibilities
1. Guide the department in the annual budget process. Follow prioritizing guidelines for budgeting to ensure the materials requested are necessary for instruction and aligned with the school's curriculum, mission and strategy. Submit prioritized list to the Principal.
2. Be available to assist admin, parents and students when needed (example, Back to School Night, new teacher orientation and coaching, Strategic Plan committee, Accreditation committee, interviewing potential candidates).
3. Participate in evaluating teachers and recommend appropriate professional development.
4. Determine the development needs of the department.

3. Key Interaction

Internal
Principals
Teachers
Instructional Coach
IT Coach
Support Staff (Admin Assistant, Duplicating)

External
Parents

4. Tools & Technology

Tools
Desktop Computer, Printer
Digital Camcorders / video cameras
Overhead Projector
Smart board, student laptop/iPad

Technology
E-mail; Children's educational software
Internet Browser
Word, Excel, PowerPoint, Moodle, Rubicon Atlas
Skooler, Google applications

5. Decision Making & Supervision

Decision Making
Makes strategic decisions in complex situations.

Supervision
Supervise, review and oversee work of the department staff across divisions. Provide work guidance, training and problem solving assistance.
Assist in the department's performance appraisal of staff.

6. Language of Instruction

- English and/or Arabic

7. Qualifications & Experience

Qualifications
<ul style="list-style-type: none"> ○ Minimum Qualification <ul style="list-style-type: none"> ○ Bachelor Degree ○ Current Teaching Certificate/Teaching Diploma ○ Proficient in Instructional Technology ○ Proven leadership qualities ○ Preferred Qualifications <ul style="list-style-type: none"> ○ Master Degree

Experience
<ul style="list-style-type: none"> ○ Minimum Experience <ul style="list-style-type: none"> ○ 5 years in teaching

8. Competencies

Competency	Level
Planning & Organizing	3
Communication	3
Establishing Culture for Learning	3

Competency	Level
Results Driven	3
Professionalism	3
Teaching Excellence	3

9. Reviewed By

Principal
Signature _____ Date _____

10. Approved By

Deputy Director Signature	Date	Director Signature	Date	
HR Manager Signature				Date

11. Receipt Confirmation

The Employee's signature below constitutes the employee's understanding of the requirements, essential functions and duties of the position.

Employee Name	ID
Signature	Date

Job Description

School Division	HS (Math, Science, Humanities, English, Business)	Doc number	HOD- HS/V1
Job Title	HOD	Issue date	
Reporting to	Principals	Supervises	

1. Position Overview

In addition to teacher responsibilities, the HOD takes charge of department affairs to improve quality of instruction, assessment methods and to increase the level of student performance. The HOD ensures teachers develop their full potential as educators and model a love for learning to their students and colleagues. The HOD ensures that curriculum is successfully implemented in the department through planning, instruction and assessment, supports school and departmental goals, and most importantly, be a “teacher of teachers.”

2. Main Position Functions:

<u>Primary Responsibilities</u>
1. Hold weekly meetings with the department to facilitate discussion, providing minutes to administrators and team members afterwards. Establish teamwork spirit and promote cooperation.
2. Approve all department assessments to ensure alignment with school objectives. Maintain balance, fairness and reliability of assessments among courses.
3. Conduct regular teacher observations to ensure the implementation of the academic program using the recommended teaching methods.
4. Keep up to date with latest developments and trends in the subject area related to teaching strategies, new content knowledge, assessment tools and resources to generate and implement ideas that will benefit student achievement.
5. Work with the curriculum coordinator and curriculum committees to address curriculum objectives and vertical alignment when required.
6. Provide and model effective teaching strategies and coach teachers for proper implementation.
7. Continuously monitor students’ performance in the department. Analyze student achievement data from standardized tests and departmental tests and use this information to improve instruction.
8. Provide continuous advice and guidelines to teachers in all related educational aspects.
9. Provide recommendation on course offerings and prerequisites, if applicable, to the Principal to ensure students who graduate from BBS are prepared for

college.

Secondary Responsibilities
1. Guide the department in the annual budget process. Follow prioritizing guidelines for budgeting to ensure the materials requested are necessary for instruction and aligned with the school’s curriculum, mission and strategy. Submit prioritized list to the Principal.
2. Be available to assist admin, parents and students when needed (example, Back to School Night, new teacher orientation and coaching, Strategic Plan committee, Accreditation committee, interviewing potential candidates).
3. Assign teachers to courses.
4. Participate in evaluating teachers and recommend appropriate professional development.
5. Determine the developmental needs of the department.

3. Key Interaction

Internal
Principals
Teachers
Instructional Coach
IT Coach
Support Staff (Admin Assistant, Duplicating)

External
Parents
Sales representatives

4. Tools & Technology

Tools
Desktop Computer, Printer
Digital Camcorders / video cameras
Overhead Projector
Smart board, student laptop/iPad

Technology
E-mail; Children’s educational software
Internet Browser
Word, Excel, PowerPoint, Moodle, Rubicon Atlas
Skooler, Google applications

5. Decision Making & Supervision

Decision Making
Makes strategic decisions in complex situations.

Supervision
Supervise, review and oversee work of the department staff. Provide work guidance, training and problem solving assistance.
Assist in the department's performance appraisal of staff.

6. Language of Instruction

- English / Arabic

7. Qualifications & Experience

Qualifications
○ Minimum Qualification <ul style="list-style-type: none"> ○ Bachelor Degree in subject area ○ Current Teaching Certificate/Teaching Diploma ○ Proficient in Instructional Technology ○ Proven leadership qualities
○ Preferred Qualifications <ul style="list-style-type: none"> ○ Master Degree

Experience
○ Minimum Experience <ul style="list-style-type: none"> ○ 5 years in teaching

8. Competencies

Competency	Level
Planning & Organizing	3
Communication	3
Establishing Culture for Learning	3

Competency	Level
Results Driven	3
Professionalism	3
Teaching Excellence	3

9. Reviewed By

Deputy Principal	
Signature	Date

10. Approved By

Principal Signature	Date	Director Signature	Date	
HR Manager Signature				Date

11. Receipt Confirmation

The Employee's signature below constitutes the employee's understanding of the requirements, essential functions and duties of the position.

Employee Name	ID
Signature	Date

Job Description

School Division	All School Divisions	Doc number	HOD-MC/V1
Job Title	K-12 HOD - Media Specialist	Issue date	
Reporting to	Deputy Director	Supervises	

1. Position Overview:

In addition to media specialist responsibilities, the HOD oversees the Media Centers from K to 12 by creating and updating guidelines, leading team meetings and ensuring the department's goals and action plans are in line with the school's mission and strategic plan.

2. Main Position Functions:

Primary Responsibilities
3- Lead committees related to media activities such as Censorship Committee and Book Committee.
4- Ensure new media center personnel are trained on the relevant systems and understand the processes.
5- Oversee and evaluate the programs and events held in the media center.
6- Hold monthly collaboration meetings to discuss upcoming programs and events. Analyze statistical data and reports related to the media center and come up with an action plan to apply findings.
7- Create annual Media Center goals to guide the initiatives utilizing feedback from the previous year's collaboration meetings and the school's strategy and mission.
8- Oversee the purchasing of library resources.
9- Manage the library system's technical aspects and upgrades.

Secondary Responsibilities
1- Annual review of censorship guidelines and media center related procedures
2- Enhance Rubicon Atlas Media Center map.

3. Key Interaction

Internal	External
Principals, Deputy Director	Parents / Guardians
Media Center Specialist, Media Center	Media Center guests (Ministry

Aide
Teachers, HODs
Support Staff (Admin Assistant, Duplicating)
IT Staff

inspectors, guest authors, etc.)

4. Tools & Technology

Tools
Desktop Computer, Printer, Scanner
Media Center tools (smart board, digital camcorders / video cameras, DVD player, laptop, LCD Projector, cassette player...)

Technology
Electronic Mail Software
Internet Browser
Word, Excel, Access
Presentation Software (PowerPoint, Prezi...)
Library Management System
Web-Based curriculum Management

5. Decision Making & Supervision

Decision Making
Decisions are made in situations where there is scope for interpretation.

Supervision
Supervise, review and oversee work of Media Center staff. Provide work guidance, training and problem solving assistance.
Conduct performance appraisal of Media Center staff.

6. Language of Instruction

- English &/or Arabic

7. Qualifications & Experience

Qualifications
○ Minimum Qualification <ul style="list-style-type: none"> ○ Bachelor's Degree in Library Science ○ Proven leadership skills
○ Preferred Qualifications <ul style="list-style-type: none"> ○ Master's Degree in Library

Experience
○ Minimum Experience <ul style="list-style-type: none"> ○ 5 years as Media Specialist

Science ○ Teaching Certificate

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8. Competencies

Competency	Level
Planning & Organizing	2
Communication	2
Establishing Culture for Learning	2

Competency	Level
Results Driven	2
Professionalism	2
Teaching Excellence	2

9. Reviewed By

Principal	
Signature	Date

10. Approved By

Deputy Director	Director
Signature	Signature
Date	Date
HR Manager	
Signature	Date

11. Receipt Confirmation

The Employee's signature below constitutes the employee's understanding of the requirements, essential functions and duties of the position.

Employee Name	ID
Signature	Date

Job Description

School Division	Preschool & Elementary (1-4)	Doc number	HRT/V1
Job Title	Homeroom Teacher	Issue date	
Reporting to	HOD / Divisional Principals	Supervises	

1. Position Overview

The Teacher ensures that each student achieves academic success, develops a lifelong love of learning and becomes a responsible citizen in a global community. The Teacher is committed to motivate, inspire, lead and work in partnership with parents and school administration to achieve this goal.

2. Main Position Functions:

<u>Primary Responsibilities</u>
1. Model the school mission's core values and abide by all school policies and procedures when interacting with the school community.
2. Plan and prepare for student centered lessons that are in line with the approved curriculum and integrate assigned subjects.
3. Maintain rigorous and appropriate learning expectations of all students at all times.
4. Establish and maintain acceptable standards of student behavior to create a classroom environment that is safe, well managed and conducive to learning; follow school protocol when dealing with inappropriate behavior. Identify ongoing academic/discipline issues within grade level, supporting the Academic Intervention Plan or Child Study Team process.
5. Use different strategies and support channels offered by the school to meet the learning needs of all students to provide for a variety of learning styles, ability levels and educational backgrounds.
6. Use a variety of assessment techniques to measure student knowledge or skills directly related to curriculum goals and objectives and modify instruction accordingly. Document students' learning process using different media for student portfolios (PS).
7. Maintain accurate up-to-date records of student progress and attendance and respect confidentiality of sensitive information.
8. Collaborate with grade level teams to enhance the curriculum maps and agree on instructional goals and assessments.
9. Utilize student contact time to ensure students are receiving the knowledge and skills necessary for students to embody the core values of the school mission.
10. Perform other related duties as assigned (annual orders, entrance exam, recess

duty, playground duty, morning routine, after school duty, substitution, maintain bulletin boards, after school help, extracurricular activities, after school club (PS), etc..)

11. Attend and participate in all school/department/division meetings.

Secondary Responsibilities

1. Set measurable annual professional goals in line with the department targets.
2. Engage parents and students in the learning process through frequent, meaningful and proactive communication about student progress keeping in line with the school's communication policies.
3. Provide input on the planning and evaluation of the school programs and on potentially appropriate educational supplies, materials and learning aids.
4. Demonstrate commitment to personal continuous professional growth and development to keep current in educational best practices and school wide initiatives.
5. Support students in activities beyond the classroom (coaching, field experiences, school events, community service, etc.)
6. Assist in various school events, as required.

3. Key Interaction

Internal
Divisional Principals
HOD
IT Coach, Counselor
Teachers
Support Staff (Admin Assistant, Duplicating)
Students

External
Parents / Guardians

4. Tools & Technology

Tools
Desktop Computer, Printer
Digital Camcorder/video camera/Document camera
Smart board

Technology
E-Mail, Educational Software
Internet Browser, Google applications
Word Processing & Presentation software

Laptop, iPad/iPad carts

Rubicon / Skoolee / Moodle

5. Decision Making

Decision Making
Decisions are made in the light of clear and detailed standards / procedures, whether written or verbal.

6. Language of Instruction

- o Subject Language

7. Qualifications & Experience

Qualifications
<ul style="list-style-type: none"> o Minimum Qualification <ul style="list-style-type: none"> o Bachelor Degree in Elementary or Early Childhood Education o Current Teaching Certificate/Diploma o Proficient in Instructional Technology o Preferred Qualifications <ul style="list-style-type: none"> o Master’s Degree o Reggio Emilia Training (Pre-Nursery)

Experience
<ul style="list-style-type: none"> o Minimum Experience <ul style="list-style-type: none"> o 2 years in similar position

8. Competencies

Competency	Level
Planning & Organizing	2
Communication	2
Establishing Culture for Learning	2

Competency	Level
Results Driven	2
Professionalism	2
Teaching Excellence	2

9. Reviewed By

Deputy Principal	
Signature	Date

10. Approved By

Principal Signature	Date	Director Signature	Date
HR Manager Signature		Date	

11. Receipt Confirmation

The Employee's signature below constitutes the employee's understanding of the requirements, essential functions and duties of the position.

Employee Name	ID
Signature	Date

Job Description

School Division	All Divisions	Doc number	ICL/V1
Job Title	Instructional Coach - Leader	Issue date	
Reporting to	Deputy Director	Supervises	

1. Position Overview

In addition to Instructional Coach responsibilities, the Leader, in collaboration with divisional Principals, will ensure common philosophy and practices are followed school-wide.

2. Main Position Functions

Primary Responsibilities

1. Establish, promote and maintain a positive and productive team spirit.
2. Organize and facilitate department meetings.
3. Organize and maintain TLC Handbook and database of proven instructional strategies.
4. Guide and monitor the progress of the individual goal achievements of Instructional Coaches.
5. Organize departmental professional development such as Edivate and Observation 360 use.
6. Monitor daily TLC operations.
7. Oversee department goal setting, data collecting, and progress to enhance the effectiveness and continued success of the TLC.
8. Update and maintain online platforms such as Website, Twitter, Edivate.
9. Organize and calendar ongoing TLC events.
10. Liaise with administration about department operations, goal driven data analysis, best practices, and initiatives.

Secondary Responsibilities

- 1- Develop, implement and adjust TLC strategic plan as required.

3. Key Interactions

Internal
Deputy Director

External
Online PD support staff

Principals
HODs, GLCs, Teachers
IT Coaches
Colleagues
Support Team

4. Tools & Technology

Tools
Computer / Laptop / Printer
Digital Camcorders / Document cameras
LCD Projector / Smart Boards
iPads

Technology
Email / Internet Browser / MS Office
Presentation Software
Learning Management Systems
Web based curriculum management
Student Information Systems
Google Apps / iPad Apps

5. Decision Making

Decision Making
Makes strategic decisions in complex situations.

6. Language of Instruction

- English & Arabic

7. Qualifications & Experience

Qualifications
○ Minimum Qualification
- Bachelor’s Degree
- Current Teaching Certificate/Diploma
- Strong English Skills
- Proven leadership skills
○ Preferred Qualifications
- Master’s Degree in Education
- Coaching certification

Experience
○ Minimum Experience
- 5 years in teaching

8. Competencies

Competency	Level
Planning & Organizing	3
Communication	3
Establishing Culture for Learning	3

Competency	Level
Results Driven	3
Professionalism	3
Teaching Excellence	3

9. Reviewed By

Support Team	Principal
Signature _____ Date _____	Signature _____ Date _____

10. Approved By

Deputy Director	Director
Signature _____ Date _____	Signature _____ Date _____
HR Manager	
Signature _____ Date _____	

11. Receipt Confirmation

The Employee signature below constitutes the employee's understanding of the requirements, essential functions and duties of the position.

Employee Name _____	ID _____
Signature _____	Date _____

Job Description

School Division	All Divisions	Doc number	IC/V1
Job Title	Instructional Coach	Issue date	
Reporting to	Instructional Coach Leader	Supervises	

1. Position Overview

The primary responsibility of the Instructional Coach is to form a positive relationship with all teachers in the development of best practices, guidelines, and procedures in order to improve student achievement and refine the understanding about researched-based effective instruction for teachers.

2. Main Position Functions

Primary Responsibilities

1. Model the school mission's core values and abide by all school policies and procedures when interacting with the school community.
2. Model lessons to demonstrate sound teaching practices.
3. Co-teach lessons with teachers to provide support and guidance in best teaching practices.
4. Provide real-time coaching; provide targeted and specific observation feedback for next-step planning.
5. Assist teachers in setting professional goals and develop action plans for achieving success. Analyze data gathered from observations of targeted teacher goal(s) and facilitate reflective follow-up conversations with appropriate parties.
6. Provide professional development for teachers, departments, grade levels and school on requested or assigned topics.

Secondary Responsibilities

1. Demonstrate commitment to personal continuous professional growth and development to keep current in technological advancement, educational best practices and school wide initiatives.
2. Help Heads of Departments and Administrators diagnose school-wide or interdivisional problems and develop action plans for success.
3. Coach teacher leaders, Heads of Departments, and Administrators in proven practices and pedagogies that encourage sound teaching strategies and engaged student learning.
4. Assist in morning duty as assigned.

3. Key Interactions

Internal
Principals, Deputy Director
HODs, GLCs, Teachers
IT Coaches
Colleagues
Support Team

External
Online PD support staff

4. Tools & Technology

Tools
Computer / Laptop / Printer
Digital Camcorders / Document cameras
LCD Projector / Smart Boards
iPads

Technology
Email / Internet Browser / MS Office
Presentation Software
Learning Management Systems
Web based curriculum management
Student Information Systems
Google Apps / iPad Apps

5. Decision Making

Decision Making
Makes strategic decisions in complex situations. In coaching cycle, minimal or no decision making required.

6. Language of Instruction

- English and Arabic

7. Qualifications & Experience

Qualifications
○ Minimum Qualification <ul style="list-style-type: none">- Bachelor's Degree- Current Teaching Certificate/Diploma- Proven leadership skills
○ Preferred Qualifications <ul style="list-style-type: none">- Master's Degree in Education

Experience
○ Minimum Experience <ul style="list-style-type: none">- 5 years in teaching

- Coaching certification

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8. Competencies

Competency	Level
Planning & Organizing	3
Communication	3
Establishing Culture for Learning	3

Competency	Level
Results Driven	3
Professionalism	3
Teaching Excellence	3

9. Reviewed By

Instructional Coach Leader		Support Team	
Signature	Date	Signature	Date
Principal			
Signature		Date	

10. Approved By

Deputy Director		Director	
Signature	Date	Signature	Date
HR Manager			
Signature		Date	

11. Receipt Confirmation

The Employee's signature below constitutes the employee's understanding of the requirements, essential functions and duties of the position.

Employee Name	ID
Signature	Date

Job Description

School Division	PS/ES/MS	Doc number	ITC/V1
Job Title	IT Coach	Issue date	
Reporting to	Divisional Principals	Supervises	

1. Position Overview

The IT Coach interfaces with teachers, students and parents to facilitate the integration of technology into teaching and learning. This is done through developing and conducting training sessions on application software/hardware tools; managing technology resources and equipment; provide input and recommendations regarding software/hardware purchases; provides input into school technology plans and guidelines; and provides support/training on best practices to promote teachers' use of technology increase excellence in student performance in the classroom. The IT Coach coordinates with the LMS Coordinator and administrators to decide on the implementation of applications needed.

2. Main Position Functions

<u>Primary Responsibilities</u>
1. Model the school mission's core values and abide by all school policies and procedures when interacting with the school community.
2. Train, mentor, coach and conduct peer observation and model technology integration in classroom instruction to support the curriculum.
3. Research, update and manage multiple technological devices to ensure added value and effective use of these devices to develop teacher and students' skills through differentiation and enhanced student learning.
4. Find, organize and supervise new/online applications as they align with the curriculum for students and teachers and oversee the implementation progress.
5. Teach groups of student IT applications (MS).
6. Troubleshoot student/parent problems with application software, eBooks, iPads and laptops.
7. Facilitate school based high quality professional development; work with teachers and administrators (in teams or individually) to refine their knowledge base and skills as they apply to instructional technology.
8. Identify school teaching and learning needs, and make recommendations to teachers and administration to address those needs through technology.
9. Assist in the administration of MAP testing and train teachers to use the data to differentiate student learning and help improve student achievements.

Secondary Responsibilities
1. Collaborate with HOD's, curriculum staff and Instructional Coaches to ensure systematic deployment of technology initiatives.
2. Provide input and recommendations regarding software and hardware purchases.
3. Develop guidelines / protocols / technology plan for acceptable use of technology at the school.
4. Demonstrate commitment to personal continuous professional growth and development to keep current in educational best practices and school wide initiatives.
5. Attend bimonthly planning meetings with other IT coaches, LMS Coordinator and Administrators, complete tasks as assigned and work in a collaborative manner to contribute to and support upper management's vision.
6. Perform other related duties and assist in various school events, as assigned.

3. Key Interactions

Internal
Principals
Teachers
Support staff (Admin Assistant, Duplicating)
Curriculum Coordinator
LMS Coordinator

External
Parents / Guardians

4. Tools & Technology

Tools
Computer / Laptop / Printer
Digital Camcorders / Document cameras
LCD Projector / Smart Boards
iPads

Technology
Email / Internet Browser / MS Office
Presentation Software
Learning Management Systems
Web based curriculum management
Student Information Systems
Google Apps / iPad Apps

5. Decision Making

Decision Making

Decisions are made in the light of clear and detailed standards / procedures, whether written or verbal.

6. Language of Instruction

- English and Arabic

7. Qualifications & Experience

Qualifications

- Minimum Qualification
 - Bachelor's Degree in Instructional or Educational Technology
 - Current Teaching Certificate / Diploma
- Preferred Qualifications
 - Masters in Instructional or Educational Technology
 - Adult Education certification
 - Proven continuous updating in technology certifications

Experience

- Minimum Experience
 - 2 years in relevant field

8. Competencies

* IT COACH COMPETENCIES FOLLOW ADMIN STAFF COMPETENCIES

Competency	Level

Competency	Level

9. Reviewed By

Deputy Principal

Signature

Date

10. Approved By

Principal Signature	Date	Director Signature	Date	
HR Manager Signature				Date

11. Receipt Confirmation

The Employee's signature below constitutes the employee's understanding of the requirements, essential functions and duties of the position.

Employee Name	ID
Signature	Date

Job Description

School Division	MS / HS	Doc number	LA/V1
Job Title	Lab Assistant	Issue date	
Reporting to	HOD-Science (MS/HS)	Supervises	

1. Position Overview:

The Lab Assistant supports the science faculty in setting up the labs with required equipment, employing safe work practices, preparing chemical solutions, storing and disposing of equipment, chemicals and biological residues. In addition, he/she maintains an updated inventory of available lab equipment and ensures that lab equipment and preparation areas are clean.

2. Main Position Functions:

Primary Responsibilities
1. Model the school mission's core values and abide by all school policies and procedures when interacting with the school community.
2. Prepare and set-up lab equipment and materials before class.
3. Prepare chemical solutions for lab use.
4. Assist Science teacher as required while the experiment is in progress.
5. Assist students during lab hours by answering inquires when needed.
6. Label, store and keep stock of equipment and chemicals. Prepare purchase orders for low-stock items.
7. Ensure labs are clean and maintained.
8. Employ safe work practices when handling and storing chemicals.

Secondary Responsibilities
1. Administer First Aid treatment for minor lab injuries.
2. Perform other related duties as assigned.

3. Key Interaction

Internal	External
Principals	
HOD-Science	
Science Teachers	
Support Staff (Admin Assistant,	

Duplicating)

4. Tools & Technology

Tools
Lab Equipment: Microscope, test tubes...
Desktop Computer
Printer

Technology
E-mail
Internet Browser
MS Office (Word, excel, outlook)

5. Decision Making

Decision Making
Decisions are made in the light of clear and detailed standards / procedures, whether written or verbal.

6. Language of Instruction

- English & Arabic

7. Qualifications & Experience

Qualifications
○ Minimum Qualification <ul style="list-style-type: none">○ Bachelor degree in relevant field
○ Preferred Qualifications <ul style="list-style-type: none">○ Lab Technology Training○ First Aid Level Certificate

Experience
○ Minimum Experience <ul style="list-style-type: none">○ 2 years in similar position

8. Competencies

Competency	Level
Planning & Organizing	1
Communication	1
Establishing Culture for Learning	1

Competency	Level
Results Driven	1
Professionalism	1
Teaching Excellence	1

9. Reviewed By

HOD	
Signature	Date

10. Approved By

Principal Signature	Date	Director Signature	Date	
HR Manager Signature				Date

11. Receipt Confirmation

The Employee's signature below constitutes the employee's understanding of the requirements, essential functions and duties of the position.

Employee Name	ID
Signature	Date

Job Description

School Division	Pre-School	Doc number	LST/V1
Job Title	Learning Support Teacher	Issue date	
Reporting to	Principals	Supervises	

1. Position Overview

The Learning Support teacher is entrusted with the task of ensuring that all children are provided social, emotional, and behavioral support needed. The Learning Support teacher provides special instruction to individuals and small groups of students with identified needs to support the classroom teacher. The Learning Support teacher offers support, advice, and a variety of learning strategies to teachers.

2. Main Position Functions

<u>Primary Responsibilities</u>
1. Model the school mission's core values and abide by all school policies and procedures when interacting with the school community.
2. Provide effective support to classroom teachers in meeting the learning needs of all students through modified activities based on teacher's unit plans.
3. Monitor student progress and identify students at-risk for early intervention based on set criteria.
4. Interpret psycho-educational testing and translate the testing recommendations into concrete classroom practice.
5. Develop treatment plans to meet students' emotional, behavioral and academic needs in individual or small group settings in a resource room.
6. Participate actively in Child Study Team (CST) meetings to monitor struggling students' progress and collaborate with teachers and the counselor.
7. Establish and maintain communication with teachers, counselor and administration team.
8. Manage the Resource Room by keeping track of the inventory, including the check-in and out of Rigby books, and identifying purchasing needs.
9. Assist teachers in utilizing a variety of teaching methodologies by modelling and providing professional development opportunities.
10. Perform other related duties assigned.

Secondary Responsibilities

1. Manage the Fountas & Pinnell assessment kits; pass them out to teachers in the beginning of the year and collect them at the end of the year.
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2. Assist in administering the entry assessment for new students, as required.
3. Demonstrate commitment to personal continuous professional growth and development to keep current in educational best practices and school wide initiatives.
4. Attend scheduled faculty meetings.
5. Participate in school duties/events such as morning, recess supervision duties, parent conferences, and KG after school club.

3. Key Interaction

Internal
Principals
Teachers
Counselors
Educational Psychologist
Instructional Coach

External

4. Tools & Technology

Tools
Desktop Computer, Printer
Digital Camcorders / video cameras
Overhead Projector
CD Player

Technology
Email
Internet Browser
Word, Excel

5. Decision Making

Decision Making
Decisions are made in light of clear and detailed standards/procedures, whether written or verbal.

6. Language of Instruction

- English

7. Qualifications & Experience

Qualifications
<ul style="list-style-type: none"> ○ Minimum Qualification <ul style="list-style-type: none"> ○ Bachelor Degree in Education ○ Current Teaching

Experience
<ul style="list-style-type: none"> ○ Minimum Experience <ul style="list-style-type: none"> ○ 2 years in similar position

<p>Certificate/Diploma</p> <ul style="list-style-type: none"> ○ Certificate in Special Education ○ Proficient in Instructional Technology
<ul style="list-style-type: none"> ○ Preferred Qualifications <ul style="list-style-type: none"> ○ Master Degree in Education ○ Bilingual skills

8. Competencies

Competency	Level
Planning & Organizing	2
Communication	2
Establishing Culture for Learning	2

Competency	Level
Results Driven	2
Professionalism	3
Teaching Excellence	3

9. Reviewed by

Deputy Principal	
Signature	Date

10. Approved by

Principal		Director	
Signature	Date	Signature	Date
HR Manager			
Signature		Date	

11. Receipt Confirmation

The Employee's signature below constitutes the employee's understanding of the requirements, essential functions and duties of the position.

Employee Name	ID
Signature	Date

Job Description

School Division	ES / MS / HS	Doc number	MCA/V1
Job Title	Media Center Instructional Aide	Issue date	
Reporting to	Media Specialist	Supervises	

1. Position Overview:

The Media Center Instructional Aide provides the Media Specialist with clerical and technical support and assists students and staff in accessing library material and services in the Media Center.

2. Main Position Functions:

<u>Primary Responsibilities</u>
1. Model the school mission's core values and abide by all school policies and procedures when interacting with the school community.
2. Perform clerical work such as answering phone calls, filing, repairing books and materials, assisting in inventory preparations, completing the processing procedure of all media center resources/material (indexing of books, copy cataloguing, labeling, preparing pockets, checkout cards) photocopying, laminating material and library bulletin board maintenance.
3. Carry out delegated tasks and follow documented guidelines set by media specialist to perform classifying, cataloging, censoring, updating (weeding obsolete and worn out material) and organizing the media center's electronic and physical resources for optimal teacher and student use.
4. Assist students and teachers to locate books in the library using the computer software.
5. Arrange library shelving, check material in and out of the library when needed, schedule the use and delivery of audio visual material and equipment and assist with the inventory.
6. Supervise students using the library outside class hours, assist students with special class projects and conduct story time (ES) as required.
7. Setup for library events and displays when needed and help maintain the physical appearance and ease of use of the library.

<u>Secondary Responsibilities</u>
1- Perform Media Specialist assigned tasks when Media Specialist is not available or if the Media Specialist is not bilingual.
2- Purchase local items as per approved purchase orders.

3- Demonstrate commitment to personal continuous professional growth and development to keep current in educational best practices and school wide initiatives.
4- Assist in other school activities and field trips as required.
5- Assist in school duties such as recess duties, exam proctoring... as assigned.

3. Key Interaction

Internal
Media Center Specialist
Teachers
Students
IT Staff

External
None

4. Tools & Technology

Tools
Desktop Computer, Printer
Media Center tools (smart board, digital camcorders / video cameras, laptop, LCD Projector, cassette player...)
IPads & iPad Carts
Scanner

Technology
Electronic Mail Software
Internet Browser
Word, Excel, Access
Presentation Software (PowerPoint, Prezi...)
Library Management System
Web-Based curriculum Management

5. Decision Making

Decision Making
Minimal or no decision making required

6. Language of Instruction

- English and / or Arabic

7. Qualifications & Experience

Qualifications
○ Minimum Qualification
○ Diploma in Library Science

Experience
○ Minimum Experience
○ 2 years in similar position

- Preferred Qualifications
 - Bachelor Degree in Library Science
 - Teaching Certificate

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8. Competencies

Competency	Level
Planning & Organizing	1
Communication	1
Establishing Culture for Learning	1

Competency	Level
Results Driven	1
Professionalism	1
Teaching Excellence	1

9. Reviewed By

<p>HOD</p> <p>Signature _____ Date _____</p>	<p>Principal</p> <p>Signature _____ Date _____</p>
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10. Approved By

<p>Deputy Director</p> <p>Signature _____ Date _____</p>	<p>Director</p> <p>Signature _____ Date _____</p>
<p>HR Manager</p> <p>Signature _____ Date _____</p>	

11. Receipt Confirmation

The Employee signature below constitutes the employee's understanding of the requirements, essential functions and duties of the position.

Employee Name	ID
Signature	Date

Job Description

School Division	Pre-Nursery/Nursery	Doc number	MSJ/V1
Job Title	Media Specialist	Issue date	
Reporting to	Principals	Supervises	

1. Position Overview:

The Media Specialist defines, leads and manages the school library media programs by establishing library policies, developing literacy learning centers, and implementing the use of technology within the classrooms while working cooperatively with classroom teachers. Moreover, she coordinates audio-visual equipment and materials in the school, and oversees staff training in regards to technology.

2. Main Position Functions:

Primary Responsibilities
1. Model the school mission's core values and abide by all school policies and procedures when interacting with the school community.
2. Classify, catalog and organize the media center's materials electronically and physically for maximum accessibility and availability.
3. Research new IT applications that can be used within the classroom, and share these with the teachers.
4. Provide orientation opportunities for staff, children & parents at the beginning of each academic year.
5. Provide training to staff as required on any IT related topic such as iPads, interactive whiteboards, document cameras, Skoolee and model how these tools could be used to enhance student learning.
6. Maintain an updated inventory, prepare purchase orders, weed obsolete or worn-out material, and censor books.
7. Develop, plan and implement library lessons that promote early literacy skills and the love of reading.
8. Create an early years media center using a center based approach to foster exploration, critical thinking and problem solving in both Arabic and English.
9. Check material in and out of the library, verify overdue books and maintain a circulation schedule.
10. Prepare statistical records and reports needed to manage the library programs and equipment.
11. Oversee the logistics of the online library: contact with publishers, renewable of

memberships, and creation of accounts for all Pre-School children.
12. Plan and teach small groups within the classroom setting on a given theme related to literacy standards using technology such as the interactive whiteboard, iPads or document camera.
13. Manage the iPad program (distribute iPads in the morning and gather them at the end of each day, manage applications and update iPads....).
14. Attend planning meetings on a weekly basis and continuously coordinate with teachers to keep track of student learning in the classroom.

Secondary Responsibilities
1. Demonstrate commitment to personal continuous professional growth and development to keep current in educational best practices and school wide initiatives.
2. Cover for absent teachers.
3. Assist in other school duties & events, such as recess, assessments, parents conferences, as required.
4. Organize special events such as book week, field trips to book stores, book fairs, when applicable.

3. Key Interaction

Internal
Principals
Teachers
IT Coaches
LMS Coordinator
Media Specialist – K-12 HOD
Support Staff (Admin Assistant)

External
Parents / Guardians

4. Tools & Technology

Tools
Desktop Computer, Printer, Scanner
Media Center tools (smart board, digital camcorders / video cameras, DVD player, laptop, overhead projector, LCD Projector, iPads & iPad Carts, ...)

Technology
Email
Internet Browser
Word, Excel, Access
Presentation Software (PowerPoint, Prezi...)

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Library Management System	
Web-Based Management	curriculum

5. Decision Making

Decision Making

Decisions are made in the light of clear and detailed standards / procedures, whether verbal or written.

6. Language of Instruction

- English and Arabic

7. Qualifications & Experience

Qualifications
<ul style="list-style-type: none"> ○ Minimum Qualification <ul style="list-style-type: none"> ○ Bachelor's Degree in relevant field ○ Current Teaching Certificate/Diploma ○ Proficient in Instructional Technology
<ul style="list-style-type: none"> ○ Preferred Qualifications <ul style="list-style-type: none"> ○ Reggio Emilia Certification ○ Master's degree in Library Science

Experience
<ul style="list-style-type: none"> ○ Minimum Experience <ul style="list-style-type: none"> ○ 2 years in similar position

8. Competencies

Competency	Level
Planning & Organizing	2
Communication	2
Establishing Culture for Learning	2

Competency	Level
Results Driven	2
Professionalism	2
Teaching Excellence	2

9. Reviewed By

Deputy Principal	
Signature	Date

10. Approved By

Principal Signature Date	Director Signature Date
HR Manager Signature Date	

11. Receipt Confirmation

The Employee's signature below constitutes the employee's understanding of the requirements, essential functions and duties of the position.

Employee Name	ID
Signature	Date

Job Description

School Division	ES / MS / HS	Doc number	MCS/V1
Job Title	Media Specialist	Issue date	
Reporting to	HOD Media Specialist K-12	Supervises	

1. Position Overview:

The Media Specialist defines, leads and manages school library media programs by establishing library policies, ordering resources within the allocated budget and creating a healthy and positive learning atmosphere. Moreover, he/she works with students and teachers to teach library skills in alignment with the school's curriculum.

2. Main Position Functions:

Primary Responsibilities
1- Model the school mission's core values and abide by all school policies and procedures when interacting with the school community and conducting media center tasks.
2- Manage the media center's inventory by purchasing (local and international), classifying, cataloging, censoring, updating (weeding obsolete and worn out material) and organizing the media center's electronic and physical resources for optimal teacher and student use.
3- Provide orientation opportunities for staff and students at the beginning of each academic year, demonstrate the proper utilization of library facilities. Plan and implement library programs / workshops that promote the love of reading.
4- Ensure that all teachers are aware of available resources at the media center.
5- Collaborate with teachers to create independent learners by developing student research skills, presentation skills, critical thinking, effective use of information, enthusiastic readers, skillful researches, ethical users of information and enhancing media literacy. Set-up and operate requested software and machines (PowerPoint, Prezi, projectors...) as required.
6- Monitor the check-in check-out process of library resources. This includes status of books in circulation, check on overdue books and maintain circulation record, schedule the use and delivery of audio visual material and equipment...
7- Prepare statistical records and reports needed to manage the library curriculum and equipment and coordinate with the HOD to address trends or issues that arise.
8- Supervise students using the library outside class hours.
9- Adhere to department's guidelines as established by HOD Media Specialist K-

12.

Secondary Responsibilities

- 1- In the absence of the Media Aide, perform clerical work such as answering phone call, filing, typing, automating books, copying and laminating material, library signage compiling statistics (class visits, circulation reports, lost items report, inventory).
- 2- Demonstrate commitment to personal continuous professional growth and development to keep current in educational best practices and school wide initiatives.
- 3- Perform other related duties as assigned (recess duty, playground duties, morning routine, after school duty, substitution, maintain bulletin boards, after school help, extracurricular activities etc.) .
- 4- Attend and participate in all school/department/division meetings.
- 5- Assist in various school events, as required.

3. Key Interaction

Internal
Media Center Aide
Teachers
Principals
Support Staff (Admin Assistants, Duplicating)
IT Staff

External
Parents / Guardians
Media Center guests (Ministry representatives, guest authors, etc.)

4. Tools & Technology

Tools
Desktop Computer, Printer, Scanner
Media Center tools (smart board, digital camcorders / video cameras, DVD player, laptop, overhead projector, LCD Projector, cassette player...)

Technology
Electronic Mail Software
Internet Browser
Word, Excel, Access
Presentation Software (PowerPoint, Prezi...)
Library Management System
Web-Based curriculum Management

5. Decision Making & Supervision

Decision Making
Decisions are made in the light of clear and detailed standards / procedures, whether verbal or written.

Supervision
Supervise, review and oversee work of Media Instructional Aide. Provide work guidance, training and problem solving assistance.
Conduct performance appraisal of Media Center Aide in conjunction with Media Center-HOD.

6. Language of Instruction

- English & Arabic

7. Qualifications & Experience

Qualifications
○ Minimum Qualification <ul style="list-style-type: none"> ○ Bachelor's Degree in Library Science
○ Preferred Qualifications <ul style="list-style-type: none"> ○ Master's degree in Library Science ○ Teaching Certificate

Experience
○ Minimum Experience <ul style="list-style-type: none"> ○ 2 years in similar position

8. Competencies

Competency	Level
Planning & Organizing	2
Communication	2
Establishing Culture for Learning	2

Competency	Level
Results Driven	2
Professionalism	2
Teaching Excellence	2

9. Reviewed By

HOD	Principal
Signature	Signature
Date	Date

10. Approved By

Deputy Director Signature	Date	Director Signature	Date	
HR Manager Signature				Date

11. Receipt Confirmation

The Employee's signature below constitutes the employee's understanding of the requirements, essential functions and duties of the position.

Employee Name	ID
Signature	Date

Job Description

School Division	MS / HS	Doc number	PST6-12/V1
Job Title	Permanent Substitute Teacher	Issue date	
Reporting to	Principals	Supervises	

1. Position Overview:

The Permanent Substitute provides classroom coverage to ensure students are working on tasks assigned by the regular teachers in their absence.

2. Main Position Functions:

<u>Primary Responsibilities</u>
1. Model the school mission's core values and abide by all school policies and procedures when interacting with the school community.
2. Communicate with the teacher or HOD prior to entering the classroom to receive substitution materials.
3. Follow established lesson plans.
4. Communicate with concerned colleagues and / or administrators when issues arise.
5. Establish and maintain acceptable standard of student behavior to create a classroom environment that is safe, well managed and conducive to learning; follow school protocol when dealing with inappropriate behavior.
6. Perform other related duties as assigned (recess duty, playground duties, morning routine, after school duty, extracurricular activities etc.)
7. Attend and participate in all school and division meetings.
8. In case of long-term substitution (longer than 1 week), the teacher job description will apply (MS).

<u>Secondary Responsibilities</u>
1. Participate and assist in various school events, as required.
2. Demonstrate commitment to continuous personal professional growth and development to keep current in educational best practices and school wide initiatives.

3. Key Interaction

Internal	External
Division Principals	

Teachers
Support Staff (Admin Assistant, Duplicating)
Students

4. Tools & Technology

Tools
Desktop Computer, Printer
Digital Camcorders / video cameras
LCD Projector
Laptop / iPad / iPad Carts

Technology
E-mail
Internet Browser, Educational Software
Word, Excel, Presentation Software

5. Decision Making

Decision Making
Minimal or no decision making required.

6. Language of Instruction

- English & Arabic

7. Qualifications & Experience

Qualifications
○ Minimum Qualification <ul style="list-style-type: none"> ○ Bachelor Degree in Education
○ Preferred Qualification <ul style="list-style-type: none"> ○ Current Teaching Certificate/Diploma

Experience
○ Minimum Experience <ul style="list-style-type: none"> ○ 2 years in similar position

8. Competencies

Competency	Level
Planning & Organizing	1
Communication	1
Establishing Culture for Learning	1

Competency	Level
Professionalism	2
Teaching Excellence	1

9. Reviewed By

Deputy Principal	
Signature	Date

10. Approved By

Principal	Director
Signature	Signature
Date	Date
HR Manager	
Signature	Date

11. Receipt Confirmation

The Employee's signature below constitutes the employee's understanding of the requirements, essential functions and duties of the position.

Employee Name	ID
Signature	Date

Job Description

School Division	PS/ES	Doc number	PST/V1
Job Title	Permanent Substitute Teacher	Issue date	
Reporting to	Principals	Supervises	

1. Position Overview:

The Permanent Substitute provides classroom coverage as assigned when regular teachers are absent. The Permanent Substitute must be confident teaching day to day assignments or long term positions such as maternity or illness to a wide range of developmental age groups within the division. If no coverage is needed, the Permanent Substitute will assist other classroom teachers to help students with their class assignments. The Permanent Substitute is an integral part of the instructional staff and is expected to assume the same responsibilities as the regular classroom teachers.

2. Main Position Functions:

<u>Primary Responsibilities</u>
1. Model the school mission's core values and abide by all school policies and procedures when interacting with the school community.
2. Liaise with department/division teams with regard to planned and agreed instructional goals and assessments to deliver high quality, engaging and rigorous lessons to students.
3. Communicate with the teacher, GLC or HOD prior to entering the classroom to receive substitution materials.
4. Establish and maintain acceptable standard of student behavior to create a classroom environment that is safe, well managed and conducive to learning; follow school protocol when dealing with inappropriate behavior.
5. Communicate with concerned colleagues and / or administrators when issues arise.
6. Perform other related duties as assigned (recess duty, playground duties, morning routine, after school duty, extracurricular activities etc.)
7. Attend and participate in all school/department/division meetings.
8. In case of long-term substitution (longer than 1 week), the teacher job description will apply.

<u>Secondary Responsibilities</u>
1. Assist in various school events, as required.
2. Demonstrate commitment to continuous personal professional growth and

development to keep current in educational best practices and school wide initiatives.

3. Key Interaction

Internal
Division Principals
Teachers
Support Staff (Admin Assistants, Duplicating)
Students

External
Parents

4. Tools & Technology

Tools
Desktop Computer, Printer
Digital Camcorders / video cameras
LCD Projector
Laptop / iPad / iPad Carts

Technology
E-mail
Internet Browser, Educational Software
Word, Excel, Presentation Software
Rubicon Atlas

5. Decision Making

Decision Making
Minimal or no decision making required.

6. Language of Instruction

- English & Arabic

7. Qualifications & Experience

Qualifications
○ Minimum Qualification <ul style="list-style-type: none"> ○ Bachelor Degree in Education
○ Preferred Qualification <ul style="list-style-type: none"> ○ Current Teaching Certificate/Diploma

Experience
○ Minimum Experience <ul style="list-style-type: none"> ○ 2 years in similar position

8. Competencies

Competency	Level
Planning & Organizing	2
Communication	2
Establishing Culture for Learning	2

Competency	Level
Results Driven	2
Professionalism	2
Teaching Excellence	2

9. Reviewed By

Deputy Principal	
Signature	Date

10. Approved By

Principal	Director
Signature	Signature
Date	Date
HR Manager	
Signature	Date

11. Receipt Confirmation

The Employee's signature below constitutes the employee's understanding of the requirements, essential functions and duties of the position.

Employee Name	ID
Signature	Date

Job Description

School Division	Gr. 5-12	Doc number	T5-12/V1
Job Title	Teacher	Issue date	
Reporting to	HOD/Divisional Principals	Supervises	

1. Position Overview

The Teacher ensures that each student achieves academic success, develops a lifelong love of learning and becomes a responsible citizen in a global community. The Teacher is committed to motivate, inspire, lead and work in partnership with parents and school administration to achieve this goal.

2. Main Position Functions

<u>Primary Responsibilities</u>
1. Model the school mission's core values and abide by all school policies and procedures when interacting with the school community.
2. Plan and prepare for student centered lessons that are in line with the approved curriculum and integrate assigned subjects.
3. Maintain rigorous and appropriate learning expectations of all students at all times.
4. Establish and maintain acceptable standards of student behavior to create a classroom environment that is safe, well managed and conducive to learning; follow school protocol when dealing with inappropriate behavior. Identify ongoing academic/discipline issues within grade level, supporting the Academic Intervention Plan or Child Study Team process.
5. Use different strategies and support channels offered by the school to meet the learning needs of all students to provide for a variety of learning styles, ability levels and educational backgrounds.
6. Use a variety of assessment techniques to measure student knowledge or skills directly related to curriculum goals and objectives and modify instruction accordingly.
7. Maintain accurate up-to-date records of student progress and attendance and respect confidentiality of sensitive information.
8. Collaborate with grade level teams to enhance the curriculum maps and agree on instructional goals and assessments.
9. Utilize student contact time to ensure students are receiving the knowledge and skills necessary for students to embody the core values of the school mission.
10. Perform other related duties as assigned (annual orders, entrance exam, recess duty, playground duty, morning routine, after school duty, substitution, maintain

bulletin boards, after school help, extracurricular activities, etc.)
11. Attend and participate in all school/department/division meetings.

Secondary Responsibilities
1. Set measurable annual professional goals in line with the department targets.
2. Engage parents and students in the learning process through frequent, meaningful and proactive communication about student progress keeping in line with the school's communication policies.
3. Provide input on the planning and evaluation of the school programs and on potentially appropriate educational supplies, materials and learning aids.
4. Demonstrate commitment to personal continuous professional growth and development to keep current in educational best practices and school wide initiatives.
5. Support students in activities beyond the classroom (coaching, field experiences, school events, community service, etc.)
6. Assist in various school events, as required.

3. Key Interaction

Internal
Divisional Principals
HOD, Teachers
IT Coach, Counselor
Admin Support Staff
Students

External
Parents / Guardians

4. Tools & Technology

Tools
Desktop Computer, Printer
Digital Camcorder/video camera/Document camera
Smart board / LCD Projector
Laptop, iPad/iPad carts

Technology
E-Mail, Educational Software
Internet Browser, Google applications
Word Processing & Presentation software
Rubicon / Skoolee / Moodle

5. Decision Making

Decision Making

Decisions are made in the light of clear and detailed standards / procedures, whether written or verbal.

6. Language of Instruction

- Subject Language

7. Qualifications & Experience

Qualifications

- Minimum Qualification
 - Bachelor Degree in subject area
 - Current Teaching Certificate/Diploma
 - Proficient in Instructional Technology
- Preferred Qualifications
 - Master's Degree

Experience

- Minimum Experience
 - 2 years in similar position

8. Competencies

Competency	Level
Planning & Organizing	2
Communication	2
Establishing Culture for Learning	2

Competency	Level
Results Driven	2
Professionalism	2
Teaching Excellence	2

9. Reviewed By

Deputy Principal

Signature _____ Date _____

10. Approved By

Principal Signature _____ Date _____	Director Signature _____ Date _____
HR Manager Signature _____ Date _____	

11. Receipt Confirmation

The Employee's signature below constitutes the employee's understanding of the requirements, essential functions and duties of the position.

Employee Name	ID
Signature	Date

Job Description

School Division	Pre-School	Doc number	TA/V1
Job Title	Teacher Assistant	Issue date	
Reporting to	Principals	Supervises	

1. Position Overview:

The Teacher Assistant supports the classroom teacher to ensure that each student achieves academic success, develops a lifelong love of learning and becomes a responsible citizen in a global community. The Teacher Assistant is committed to motivate, to inspire, to lead and to work in partnership with parents and school Administration to achieve this goal.

2. Main Position Functions:

<u>Primary Responsibilities</u>
1. Model the school mission's core values and abide by all school policies and procedures when interacting with the school community.
2. Assist in daily classroom activities such as setting-up student centers, arranging resources, filing student work, record keeping...
3. Work with individual students or small groups of students to reinforce content knowledge and skills as designed and prescribed by the teacher.
4. Monitor student learning and make appropriate modifications to meet student needs.
5. Maintain acceptable standard of student behavior to support a classroom environment that is safe, well managed and conducive to learning.
6. Attend and participate in all school/department/division meetings.
7. Assist teacher in department/team planning, curriculum review, orders and perform other related duties as assigned (recess duty, playground duties, morning routine, after school duty, substitution, maintain bulletin boards, extracurricular activities, assist in scheduling parent conferences, etc.).

<u>Secondary Responsibilities</u>
1. Support students in activities beyond the classroom (coaching, field experiences, school events, community service, etc.)
2. Demonstrate commitment to personal continuous professional growth and development to keep current in educational best practices and school wide initiatives.
3. Commit to becoming a "Teacher" and assume responsibility for and control of

the class in an emergency or in the absence of the teacher.
4. Participate and assist in various school events, as required.

3. Key Interaction

Internal
Principals
IT Coach / IT-Media Coach
Teachers
Counselor
Support staff (Admin Assistant, Duplicating)

External
Parents / Guardians (as needed)

4. Tools & Technology

Tools
Desktop Computer, Printer
Public Address System
iPad, Smartboard
Listening Centers, Digital camcorder or video camera

Technology
E-mail
Internet Browser, Educational software
Word, Excel, Educational application
Rubicon, Skoolee

5. Decision Making

Decision Making
Minimal or no decision making required.

6. Language of Instruction

- English or Arabic

7. Qualifications & Experience

Qualifications
<ul style="list-style-type: none"> ○ Minimum Qualification <ul style="list-style-type: none"> ○ Bachelor Degree in Education ○ Proficient in Instructional Technology

Experience
<ul style="list-style-type: none"> ○ Minimum Experience <ul style="list-style-type: none"> ○ 2 years in similar position

8. Competencies

Competency	Level
Planning & Organizing	1
Communication	1
Establishing Culture for Learning	1

Competency	Level
Results Driven	1
Professionalism	1
Teaching Excellence	1

9. Reviewed By

Deputy Principal	
Signature	Date

10. Approved By

Principal	Director
Signature	Signature
Date	Date
HR Manager	
Signature	Date

11. Receipt Confirmation

The Employee's signature below constitutes the employee's understanding of the requirements, essential functions and duties of the position.

Employee Name	ID
Signature	Date

Annex 7 – Teaching Staff Competency Framework and Rubric

1. Planning & Organizing

I.A. Competency Definition

Defining tasks and milestones to achieve objectives, while ensuring the optimal use of resources to meet those objectives

Level 1 Follow Planning and Organizing	Level 2 Participate in school level planning and organization	Level 3 Manage the planning and organization activities at the school level
<ul style="list-style-type: none"> • Follow approved lesson plan. • Implement school policies and procedures. • Support the teacher as required with necessary material. 	<ul style="list-style-type: none"> • Provide input on unit plans and post / update information on the approved school curriculum system. • Document lesson plans on approved school templates that incorporate opportunities for high level cognitive skills (application, analysis...) and literacy skills (speaking, writing...). • Prepare the classroom with the necessary materials and resources ahead of time and arrange classroom set up to support the lesson. • Implement school policies and procedures. 	<ul style="list-style-type: none"> • Provide input on unit plans and post / update information on the approved school curriculum system. • Lead collaborative process to plan units in line with the curriculum standards. • Ensure approved school unit design framework is followed. • Ensure Team has documented lesson plans (using approved templates) that incorporate opportunities high level cognitive skills (application, analysis...) and literacy skills (speaking, writing...). • Prepare the classroom with the necessary materials and resources ahead of time and arrange classroom

		<p>set up to support the lesson and ensure the team has done the same.</p> <ul style="list-style-type: none">• Provide effective strategies to assist teachers in establishing class routines that are age appropriate• Check team records and ensure proper record management.• Implement and make recommendations regarding school policies and procedures.
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I.B. LEVEL 1 – RUBRIC

1	2	3	4	5
Seldom Meets Expectations	Approaching	Regularly Meets Expectations	Approaching	Exceeds Expectations
<ul style="list-style-type: none"> • Disorganized and does not properly follow approved lesson plans. • Does not constantly implement or respect school policies and procedures. • Does not support the teacher when needed. 		<ul style="list-style-type: none"> • Consistently follows the approved lesson plans. • Consistently implements school policies and procedures. • Supports the teacher as required. 		<ul style="list-style-type: none"> • Consistently follows the approved lesson plan and proposes new ideas to the teacher. • Consistently implements school policies and procedures and suggests ways of continuous improvement. • Is proactive in supporting colleagues.

I.C. LEVEL 2 – RUBRIC

1	2	3	4	5
Seldom Meets Expectations		Regularly Meets Expectations		Exceeds Expectations
<ul style="list-style-type: none"> • Seldom provides enhancements to unit plans and does not update information on the approved school curriculum system. • Seldom creates and documents lesson plans on the approved school templates. • The classroom is not equipped with the necessary materials and resources that support the lesson requirement ahead of time. • Does not consistently implement or respect school policies and procedures. 	Approaching	<ul style="list-style-type: none"> • Supplements current curriculum information on the approved school curriculum system. • Creates and documents quality lesson plans on approved the school templates that incorporate opportunities for higher order thinking (application, analysis...) and literacy skills (speaking, writing...). • Regularly prepares the classroom with the necessary materials, resources and posted lesson objectives. Classroom setup encourages quality work. • Properly and consistently implements and respects school policies and procedures. 	Approaching	<ul style="list-style-type: none"> • Proactively provides input on unit plans and posts / updates information on the approved school curriculum system. • Enhances information on lesson and unit plans to align with the curriculum standards. Posts / updates them on the approved school curriculum system. • Prepares the classroom with relevant and differentiated materials and resources targeted to the lesson objectives, and arranges the classroom to encourage quality work. • Properly and consistently implements school policies and procedures and suggests ways of continuous improvement of school culture and climate.

I.D. LEVEL 3 – RUBRIC

1	2	3	4	5
Seldom Meets Expectations		Regularly Meets Expectations		Exceeds Expectations
<ul style="list-style-type: none"> • Seldom provides input on unit plans / does not consistently update information on the approved school curriculum system. • Is not collaborative and does not willingly plan units in line with curriculum standards. • Does not follow approved school unit plan and does not ensure its implementation by the team. • Does not follow-up or require the team to document lesson plans that incorporate high levels of cognitive and literacy skills. • The classroom is not consistently equipped with the necessary materials and resources that support the lesson requirement. • Unable to provide strategies to assist teachers in establishing class routines. 	Approaching	<ul style="list-style-type: none"> • Leads collaborative process to plan units in line with the curriculum standards, using the school approved framework in the required time frame. • Ensures Team has documented lesson plans (using approved templates) that incorporate opportunities for higher level thinking (application, analysis...) and literacy skills (speaking, writing...). • Ensures that classrooms are prepared with the necessary materials and resources ahead of time and arranged to support the lesson. • Provides effective strategies to assist teachers in establishing class routines that are age appropriate • Properly and consistently implements school policies and procedures and suggests ways of continuous improvement of school culture and 	Approaching	<ul style="list-style-type: none"> • Defines the protocol for, and leads the team in, the collaboration process in evaluating and designing curriculum aligned unit / lesson plans on a regular basis. • Leads team collaboration to develop and document high quality lesson plans that follow the Understanding by Design framework and encourage higher order thinking skills, natural cross curriculum links, and application to real world situations. • Searches for and provides the team with relevant and differentiated materials, resources, and strategies that encourage student engagement and target the lesson objectives. • Provides effective strategies and coaches teachers on their proper implementation in establishing class routines that are age appropriate.

<ul style="list-style-type: none"> • Does not systematically review the team's record keeping and data management. • Does not implement school policies and procedures. 		<p>climate.</p>	<ul style="list-style-type: none"> • Properly implements all school and divisional policies and procedures and foresees opportunities for continuous improvements ensuring cohesiveness in all school divisions to enhance student learning and school culture.
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2. Communication

II.A. Competency Definition

Two-way process of reaching mutual understanding, in which participants not only exchange information and ideas but also create and share meaning.

Level 1 Communicate objectives and information clearly, concisely, and respectfully	Level 2 Uses different communication styles to deliver objectives and information clearly, precisely, and respectfully	Level 3 Model respectful and precise communication skills according to respective stakeholders
<ul style="list-style-type: none"> • Demonstrate strong verbal and listening skills. • Communicate effectively with students and colleagues to identify and refer to lesson objectives during class session. • Reinforce student expectations for acceptable behavior. • When communicating with all school stakeholders, adhere to Tribes Agreements (mutual respect, appreciation, no putdowns, active listening, right to participate or pass). 	<ul style="list-style-type: none"> • Demonstrate strong written, verbal, presentation and listening skills. • Communicate effectively and proactively with stakeholders. • Exhibit strong Interpersonal skills. • Establish and share clear unit and lesson objectives with students and parents. • Explain concepts and processes efficiently and tailor them to be age appropriate. • Reinforce student expectations for acceptable behavior. • Establish a clear and appropriate 	<ul style="list-style-type: none"> • Demonstrate strong written, verbal, presentation and listening skills. • Communicate effectively and proactively with stakeholders. • Exhibit strong interpersonal skills. • Establish and share clear unit and lesson objectives with students and parents. • Ensure lesson objectives are clear to students when conducting observations. • Reinforce student expectations for acceptable behavior. • Explain concepts and processes efficiently and tailor them to be age

	<p>communication channel with parents and conduct successful parent teach conferences.</p> <ul style="list-style-type: none"> • When communicating with all school stakeholders, adhere to Tribes Agreements (mutual respect, appreciation, no putdowns, active listening, right to participate or pass). 	<p>appropriate.</p> <ul style="list-style-type: none"> • Establish a clear and appropriate communication channel with parents and conduct successful parent teach conferences. • Communicate strategies and team objectives in a clear manner and manage expectations. • When communicating with all school stakeholders, adhere to Tribes Agreements (mutual respect, appreciation, no putdowns, active listening, right to participate or pass). • Mentor and model effective communication with stakeholder to new teachers.
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II.B. LEVEL 1 – RUBRIC

1	2	3	4	5
Seldom Meets Expectations		Regularly Meets Expectations		Exceeds Expectations
<ul style="list-style-type: none"> • Does not demonstrate listening skills and struggles when communicating verbally which leads to miscommunication. • Unable to identify and refer to lesson objectives during class sessions. • Has difficulty in keeping up with team discussions. • Does not adhere to Tribes Agreements (mutual respect, appreciation, no putdowns, active listening, right to participate or pass). 	Approaching	<ul style="list-style-type: none"> • Demonstrates strong listening skills; keeps up with the discussion; able to receive messages correctly; interacts adequately with other speakers accordingly. • Demonstrates strong verbal skills and has an adequate vocabulary which allows him / her to express ideas clearly on matters connected to his/her expertise. • Communicates effectively the unit focus and lesson objectives to students and collaborative colleagues. • Reinforces acceptable student behavior by addressing and discussing situations when undesirable behavior is evident. • When communicating, adheres to Tribes Agreements (mutual respect, appreciation, no putdowns, active listening, right to participate or 	Approaching	<ul style="list-style-type: none"> • Demonstrates excellent active listening behaviors when interacting with all stakeholders. Can correct mistakes if they led to misunderstandings (colleagues students and parents). • Demonstrates excellent verbal skills and has an excellent vocabulary which allows him / her to express ideas fluently without causing misunderstandings. • Helps to structure and deliver instruction targeting lesson objectives. • Continuously reinforces acceptable student behavior through words, deeds, and examples. • When communicating, adheres to Tribes Agreements (mutual respect, appreciation, no putdowns, active listening, right to participate or pass) and encourages the second

		pass).		party to act in a reciprocal manner.
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I.I.C. LEVEL 2 – RUBRIC

1	2	3	4	5
Seldom Meets Expectations		Regularly Meets Expectations		Exceeds Expectations
<ul style="list-style-type: none"> • Does not demonstrate listening skills and struggles when communicating verbally which leads to miscommunication. • Does not communicate with stakeholders on time and causes tension and unease to the party at stake. • Lacks self-confidence when communicating and dealing with others; unable to work in teams; has a negative attitude, unable to accept and give constructive feedback... • Writing needs to be proofread; many grammatical / spelling mistakes. Writing is not structured. • Lesson objectives are not clear and are not shared on a timely basis with students and parents. • There is a deficiency in explaining the concepts and processes clearly, and concepts and processes are not 	Approaching	<ul style="list-style-type: none"> • Demonstrates strong listening skills; keeps up with the discussion; able to receive messages correctly; interacts adequately with other speakers accordingly. • Demonstrates strong verbal skills and has an adequate vocabulary which allows him / her to express ideas clearly on matters connected to his/her expertise. • Effectively communicates minimum required information to stakeholders in a timely manner. • Possesses self-confidence in communicating with the team, a positive and cooperative spirit, and the ability to accept and give constructive feedback in dealing with all stakeholders. • Demonstrates good writing skills; minimal grammatical / spelling mistakes. Writing is structured. Ideas 	Approaching	<ul style="list-style-type: none"> • Demonstrates excellent active listening behaviors when interacting with stakeholders which encourage participation of the other speaker(s). • Demonstrates excellent verbal skills and has an excellent vocabulary which allows him / her to express ideas fluently without causing misunderstandings. • Effectively communicates all relevant information to stakeholders, using multiple communication tools, in a timely manner. • Consistently demonstrates self-confidence, a positive and collaborative spirit, and the ability to accept and offer constructive feedback in dealing with all stakeholders. • Demonstrates excellent writing skills; able to proofread team

<p>tailored to be age appropriate.</p> <ul style="list-style-type: none"> • Does not reinforce student expectations for acceptable behavior. • Does not communicate properly or clearly with parents and complaints are received following the parent teacher conferences. • Does not adhere to Tribes Agreements (mutual respect, appreciation, no putdowns, active listening, right to participate or pass). 		<p>are communicated clearly.</p> <ul style="list-style-type: none"> • Establishes and shares clear lesson plans and objectives with colleagues, students and parents. • Explains concepts and processes clearly and concisely at an age appropriate level. • Verbally reinforces acceptable student behavior and uses appropriate resources as reminders. • Establishes a clear and appropriate communication channel with parents and a protocol to conduct successful parent- teacher conferences. • When communicating, adheres to Tribes Agreements (mutual respect, appreciation, no putdowns, active listening, right to participate or pass). 	<p>members' work and provide feedback. Structured writing that can convey complex ideas.</p> <ul style="list-style-type: none"> • Creates, modifies, and shares with colleagues clear unit focus and lesson objectives aligned to the school adopted benchmarks and applicable to the real world. • Explains concepts and processes in a clear, structured, concise and engaging manner at an age appropriate level. • Embeds expectations of acceptable student behavior in classroom routines and activities. • Establishes and nurtures a safe and constructive parent-teacher communication channel as well as a protocol for conducting parent-teacher meetings. • In speech and actions, adheres to Tribes Agreements and inspires recipients to act in a similar manner.
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II.D. LEVEL 3 – RUBRIC

1	2	3	4	5
Seldom Meets Expectations		Regularly Meets Expectations		Exceeds Expectations
<ul style="list-style-type: none"> • Does not demonstrate listening skills and struggles when communicating verbally which leads to miscommunication. • Does not communicate with stakeholders on time. Messages are not clear, structured or concise leading to confusion, tension and unease to the party at stake. • Lacks self-confidence when communicating and dealing with others; unable to work in teams; has a negative attitude, unable to accept and give constructive feedback... • Writing needs to be proofread; many grammatical / spelling mistakes. Writing is not structured. • Lesson objectives are not clear and are not shared on a timely basis with students and parents. • Does not audit to ensure that lesson objectives are clear to students when 	Approaching	<ul style="list-style-type: none"> • Demonstrates excellent active listening behaviors when interacting with stakeholders; keeps up with the discussion and is able to receive verbal and non-verbal cues; encourages participation of the other speaker(s). • Listens to group discussions and records issues; clarifies comments made by others using rephrasing to minimize confusion. • Demonstrates excellent verbal skills and has an excellent vocabulary which allows him / her to express ideas fluently without causing misunderstandings. • Proactively communicates all relevant information to stakeholders effectively, in a clear, structured and concise manner using multiple communication tools, in a timely manner. 	Approaching	<ul style="list-style-type: none"> • Consistently demonstrates and develops in department members excellent active listening behaviors and strong communication skills which encourage reciprocal participation. • Communicates effectively and proactively complex and sensitive information in a clear, structured and concise manner with stakeholders, using multiple communication tools, to encourage growth in the department and in student learning. • Demonstrates through actions and words, and develops in department members, self-confidence, a positive and cooperative spirit, and the ability to accept constructive feedback in dealing with all stakeholders in increasing the quality of the department work. • Demonstrates excellent writing

<p>conducting observations.</p> <ul style="list-style-type: none"> • There is a deficiency in explaining the concepts and processes clearly, and concepts and processes are not tailored to be age appropriate. • Does not reinforce student expectations for acceptable behavior. • Does not communicate properly or clearly with parents and complaints are received following the parent teacher conferences. • Does not communicate strategies and team objectives and expectations in a clear manner. • Does not adhere to Tribes Agreements (mutual respect, appreciation, no putdowns, active listening, right to participate or pass). • Does not mentor or model effective communication strategies with teams, specifically new teachers. 		<ul style="list-style-type: none"> • Consistently demonstrates self-confidence, a positive and collaborative spirit, and the ability to accept and offer constructive feedback in dealing with all stakeholders. • Demonstrates excellent writing skills; able to proofread team members' work and provide feedback. Structured writing conveys complex ideas. • Directs collaborative department work to establish and share clear unit and lesson objectives with students and parents. • Ensures teachers' lesson objectives are clear to students when conducting observations. • Models embedding expectations of acceptable student behavior and academic work habits in classroom routines and activities. • Uses and shares with the department a variety of strategies to explain concepts and processes and creates meaningful and challenging activities at an age appropriate level. 	<p>skills; able to guide team members' to establish effective writing skills.</p> <ul style="list-style-type: none"> • Evaluates, suggests modifications, and then monitors the quality of department work on clear unit focus and lesson objectives aligned to the school adopted benchmarks and applicable to the real world. • Ensures teachers' lesson objectives are clear to students when conducting observations and provides the teacher with constructive feedback. • Guides department members to embed expectations of acceptable student behavior and academic work habits in classroom routines and activities. • Leads a collaborative process to identify and embed effective strategies to achieve acceptable student behavior and academic work habits in classroom routines and activities. • Leads a collaborative process to identify the most effective method to explain concepts and processes and create meaningful and
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	<ul style="list-style-type: none"> • Establishes and nurtures a safe and constructive parent-teacher communication channel through the school adopted programs and protocols as well as sets the department protocol for conducting parent-teacher meetings. • In speech and actions, adheres to Tribes Agreements and inspires recipients to act in a like manner • Suggests effective communication strategies to new teachers when interacting with different stakeholder. 	<p>challenging activities at an age appropriate level.</p> <ul style="list-style-type: none"> • Monitors and addresses the department's adherence to conducting respectful, safe, and constructive parent-teacher communication in all forms through the school adopted programs and protocols. • In speech and actions, adheres to Tribes Agreements and inspires recipients to act in a like manner. • Mentors and models to new teachers effective communication with stakeholder.
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3. *Establishing A Culture For Learning*

III.A. Competency Definition

A collection of thinking habits and beliefs about self and collaborative workflows that result in sustained critical learning while ensuring a safe and engaging learning environment.

Level 1 Establish a safe and engaging classroom	Level 2 Establish a safe and engaging classroom using various strategies to reach all students	Level 3 Through modeling and mentoring, create environments which encourage student innovation, collaboration, and creativity
<ul style="list-style-type: none"> • Engage students in purposeful and appropriate learning experiences. • Support a socially, emotionally and physically safe learning environment. • Enforce flexibility and responsiveness to clarify the activity directions for students in response to their needs. • Observe and report students’ physical, social and emotional needs and attempt to meet their needs and seek assistance from superior as required. 	<ul style="list-style-type: none"> • Facilitate student centered learning where students are active, responsible participants in their own learning. • Support diverse student learning styles and needs through consistent application of a wide range of teaching strategies. • Demonstrates flexibility and responsiveness to clarify lesson content and activity directions for students in response to their needs. • Pace the lessons to provide students with equal opportunities for participation. • Ensure a socially, emotionally and physically safe learning environment by 	<ul style="list-style-type: none"> • Facilitate student centered learning by using exemplary teaching strategies and techniques that meet the needs of individual students, groups and/or classes of students in a highly responsive and inclusive manner. • Encourage students to take increasing responsibility for attaining learning goals. • Ensure student centered learning is being applied through observations and lesson plans. • Pace the lessons to provide students with equal opportunities for participation.

	<p>supporting respectful student interactions and adjusting the classroom arrangement when needed.</p> <ul style="list-style-type: none"> • Observe, document and report students' physical, social and emotional needs and attempt to meet their needs, and seek assistance from support staff (school counselor, psychologist...) as required. 	<ul style="list-style-type: none"> • Ensure appropriate lesson plan pacing is applied (through observation...) • Ensure physical classroom and resource needs are communicated to administrative staff. • Support teachers by mentoring and modelling effective practices to ensure a positive learning environment. • Observe, document and report students' physical, social and emotional needs and attempt to meet their needs, and seek assistance from support staff (school counselor, psychologist...) as required.
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III.B. LEVEL 1 – RUBRIC

1	2	3	4	5
Seldom Meets Expectations		Regularly Meets Expectations		Exceeds Expectations
<ul style="list-style-type: none"> • Does not apply the designated teaching technique in an engaging manner. • Does not maintain a socially, emotionally and physically safe learning environment in terms of classroom set up and managing student behaviors and attitudes. • Is not flexible or responsive to student inquiries or needs related to the classroom activity. • Is not aware of students’ physical, social and emotional needs. 	Approaching	<ul style="list-style-type: none"> • Engages students in purposeful and appropriate learning experiences that reinforce the learning objectives. • Supports a socially, emotionally and physically safe learning environment by encouraging students to participate fully in words and acceptable actions. • Demonstrates flexibility and responsiveness to activity directions for students in response to their needs. • Observes, documents and reports students’ physical (weak eyesight, motor skills...) and psychological needs to concerned parties and attempts to meet them by seeking assistance from the superior as required. 	Approaching	<ul style="list-style-type: none"> • Engages students in purposeful and appropriate learning experiences that reinforce the learning objectives and maximize the learning through “doing”. • Helps to create, support, and maintain a socially, physically and emotionally safe environment by encouraging students to participate fully in words and acceptable actions to maximize the learning experience. • Demonstrates flexibility and responsiveness to clarify lesson content and activity directions for students in response to their needs. • Observes, documents and reports students’ physical (weak eyesight, motor skills...) and psychological needs to concerned parties and attempts to meet them seeking assistance from the superior as required then follows up on the

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III.C. LEVEL 2 – RUBRIC

1	2	3	4	5
Seldom Meets Expectations		Regularly Meets Expectations		Exceeds Expectations
<ul style="list-style-type: none"> • Delivers instruction mostly using teacher directed methods without encouraging or providing the students with the opportunity to actively participate in the class or take part in their own learning. • Does not support diverse student learning styles. The teaching strategies are not adaptive to students' learning needs. • Is not flexible or responsive to students' inquiries or needs related to the lesson content or classroom activity. • Does not pace the lessons to provide students with equal opportunities for participation. • Does not provide a socially, emotionally supportive or safe environment for healthy rapport, physical safety, or acceptable student behavior. 	Approaching	<ul style="list-style-type: none"> • Facilitates student centered learning where students are active, responsible participants in their own learning guided by clear teacher expectations for successful work. • Supports diverse student learning styles and needs through consistent application of various teaching strategies when deemed necessary. • Demonstrates flexibility and responsiveness to clarify lesson content and activity directions for students in response to their needs. • Paces the lessons to provide students with equal opportunities for participation. • Constantly enforces a socially, emotionally and physically safe learning environment by supporting respectful student interactions and arranging the classroom to allow easy movement and encouraging respectful and open minded 	Approaching	<ul style="list-style-type: none"> • Creates and shares student centered learning activities where students are active, responsible participants in their own learning by clear teacher expectations for successful work. • Supports diverse student learning styles and needs through consistent application of a wide range of best teaching strategies and techniques and encourages other teachers to do the same. • Has proactively chosen best method to deliver clear information and instructions to students, but is flexible and responsive to students who seek better clarification. • Tailors the lesson to encourage optimal student participation and paces the lesson accordingly to ensure maximum learning takes place. • Creates and supports a socially,

<ul style="list-style-type: none"> • Is not aware of the students' physical, social and emotional needs. 		<p>questioning and discussions.</p> <ul style="list-style-type: none"> • Observes, documents, and reports, if necessary, a student's physical and psychological needs and attempts to meet his/her needs or seek assistance from support staff (school counselor, psychologist...) as required. 	<p>emotionally, physically nurturing, and safe learning environment by supporting respectful student interactions and encouraging respectful dialogue, courage to question, and collaborative working to maximize the learning experience.</p> <ul style="list-style-type: none"> • Observes, documents, and reports, as necessary, a student's physical and psychological needs, and based on known strategies to address the needs, directly intervenes or seeks the assistance from support staff.
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III.D. LEVEL 3 – RUBRIC

1	2	3	4	5
Seldom Meets Expectations		Regularly Meets Expectations		Exceeds Expectations
<ul style="list-style-type: none"> • Does not use exemplary teaching strategies and techniques that meet the needs of individual students, groups and/or classes of students hindering student centered learning and discouraging responsiveness and inclusion. • Does not encourage students to take increasing responsibility for attaining learning goals. Dictates the lesson without room for development, participation or growth. • Does not ensure student centered learning is being applied by the team through lesson plans and regular observations. • Does not pace the lessons according to student and class needs leading to low student participation. • Does not communicate classroom and resource needs to administrative staff which leads to having 	Approaching	<ul style="list-style-type: none"> • Facilitates student centered learning by using sound teaching strategies and techniques that meet the needs of individual students, groups and/or classes of students in a highly responsive and inclusive manner. • Encourages and creates opportunities for students to take increasing responsibility for attaining learning goals through teacher set objectives and self-reflection on work leading to meeting those goals. • Designs lesson plans to target student centered learning and tracks the effectiveness through observation and records. • Paces the lessons to provide students with equal opportunities for active participation, and records observations of the effectiveness. • Communicates to administrative staff the physical classroom and resource needs of the department to 	Approaching	<ul style="list-style-type: none"> • Creates, shares, and monitors department use of exemplary teaching strategies and techniques that promote student centered learning to meet the needs of all students in a highly responsive and inclusive manner. • Collaborates with, guides and monitors staff in designing and implementing learning opportunities which promote student initiative and responsibility by having students monitor and reflect on their own work and seek ways to find needed information to meet the lesson / activity objectives. • Collaborates with department members in creating viable lesson plans that target student centeredness, then monitors and evaluates the effectiveness through observations and conversations with teacher, giving suggestions for

<p>classrooms which are not properly equipped prior to classes.</p> <ul style="list-style-type: none"> • Does not support or provide a socially, emotionally and physically safe learning environment by not allowing space for questions, not encouraging students to voice out their concerns, allowing hostile environments without taking action, not reporting unacceptable behavior... • Is not aware of the students' physical, social and emotional needs. • Does not engage in nor models continuous learning for team members. 		<p>ensure properly equipped areas prior to the start of lessons.</p> <ul style="list-style-type: none"> • Creates and supports a socially, emotionally, physically nurturing, and safe learning environment by encouraging respectful dialogue, courage to question, and collaborative working to maximize the learning experience. • Observes, documents, and reports, as necessary, department concerns of any student needs that impede learning, and seeks the assistance from support staff accordingly. • Supports teachers by mentoring and modeling the best research-proven educational practices to ensure a positive learning environment. 	<p>enhancement, if necessary.</p> <ul style="list-style-type: none"> • Works with teachers to create objective-related classroom activities which promote active student involvement and thoughtful engagement in a regulated and well-paced manner, then monitors the effectiveness of the implementation. • Collects and records the information on current resources, evaluates the relevance, the quality, the quantity, and department use of these, while evaluating the need and appropriateness of future requests. Through guided discussions, the department will indicate how these new resources will enhance and encourage student learning. • Creates and supports a socially, emotionally, physically nurturing, and safe learning environment by encouraging respectful dialogue, courage to question, and collaborative working to maximize the learning experience, and guides and monitors department members in designing similar learning
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			<p>environments.</p> <ul style="list-style-type: none">• Observes, documents, and reports, as necessary, department concerns of any student needs that impede learning, and based on best strategies to address the situation, suggests and assists with interventions and/or seeks the assistance from support staff.• Stays abreast of current trends and practices that are positively impacting the classroom environment by encouraging student engagement and productivity and then presents, models, and mentors department members in these practices.
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4. Results Driven – Instruction And Assessment

IV.A. Competency Definition

Sets specific, measurable improvement goals and matches resources, tools, and action plans to achieve success.

<p>Level 1 Use assessment results to determine student performance</p>	<p>Level 2 Create viable assessments and analyze data to plan next step learning goals</p>	<p>Level 3 Monitor and analyze assessment data to evaluate and continue student progress toward course objectives</p>
<ul style="list-style-type: none"> • Set annual goals and monitor / review progress with classroom teacher. • Share observations of student performance with the classroom teacher. 	<ul style="list-style-type: none"> • Set annual goals and action plan and monitor progress. • Perform a variety of formative assessments on a regular basis and common summative assessments for each unit. • Reflect on lesson plan, instruction and assessment. • Use individual student data from standardized, formative and summative assessments to inform instruction, address misconceptions and provide differentiation. 	<ul style="list-style-type: none"> • Set annual goals and action plan and monitor progress. • Perform a variety of formative assessments on a regular basis and common summative assessments for each unit. • Reflect on lesson plan, instruction and assessment. • Use individual student data from standardized, formative and summative assessments to inform instruction, address misconceptions, provide differentiation and set new goals as required. • Review annual goals with individual team members.

		<ul style="list-style-type: none">• Ensure that a common summative unit assessment with a common rubric is being implemented for the grade level.• At the end of each unit, facilitate group feedback on lesson plans and assessment data and ensure feedback is incorporated in the unit plans (on the approved school system) for the next year.• Use school wide grade level data and trends to lead collaborative planning sessions.• Ensure that all teachers receive the necessary training related to data analysis and assessments.• Consistently use exemplary assessment and reporting strategies that are highly inclusive.• Continuously monitor and analyze assessment data to evaluate and ensure student progress.
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IV.B. LEVEL 1 – RUBRIC

1	2	3	4	5
Seldom Meets Expectations	Approaching	Regularly Meets Expectations	Approaching	Exceeds Expectations
<ul style="list-style-type: none"> • Sets annual goals but does not monitor / review progress with classroom teacher. • Does not share observations of student performance with the classroom teacher. 		<ul style="list-style-type: none"> • Sets annual goals and monitors / reviews progress with classroom teacher. • Shares observations of student performance with the classroom teacher. 		<ul style="list-style-type: none"> • Sets challenging annual goals and continuously monitors and reviews progress with classroom teacher. • Shares observations of student performance with the classroom teacher and proposes learning methods that will help enhance student performance.

IV.C. LEVEL 2 – RUBRIC

1	2	3	4	5
Seldom Meets Expectations		Regularly Meets Expectations		Exceeds Expectations
<ul style="list-style-type: none"> • Sets annual goals but does not monitor progress nor take action to enhance performance to reach set goals. • Does not perform formative or common summative assessments for each unit for targeted student improvement. • Makes no effort to address personal shortcomings. Does not reflect on lesson plan, instruction and assessment. • Does not use individual student data from standardized, formative and summative assessments to inform instruction, address misconceptions and/or provide differentiation. 	Approaching	<ul style="list-style-type: none"> • Sets annual goals and action plan and monitors progress. • Performs some formative assessments on a regular basis with common summative assessments for each unit to plan for and monitor continual student achievement. • Takes responsibility for addressing personal shortcomings without instruction. Reflects on lesson plan, instructions and assessment. • Uses individual student data from standardized, formative and summative assessments to inform and create next-step instruction. 	Approaching	<ul style="list-style-type: none"> • Sets annual goals and action plan and monitors progress to drive next-step action to enhance performance and exceed set goals. • Performs a variety of regularly scheduled formative assessments and common summative assessments to target student achievement. • Proactively identifies and addresses personal shortcomings and continually seeks to raise personal standards of work. Reflects on lesson plan, instruction and assessment and tailors learning accordingly. • Uses individual student data from standardized, formative and summative assessments to inform instruction, address misconceptions, and provide differentiation as necessary.

IV.D. LEVEL 3 – RUBRIC

1	2	3	4	5
Seldom Meets Expectations		Regularly Meets Expectations		Exceeds Expectations
<ul style="list-style-type: none"> • Sets annual goals but does not monitor progress nor take action to enhance performance to reach set goals. • Does not coordinate with team members to review annual goals. • Does not perform formative or common summative assessments for each unit which targets student achievement. • Makes no effort to address personal or team shortcomings. Does not reflect on lesson plans, instruction, and assessments. • Does not use individual student data from standardized, formative and summative assessments to inform instruction, address misconceptions and provide differentiation. • Does not ensure that a common summative unit assessment with a common rubric is being 	Approaching	<ul style="list-style-type: none"> • Sets annual goals and action plan and monitors progress in attaining them. • Reviews annual goals with individual team members. • Performs a variety of regularly scheduled formative assessments and common summative assessments to target student achievement. • Takes responsibility for addressing personal and team shortcomings without instruction. Reflects on the quality and effectiveness of lesson plans, instruction, and assessments. • Uses individual student data from standardized, formative and summative assessments to inform instruction, address misconceptions, provide differentiation and sets new goals as required. • Ensures a common summative unit 	Approaching	<ul style="list-style-type: none"> • Sets and monitors own goals and action plan and facilitates department members’ goal setting and progress in attaining annual goals, offering assistance when needed. • Reviews annual goals with individual team members and coaches them to achieve their goals. • Creates and shares with department members a variety of targeted formative and common summative assessments, administered and evaluated on a regular basis. • Proactively identifies and addresses personal and team shortcomings and continually seeks to raise standards of personal and team work. Reflects on and modifies own and department’s lesson plans, instruction, and assessments, tailoring learning accordingly. • Uses, and guides department in using, individual student data from

<p>implemented by the grade level teachers.</p> <ul style="list-style-type: none"> • Does not give group feedback on lesson plans and assessment data nor ensures feedback is incorporated in the unit plans (on the approved school system) for the next year. • Does not keep up with grade level data and trends to lead collaborative planning sessions. • Does not ensure that all teachers receive the necessary training related to data analysis and assessments. • Does not consistently use exemplary assessment or reporting strategies that are highly inclusive. • Does not monitor nor analyze assessment data to evaluate and ensure student progress. 		<p>assessment with a common rubric is being implemented by the grade level teachers.</p> <ul style="list-style-type: none"> • Facilitates group feedback on lesson plans and assessment data and ensures feedback is incorporated in the unit for the next year. • Uses school wide grade level data and trends to lead collaborative planning sessions to improve student achievements. • Ensures that all teachers receive the necessary training related to data analysis and assessments. • Consistently uses exemplary assessment and reporting strategies that are highly inclusive. • Monitors and analyses assessment data to evaluate and ensure student progress. 	<p>standardized, formative and summative assessments to inform instruction, address misconceptions, and provide differentiation as necessary.</p> <ul style="list-style-type: none"> • Facilitates the department's creation of the common summative assessments with common rubrics, ensuring its implementation by the grade level teachers. • Encourages and facilitates group feedback of lesson plans and assessment data, oversees modifications, and ensures it is documented for next year's use on the adopted curriculum system. • Analyzes school wide grade level data trends; keeps up with current educational trends to lead collaborative planning sessions and administrative discussions to increase the level of student engagement and achievement. • Follows-up and ensures that all teachers receive the necessary training related to data analysis and assessments and mentors the teachers who need extra support.
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			<ul style="list-style-type: none">• Collects, uses, and shares a file of exemplary assessments, learning activities, and effective strategies with department members.• Supports and encourages teachers by mentoring, modeling, and finding outside resources targeting effective practices for creating positive learning environments.• Continuously leads a collaborative process to monitor and analyze assessment data to evaluate and ensure progress.
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5. Professionalism

V.A. Competency Definition

Teacher professionalism consists of integrity, high expectations, caring and effective communication to ensure fair and equitable behavior both in and out of the classroom.

Level 1 Act in accordance with school’s professional conduct protocol with all stakeholders	Level 2 Seek opportunities to continue professional and collegial growth	Level 3 Continue professional and personal growth while nurturing the same in others
<ul style="list-style-type: none"> • Follow the Code of Professional Conduct Document. • Undergo professional learning and development related to achieving individual and school goals. • Engage in positive collaboration with peers and promote exchange of ideas. • Solve problems in a professional manner. 	<ul style="list-style-type: none"> • Follow the Code of Professional Conduct Document. • Undergo professional learning and development related to achieving individual and school goals. • Engage in positive collaboration with peers and promote exchange of ideas. • Solve problems in a professional manner. • Contribute to the development of a learning community. 	<ul style="list-style-type: none"> • Follow the Code of Professional Conduct Document. • Undergo professional learning and development related to achieving individual and school goals. • Positive collaboration with peers and promote exchange of ideas. • Solve problems in a professional manner. • Coach team members to solve problems in a professional and conducive manner. • Initiate a variety of learning activities

		that promote critical self-reflection and the development of a learning community.
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V.B. LEVEL 1 – RUBRIC

1	2	3	4	5
Seldom Meets Expectations		Regularly Meets Expectations		Exceeds Expectations
<ul style="list-style-type: none"> • Does not follow the Code of Professional Conduct Document. • Does not undergo and is resistant to professional learning and development related to achieving individual and school goals. • Inconsistent attendance of collaboration meetings, does not collaborate with peers, does not share information with the team that could benefit the students and creates a negative work / team environment. • Seldom attempts to solve problems and generates a negative environment when trying to solve issues. • Is not aware of and seldom participates in school / division initiatives (such as Character Education). 	Approaching	<ul style="list-style-type: none"> • Acts and responds in accordance to the Code of Professional Conduct Document. • Undergoes the required professional learning and development related to achieving individual and school goals. • Participates in positive collaboration with peers by sharing ideas, respecting different points of view, receiving and acting on constructive feedback. • Solves problems in a professional manner with minimal input from the supervisor. • Is aware of and sometimes participates in school / division initiatives (such as Character Education). 	Approaching	<ul style="list-style-type: none"> • Acts and responds in accordance to the Code of Professional Conduct Document and consistently encourages the appropriate behavior from the team members. • In addition to the required professional learning and development by the school, undergoes professional learning and development through personal initiative. • Nurtures and promotes positive collaboration with peers that encourages exchange of ideas. • Proactively solves problems in a professional manner. • Is aware of and consistently participates in school / division initiatives (such as Character Education).

V.C. LEVEL 2 – RUBRIC

1	2	3	4	5
Seldom Meets Expectations		Regularly Meets Expectations		Exceeds Expectations
<ul style="list-style-type: none"> • Does not follow the Code of Professional Conduct Document. • Does not undergo and is resistant to professional learning and development related to achieving individual and school goals. • Inconsistent attendance of collaboration meetings, does not collaborate with peers, does not share information with the team that could benefit the students and creates a negative work / team environment. • Incapable of solving problems and generates a negative environment when trying to solve issues. • Is not aware and seldom participates in school /division initiatives (such as Character Education). 	Approaching	<ul style="list-style-type: none"> • Acts and responds in accordance to the Code of Professional Conduct Document. • Undergoes the required professional learning and development related to achieving individual and school goals. • Participates in positive collaboration with peers by sharing ideas, respecting different points of view, receiving and acting on constructive feedback. • Solves problems in a professional manner. • Is aware of and sometimes participates in school / division initiatives (such as Character Education). 	Approaching	<ul style="list-style-type: none"> • Acts and responds in accordance to the Code of Professional Conduct Document and ensures the team is reminded of its contents. • In addition to the required professional learning and development by the school, undergoes professional learning and development through personal initiative. • Models positive collaboration with peers and promotes the exchange of ideas. • Proactively solves problems in a professional manner and coaches team members to do the same. • Is aware of, participates in and proposes school / division initiatives (such as Character Education).

V.D. LEVEL 3 – RUBRIC

1	2	3	4	5
Seldom Meets Expectations		Regularly Meets Expectations		Exceeds Expectations
<ul style="list-style-type: none"> • Does not follow the Code of Professional Conduct Document or encourage the appropriate behavior from other team members. • Does not undergo and is resistant to professional learning and development related to achieving individual and school goals. Does not encourage the team to make use of professional learning and development support at the school. • Does not run effective team meetings or ensure the necessary collaboration between team members. Does not solve collaboration issues that may arise. • Does not work well with staff and generates a negative environment when trying to solve issues. Does not support team members to solve problems. • Is aware of and sometimes participates in school / division 	Approaching	<ul style="list-style-type: none"> • Acts and responds in accordance to the Code of Professional Conduct Document and ensures the team is reminded of its contents. • Undergoes the professional learning and development related to achieving individual and school goals. Ensures the team does the same. • Promotes a positive environment for collaboration and the exchange of ideas where teachers are supported. • Proactively solves problems in a professional manner and coaches all team members to do the same. • Is aware of, participates in and proposes school / division initiatives (such as Character Education). 	Approaching	<ul style="list-style-type: none"> • Acts and responds in accordance to the Code of Professional Conduct Document. Models the appropriate behavior to the team and provides support to ensure that they understand and follow the Code of Professional Conduct Document. • Undergoes the professional learning and development related to achieving individual and school goals. Ensures the team does the same. Models ways to incorporate the professional development into the classroom. • Incorporates collaboration strategies in team meetings and promotes a positive environment for collaboration and the exchange of ideas. • Proactively solves problems in a professional manner and coaches all team members to do the same. • Proposes initiatives and lead

initiatives (such as Character Education).				initiatives related to school operation and student achievement.
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6. Teaching Excellence

VI.A. Competency Definition

An academic process by which students are motivated to learn in ways that make a sustained, substantial, and positive influence on how they think, act, and feel.

Level 1 Demonstrate, with fidelity, some best teaching practices	Level 2 Choose, apply , and reflect on effective teaching strategies and share findings with colleagues	Level 3 Choose, apply , reflect on, and modify accordingly effective teaching strategies and share findings with colleagues
<ul style="list-style-type: none"> • Enforce the set classroom management routines. • Apply varied teaching strategies and use appropriate tools to support instruction and student achievement. • Demonstrate basic IT knowledge. • Support students during collaboration time. 	<ul style="list-style-type: none"> • Set classroom management routines. • Apply varied teaching strategies and use appropriate tools to support instruction and student achievement. • Maintain maximum student participation by engaging them in different experiences, techniques, material and resources and using creative, critical thinking and problem solving processes leading to a classroom atmosphere conducive to optimal learning. • Integrate technology to support the curriculum. 	<ul style="list-style-type: none"> • Set and oversee classroom management routines. • Proactively maintain maximum student participation by engaging them in different experiences, techniques, material and resources and using creative, critical thinking and problem solving processes leading to a classroom atmosphere conducive to optimal learning. • Model and demonstrate integration of technology to support the curriculum. • Mentor team to apply strategies to keep

	<ul style="list-style-type: none"> • Uses strategies to keep students engaged. • Share teaching strategies with peers. • Apply cross curriculum links. • Provide students with opportunities for collaboration following the TRIBES path. 	<p>students engaged.</p> <ul style="list-style-type: none"> • Model teaching strategies to the team when needed. • Apply cross curriculum links. • Provide students with opportunities for collaboration following the TRIBES path.
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VI.B. LEVEL 1 – RUBRIC

1	2	3	4	5
Seldom Meets Expectations		Regularly Meets Expectations		Exceeds Expectations
<ul style="list-style-type: none"> • Seldom enforces the set classroom management routines. • Does not use a variety of teaching strategies and tools based on student and class needs. • Does not possess basic IT knowledge to demonstrate / administer technology tools in the classroom to support the teacher. • Does not support students during planned collaboration time. 	Approaching	<ul style="list-style-type: none"> • Enforces the set classroom management routines. • Applies varied teaching strategies and uses appropriate tools to support instruction and student achievement. • Demonstrates basic IT knowledge to help demonstrate / administer technology tools in the classroom to support the teacher. • Supports students during planned collaboration time by ensuring that the members of each group are providing input and reinforcing the implementation of the TRIBES agreements. 	Approaching	<ul style="list-style-type: none"> • Consistently enforces the set classroom management routines and communicates their importance. • Proposes and applies varied teaching strategies and uses appropriate tools to support instruction and student achievement. • Demonstrates advanced IT knowledge that allows him/her to demonstrate / administer technology tools in the classroom and recommend technology tools to support the instruction. • Supports students during planned collaboration time by resolving issues that may arise between students & proposing and modeling strategies to overcome them. Reinforces TRIBES agreements to discourage such disagreements from arising in the future.

VI.C. LEVEL 2 – RUBRIC

1	2	3	4	5
Seldom Meets Expectations		Regularly Meets Expectations		Exceeds Expectations
<ul style="list-style-type: none"> • Does not have set classroom management routines. • Is not aware of potential discipline problems and has no control attending the situation, resulting in loss of instructional time. • Does not tailor instruction or use a variety of teaching strategies and tools based on student and class needs. • Seldom applies different techniques to deliver the lessons (not more than 2 strategies) leading to student disengagement and a negative learning environment. • Does not integrate technology to support the curriculum. • Does not share knowledge with peers. • Does not apply, natural cross curriculum links and real world 	Approaching	<ul style="list-style-type: none"> • Sets classroom management routines that are consistently reinforced. • Acknowledges adherence to classroom rules and procedures by using: simple verbal and nonverbal acknowledgment, concrete recognition of student adherence to rules and procedures. • Applies varied teaching strategies to keep students engaged (ex. physical movement, enthusiasm for content, games that focus on academic content). • Consistently maintains maximum student participation by engaging them in different experiences, techniques, material and resources and using creative, critical thinking and problem solving processes leading to a classroom atmosphere conducive to optimal learning. • Integrates technology (ex. Google apps, online academic games, 	Approaching	<ul style="list-style-type: none"> • Classroom management routines are in operation with little teacher direction. • Is aware of potential discipline problems (ex. aware of surroundings, noticing unusual behaviors that may lead to problems...) and proactively attends to the situation (verbal and nonverbal cues, confront behavior). • Efficiently applies different teaching strategies and resources to meet students' individual and class needs as necessary. • Proposes and applies varied teaching strategies to keep students engaged (ex. physical movement, enthusiasm for content, games that focus on academic content). • Consistently maintains maximum student participation by engaging them in different experiences, techniques, material and resources

<p>situations to reinforce instruction.</p> <ul style="list-style-type: none"> • Does not provide students with opportunities for collaboration following the TRIBES path. 		<p>videos...) to support the curriculum and encourage student collaboration.</p> <ul style="list-style-type: none"> • Shares teaching strategies with peers. • Applies natural cross curriculum links and real world examples, on a weekly basis, to reinforce instruction to form connections for students to enhance understanding and improve retention. • Provides students with opportunities for collaboration following the TRIBES path. 	<p>and using creative, critical thinking and problem solving processes leading to a classroom atmosphere conducive to optimal learning.</p> <ul style="list-style-type: none"> • Integrates immersive technology and simulations to support the curriculum. • Shares and models teaching strategies with peers. • Applies natural cross curriculum links whenever the opportunity arises • Encourages students to follow the TRIBES path.
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VI.D. LEVEL 3 – RUBRIC

1	2	3	4	5
Seldom Meets Expectations		Regularly Meets Expectations		Exceeds Expectations
<ul style="list-style-type: none"> • Does not have set classroom management routines. • Is not aware of potential discipline problems resulting in instructional time lost due to time spent rectifying / managing unacceptable behaviors. • Does not tailor instruction or use a variety of teaching strategies and tools based on student and class needs. • Seldom applies different techniques to deliver the lessons (not more than 2 strategies) leading to student disengagement and a negative learning environment. • Does not integrate technology to support the curriculum. • Does not share knowledge with peers. • Does not apply, on a weekly basis, natural cross curriculum links and real world situations to reinforce 	Approaching	<ul style="list-style-type: none"> • Sets and oversees the team’s classroom management routines are in operation with little teacher direction. • Aware of potential discipline problems (ex. aware of surroundings, noticing unusual behaviors that may lead to problems...) and is quick to attend to the situation (verbal and nonverbal cues, confront behavior). • Applies different teaching strategies and resources to meet students’ individual and class needs as necessary. • Consistently maintains maximum student participation by using creative, critical thinking and problem solving processes. • Proposes and applies varied teaching strategies to keep students engaged (ex. physical movement, enthusiasm for content, games that focus on 	Approaching	<ul style="list-style-type: none"> • Evaluates the effectiveness and implementation of classroom management routines in terms of student ownership and engagement in department classrooms. • Leads the development of an overall disciplinary plan for resolving conflicts with students and improving disciplinary behavior. • Researches, proposes, and then applies a variety of effective teaching strategies and learning processes which engage and challenge students. • Coaches and mentors peers in structuring challenging and relevant lessons and a stimulating classroom environment by using creative, critical thinking and problem solving processes to encourage maximum student participation and engagement.

<p>instruction.</p> <ul style="list-style-type: none"> • Does not provide students with opportunities for collaboration following the TRIBES path. 		<p>academic content).</p> <ul style="list-style-type: none"> • Models and demonstrates integration of technology to support the curriculum. • Shares and models teaching strategies to the team when needed. • Applies cross curriculum links on a daily basis. • Works with team to lead students through the TRIBES path and support team learning by providing appropriate resources and strategies. 	<ul style="list-style-type: none"> • Coaches and mentors peers in integrating advanced technology (ex. programming, simulation, immersive technology) to support the curriculum. • Regularly and pointedly weaves in cross curriculum links and mentors team members who need guidance doing this. • Coaches and mentors peers to ensure they encourage students to follow the TRIBES path and provides them with further direction when needed.
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Annex 8 – Initial Competency List

Teaching Staff Competency List	
1	Varied Teaching Strategies Applying
2	Comfort around Authority
3	Communication
4	Compassion
5	Creative
6	Critical thinking
7	Demonstrate Effective Teaching Practices
8	Drive for results
9	Establishing a culture for Learning
10	Facilitate student Learning
11	Forming Partnerships
12	Functional/technical skills
13	Instructional Skills
14	Intellectual acumen
15	Interpersonal Skills
16	Listening
17	Managing and Measuring Work
18	Managing relationships
19	Motivating Others
20	Organizational Ability
21	Organizing
22	Personal learning and Development
23	Planning
24	Presentation skills
25	Problem solving
26	Professional and Committed
27	Self development
28	Team playing / motivating others
29	Technical learning
30	Time management
31	Using Assessment Effectively
32	Written communication

Annex 9 – Sample Teaching Staff for Competency Revision

Competency Revision Sample

Position	PS	ES	MS	HS
Grade Level Coordinator	x			
Media Specialist	x			x
IT Coach	x	x	x	
Permanent Sub		x		
Teacher	x	x	x	x x
Academic Intervention Teacher			x	
HOD		x	x	x
Media Center Aide			x	
Teacher Assistant	x	x		
Atelierista	x			

**Annex 10 – Communication with Sponsors - Letter to Principals & Deputy
Principals**

Dear Team,

In order for us to remain a leading educational institution and be able to deliver the best quality of education and service, revisiting several of our school's HR procedures and pillars is crucial. Your assistance and involvement in enhancing our overall working environment is highly appreciated.

In collaboration with the school leaders, the Human Resources department will undergo a comprehensive review which includes:

1. Defining the competencies for school leaders and teachers.
2. Reviewing the job descriptions.
3. Linking the competencies and job descriptions to:
 - a. The recruitment process
 - b. Performance appraisals
 - c. Professional development

Below is a comprehensive description of each phase and the support & feedback that we require from you in each phase:

Phase 1 – Defining a Competency Framework

We will first establish a competency framework which will be the basis that feeds into all the other phases. A “Competency” describes a pattern or cluster of actions taken to achieve a result. They demonstrate the following key features:

- They describe the abilities, skills, knowledge, motivations or other traits required in the job
- They are required for effective or successful performance of the job or task
- They are defined in terms of observable behaviors, and therefore can be assessed or measured.

Your involvement is needed in providing input when conducting the focus groups in:

1. Reviewing the suggested competencies and their definitions.
2. Suggesting additional competencies
3. Ranking the competencies by importance for each level
4. Narrowing them down to a maximum of 7
5. Assisting in defining and measuring the competencies
6. Signing off on the final framework

This will require a maximum of 3 focus groups with a timeline of three weeks for completion from the initiation date.

Phase 2 – Job Analysis

Job Analysis is a process used to identify, in detail, the particular job duties, and the relative importance of these duties for a given job. The main purposes of conducting a job analysis process are: to use this information to create the right fit between job and employee, to assess the performance of an employee, and to analyze the training and development needs of an employee delivering that specific job.

We will be developing a Job Analysis Questionnaire which will be sent to a selected sample of staff for filling. The result should be an account of the tasks and competencies that comprise a particular job, be it admin or teaching. The inputted data will be used as a basis for the Job Descriptions and the definition of the knowledge, skills and abilities required to perform the tasks.

Your *involvement* includes:

1. Reinforcing the importance of Job Descriptions within your teams and ensuring their commitment to deliver the Job Analysis Questionnaire on time

2. Reviewing the Job Descriptions and providing comments
3. Signing-off on the Division's job descriptions

Phase 3 – Linking Phases 1 & 2 to Recruitment

Incorporating a competency-based recruitment and selection approach permits the creation of job competency profiles that provide a comprehensive set of standards against which candidates can be screened and assessed. In addition to professional competencies and education and technical requirements, these standards can include harder to measure attributes that are important for success on the job, like the ability to operate effectively in a team environment, initiative, concern for client, results achievement, etc.

We will be seeking your feedback with regards to the current recruitment process, the issues you have previously faced in the recruitment process, what can be done to enhance the current system.

Phase 4 – Performance Appraisals

Performance appraisals provide important and useful information for the assessment of employee's skill, knowledge, ability and overall job performance. They offer a valuable opportunity to focus on work activities and goals, to identify and correct existing problems, and to encourage better future performance. Thus, the performance of the whole school is enhanced. Therefore, we will be reviewing the current appraisal system to incorporate the selected competencies and important job description factors after their completion.

Your involvement and input will be needed to ensure we have a robust performance evaluation system in place which should be implemented in 2016/2017.

Phase 5 – Professional Development

Teaching and Learning at our school is not just what happens in our classrooms, it's also about our commitment to “life-long learning” for teachers. Since the Job Descriptions will be linked to the performance appraisal, they in turn will be linked to the Teachers’ and Admin Staffs professional development.

We look forward to working with you on this project and would like to take this opportunity to thank you for your continuous support in keeping our school one of the most prominent schools in the Middle East.

Regards,

Annex 11 – Competency Level per Position

Competency Levels per Positions

SN	Position	Competencies					
		Planning & Organizing	Communication	Establishing Culture for Learning	Results Driven	Professionalism	Teaching Excellence
1	Academic Intervention Teacher	2	2	2	2	3	3
2	Atelierista	2	3	2	2	2	2
3	Grade Level Coordinator	2	3	2	2	2	2
4	Head of Department	3	3	3	3	3	3
5	Homeroom Teacher	2	2	2	2	2	2
6	Instructional Coach	3	3	3	3	3	3
7	Instructional Coach Leader	3	3	3	3	3	3
8	Lab Assistant	1	1	1	1	1	1
9	Learning Support Teacher	2	2	2	2	3	3
10	Media Center Aide	1	1	1	1	2	1
11	Media Specialist	2	2	2	2	2	2
12	Permanent Sub (HS)	1	1	1	N/A	2	1
13	Permanent Sub (PS - ES - MS)	2	2	2	2	2	2
14	Teacher	2	2	2	2	2	2
15	Teacher Assistant	1	1	1	1	1	1

IT Coach competencies are aligned with Admin staff competencies