

TEACHERS HANDBOOK

GLOBAL ACADEMY
INTERNATIONAL

2024/2025



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1. All About GAI

Global Academy International (GAI) is a leading educational institution in Qatar, committed to providing high-quality education based on the **American curriculum** with **three branches** across Qatar. We offer a dynamic learning environment for students from **Preschool to Grade 12**.

1.1 Vision

Global Academy International regards its students as future knowledge-equipped pioneers and global citizens who effectively contribute to their societies.

1.2 Mission

Global Academy International provides an effective, caring, healthy, safe, and joyful educational environment that upgrades the cognitive, social, emotional, and physical wellbeing of each student. Global Academy International promotes students' creative and critical thinking and prepares them to play a constructive role in their community.

1.3 Goals and Objectives

In pursuing its mission, **Global Academy International (GAI)** strives to fulfil the following school objectives:

- To maintain high-quality education
- To provide the best of **American and international** educational practices that proactively respond to the challenges, needs, and demands of the evolving educational landscape.
- To use technology and a variety of teaching strategies that engage diverse students in the learning process.
- To deliver excellent teaching and lessons that are well-planned and structured.
- To provide differentiated learning to meet individual needs.
- To develop among the students GAI's core values
- To involve students in a wide range of activities that promote teamwork, leadership, and trustworthiness.
- To encourage students to be well-informed to make fair judgments and choices.
- To develop in students a responsibility for their own learning and actions.
- To create opportunities for students to care for and respect people and the environment.
- To provide experiences that enable students to apply their knowledge and skills in solving problems and challenges, encouraging them to become resilient.
- To sustain a strong partnership between the school and the community
- To maintain trust and cooperation through effective communication.
- To encourage parents to support school activities, making them an integral part of the educational process.
- To continuously collaborate with community members by participating in various activities outside the school that showcase the talents and abilities of our students.

1.4 School Core Values

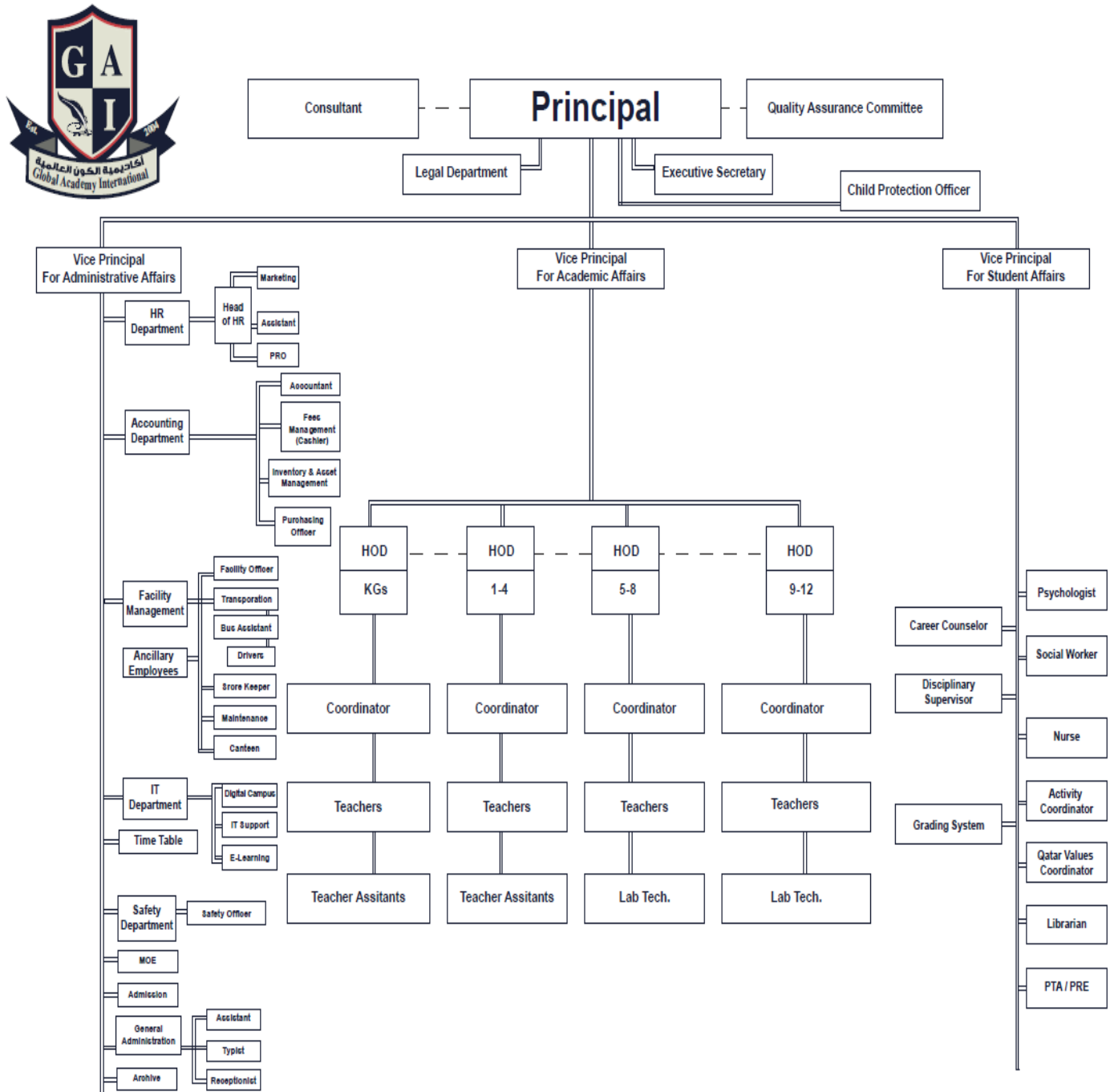
At Global Academy International, we value RESPECT, EMPATHY, TRUSTWORTHINESS, RESPONSIBILITY and TEAMWORK.

Quality Policy statement

As an international educational institution, the faculty, staff, and management of **Global Academy International (GAI)** are committed to provide high-quality education that meets the standards of Qatar and respected international schools and universities.

We strive for excellence in our management system and continuously work to improve it.

1.5 School Structure



1.6 School Calendar 2024-2025

التقويم السنوي للعام الدراسي 2024-2025



أكاديمية الكون العالمية - فرع معيلبر

August '24 	September '24 	October '24
November '24 	December '24 	January '25
February '25 	March '25 	April '25
May '25 	June '25 	July '25

المفتاح

بدء دوام الهيئة التدريسية	آخر يوم عمل
بدء دوام الطلبة	إجازة فصحية
اعتبارات	إجازات المدرسين
آخر يوم دراسي لطلبة	إجازة دولة

مجموع أيام التمدريس 180 يوما

ختم المدرسة/الروضة



توقيع المدير/المديرة

إدارة المدارس ورياض الأطفال الخاصة

فادية لسنيني
5/3/2024
يُعمد

2. Working at GAI

2.1 Annual Calendar

The school calendar is approved by the **Ministry of Education and Higher Education** before the school year begins. It includes **180 to 182 student days**, plus extra days for teachers. The **Principal may adjust the calendar if needed**.

2.2 Working Hours

The official working hours for all teachers and assistants are from **7:00 AM to 3:00 PM**, Sunday to Thursday. **Homeroom teachers (Pre-school to Grades 12)** must be in their classrooms by **7:15 AM**.

2.3 Morning Assembly

All teachers should be at the assembly by **07:15 AM** and back from break **5 minutes before the bell**.

- The **national anthems** and the **Holy Qur'an** will be played during the assembly.
- Teachers must ensure students are in their correct lines.
- Teachers must make sure students are quiet, not fidgeting, and paying attention.

2.4 Basic Expectations

To achieve its mission and implement its philosophy, the **GAI** community must work together as a team. Teachers are a key part of this team, responsible for creating services that promote student growth.

The basic expectations for **GAI** teachers and assistants are to:

- Work well with all members of the community.
- Show respect for others.
- Be diligent in carrying out their duties.
- Always act in the best interests of students and their learning.

2.5 Basic Duties

The basic duties of full-time academic staff include:

- Teaching/assisting during scheduled hours assigned by management.
- Teaching/assisting in support/remedial classes as scheduled by management.
- Attending meetings and workshops as required.
- Fulfilling other education-related duties as needed.
- Adhering to the school's working hours.

2.6 Job Descriptions

Detailed job descriptions are provided for all staff members.

3. Professional Responsibilities

3.1 Teaching Responsibilities

A. GENERAL

All staff should treat their school duties as their main priority. The school's growth depends on the dedication and teamwork of both teaching and non-teaching staff.

Teachers/Assistants must follow their contract terms and job descriptions and carry out their duties as instructed by the Principal and Administrator. Teachers are responsible for organizing their classrooms. More details can be found in the **GAI Classroom Prep Checklist**.

B. DAILY LESSON PLANS

Teachers are expected to prepare each lesson using the approved planning template. Lesson plans help teachers stay organized, follow the syllabus, and meet students' needs.

Plans should reflect the curriculum and be detailed enough for a substitute teacher to continue the lesson in case of the teacher's absence. At a minimum, the plan should include:

- Lesson's title
- Required pages
- Objectives
- Teacher's role
- Student's role
- Hands-on activity
- Required resources
- How to use the materials effectively

Daily lesson plans for one week should be submitted to the Subject Coordinators.

Here are the key components of a **weekly lesson plan**, including but not limited to:

Subject Quiz

Material to be studied for the mentioned quizzes.

Worksheets

All worksheets, assessments, revisions or anything that will be given out to the students must be submitted to the Coordinator for approval.

Classwork

Classroom instruction is each teacher's primary responsibility.

Homework

Homework is necessary for the development of successful independent learning behavior.

Projects

Projects will be given to the students every Term after being approved by the Administrator. Projects will be done at home and at school according to the prearranged schedule as per the syllabus.

C. WEEKLY Agenda

□ Includes:

- Topics/Lessons
- Page Numbers
- Classwork
- Homework
- Quiz Study Guide

□ Process:

- Teachers complete it by **Tuesday**.
- Sent to parents via **ETH**.

D-Study Guide

- Includes lessons covered in quizzes and final exams.
- Must be submitted by the deadline.
- Teachers must teach, revise, and mark the material before the quiz/exam.
- Double-check for accuracy and completeness.

Study Guide Guidelines

- **Includes:**
 1. Unit of the lesson
 2. Name of the lesson
 3. Page number
 4. Quiz/Exam date
 5. Extra references (if applicable)
- **Quizzes:** Study Guide is part of the Weekly agenda (quiz section).
- **Final Exams:** A separate Study Guide is created and must be **approved by the Administrator** before the final exam paper is made.
- **Submission:** Filled out through **ETH** and must meet the deadline.

E. Submission: Scheduled by the management

Syllabus Distribution

- **What it is:** A yearly plan divided into months and weeks based on the school calendar.
- **Includes:** Topics, resources, and book pages.
- **Preparation:**

- Created by teachers at the **end of the current academic year** for the next year.
- Must align with lesson plans.

Submission: It is completed once at the end of the school year for the upcoming school year.

H. Substitution

Substitution refers to temporarily filling in for an absent teacher.

All teachers must provide **up-to-date lesson plans** that are clear and easy to follow for the substitute (cover teacher). If any adjustments are necessary, the absent teacher should send them to the **Academic Coordinator** via email or have them delivered **at least one day before the absence**, whenever possible.

All teachers may be required to substitute (cover) for a colleague when needed.

Substitution is not a free period for students. The substitute teacher is responsible for ensuring that assigned work is completed during the substitution period.

- The substitute teacher must **ensure students complete the assigned work** during the substitution period.

Substitute Procedures

To ensure smooth arrangements for class coverage, teachers must follow these procedures:

- Notify the **HOD and the subject Coordinator and Discipline Coordinator** as soon as possible about an impending absence.
- If possible, this notification should be sent **the night before** or by **6:30 AM** on the day of the absence.
- Teachers must also inform the **HOD and the subject Coordinator** of any **duty supervision responsibilities** they are unable to fulfill.

I. Classroom Instruction

Teachers must communicate **clearly and accurately** in all verbal and written instructions, ensuring students fully understand their tasks. This is especially important for younger students in **Grade 1, 2, and 3**.

When writing on the board, teachers must include the following:

- **Day and date**
- **Lesson title**
- **Lesson objective**
- **Page number**
- **Directions**

This information should be written **clearly** and **before** the lesson begins. Before proceeding, teachers must ensure that all students understand the instructions and expectations.

3.2 Administrative Responsibilities

Teachers are responsible for various **administrative and clerical duties**, including:

Teachers are responsible for various administrative and clerical duties, including:

- **Monitoring student attendance** regularly.
- **Requesting necessary supplies** to support classroom activities.
- **Maintaining accurate and complete records** of student achievement and progress.

Student Reports

- **Students of Concern:** A report is completed at the end of each term for students with an average of **60% or below**.
- **Grades After Retesting:** A report is completed at the end of each term for students who have **failed any subject**.

Curriculum Development

Teachers are expected to contribute to the **curriculum development** efforts of the school.

Attending Meetings

Teachers are required to attend:

- **Staff, Department, or Grade group meetings** scheduled by the **Principal, Administrator, or Subject Coordinators**.
- Meetings may be scheduled outside regular school hours.

3.3 Supervisory Responsibilities and Procedures

A. General

An effective school fosters a **positive learning environment** that emphasizes **discipline, respect, and safety**. For such an environment to thrive, students must clearly understand expectations, and teachers must model and reinforce respectful behavior. While most students conduct themselves appropriately, discipline should be applied with **fairness and consistency** when necessary.

Teacher Responsibilities in Maintaining Discipline:

- Teachers have the **authority and responsibility** to establish and maintain **effective and consistent** discipline.
- Discipline measures should always be applied **fairly, objectively, and professionally**.
- **Abusive or demeaning language** is strictly **unprofessional** and not tolerated.
- **Corporal (physical) punishment is prohibited**.
- **Cynical or sarcastic comments** are never appropriate ways to address students.
- **Unacceptable disciplinary actions include:**
 - Making students stand in a corner, face the wall, or kneel.
 - Expelling students from the classroom as a form of discipline.

Teachers play a critical role in creating a **supportive and respectful** school culture.

B. Classroom Management

Classroom management is different from discipline. A good teacher **manages** the classroom, while a less effective teacher is always **disciplining**.

Teacher Responsibilities in Classroom Management:

- **Teacher's Role:** It's the teacher's responsibility to manage student behavior and maintain high standards of conduct.
- **Handling Misbehavior:** The teacher should be the first to address any misbehavior.
- **Getting Help:** If needed, contact the **parents** or **administration** for support.
- **Classroom Management Plan:** Teachers should create a plan that includes:
 - **Rules** for behavior.
 - **Consequences** for breaking the rules.
 - **Rewards** for following the rules.
- **Parent Communication:** Before sending a student to the office, the teacher should have already **contacted the parents** about the behavior.

The administration is here to support teachers and ensure decisions follow the **school's policies**.

C. Breaks

Supervising students during outdoor breaks is important for their safety and well-being. The **Discipline Coordinator** will assign supervisory duties for:

- **Morning breaks**
- **Department breaks**
- **Dismissal time**

General Responsibilities for Break Time Supervision

- **Be on time** and actively supervise students, encouraging appropriate behavior.
- Stay in your **designated area**, unless asked to help in another area by the **Break Duty Supervisor**.
- **Monitor students** to ensure they do not litter.
- Use **appropriate language** and avoid being argumentative.
- **Stay active** by moving around and engaging with students. **Do not sit or stand in one place.**
- Encourage students to be **active** and participate in play.
- Monitor students who need to enter the building to use the **bathroom**.
- Only allow students to enter the building if **necessary**.
- **Accompany injured students** to the nurse—do not send them alone.

D. Assemblies

Morning Assemblies:

- All teachers are expected to attend and help supervise.
- Teachers should be in the assembly area **at least 5 minutes before the bell**.
- Teachers must **model appropriate behavior** for students.
- After the assembly, each teacher will **escort students back to their classrooms**.

Assembly Time:

- **Sunday-Thursday:** 07:15 – 07:30 a.m.

E. Library

- The **librarian** will be in the library during the scheduled lesson for each class.
- **Library lessons must be conducted in the library**, not in the classrooms.
- **The librarian** should **prepare a lesson plan** for library lessons.
- Students may visit the library during break time only with the **librarian's approval** and when the librarian is present.

Library Hours:

- Teachers must abide by the scheduled timing for the library.
- Classes should leave (3) minutes early so that the librarian can prepare for the next class.

F. Activities

- Staff must **attend and contribute** to activities and events held at GAI.

Field Trip Preparation

Before a field trip, follow these steps:

1. Get approval from the **Principal**.
 2. **Get MOE approval** for the trip.
 3. **Notify parents** and the school about the trip.
 4. **Arrange supervision**.
 5. **Organize transport** and other needs with the **Activity coordinator**.
 6. Inform the **Principal** at least **two weeks** before the trip about the date and details.
 7. **Get the required forms** from the Activity coordinator and have them signed by the **Principal**.
 8. Send a **field trip notice slip** to parents **one week** before the trip. Also, list the trip details on the **Agenda**.
 9. Ensure **proper supervision** with at least two chaperones for every **20 students**.
-
- A **list of participants** with phone numbers must be made and given to the **supervisors**
 - Supervisors should **take headcounts** at departure, arrival, and return.
-
11. The **teacher** must carry an **emergency first aid kit** and a list of school phone numbers.

Field Trip Payment Collection and Processing

1. **Homeroom teachers** collect payment for field trips and hand it to the **School Accountant** the day before the trip.
2. The **Accountant** ensures all payments and forms are received, recorded, and processed correctly and on time.

2. Sports Day

- The school organizes **Sports Day** once a year in **February**, aligning with **Qatar Sports Day**.
- Teachers are expected to **cooperate with management** and encourage students to **participate**.

3. Student Council

- The **Student Council** represents students and allows them to participate in school affairs, working with school management and staff.
- **Student council advisors** will guide the council members.
- For more details, refer to the **Student Council Policy**.

4. Book Fair

- The school organizes a **Book Fair** each year.
- **Teachers help students** choose appropriate books and educational materials.
- Teachers should encourage **students to read**.

5. Qatar National Day Celebration

- GAI celebrates **Qatar National Day** with students and teachers.
- On this day, students and teachers may wear **Qatar national costumes** and enjoy **traditional activities**.

6. Students' Graduation

7. Other Activities

- The school organizes various **activities throughout the year**.
- For details, refer to the **Event Calendar**.
- Teachers are expected to **cooperate with the Administration** in managing students during these activities.

G. Uniform Enforcement

- Teachers must help ensure students follow the **uniform policy**.
- If a student is out of uniform, send them to the **Supervisor**.
- Students can be asked to fix any uniform issues **without a referral**.
- **Proper shoes** must be worn; **sandals** and **open-toed shoes** are not allowed.
- Students must wear the **P.E. uniform** and **trainers** on P.E. days.
- Teachers should **inform parents** about P.E. days with a note.

H. Excusing Students from Class

- Students should only be allowed out of class for **urgent reasons**.
- **Students** can go to the bathroom anytime, but if a student frequently asks, the teacher should report it to the **Supervisor**.
- If needed, the **parents** will be contacted to understand the child's needs.
- Teachers should **time** bathroom visits and inform the child that they are being timed.

3.4 Codes of Conduct

A. Dress Code

- Staff should dress **professionally** for their teaching role.
- Staff must maintain **high standards of appearance, hygiene, and grooming**.
- Staff should dress **smartly and professionally** at school and during school events (including attire, shoes, and accessories).
- Staff must dress in a way that aligns with **Qatar's culture** and **Islamic values**.

B. Teaching Your Colleagues' Children

- **Handle problems the same** way you would with any other student.
- **Expectations** for the parent and child should be the same as for other families.
- **Keep communication professional and respectful**. Don't have casual chats in hallways or staff rooms—schedule formal meetings to discuss the child.
- **Agree on communication** methods with the parent/colleague at the start of the year.
- **Address problems early** and don't avoid them.
- **Meetings** should be scheduled the same way as with other parents, with the Principal or Administrator if needed.
- **Document issues** using the **Student Development Form** to focus on the problem, not the relationship.
- **Respect the student's privacy** about their life outside of school. Be careful when referring to the parent/colleague as a teacher, especially in front of other students.
- **Be sensitive**—students may not want to stand out because their parent is a teacher. Avoid teasing, as it can be difficult for older students.
- **Focus on what's best for the child** with honesty and sensitivity.

C. Working with Colleagues Who Teach Your Child

- If there's a conflict, **let your spouse handle homeschool issues**.
- **Approach situations** the way you would want parents to approach you.
- **Encourage your child** to handle issues themselves as much as possible.
- **Focus on the issues** when talking to the teacher—"This is what I hear at home, what's your side?"
- **Build a positive relationship** with the teacher early.
- **Meetings should be scheduled** like any other parent meeting, with the Principal or Administrator if needed.
- **Don't discuss your child's progress** during school hours unless it's a scheduled meeting. Avoid texting the teacher.
- **Stay open-minded**—even if the teacher's style is different from yours, try to see the positive side.
- **Remember you are a parent first**—your child needs you as their friend.
- **Things to consider as a staff member with a child:**
 - Separate your roles as **parent** and **staff member**.
 - Be ready to listen and support your child if other students treat them badly because they're a staff member's child.
 - **Avoid sensitive school discussions** at home.
 - Don't **rescue** your child too often, like when they forget lunch money. It's important for their growth.
 - Make sure your child has the same **advantages and disadvantages** as other students.

D. Room Maintenance

- **Teach students** to keep the classroom tidy.
- **Stack chairs** or clear them off the floor before leaving at the end of the day.
- If you have plants in the room, **take care of them** and keep them clean.
- **Report maintenance needs** by filling out a maintenance request form and submitting it to the maintenance department.

E. Office Rules and Procedures

- **Respect private office spaces:** The admin, principal, accountant, and registrar's offices are private workspaces. Teachers should not enter without permission.
- **Request supplies:** If you need any stock from the office, please ask the HOD
- **No entry to storerooms:** Teachers are not allowed to enter the storerooms. Office supplies will be provided to you.

F. Staff Rooms

- **Responsibility:** Staff members are responsible for maintaining the appearance and organization of staff rooms.
- **Personal Belongings:** Teachers' belongings are their responsibility.
- **Respect Property:** Teachers should respect each other's property and supplies.
- **Cleanliness:** The staff room should be kept neat and tidy, creating a pleasant environment for everyone.
- **No Students:** Students are not allowed in the staff room.
- **No Smoking:** Smoking is not allowed in the staff room.
- **No Student Help:** Teachers should not ask students to carry their belongings, books, etc.
- **No Gossip:** Teachers should avoid engaging in or encouraging rumors and gossip. Staff room issues should be resolved amicably.
- **Eating:** Eating is allowed, but avoid foods with strong odors (e.g., garlic, onions) and ensure the staff room remains clean.

4. Responsibilities of the School and Administration

4.1 Operational Support

A. With Parents

When parents raise a concern about a student or teacher, PRE will first inform the HOD. This allows the HOD to gather all relevant information and handle the issue effectively. If needed, a meeting will be arranged with the Principal and Vice Principal. If the issue isn't resolved, the Principal will step in to resolve it. If a teacher is having trouble with a parent, they should seek help from the Principal if direct resolution efforts fail.

B . With Colleagues

In a school setting, conflicts may arise due to competing programs or demands on time. The Principal and HOD's role is to act as facilitators to resolve these conflicts. They will help by understanding each person's perspective, focusing on the issues rather than personal differences, and offering compromise solutions or alternatives to reduce or eliminate the conflict.

C. Open Communication

Teachers can expect the Vice Principal and Principal to provide accurate and timely information about anything that may affect their work. If there are concerns about a teacher's performance, they will be informed so the issues can be addressed and resolved.

D. Clear Expectations

Teachers should expect HOD to clearly communicate what is expected of them in the classroom, extracurricular activities, and other responsibilities (like the evaluation process). Whenever possible, these expectations will be provided in writing.

E. Consistent Implementation of Policies and Procedures

Teachers can expect the HOD to apply school policies and procedures fairly and consistently. Teachers and Administrators must work together as a team to ensure this happens.

4.2 Monitoring/Observation/Appraisal

Monitoring of Teaching

The goal of monitoring teacher performance is to gather information that helps improve classroom practices and recognize teachers for excellent work.

- Monitoring is aimed at improvement, not interference, unless there is clear evidence of poor delivery.
- Teachers are directly supervised by the relevant Subject Coordinator, who maintains close contact with them and may visit their classrooms occasionally. Classroom tests and other teaching activities are also reviewed.
- The Principal, HOD, and Coordinators will visit each teacher's class at least twice per term. A Lesson Observation Form is used, and written feedback is provided.
- Peer-to-peer class observations will take place at least once a month.
- More details on monitoring and appraisals can be found in the Staff Appraisal Policy.

Performance Evaluation

A. Teachers

Good teaching is central to a strong educational program. The purpose of the teacher evaluation process is to improve instruction and learning and to ensure quality control. The Principal and HOD are responsible for developing and implementing a school-wide evaluation program.

The evaluation process will follow these guidelines:

- **Evaluation Criteria:** All personnel will receive the evaluation criteria before the evaluations.
- **Total Performance:** Evaluations will consider the overall performance and effectiveness of the teacher.
- **Classroom Observation:** Classroom observation will be a key component of the evaluation.
- **Constructive Process:** Evaluations will focus on strengths while identifying areas for improvement, aimed at enhancing student learning.
- **Frequency of Evaluations:** New teachers will receive two written evaluations per year. Teachers with more than five years of experience will receive at least one written evaluation annually.
- **Review and Documentation:** Each written evaluation will be reviewed jointly by the teacher and evaluator and become part of the teacher's personnel file.
- **Impact on Teaching Assignments:** Evaluation findings will influence subsequent teaching assignments.
- **Probation and Termination:** The evaluation process includes provisions for probation if performance is unsatisfactory, and termination if performance doesn't improve during the probationary period. The HR will report recommendations for probation, non-renewal, or termination to the Chairperson.
- **Teacher Responsibility:** Teachers are responsible for their own development and should utilize supervisors, systems, and other resources to improve their performance.

B. Assistants

Assistants will be evaluated annually. The class teacher will evaluate the assistant and discuss the evaluation with the HOD. The evaluation will be based on the class performance and the expectations outlined in the Assistant's Job Description. At the end of the year, the Principal and HOD will also be involved in the performance evaluation of the assistants.

5. Communication at GAI

5.1 With Staff

Good communication is key to the smooth running of the school. It helps create a positive environment by focusing on successes and solving problems constructively. Everyone should be careful about what they say, who they say it to, and when.

Channels of Communication

If a teacher has a personal concern, they should first talk to the person directly involved to try to resolve it. If that doesn't work, they can speak with their Subject Coordinator, then the HOD, Head of HR, and finally the Principal if needed.

A. Announcements

Announcements will be sent through the following channels:

- **E-Mail:** Each teacher has an email account, which will be the main method of communication from the office.
- **School System**

B. Staff Meetings

- * All staff will have a weekly general meeting.
- * In addition to the general meeting, teachers will have weekly meetings with the coordinators and HOD on designated days. Attendance is mandatory to ensure teachers follow the correct curriculum and meet targets and goals.
- * The objectives of the weekly meetings include discussing topics such as academics, student behavior, class discipline, student issues, best practices, etc.
- * Coordinators will have their own weekly meeting with the HOD and/or Principal to discuss plans, student and teacher progress, etc.

5.2 With Parents

A. PARENT MEETINGS

Open communication is a key part of the school's approach. Parents may try to contact teachers when they are busy, but teachers should make an effort to respond in a timely manner.

Keep in mind that many parents may not speak or understand English, especially on the phone, though they can read it or have someone translate. Parents appreciate both positive feedback and concerns. Don't wait for formal reports to share issues such as unsatisfactory progress. It's the teacher's responsibility to keep parents informed about their child's academic progress, behaviour, and any concerns, like incomplete homework, and to involve them in resolving issues.

B. PARENT-TEACHER MEETINGS

The school provides parents with the opportunity to meet teachers on designated dates. Parent-Teacher Meetings are held **once per term**, and it is essential for all teachers to be available to meet with parents.

When discussing students' behavior and academic performance, please keep the following guidelines in mind to ensure a productive and respectful conversation:

- **Always be positive!** Begin with a positive remark about the student before addressing areas for improvement.
- **Focus on behavior, not personality.** If discussing concerns, refer to specific behaviors rather than making personal judgments. Explain how certain behaviors may impact the student's success and offer constructive feedback.
- **Avoid negative labeling.** Every student has potential when given the right guidance at home and in school. Never refer to a student as a "hopeless case."
- **Be prepared.** Have brief notes ready for each student to ensure an efficient and meaningful discussion.
- **Keep meetings concise.** Each parent-teacher discussion should not exceed **10 minutes**. If more time is needed, schedule a follow-up meeting at a later date.
- **Complete required documentation.**
 - The **Parent Visit Form** must be filled out and signed by both the teacher and the parent. A copy will be filed.
 - **Attendance sheets** will be available during meetings. Parents must sign them for record-keeping purposes.
- **Booking appointments.** Any meetings related to **discipline or academic concerns** must be scheduled in advance. The administration will coordinate these appointments as needed.

By following these guidelines, we aim to ensure that Parent-Teacher Meetings are **constructive, professional, and beneficial** for students, parents, and teachers alike.

C. NOTICES / LETTERS

- Staff should **respond to any note or letter from parents as quickly as possible**.
- An **acknowledgment of receipt** will be made via telephone, letter, or email within **two (2) working days**.
- A full response should be provided **within 2–3 working days**, depending on the nature of the letter.

Approval Process for Letters to Parents:

- **All letters to parents** must go through the **PRE** and receive approval from the **Principal** before being sent.
- **Letters or emails addressed to all parents** require **Principal** approval before distribution.
- Copies of all **parental correspondence** will be **filed in the school's Letters/Correspondence File**.

Handling Concerns & Complaints:

- Any **letters of concern or complaint** must be handled in accordance with the **school's Complaint Procedure**.

This ensures effective communication, professionalism, and compliance with school policies.

D. WEBSITE

Our **school website** is a vital tool for creating a positive first impression, as it is often the first point of contact for parents and visitors.

Through the website (www.gaiqatar.com), parents can access essential information, including:

- School policies and regulations
- Activities and important dates
- Annual plan and school calendar
- School fees
- Various aspects of their child's school life

Ensuring that the website remains **updated and informative** helps enhance communication and engagement with our school community.

E. EMAIL

Email is a **quick and effective** method of communication and is the school's **preferred** means of correspondence.

- Emails will be treated with the same importance as letters.
- If an email requires a **detailed response**, staff will ensure a reply is sent within **2–3 working days**.
- Emails received **after school hours** will be addressed the following working day.

F. TELEPHONE MESSAGES

Parents are encouraged to contact the school by phone for **urgent matters**, such as:

- Reporting **student illness**
- Scheduling an **appointment with a staff member**

The school strives to respond **quickly and appropriately** to all inquiries. If there is an **urgent issue** concerning a student, the school will contact the parents promptly.

Handling Telephone Messages:

- **Admin staff/PRE** are responsible for answering calls and recording messages.
- Messages will be **forwarded** to the appropriate staff member with **written details** of the concern or complaint.
- Staff should provide a **timely and appropriate** response.
- The **Administrator** may be consulted for guidance on suitable replies.

Effective telephone communication ensures that urgent matters are handled efficiently and professionally.

G. PARENT/STUDENT ORIENTATION

New parents are invited to an **orientation meeting** to learn about how the school operates.

They will receive a **Parent/Student Guide**, which includes:

- Important school information
- A **Home-School Agreement** that outlines the school's partnership with students and parents

H. SOCIAL NETWORKING

The school has **Facebook** (Global Academy International - Qatar) and **Instagram** (@global_academy_qatar) accounts to share updates with parents and students who follow them.

Subscription to the school's social media accounts is **optional**. Important messages will always be communicated through **official school channels**

I. REPORTS AND PROGRESS

GAI employs several methods to report students' academic and social progress to parents.

1. **Midterm Progress Reports**

Midterm reports are issued around the middle of each term for all students. Their primary purpose is to inform parents about their child's progress in achieving learning objectives, as well as how the child is demonstrating key learning habits that support academic success. These reports highlight both areas of strength and areas that may require improvement.

2. **Termly Reports**

At the end of each term, parents receive a progress report card that provides comprehensive information about their child's development. These report cards cover three key areas:

- **Academic Achievement:** The child's learning and progress across the curriculum.
- **Learning Dispositions:** The attitudes and behaviour, the child demonstrates towards learning.
- **Social and Personal Development:** Insights into the child's interpersonal skills, behaviour, and overall well-being.

3. **Academic/Behaviour Evaluation Report**

Each term, or as needed, a detailed written report is provided to the parents of students of concern. This **Academic or Behaviour Evaluation Report** outlines the student's progress in each subject and includes

a summary of their academic and/or behavioral development. Parents are encouraged to follow up directly with the relevant teacher to discuss any concerns or seek clarification

ETH System

The ETH system is a school communication platform used by teachers, students, and families to build strong, connected communities. It allows teachers to share what's being learned in the classroom through photos, videos, and messages. Parents can communicate directly with the class teacher by sending a message via the ETH system. Teachers are expected to respond during working hours, with flexibility for urgent cases when necessary.

J. PARENT-TEACHERS ASSOCIATION

The Parent-Teachers Association (PTA) at **GAI** is an organization that brings together parents and teachers to strengthen parental involvement in the school community. The PTA focuses on activities that support the overall welfare and development of the school, rather than addressing the progress of individual students. It serves as a collaborative platform to foster school spirit, organize events, and enhance communication between home and school.

K. DISPLAY BOARDS

Display boards in classrooms and hallways are the responsibility of the teachers. They should be used to showcase student work or highlight current topics of interest. Boards must be updated regularly to keep content fresh and engaging. As effective public relations tools, teachers are encouraged to use display boards creatively to reflect the vibrant learning environment at GAI.

L. SCHOOL NEWSLETTER

The school newsletter serves as an essential communication tool, providing parents with a comprehensive overview of school events, announcements, and insights into the learning taking place at GAI. It helps strengthen the home-school connection and ensures that families remain informed and engaged in the school community.

5.3 With Students

Communication with students should reflect the behaviors and attitudes we aim to instill in them. It must be respectful, positive, and supportive at all times. Many of the communication methods used with parents and staff are also applicable when engaging with students.

6. Safety and Emergency Procedures

6.1 Fire Drills

Fire drills must be conducted regularly to ensure all students and staff are prepared for emergencies. A map with the designated fire escape route must be clearly displayed in each classroom.

At the **sound of the fire alarm**, follow these procedures:

- Remind students of the evacuation route and escort them quickly and quietly to the designated assembly area. Students must walk in a single file, and teachers should lead from the front.
- If the evacuation occurs during a specialist class, **specialist teachers** are responsible for escorting students to their designated assembly area, where they will later be joined by the homeroom/classroom teacher.
- Before leaving, teachers must **check their classrooms and toilets**, ensure all **lights are off**, and **doors are closed**.
- Teachers must take their **registration books**, conduct a **headcount/attendance** at the evacuation area, and report the count to the **school nurse** or designated safety personnel.
- Students must remain together as a class at all times.
- If a student is missing, immediately inform the **custodians or administrative team**, providing the last known

location of the student.

- Remain at the evacuation area until instructed to return to class or until further directions are given.

At the beginning of the school year, teachers must review this procedure with their students. Additional emergency protocols can be found in the **Emergency and Evacuation Policy**.

6.2 Safety for Students and Staff

The safety of students and staff is the top priority at **GAI**. Being proactive in recognizing potential hazards and taking preventive measures can significantly reduce the risk of injuries.

- **Classroom Safety**
- **Furniture Safety:** Class furniture must be inspected regularly to ensure it is in good condition and free from sharp edges.
- **Maintenance Requests:** Teachers should submit a **Maintenance Request Form** for any unsafe conditions, including sightings of insects.
- **Water Dispensers:** Hot water switches on water dispensers should always be turned off when not in use, and checked daily to ensure they remain off.
- **Injury Protocol:** If a student is injured during class or breaks, they must be escorted to the **school nurse** by the teacher or assistant.
- **First Aid:** If the nurse is unavailable, the student should be sent to the office for first aid treatment.
- **Parent Notification:** The **school nurse** will immediately inform the student's parents of the injury.
- **PE Injuries:** During **Physical Education** sessions, the teacher must record the names of any injured students and send them to the nurse's office. The nurse will assess the injury to determine whether the student is fit to participate in outdoor play or field trips.
- **Hydration:** Students should be encouraged to bring their own water bottles and increase their water intake throughout the day, especially during PE.

6.3 Injuries to Students or Staff

If a student is injured or becomes ill on school property or during a school-related activity, the teacher or responsible staff member must immediately contact the **school nurse**. Only emergency first-aid may be administered. **Under no circumstances** should school personnel give any form of medication (e.g., aspirin, etc.) to students.

If the student is able to move, they should be escorted to the office.

Responsibilities of the Teacher or Aide:

- The teacher or aide who witnessed the accident or is on duty at the time must fill out the **Accident Report** and submit it to the office.
- Along with the report, any relevant documentation regarding the incident should be submitted. This includes:
 - A thorough investigation of the accident, which may involve interviewing the person involved and any witnesses.
 - A **written report** detailing the incident and circumstances.

Injury or Illness Protocol:

- If the injury occurs during class or breaks, the student must be escorted by the teacher or assistant directly to the **school nurse**.
- If the nurse is unavailable and the injury appears minor, the student should be sent to the office for **first-aid treatment**.
- In cases where the injury or illness seems serious, the student should **not be moved**.
- The **school nurse** or **Admin Coordinator** should be notified immediately, and **parents must be informed** without delay.
- An **Accident Report Form** should be submitted to the nurse or relevant school personnel as soon as possible after the incident.

TEACHER'S GUIDE ACKNOWLEDGMENT

I hereby declare that I have read, understood, and accepted all the school rules and regulations outlined in this Guide.

I will adhere to the policies and procedures described herein. I understand that any violation of **GAI's** written rules, personnel policies, or practices may result in verbal or written warnings. As these policies may change from time to time, I have been instructed to consult with the **Human Resources Department** if I have any questions regarding specific policies or procedures.

- **Teacher's Name:** _____
Signature: _____
Date: _____