

Paref Southcrest School, Inc.

Teacher's Manual

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I. EXCERPTS FROM THE PROFESSIONAL TEACHER by James Stenson

“Education is the leading of human souls to what is best, and making what is best out of them.”

-John Ruskin

Teaching: Professional Ideals and Principles

1. Teaching is a vocation, and it is an art. This means several things:
 - Not everyone is suited to it; but those who are really called to it as a life's work find a sense of mission and purpose in life – and profound happiness. Part of the task of a beginning teacher is to find out whether he or she has this vocation.
 - Large parts of the work are ultimately mysterious, for the real “matter” of teaching is spiritual: the mind, will and imagination of young people. A teacher must, therefore, have respect for things spiritual, be prepared to cope with the unexpected, and enjoy leading groups of students without ever really “controlling” them.
 - Teaching requires much practice, skilled technique, and constant imposition of order and planning – for young people badly need order and rather resist it. But within this ordered, rational framework, a teacher exercises imagination, spontaneity, and something like a wonder at life that he shares with his students. A teacher's work, like that of any other art, is therefore a harmonious balance between reason and imagination, planning and spontaneity, reflection and purposeful action.
 - Teaching is, therefore, frequently tiring and even exhausting work. People with vocation sometimes tire out, but they never burn out. On the contrary, they manage to, maintain youthful energy, enthusiasm, humor and spirituality all their lives. Though they acquire the strengths and outlook of mature adulthood, they never lose the hearts that they had as children.
2. It is important for any beginning teacher to realize that his students will eventually forget most of the “material” imparted in class. Though “information” is the basic material that each teacher deals with, it is not what his job is all about. The imparting of “information” and even certain skills is not an end rather a means.
3. The teacher's fundamental mission is to serve the students' parents as well as the students themselves. What he does is support the parents in their task of raising their children to become competent, responsible, considerate men and women who are committed to live by Christian principles. The long term vision of the student's welfare and

- happiness in life is the driving force of every good teacher and coach. An instructor who loses this long term perspective, who gets tied down in day to day nitty-gritty, can grow to feel overwhelmed by drudgery and discouragement.
4. To look at it another way, the task of a teacher is to lead his young people – by example, directed practice, and word (in that order) – to grow in personal strengths of character, called “virtues.”

These may be briefly described as follows:

- Sound Judgment –ability to make the important distinctions in life: truth from falsehood, right from wrong, fact from opinion, guesswork from certainty, sloppiness from professionalism, heroes from “celebrities,” nobility from the squalid and vulgar, and so on. Children are lead to have a respect for learning (if not a love for it) and for people of intellectual accomplishment.
 - Responsibility – ability to live with the consequences, however unpleasant, of our free decisions; ability to carry out one’s duty to others whether we feel like it or not. Responsibility is also an active sense of how our obligations in life derive from the existence of others’ rights and sensibilities.
 - Fortitude – perseverance, toughness, “guts.” This is the acquired ability (sometimes aided by temperament) to either solve problems or to live with them. It is the power to withstand difficulties, hardships, setbacks, tedium, and even physical pain.
 - Self-Discipline – ability to say “no” to oneself, to delay or forego gratification, for the sake of some higher good. It is the ability to enjoy the good and great delights of life in moderation. It is the sort of self-restraint, healthy self-respect, and good manners that people generally refer to as “class.”
 - Moral Uprightness – a habitual considerateness, a sensitivity toward the dignity, rights and feelings of everyone, without exception. It is compassionate understanding, the essence of charity.
5. Each of the above powers can and must be imparted to our students; and each is learned by the students in the course of doing their work in school, fulfilling their responsibilities as students, and in their dealings with everyone in school. No matter what the subject or course of studies – whether mathematics, science, languages, literature athletics – each class forms a framework within which the young people are led to become competent, responsible, considerate adults. It is worth each teacher’s reflection from time to time: how can my class work with my students lead them to grow in maturity?

6. Very important: All of the above depends on the students' respect for their teacher, and respect always derives from some perception of strength. Young people sense, and admire, the above-mentioned strengths in their teachers, even beginning teachers. And young people, like all of us, tend to imitate people whom they admire. Beginning teachers tend to worry too much about being liked by their students; but what they should care more about, and constantly work toward, is that their students respect them. If you strive to live as a person of judgment, responsibility, perseverance, self mastery, and refined thoughtfulness, your students will respect you – and even come to admire you deeply. Somehow, mysteriously, they sense when you are firm with them for their own long term benefit – that your obvious work is for their welfare, not your own – and they therefore let you lead them. But when they sense that a teacher cares too much for what they think of him, when he's working to win their approval for his sake, then their attention wanders; their attitude towards such a teacher becomes a mixture of amusement, indifference, and eventually contempt.
7. This respect has to be mutual. A teacher needs to show that he respects his student's dignity, rights and feelings – and that he sees them as men-in-the-making. One concrete way this is shown is in manners: Do not refer to students by their last name alone; use their first name (or nickname) or call them “Ms. _____.” This is a small detail but an important one. One of the marks of real professionalism is courtesy toward everyone.
8. Another indispensable element of teaching is humor: Young people naturally have high spirits, and they are drawn to adults who have enough self-confidence to enjoy a good laugh with them from time to time. An occasional good laugh gives unity to the class and it reinforces an important idea in the young people's minds: that they and their teacher are on the same side, that they are not adversaries.
9. It's also important for a teacher to try to understand how each of his students learns readily by hearing. They seldom take notes in class, but they remember a great deal. Others are visual, and they need to see what's being taught; they need a lot of blackboard explanations, sketches, note-taking (or copying). Some students work in spurts, and they need to be pushed and encouraged during slump times. Some are very sensitive to weather changes, becoming sluggish and irritable on low-pressure days; these students are often sleepy for an hour or two after eating. Some may have physical or undiagnosed medical problems (such as progressively poor eyesight) and

- a teacher needs to be alert to these possibilities. All of these variations, and what to do about them, come with experience in teaching. But a beginner should realize that his class has many different components, and that some problems with students lie outside his-job performance. As soon as he grows in confidence and experience, he can deal with these disparate matters competently.
10. One of the big advantages of a small school is the ability to get to know students well, and to see their personalities develop over time. A good teacher will think deeply about each of his students, trying to see what strengths, talents, possibilities lie within each. He can then tell each student what personal strengths should be developed, leading perhaps to a good career. Typically, most of us are among the last to recognize that we have a certain gift; because it comes so easily to us, we tend to under-evaluate it, and fail to notice that we can do something easily that other people find vexing. This is a valuable insight to young people, very encouraging to them, especially during the uncertainties of early adolescence.
 11. Related to this advantage of a small school is the possibility of appreciation. In a small setting, a teacher can more easily notice a student's conscientious efforts, irrespective of grades earned. A teacher can note when a student is really trying to do his best, or is trying harder than before. A good teacher will go out of his way to express appreciation and encouragement to a student for his earnest best efforts. The real "results" in life lie within the young person, not just in the columns of his report card. Indeed, the world is filled with highly successful people who earned so-so grades in school but who worked conscientiously to attain them.
 12. A good teacher will not give the impression to students that the "material" of a course is the last word in our knowledge of the subject. He will explain, or at least mention from time to time, the unanswered questions, the uncharted frontiers, the as-yet-unsolved problems, and challenges that remain to be tackled by people of their generation. This extends as well to other areas of intellectual work- that is, a teacher should occasionally refer his discipline to other fields: showing the interconnectedness of history, literature, religion, science, mathematics, and so on. In short, a teacher should be – and should show himself to be a well-informed, cultured, engaged citizen.
 13. Related to this: a teacher should be well-read in his field. He should have ready a list of works to recommend to his best students, young people who can go on to higher-level

work or to more extensive understanding of the discipline. Staying up in one's field is one of the hallmarks of professionalism.

14. One piece of advice for beginning teachers: Don't judge your suitability for teaching by your performance on the first year; this initial dip into teaching is usually tough and bewildering for everyone, no matter how talented. New teachers nearly always underestimate how complex and difficult teaching really is. Try the work for three years, and then make a career decision. If you decide to stay with it, plan to come to a final decision after the seventh year. By then you should know whether you are willing and able to make sacrifices – that is, whether the intangible satisfactions of this calling are so great as to outweigh the financial and other drawbacks. After seven years, a teacher should know whether he is doing what he was put on Earth to do. And, if he doesn't feel this level of calling, he ought to go into some other line of work.

“All children are gifted. Each individual child is a treasure chest, full of potential. The right teacher is needed to unlock them.”

-Robert Buesing

Class Leadership & Direction

1. Directing a harmoniously unified class is a core duty of a teacher. He is obligated to set and maintain standards of order, civility and concerted effort. Despite a school's emphasis in individual attention, most teaching is necessarily done in groups. And a teacher must be able to manage and direct this group effectively. If, after three years, he finds he cannot do this, then he ought to consider a career change.
2. Young people, like all the rest of humankind, need to know what is expected of them in any collaborative effort. Therefore, a teacher needs to spell out (preferably in writing) what will be the rules for comportment in his class. This is aside from the school's general rules, which pertain to the school community as a whole. These rules, fairly enforced, form a real framework for building the character strengths mentioned before. Some such rules would be the following:
 - a. No talking out of turn or otherwise acting in such a way as to infringe in the rights of others to be heard – including the teacher's right to have his students'

- undivided attention. If you have something to contribute to the class, raise your hand.
- b. No mishandling of materials: writing on desk-tops, throwing chalk, littering, eating, or drinking in class
 - c. No lying, period. If your name appears on a work, it must be your work; that is, no cheating.
 - d. I come prepared for class and I expect you to do the same. So, come to class with book(s), notebook, homework, writing materials.
 - e. Homework and tests are your professional work. They should be clear, reasonably neat, and give evidence of careful thought. This means, among other things, no sloppy misspelling or faulty English usage; credit will be taken off for non-standard English, just as in normal professional life. Also, do not rip out papers from notebook, and make corrections carefully.
 - f. I reserve the right to read aloud (anonymously), exactly as written, any paper submitted in this class. You can save yourself some possible embarrassment by reading your work over before submitting it, exactly as adults do in daily life.
 - g. I also reserved the right to give unannounced quizzes in class based on your homework assignment.
 - h. I render a professional service to your parents and I am obliged to keep them informed about your work. I will call them from time to time, especially if I think your job-performance is not up to their expectations.
 - i. If, for some reason, you could not complete homework assignment, you should submit a note explaining (1) why you could not complete it on time, and (2) when you promise to turn it in. In other words, when homework is being collected, you must turn in either a homework or this note. Later, when you make up the late work, please mark it "Late" up at the top.
 - j. One of the distinctions you must learn as you grow up is that between "outdoors" and "indoors." (Young children scarcely know the difference.) "Indoors" implies a greater level of civility, restrained behavior, and civilized dress. Therefore, in class: No throwing of anything, no wearing of hats (or caps), no loose or missing buttons. Don't expect perfection with this general rule, but I expect you to try.
3. More will be said later on matters of discipline. What counts here is the general notion that you, as a leader of the class, make clear the limits of people's behavior – the lines at which the students' actions and attitudes begin to infringe upon the rights of others: you, their parents, and the other students in the class. You will not let them cross over those lines without correction and, if necessary, consequent punishment. The basic idea here is justice, what is fair.

4. You must work from a plan. You need a plan for the year, the quarter, the month, and the upcoming week. You may vary from these as necessary, but you must clearly set out to control what happens in the time ahead. The students should be told clearly what the plan of the year is: this is what we will have studied and done by the end of the quarter, Christmas, semestral break, final exams. Then, from time to time during the year, refer back to the plan and show “how far we’ve come and what we have left to accomplish.” This helps a lot of students to get a sense of real progress, which is one of the best inducements to sustained effort.

“A teacher is someone who knows the way, and goes the way.”

5. One common shortcoming of new teachers is the nature of their class plans. Since they have recently come from a university setting, where most teaching is done in abstract lecture form, they tend to over-plan what they will lecture about in class. They see the upcoming class as a 50-minute period within which they do 98+% of the talking, straining to “cover the material.” They do little or no planning about what the students should do in that time. A more experienced teacher will, of course, plan what he wants to teach; but he will spend most time planning what he wants the students to do – work at desk or chalkboards, exercises in class, debate or competition, questions to elicit discussion or controversy, etc. The younger the students, the more active they must be in class and the less ability they have for just sitting and listening to the teacher talk. The tendency to lecture is the biggest single problem that a beginning teacher needs to overcome.
6. Another way of looking at the preparation question, an old axiom in teaching:
 - a. A first-year teacher teaches more than he knows; he spends hours studying,, writing out notes for upcoming classes.
 - b. A more experienced teacher teaches just what he knows; he spends more time preparing questions to ask in class, activities for his students, and the like.
 - c. A real pro teaches what his students need to know.
7. Beginning teachers tend to overestimate the importance of their material – forgetting that the student will fail to remember most of it anyway. One important attitude for all teachers to bear in mind: interest and enthusiasm are more important than encyclopedic detail. A teacher needs to communicate his interest and enthusiasm for his field, even at the expense of much detail. Some detail is necessary, obviously, especially in the upper grades. But no textbook or set of handouts can substitute for a teachers’ enthusiastic

explanations. If a student's interest in history, for example (or science, or Russian literature, or whatever), is awakened in class, then the student can and might go on to study it later in depth. That is, the detail can come later. But too much detail at the early stages can stifle or snuff out young people's interest.

8. It's a wise practice, at the beginning of the school year, to seat student alphabetically, - at least for the first half of the year or even the first marking period. This accomplishes several things
 - a. Let's you learn their names more quickly.
 - b. Establishes your authority more clearly.
 - c. Generally serves to separate pals whose close company leads to distracting conversations, etc.

Out of considerateness for those individuals whose names begins with A and B, you might seat the students in reverse alphabetical order – that is, form the seats on your right (rather than on the left) when you face the class.

9. The most ineffective posture for teaching is to sit at a desk facing one's students. A teacher is most effective when standing, moving around the front of the room, or at least standing at a lectern or rostrum on his desk. When he sits, this should be on the edge of his desk. The idea here is that the teacher is either in motion or prepared to go into motion quickly and easily. If you sit at a desk for any length of time, you become a "talking head" and the students' attention wanders elsewhere.
10. Related to posture thus described is the importance of writing frequently on the board. Younger students can learn to take notes simply by copying what the teacher writes at the front of the room. When you come to a term or phrase or important date, always jot it on the board. (Remember that many students are visual in learning; they remember what they see, but have trouble with mere auditory information. If you write matters, you reach both these groups; if you don't, you reach only the hearers.)
11. Form a habit also of setting aside one corner of the board (say, upper right-hand side) for writing out homework assignment, and do this long before the end of class. You can note who is copying this information and how – in assignment notebooks, on scraps of paper, on odd pages of class notebook, etc. Where the homework is noted may be related to whether, and how well, it is completed. Whatever you do, do not merely read aloud the assignment; there's too much possibility of misunderstanding, and even for your neglecting to mention the homework assignments at all.

12. How do you keep class notes, papers, etc. together? One device is the multiple pocket binder. Another is to insert pockets into a three-ring binder. One pocket is for notes, another for announcements, and class lists, and other packets for collected tests, quizzes, and home assignments. Carrying these around in one binder is an incentive to get them corrected/graded with reasonable dispatch, and returned to the students.
13. One item in this binder should be slips of paper with each student's name. These can be shuffled and called up at random to ask questions of the class and have students go the board and write answers, and the like. When the names can come at random like this, the students are much more attentive.
14. You should be aware of the "dead zone" of your class when teaching. If you are right-handed and are facing the class, you will tend to give minimal attention to the far-right corner of the room; that is, you will hardly notice or call upon students sitting up front to your immediate right. If you are left-handed, the reverse is true. Sometimes, mysteriously students who want to escape attention will sense your inattention to his "dead zone" and will sit there if you allow open seating in class.

"Teachers don't impact for a year, but for a lifetime."

15. If you are teaching students aged 13 to 15, be on the alert for any who may have progressive trouble with their eyesight. The fast growth of this age group is often accompanied by myopia. If some students are squinting or rubbing their eyes, especially when copying from the board, they may need an eye check-up and glasses. Give a call home to the parents, who will greatly appreciate your thoughtfulness and attention.
16. Important: Never, ever give your classroom keys to a student. If a student needs to get in some room, go with her and let her in personally, then or later. This is troublesome but much less so than trying to remember or track down whoever borrowed your keys. It also obviates problems of vandalism or theft, and keeps students out of suspicion who have had keys on them when such incidents take place.
17. It has already been mentioned that you should not call students only by their last names. This is discourteous, and it breeds a reaction of disrespect. Similarly, you should avoid a couple of other faux pas:
 - a. Don't make comparisons between students, even privately. These inevitably lead to some resentment. This is especially true of siblings; if you are teaching a younger brother of a former student, avoid comparing them even in your own estimation. There's a strong temptation to do this, of course, but you ought to

- avoid it as much as possible. A younger brother deserves and appreciates, being considered solely on his own merits as an individual.
- b. Don't whisper to a student in a hallway or any other public place, especially in front of his friends. This looks secretive, and it may give rise to suspicion among students that the boy is lackey or tattletale. If you wish to see him privately, make an appointment to see him in your office or elsewhere, someplace where you can talk naturally.
 - c. If you happen to know a student from elsewhere (say, you are a long-time friend of his family), do not show special warmth of familiarity with him in class or in front of his friends. This puts him on the spot and suggests favoritism.
18. If you find yourself consistently edgy and irritable at certain times of the day, take a close look at your coffee intake. Frequent coffee drinking, especially in the morning, can lead to raw nerves and unnecessary conflicts with high-spirited students for a couple of hours afterwards. It can also lead to a feeling of exhaustion by the late afternoon. If you suspect a problem like this, then try taking decaf or half-and-half coffee for a couple of weeks and notice there's an improvement.
19. Related to this question of irritability is the importance of apologizing. If you've lost your temper with a student, you owe him an apology later, as soon as possible. By extension, if you harangued him in front of his friends, you ought to make your apology in public – as a matter of justice. Students come to respect a teacher who apologizes; they see that he values justice ahead of his pride. Students respect your consistency in fairness, your earnest attempts to be always fair; here, as elsewhere in dealing with young people, your attitude is more important than your behavior.
20. If possible, you should keep a small supply of rags, sponges, and spray cleaner in your desk or in someplace in the room. Use this frequently, even every day, to clean off desktops and other surfaces. A heavily doodled desk invites still more doodling; and this doodling is one sign of inattention, even boredom, among your students. It's not a bad idea to have some malefactor come after class to do the cleaning under your supervision very likely. He is one of the most responsible for the mess to begin with. If all else fails, do it yourself. But the importance of cleanliness toward maintaining a class tone of professionalism cannot be overestimated.
21. It's also a good idea to have some folder or desk drawer set aside for writing "desk memoranda" to yourself, notes of experience that you jot down during the year and just tuck away for later study and learning .

22. Finally, bear in mind that the best device for managing a class successfully is to get each class off to a crisp, strong, purposeful opening. When you plan a class, you should concentrate on the first 3 to 5 minutes what you will say and how you will say it. After a while, this becomes intuitive; but a beginning teacher needs to work at it until it becomes natural. Some teachers rely on the following:
- a. Sit at the desk initially until everyone is seated and more or less talked out; then stand and launch into action.
 - b. Begin writing notes on the board and talking to the class; the students will begin to copy and shush-up other students whose sound is drowning your voice out.
 - c. Take out your slips of paper with the students' names and start shuffling them, making eye-contact with the class and leading with a question from the home assignment.
 - d. If the class is not active, but rather torpid, some teachers will tell everyone to stand, breathe deeply, and stretch. This produces some laughter and lifts people's spirits; then, when everyone is seated again, you're ready to go.
 - e. As soon as the students enter the room, immediately send three or four to the board to put their homework answers up for all to see. While they're doing this, you roam the room to glance at everyone else's papers.

Discipline, Correction & Punishment

1. Bear in mind that "discipline" means learning, not just correction and punishment. The comportment and attitudes you are trying to impart in class are really those of normal, civilized adult life. You are not trying to exercise control as such; this motive is ultimately ineffective not just in school but in the home as well. What you are doing is to lead the students by example and directed practice and sometimes correction or punishment, to live as responsible, considerate mature adults. And you are doing this for their long-term welfare.
2. When this is your attitude, you thus distinguish between the fault and the person. You make clear to the students that you mean nothing personal in your correction of their faults and mistakes. In the contrary, you are directing them because you care what sort of persons they grow up to become; you think too highly of them to let them grow up with their faults intact. You, thus, "hate the sin but love the sinner." Students who have been

well brought up at home will recognize this distinction in your mind, and they will eventually appreciate your efforts for their welfare. Naturally they will not like being corrected (who does?), but they will sense that you bear with them no personal ill-will and that you stand ready to forgive and forget once they've set matters straight through taking corrective punishment, where necessary.

3. It is a teachers' obligation to be eminently and obviously fair. In class, and in all your professional dealings with the students, you try to have fair dealings with everyone. There are no favorites and there are no pariahs. If the rules of the class are clearly spelled out (and they must be), and if consequences for non-compliance are also made clear well ahead of time, then everyone is expected to cooperate. Make clear to the students: what is called "obedience" among children is called "cooperation" or "collaboration" or "teamwork" in normal adult life - everybody has a boss, everybody answers to somebody. It is normal in adult life for some to give direction and for their collaborators to take direction.
4. This adult-level direction will have greater effect on the students when you treat them approximately the way you and other adults treat each other in collaborative (and corrective) situations. Concretely this means:
 - a. Though you must occasionally mistrust their inexperienced judgment, you do trust their integrity. Integrity means a unity of intention, word, and action – that we mean what we say, we say what we mean, and we keep our word. If you suspect a student of wrongdoing, you owe him a presumption of innocence: No snap decisions or rash judgments.
 - b. You always offer a student a chance to explain himself. And since the lives of young people (especially adolescents) are often complicated, you give him plenty of time to do this, his explanation may be lengthy but in the end, reasonable. DO not cut off an explanation through your impatience.
 - c. At the heart of the explanation, try to discern whether the young person tried to do the right thing. Give credit for trying, and don't just punish for strict non-compliance with the rules. For instance, a student who did the wrong assignment is less culpable than someone who just skipped doing homework altogether – though both failed to turn in the assigned lesson.
 - d. Whenever possible, correct privately. If you chastise a student in front of his friends, you incur his embarrassment and resentment; you also automatically earn the scorn of the other students. As said above, don't hesitate to apologize for an over-reactive correction, especially one done in public.

- e. Don't rub it in. DO not say, "I told you so," or "If only you had listened to me."
 - f. Do not give group punishments. These are almost always inherently unfair, at least to some people in the class.
5. Note that sometimes a whole class may seem to be, at least at some early part of the year, a problem. There appears to be a general air of disruption, with everyone joining in. But you will generally find that two or three of the students are the ones most responsible, the active problem cases; they have a small band of more-or-less passive collaborators, and the rest of the class largely goes along with the flow. Your task should be to identify the two or three malefactors and deal with them swiftly and effectively. Speak with the principal and other school officials. Then speak with the students individually, making clear that the next steps will be to call their parents and then, if necessary, have a conference with them. After that come suspension or even expulsion. A "surgical strike" like this on the ringleaders usually does much to bring the rest of the class in line. As mentioned above, don't resort to a group punishment; it's a waste of time, at best.
6. Earlier, we mentioned how a teacher can have mood swings that influence his comportment and judgment. Much the same can be said for students. Bear this factor in mind as you face the problems of class direction.
 - a. After age 11, young people seem to have a cyclical development. The odd-numbered years (11,13,15,17) are relatively troubled times. Students especially are often cocky, critical, lacking in self-esteem or self-control, moody, inward-tuning, controversial, and sluggish. In the even-numbered years, they are more "normal": extroverted, upbeat, in good spirits, emotional (even romantic), idealistic, gregarious. So if Grade 7 or first year high school students (age 13) seem more sour and irritable than the year before, don't take it personally; it's no reflection on your teaching, to say the least. You need patience and understanding, and (to the greatest extent possible) an even-tempered direction. Give them (and students in other odd-numbered years) class debates and team competitions as an outlet for critical/competitive spirits.
 - b. Several days in a row of low barometric pressure makes adults and adolescents sluggish, rather depressed and irritable. Tempers can flare. Interestingly, however, low-barometric pressure seems to have the opposite effects on children who have not yet reached puberty; they become manic, wildly-energetic, aggressive with each other. Psychoactive drugs also seem to have reverse bipolar effects on adults and children; children are generally calmed down by stimulants and stimulated by tranquilizers. This combination – depressed teachers and manic children can lead to explosive classroom situations. This is less likely to happen

among teachers who are aware of the physiological forces at work during periods of prolonged bad weather – and who take these aberrations into account.

- c. You must never strike a student, ever. Aside from the legal and ethical problems that may come from this, there's a further problem. The student cannot strike back, and this removes all sense of reasonableness and fairness from the "correction." Other students who witness the physical blow will automatically side with the student who is hit. And, of course, if the student does not impulsively strike back, he is in extremely serious trouble with the school – a trouble far worse than the original provocation.
9. You owe it to parents to keep them informed if their children seem to have a habit of non-cooperation or if there's an instance of more-or-less serious malfeasance. But you should not expect the parents to enforce disciplinary measures; it is your job to maintain and enforce cooperation in class. A phone call is good to keep the parents informed: "This is what your child has done, and this is what we are doing about it." It may be necessary to reassure the parents that their son is a fine young person but has just made a mistake that needs correction. Parents very much appreciate this effort to keep them informed.
10. General rule: Never threaten a punishment that you are not fully prepared to carry out. If you make an excessive threat, especially in anger and haste, then one of two difficulties will follow: either the punishment will be unreasonably disproportionate or you will be forced to back down and moderate it. In either event, the lesson is lost – and the student loses some respect for you. You avoid this by calmly planning out the negative consequences (punishments) for non-compliance and by announcing these in businesslike manner.
11. Some suggested punishments:
 - a. Have student return to class during lunchtime or after school to redo work or do some washing and cleaning of the room (desktops, chalkboards, vacuuming floor.)
 - b. Have student write essay at home explaining what he did wrong and expressing apology; have him get one of the parents to sign this. Collect it the next day. (Make note to yourself to collect and check it.)
 - c. Call home to parent(s) during day or at night, or drop a brief note explaining the situation.
 - d. Give malefactor a topic for an essay or letter and have him write it, either after school or at home. (Note: Sometimes these punishment essays/letters are the

most personal, expressive and interesting pieces of writing the students do in school.)

- e. Have students redo problem sets or definitions or exercises from their textbook as this serves to review lessons that they've neglected while fooling around.
12. The general strategy for punishment exercises is to give the students constructive work. What should be avoided is mindless and pointless make-up work: adding up columns of figures, writing a sentence 75 times, etc. As long as they're going to put time in anyway, they ought to be putting their minds or hands to work. Any other type of boring, repetitive work conveys, at least implicitly an attitude of personal spite by the teacher rather than constructive correction.
 13. What to do about cheating? It's useful to distinguish two types of cheating on test/quizzes: students will sometimes be tempted to sneak a glance at someone else's answers. This should be punished, of course, but should be treated as a relative misdemeanor. But a premeditated act of cheating (e.g., by bringing a cheat sheet [or kodigo] to a test) is much more seriously dishonorable; it calls for much more weighty punishment, even suspension. The school has a policy for this; any school must be able to trust its students' sense of honor.
 14. If you find that a student has copied another's homework, then tear up the work of both parties – the one who copied and the one who gave his work to be copied. Then punish both people. Frequently the person who lent his homework did so reluctantly, under pressure from the copier; having to undergo a punishment for this will give him a reason later to flatly refuse any further requests for his work. You are thus doing this student a favor; no one can blame him, after having been “burned,” for refusing to share his work with anyone.
 15. A general policy for all your dealings with students is to insist that they show good manners to you and other teachers. Correct them if they neglect to say “please” or “thank you” in their dealings with you. (Naturally, you ought to reciprocate with them.) And insist that they use “Ms.” when referring to other teachers. If you happen to be in the school office and notice students failing to use good manners with the staff assistant – saying “please” with requests, and calling staff assistant by her name – then correct the students immediately. Make this corrections privately if possible, but make the corrections. It is said that the four pillars for civilized conduct are “please,” “thank you,” “I'm sorry,” and “I give my word.” Over time, the repeated use of these terms leads to

genuine consideration for the rights and sensibilities of others. This attitude is the basis for all the school's formative work.

16. Never discuss discipline problems with anyone who is unauthorized to have the information. If a student has gotten into trouble with you, this is no business of anyone but the school's authorities and the student's family. The matter is confidential. Period
17. One final and important note. To the greatest extent possible, punishment for non-cooperation should be carried out in a businesslike and impersonal way. The student made a mistake and he has to live with the consequences, like a goof or error in playing sports. Your punishment is not intended and should not be construed by the student, as your personal negative judgment about his character. You are attempting to correct the fault, not the person. This implies that, after the students have completed the punishment you are willing to forgive, forget and restore good relations. If the student has done a creditable job in his punish-lesson, then praise him for it. Adults give good leadership to young people when they make praise as specific as blame. Don't ever forget that all young people occasionally make mistakes, and that mistakes can be valuable if we learn from them.

Homework, Tests, and Grading

1. Home assignments and in-class tests are considered together here because they are related. Both call for the students to present evidence of their learning. In home assignments, students have access to their textbook and class notes; in tests, they must make do with what they remember and have reasoned out. But both are important for the students. In a sense, this submitted written work is a rehearsal for the sort of professional work they will someday have to submit to employers, journals and clients, etc. Looking upon it this way – as a means of teaching standards for written professional work: care, completeness, clarity, neatness, punctuality – help form beneficial attitudes and habits. In other words, the way the students perform this work is at least as important as the “material” content. You should make this clear to the students and then insist on compliance throughout the year.
2. Beginning teachers tend to undervalue homework, to give relatively little attention to its formative dimension. They tend to concentrate on their performance rather than that of their students. Beginners tend to carry on with the same sort of teaching that they knew in college, where professors merely lectured and gave only infrequent tests, papers, assignments – that is, where emphasis was on teaching rather than learning. Experienced

teachers at the secondary or elementary level, however, give constant ongoing attention to their students' performance.

3. As mentioned before, it is important to write out the specifics of home assignments on the chalkboard, preferably in the same corner of the board every day. And this should be done well within the class time, not at the last minute.
4. If you are facing a new class of students, one you haven't taught before, you might try this: make clear to the students what standards you expect for home assignments throughout the year and mark this critically.
5. If the home assignment involves specific right/wrong data (e.g., math problems, one-word answers, spelling), you can save time by having students exchange homework papers, write down their own initials at the top of the paper, and then mark answers right or wrong as the class goes through the exercises together. Then collect everyone's work. You, however, look over the papers later and give the appropriate grades.
6. It's also important to take presentability into account, how clear and neat the work is. Especially important is the students' care to use standards of correct English usage and spelling; most mistakes of this sort are due to carelessness, not ignorance. If students are not pressed to use what they are taught in English class, then they fail to see that these standards are just that – standards that apply to all the writing they do, regardless of circumstances. If a student's work has been obviously done with careless haste, then he should have his grade lowered accordingly. Some teachers put the letters "ST" (for "standards") next to the grade at the top of the paper to signal why the grade has been lowered. IF this is done consistently at the beginning of the year, the students generally get the point.
7. Homework should be marked and returned to students within two working days after submission. This signals to the students that the teacher considers their homework important; and if it's important to the teacher, it will be important to them. Any consistent unreasonable delay sends the opposite message: that the homework has relatively low priority to the teacher.
8. It is better to give relatively brief exercises to the students but to insist that these be done very well. One technique is to give only odd numbers of problems, exercise sets, etc. for homework; the even-numbered ones can then be used for class discussion or even for tests and quizzes later.

9. At the beginning of the year, and from time to time thereafter, take the time to collect homework individually from each student as you go around the room. This immediately identifies people who failed to do the work or to do it satisfactorily. Then, on the spot, you can give a punish lesson, follow-up assignment, or any other corrective measure. This takes a little time, but it reinforces your serious determination that home assignments be taken seriously.
10. For longer, essay-type answers, you may do the following: Collect the papers at the beginning of class and then read some answers aloud to everyone exactly as written. Do not identify the writer, however. A student who has done sloppy thinking on writing (including misspellings of commonplace words) will have his deficiencies exposed to the class judgment, and sometimes derision. This is a tough lesson, but it's one that students need to learn if you do not exercise care in your writing, you appear a simpleton to your own peers, not just the teacher. This is the only instance, by the way, in which a teacher should put any student on the spot among his classmates; it is his work that is being scrutinized and judged, not his character or dignity. Hence, the importance of doing this without mentioning the person's name.
11. There are times, of course, when students simply cannot complete their assigned lessons. In such a case, the class policy should be this: In place of the homework, write a note to the teacher explaining briefly (a) why you couldn't do the work, and (b) when you promise to submit it. Later, when the work is finally submitted as promised, the student should write "LATE" up at the top. This policy is reasonable and fair all around.
12. Some courses that lend themselves to essay-type writing (i.e., homework involving multiple-paragraph answers) can benefit from the following policy: After completing the assignment, the student should put a box at the bottom of the paper in which he writes two things: the amount of time he put into the assignments (say, 40 minutes) and what grade he think he has earned. This self-evaluation reminds students that they need to exercise care and check over their work before submitting it. Teachers who have tried this have found some significant improvement in the overall quality of writing subsequently turned in.
13. The time-saving technique mentioned earlier – having students correct each other's homework – can also be applied to tests and quizzes. Have the students exchange papers at random (have them exchange a couple of times), for instance, to minimize chances for

- collusion) and put their initials up at the top – so you know who's responsible for the correction. Then go over the correct answers and collect all the papers immediately.
14. One interesting and instructive exercise, if only as a change of pace, is to have students devise questions (for homework) that can be used for an upcoming test. Tell the students that you will select several questions of their devising for the next test on the subject. Take their questions the next day and discuss in class. Then follow through as promised, using some of the better questions on your test. It is remarkable to see the quality of questions that the students come up with. And, of course in devising these questions the students are pressed to have the answers as well; this is the fine way for students to review their lessons.
 15. Pacing is important for quizzes and tests. If your course lends itself to factual quizzes (spelling, vocabulary, language, etc.), you might have this policy: our quizzes will be held each Monday and Thursday; if a holiday falls on that day, we will skip the quiz that day and go on to the next regularly scheduled one. This rhythm helps students to work steadily.
 16. Similarly, larger test should be spread out through the grading period, not bunched up toward the end. (If several courses have a bunched-up format, then the students face too many big tests toward the end of the marking period – and may do more poorly on some or all them as a result.) Generally speaking, too, it is better to avoid giving larger tests on Friday, if only because most teachers tend to do this. If you know that your students consistently get several tests on Friday, then you do them and yourself a favor by testing on some other day.
 17. It's a good idea to hand out tests personally, going from desk to desk, placing the test paper down on the desk. Then, when everyone begins at the same time and that no one has a chance to quickly check an answer with someone else while your back is turned.
 18. New teachers tend to neglect giving specific, clear directions on their tests, especially on final examinations. Take the time and care to make sure that your directions are absolutely clear. If someone other than yourself proctors the test (as in a final exam), he may not know what to tell students who are confused by unclear directions on the exam. Ideally, each test should be self-explanatory and the proctor should not have to clear up any misunderstandings.

19. Final exams lend themselves to multiple-choice questions, and these have their place in school instruction. One disadvantage these tests have is that they do not give students much leeway in explaining answers, especially if the multiple choice questions ought to adopt the following policy: if a student wishes to explain or qualify his answer choice, he should mark an arrow or asterisk next to the questions and then write an explanation on the back of the test paper. His explanation will be taken into account when the test is grade. Sometimes students will mark the “wrong” choice but their reasoned explanation shows that they really understand the lesson; or they choose two answers qualifying each in their explanation, thus also demonstrating their competence.
20. Sometimes teachers are plagued by “grade-grubbers” among their students, people who come up after a test and press to have their mark upgraded by arguing over an item. A teacher should always be reasonably prepared to change a mark in isolated instances, of course, where he might have overlooked a correct response or made some other misjudgment. But if one or more students make a habit, have a pattern, of pressing too often for reconsideration, then the teacher may resort to this policy: “I will look over your test and consider your point; but I also will check the test over for any errors or deficiencies that I may have overlooked as well. If I find these, I will re-grade the test downward. In other words, the reconsideration can cut both ways – up or down.” This generally cuts back significantly on the grubbers’ aggressiveness. And it is fair.
21. Students who fail in a given marking period need to be given some hope to be able to pass for the year and should not see their make up efforts during the next grading periods as hopeless. Teachers should give remediation throughout the year for those who show difficulty in some subjects.
22. A teacher should explain his rationale for final grades clearly to the students, but not necessarily in very fine detail. He should make clear, for instance, that QE will count for 30% of the grade, projects, LT and quizzes for 70%. Students should not ever form the impression that some significant portion of their grade derives from a teacher’s arbitrary subjective judgment. “Class participation” is such a device, but it is too vague; and it’s not entirely fair, either, since some students are temperamentally reticent in class, although their work is fine. If students sense that their grades depend significantly on their teacher’s judgment (or whimsy or even prejudice), they perceive this as unfair. As much as possible, therefore, the grade should reflect each students documentable output and performance. The marks earned on tests, quizzes, papers, and homework should lead directly to the final average.

23. To look at it another way, if a student were to ask, “What exactly do I have to do in order to earn an A in this course?” – then his teacher should be able to give a detailed, specified answer. A teacher who asks this question of himself – “What does each student need to do in order to get an A here?” will set out, in his own mind and his explanation to the class, a clear-cut set of expectations and criteria for excellent performance. As seen elsewhere in this paper, students (like everyone else) need to know what is expected of them.
24. It follows from this that disciplinary matters (tardiness, talking out of turn in class, apparent inattentiveness in class, etc.) should not directly affect a student's academic final grades. As much as possible, a teacher should distinguish conduct from job-performance in academic matters. Disciplinary infractions can and should be handled separately from the student's performance as a student. If the student sees that you are fair in this matter, you have a much better chance of correcting him effectively in matters of comporment.

Relations with Parents

1. One of the hallmarks of an excellent school is its attitude of professional service toward the school's parents – those people who have entrusted their children to the school in a spirit of collaboration toward the children's welfare, and whose financial and moral support is the school's lifeblood. The parents are the school's real professional “clients.” A good teacher sees them this way, and thus he sees his professional obligations to render service to each of the families who compromise the school's community.
2. The principal obligation, of course, is for the teacher to render high-quality instruction and personal formation to the students; these are what the parents are paying for and have a right to expect. But another obligation (one that teachers often neglect) is that of maintaining clear and reasonably frequent communication with parents. What parents want, need, and have a right to expect is information: How is their child performing and cooperating? What needs to be done, at home and in class, to build his strengths and correct shortcomings? What changes are noted (plus or minus) in school, and to what extent are his problems typical/transitory? What should the parents do over the near-term for the student's benefit, and how should they go about this task?
3. Conveying this information (and getting information back from parents as well) inevitably involves time: parent-teacher group conferences, individual meetings, notes to

and from home, phone calls. No teacher should see these merely as time-consuming distractions; they are necessary part of the job, as much a part of one's duties as preparing classes and filling out grades. If you checked to see who are the best-liked and most respected teachers in a school, you'd see that they're the people who try to maintain open communication with their students' parents, who see themselves rendering professional service to each family.

4. Actually, what parents respect and appreciate most is not necessarily the frequency or number of teachers' communications but rather the teachers' attitude – a willingness, even eagerness, to stay in touch, to hear from parents, to take time to chat with them, for the sake of the students' welfare. One of the characteristics of a real professional - in any field – is the ability to turn aside entirely from one's paperwork and give total, wholehearted attention to someone seeking a discussion; such as a professional has a high tolerance for such “distractions,” and he always puts people's needs at the top of his priorities.
5. Such a desire to maintain communication with parents, being open to hear from them, or to contact them by phone where helpful or necessary – is actually a way of maintaining quality control over one's work. A teacher who holds this attitude is pressed (or rather, presses himself) to reflect often and deeply about each of his students: how each is performing, what problems are evident, what changes are noticeable” what can be done next, etc. Without this ongoing reflection, a teacher can get bogged down in paperwork and day-to-day organizational problems, losing sight of the people whom he is serving; he can come to see his job as task-performance rather than professional service.
6. A teacher with several years' experience can convey to a great deal of practical advice and insight to parents. Bear in mind that most parents do not have much experience with children, especially children growing into adolescence, and they heed advice as well as encouragement. A conscientious teacher can thus render very valuable help to conscientious parents. He can help to form parent's attitudes and values as well, not by preaching but by conveying information: “This is what I'm teaching your son (about moral values, for instance), and this is why...”
7. Here are some guidelines for keeping open communication with parents:
 - a. Some teachers send home a note to all parents of their students at the beginning of the year. This note invites parents to call if they have a question and (very important) gives the best time for reaching the teacher during the day.

- b. When a teacher calls home, he plans to spend no more than 5-10 minutes on the phone; if more time seems to be needed, then he arranges a personal conference for later.
 - c. When he calls, the first thing he does is ask whether this is a convenient time to talk, and to talk confidentially (with no other children around at home, who might overhear the conversation).
 - d. If the student has some disciplinary problem, the teacher reports merely the fact. He does not expect the parents to handle the punishment, merely to be aware of what he is doing to correct it in school. He also reassures the parents that this correction is not a personal reflection of the student's character or his upbringing at home; the student has made a mistake (as all young people do) and thus has to take the consequences. The teacher is correcting the fault for the sake of the student's long-term welfare.
 - e. Always, without fail, the teacher ends the conversation with an invitation to the parents to "stay in touch," not to hesitate to call if they have a question or concern.
8. If a female teacher is meeting privately and alone with a student's father, she should leave the door to her office partly open. This is standard professional procedure everywhere.
9. If a parent has a serious concern especially about a school policy, direct her to talk with Management. If it concerns her child, then the teacher or mentor must take action at once, including informing Management and seeking guidance. Within two days, the parents should see either:
 - a. Action to correct the problem, or
 - b. Action to explain why the problem cannot be resolved, or resolved immediately.In other words parents should get either corrective action or at least reasonable explanation. What must not happen is that they see nothing corrective being done and they get no explanation why. Of course, some problems are insoluble, or they cannot be corrected satisfactorily in the near future; nearly all good-willed people are reasonably satisfied if this situation is clearly explained to them – that you share their concern and are doing your best. Teachers who form a habit of responding to parents' polite complaints within 48 hours, if not immediately, retain the respect and appreciation of nearly all parents.
10. Related to the above is the fact that many, if not most, parents can at times become excessively emotional and even unreasonably angry concerning some aspect of the

school's dealings with their child, This does not happen often, but it can and does happen. Therefore, a teacher may sometimes receive a call from an irate parent or have both parents come in for an interview, with one or both spouses emotionally upset. What to do? First it's helpful to remember that the parents may be right; perhaps the teacher, or someone else in the school, has done something wrong to provoke this reaction – or overreaction. Secondly, he should also realized that sometime the parent or parents are laboring under some other problem (financial, marital, professional, personal, etc.) that is unrelated to the “school problem” but is largely responsible for the irate state of mind. In other words, the teacher should not be provoked into returning the anger; rather, he should try to remain calm, recollected and understanding.

- a. If the parents call by phone, try to deflect the call: explain that you are busy at the moment and would like to talk about the problem at more length sometime later in the day, and suggest a time. By the time the second call comes in, the parent will probably have calmed down enough to have a constructive conversation.
- b. If the parents come in for an interview, give them all the time they need to vent their thought and feelings. They have “rehearsed” a sort of speech, and they need to get it out. Let them do so without interruption. After a while they will calm down (and even be a bit embarrassed by their outbursts) to the point where you can have a productive discussion. But, whatever you do, remain calm, attentive, and reasonable.

II. CLASS ADVISERS AND MENTORS

CLASS ADVISERS

Class Advisers (CA) are responsible for the academic, human and spiritual formation of the students in their advisory class. They are responsible in teaching the students courses on virtues, study habits, emotional maturity, thinking through, good manners, psychology of children, teens and adults, and lead the class in the practice of the faith like the attendance to Holy Mass, the frequenting of the sacrament of Confession or Penance, pilgrimages and floral offerings to our Lady, visits to the Blessed Sacrament, and other norms of piety. In short, they act like a second-Mom in school for the whole class.

Class advisers can assign students every CAP time to explain briefly an aspect about the virtue of the month and to give examples on how the virtue can be lived. The class can opt to practice the example given about a particular virtue.

Class Advisers can effectively do their tasks if they understand, appreciate and practice the philosophy of PAREF. It is essential that they live united with the Management and with the other teachers and staff since everyone has the same goal and is pushing the cart toward the same direction. Unity is also lived when they channel their concerns and feedback to the management to avoid falling into gossip and complaining. They make sure that feedback given are based on facts and verified, and if decisions are made, they use criteria, policies and current practices as bases. They know that their concerns and feedback will be given the attention needed.

Class advisers should be positive, patient and optimistic as regards forming the students in the virtue and in the faith. They try to see the good in their students, excusing yet at the same time correcting their defects with affection. They bank first of all in God's grace, and consider the eagerness of the students to be good and to do good, and to be formed.

Class advisers know how to manage their time well. They give example to their students on how to make good use of time and to live punctuality by starting and ending their class on time. They also train the students to live order and neatness in school, making sure that each thing is in its place. Should there be anything needing repair in the classroom/school, she informs the Administrative Head in writing so these things are given attention. Class advisers encourage the students to make notes of repair and to make the classroom and school a clean, orderly and safe place to be. They also train students to take care of little things.

Class advisers should be well-groomed and give an example of elegance in bearing, dress and speech. Inappropriate jokes, coarse language or gay lingo are avoided. They live in silence of office and keep to themselves things they learn about the students in class. The virtue of discretion is highly valued. Should there be a need to inform Management, they course these feedback through proper channels. Only those who need to know should know.

Class advisers need to be prudent in making decisions and solving problems. They should exert effort to listen well before coming up with conclusions. They try to follow this procedure: (1) to identify the issue; (2) to get the facts by investigating or verifying second-hand information; (3) to apply criteria, policy or practice with regard to the issue; (4) suggest possible options/solutions.

Class advisers should know the policies and practices of the school and the reasons for these policies and practices. They know that the formation given in school aims to help students use their freedom better, and not to curtail it unnecessarily. Hence rules are given sparingly; rather, encouragement to live virtues is stressed.

The CAs should make sure that her advisory class should consider and feel themselves as family. Hence to foster family spirit and responsibility, the class advisers assign tasks/assignments for each student e.g., inform an absent classmate what she missed, make a get well soon card or birthday card for a classmate or subject teacher, ensure order/cleanliness in a row, erase whiteboard, turn off lights when room is not in use, check attendance in a row, check reply slips etc. The CAs can visit a sick student in the hospital with the class officers if needed, and upon approval of Management. The CAs should be an example of how care and concern are lived by calling up students who are absent to know what happened to them.

Class advisers should meet with mentors—once a quarter or better more-- and give them regular feedback—limited to things observed externally-- about their mentees especially as regards how their classmates react toward each student. The CAs also get to know the parents of the students under her care especially during card-giving.

The CAs are encouraged to have a daily journal to write down the things that happened in class –both good and not-so-good e.g, feedback from teachers about the class or individual students, how the class show caring behavior to each one, how the class live respect, love for God, friendship etc. Problems, interventions are also documented.

Class advisers also take care of encouraging students in their class to attend Summer camps and activities organized by the Banilad Study Center which provides after-school activities for students. They also encourage parents to attend parent formation activities organized in school like the New Parents Educational Program, the Family Congress, parents' get-togethers, and EDUCHILD activities like "Beyond I Do", or "First Steps." They also encourage parents to attend retreats and recollections organized in school or by Banilad Study Center.

MENTORS

The mentoring program is part of the philosophy of PAREF. Each student is assigned a mentor in school to help her live the virtues and the faith and to acquire good study habits. The mentor knows that she does not "own" the students under her care, and it is the school as a whole providing formation with the help of the teachers, the office staff, the auxiliary staff, the chaplain, the security guard etc.

Mentors depend on the Associate Director for Personal Formation. In small schools, this function is normally held by the Executive Director. Hence mentors should submit reports to the ADPF/ED on a regular basis—at least once a quarter to ensure that proper guidance is given to all students. The report should be limited to observable behavior and interventions done to help the student improve e.g., study habits, friendships, responsibility in submitting tasks on time, life of prayer.

Should there be issues which are delicate, discretion is lived and only the ED is informed about it so the mentor can be properly guided.

The following are the specific tasks of a mentor: (1) chats with the mentees twice a month, (2) chats with the parents once a quarter, (3) gets inputs from teachers about her mentees e.g., study habits, work attitudes, how she lives charity or friendship etc, (4) submits a brief report to the ADPF/ED about her mentees at least quarterly, (5) participates in meetings for mentors, (6) visits or calls up families of mentees if a parent of mentee or the mentee herself is sick, (7) encourages parents to attend parent formation activities like retreats and recollections. The mentor has to LISTEN more than talk in chats. Chats with students and parents should end with agreements on the specific goal the student has to attain within a particular time period.

Chats with students normally last 10-15 mins for those in Grades 1-5 and 20-30 mins for those in Grade 6 to Grade 12. Limiting the time for chats --unless there is a special need not to do so—is also a formative tool for the students to learn how to use time well, and to realize that their mentors also have other tasks to do.

All mentees should receive the attention, care and time required without discrimination. Dedicating more time to a particular mentee even if the reason is valid should not affect the time that should be given to the rest of the mentees. It cannot happen that a mentor gets to chat with a mentee 24 times a year while she chats with another only 8-10 times a year; or if she allots 4 hours a month for one mentee and only 20 mins a month for another.

In chats with mentees, the mentor has help her mentees live human and supernatural virtues especially prudence, temperance, fortitude (not to complain), justice (responsibility in and love for work, study habits). She helps them act freely with personal responsibility, practice spirit of service at home and in school, show love and respect to authority, know and appreciate the philosophy of PAREF and the spirit of Opus Dei which inspires it. The mentor has to help her mentees develop her potential in the arts, in sports, music and friendship. Topics like their hobbies and interests, family circumstances, use of free time, readings, life of piety, house chores, worries, their fears and joys, their attitude toward school policies and teachers are discussed in the chat.

CHATS WITH PARENTS

The mentor has to prepare the chat well by getting data and inputs from teachers. The mentor has to know her mentee well and should show it. Details of good manners—being there on time as scheduled, bearing and pleasant appearance, room prepared with aircon on, ability to listen and to not interrupt the conversation, etc) should be considered.

She normally starts the conversation by saying positive and specific feedback about the mentee (e.g., daughter is very pleasant as she greets teachers, staff and classmates cheerfully or she asks very incisive and deep questions about topics discussed in class, or she is very analytical in how she sees issues etc). Giving general feedback (e.g., she is studious, or she is kind, or she is cheerful) should be avoided. Please give specifics (e.g., she studies for an hour daily, or she goes out of her way to talk with the new students in class)

The mentor also has to discuss the agreements discussed in the previous chats to ensure follow-up. She has to respect the authority of the parents regarding their parenting tasks since parents are the first educators of their children. In this way, they help the mentees NOT

to judge their parents. The mentor can suggest possible ways to help parents educate their children by providing them with readings etc.

If there is a problem and no solution is in sight, just inform the parents, that the school management will be consulted regarding the issue.

If the spouses disagree during the chat, the mentor has to try to unite the differences by focusing on the positive aspect of each opinion and giving sound and valid criteria regarding the issue.

The mentoring chat with parents is NOT a venue to give feedback or suggestions on certain things that need to be improved in the operation of the school or how a subject is taught. The mentor has to delicately inform the parents that they can channel their feedback or suggestions to the Management. The mentor always has to appear united to the school and to the teacher concerned.

The additional topics that can be discussed more in depth during chats with parents are the following: family relationship and dynamics, spirit of service, manners, discipline, readings at home like newspapers, ebooks etc, policy on internet use esp use of filter, motivation, sanctions, educating kids in chastity and sexuality, how they use their free time, means of formation and life of piety, use of money, virtues esp. industriousness, fortitude, work habits, sincerity or love for truth, discretion (not gossiping), charity, love for God.

BASIC ATTITUDES OF A MENTOR

The mentor should love all her mentees. This is the most important thing as only affection can win the trust and friendship of mentee. If a mentor feels uneasy with a particular mentee, she just has to inform the ADPF/ED so changes can be made if needed.

The mentor has to be loyal and has to talk about her mentee with delicateness as if her mentee or her parents were present when one talks about her.

She has to be discreet so information acquired should only be known to the person in charge of formation. Topics discussed in the chat should not be a topic of discussion with other teachers/staff even if a teacher had been the former mentor of the student. Mentors should be very delicate on this matter.

All mentees should feel themselves equally loved by their mentor who helps her mentees struggle to improve in an optimistic and positive manner, demanding on them in a gradual manner. Step by step, without taking it too seriously and helping them bank more on God's grace and help. The mentor needs to combine affection and fortitude to avoid falling into these extremes which are damaging to souls: being afraid to make demands because one is too good-hearted, or falling into tyranny or rigidity.

Paul VI said: "The work of evangelization presupposes in the evangelizer an ever increasing love for those whom he is evangelizing. What is this love? It is much more than that of a teacher. It is the love of a father; and again, it is the love of a mother. It is this love that God expects from every preacher of the Gospel, from every builder of the church."

The mentor should have a lot of patience knowing that formation takes time and never ends. Hence there is nothing that should surprise or shock her.

The mentor has to help her mentees behave as children of God and to live in God's presence. The mentor also acts as a spiritual guide to her mentees. Pope Paul VI said that giving spiritual direction is indispensable for the moral and spiritual education for young people. St. Francis of Sales calls the mission of guiding others "the most important of all works of advice." St. Gregory the Great refers to guiding souls as the art of arts that requires a special prudence and spiritual refinement.

The mentor knows that to help souls advance, she has to be convinced of God's goodness, and of the reality that God calls all to be saints. It is not pride to desire to be holy or be saints because this is what God wants of each of us. It is the Holy Spirit who makes people holy and we are only His instruments. If the mentor is convinced of this reality, she will be able to avoid these two temptations that nourish pride: (1) vanity of thinking that we can accomplish anything by ourselves, (2) false humility of viewing the task as totally beyond our ability.

The humility needed to direct others is shown in having continual recourse to the supernatural means—prayer and sacrifice. We must ask and beg God for the grace to do this task well. Those who act as spiritual guides should be diligent in cultivating their own interior life or life of prayer. They have to seek light from our Lord in the Blessed Sacrament, and be docile to the inspirations of the Holy Spirit.

This humility of knowing oneself as an instrument is also shown in always rejecting, at least in one's heart, any praise received, immediately directing it to God. A humble mentor knows

that she is just the brush the Artist uses to come up with a work of art. Some mentees can write us or tell us out of gratitude: “How well you have understood me.” or “How well you have helped me.” The best reply is to teach our mentee to direct her gratitude to God alone, although sometime when it is not the right moment, we just have to let it pass. As souls advance in the spiritual life, they will learn not to praise the one guiding them, and will come to distinguish gratitude which is a Christian virtue from fostering another's pride.

The mentor also does not feel offended or hurt if, for whatever reason, she has to discontinue guiding a soul. It would be a bad sign if the person giving advice thought that only she knew how to help that person.

Union with God leads the mentor to see the best in those she is guiding. When a person is close to God, she more easily sees the positive qualities, the great possibilities that people have for being holy. But if one neglects one's own interior life, it is so easy to focus on other's defects and mistakes, and it becomes more difficult to draw souls upward towards God.

The people the mentor is guiding should be the frequent theme of her prayer. The mentor speaks to God in prayer about each one—what should be her new point of struggle, or how to help her in her present life situation,— asking for the graces each one needs to do good and overcome temptations. Only on prayer can we get to know our mentees better. Mentors can be consoled with these words of St. Augustine: “ If you heart is filled with charity, you will always have something to give.”

III. CLASSROOM GUIDELINES AND ACADEMIC POLICIES

Part I. Teacher Guidelines and Responsibilities

I. The Class Adviser

- Learn by heart the **school vision and mission statements and motto**
- Read and understand the students' handbook carefully. If you have any questions, ask the Director for Personal Formation/Executive Director
- Read and study Class Advisory Modules. Discuss the lessons and carry out activities during Class Advisory Period. Send copies of student's output to the mentors. Submit report on use of modules.
- Give regular updates to Director for Personal Formation/Executive Director, at least once in two months about the class for possible interventions. Sensitive and urgent matters should be told to Executive Director right away,

A. Summer Preparations:

1. Decorate your Bulletin Board with the Virtue of the Month, Quarter Corner, Calendar of Activities, and Birthday Corner.
2. There will be no other decoration placed in the classroom. **Double-sided tape, scotch tape and packaging tapes are discouraged from use** in order to protect the paints on the wall.
3. Prepare the **class list, checklist of students' school materials, nametags, cubbyholes/locker labels, seat plan and labels for seats, labels of designated areas for bags, brooms and dustpans, etc.**

B. On the First Day of School:

1. The following should be visible in your classroom on the first day of school:
 - **Corkboard** by the door, which contains the **alphabetical list of students and class schedule.**
 - **Nametags** for students, **seat label**, and **class number labels on the cubbyholes/lockers**
 - **Seat plan**
 - **Desk calendar**
 - Bulletin board with the following: **Virtue wall, classroom helpers, assignment and diary tags, virtue and motto tags, star chart** (for grade school), and **Monday assembly assignments** (for high school)
2. Be in the classroom **5 minutes before the bell rings.**
3. Welcome your students and show them their seats.
4. Welcome and greet parents who may be around.

5. Introduce new students and encourage the old students to be friendly. Assign 2-3 students as buddy or support to new students.
6. Prepare a **Getting to Know You** game to break the ice.
7. Inform the students of any changes in the physical set-up of the school.
8. Inform the students of their subject teachers.
9. Inform the students that their class schedule is available in the school's website.
10. Discuss the **Students' Handbook** especially regarding **absences, tardiness, uniform, discipline, sanctions for offenses**, etc. Inform the students that the handbook is available in the school's website.
11. The first day of class is a half-day. The students are dismissed at 11:30.

C. Daily Responsibilities

1. Check **attendance for the day, grooming, and uniform**.
2. Collect electronic devices in the morning as these pose as distractions to students. Keep in a safe place in the faculty room preferably under lock and key; return during CAP in the afternoon. Do not allow the students to return to avoid loss. Only advisers can release the gadgets during class hours, should the student have an urgent need for it.
3. Collect and record tardy slips. Monitor tardiness and give feedback to mentors (FOS) and parents after the third tardiness in a quarter.
4. Check diaries in the morning (for any communication from parents) and sign them at the end of day.
5. Show correspondence in the diary (if there is any) to the faculty concerned.
6. Collect replies slips.
7. Update the class calendar for any changes in schedule (academic or non-academic).
8. Help students memorize and recite all the prayers for the day.
9. Help students memorize and recite the following:
 - **Lupang Hinirang**
 - **Panatang Makabayan**
 - **Panunumpa sa Katapatan ng Watawat**
 - **School's Vision-Mission**
 - **School's Motto**
10. Give out and briefly discuss any memo from the school.
11. Document student's classroom or campus conduct (positive or negative) to give feedback to mentors. Make FOS (feedback on student) a regular habit.
12. Observe and maintain order and cleanliness in the classroom.
 - Remind and monitor the class cleaners.
 - Spot-check lockers/cubbyholes and common classroom areas.
13. Remind the class of the following:
 - Manners and social graces
 - Work Habits
 - Respect for authority.
 - Living the virtue of the month.
14. Have a detail for those celebrating birthdays and those who attained achievements.

15. Ensure that students maximize supervised study period.

D. Monthly Responsibilities

1. Change or update the monthly calendar
2. Update the birthday corner (if birthdays are displayed by month)
3. Initiate the monthly clean up of the room.
4. Update classroom decors as the season changes (example: first days of school, Buwan ng Wika, Rosary Month, Christmas, New Year, Valentines, etc.)
5. Update the Class Register

E. Quarterly Responsibilities (*see details under Academic Policies*)

1. Prepares and releases the Mid-Quarter Student's Progress Report.
2. Makes the necessary preparations for Quarterly Exams (QE):
 - QE coverage
 - QE schedule
3. Submission of quarterly class attendance to the registrar.
4. Follow up registrar on the consolidated grade sheets before deliberation. Make sure sheets are signed by the subject teacher and subject head. Deliberations can be done of subject heads have signed grade sheets.
5. Attend and take charge of class advisory deliberations.
6. Double check grade sheets with a co-teacher. If all entries are correct, advise registrar that grade sheets are ready for input in the report card.
7. Submit a list of awardees and report of failures to the registrar's office.
8. On the third quarter, submit a summary report of students in danger of failing a subject (average below 78%) to the registrar.

F. During Special Events and School Activities

1. Attend Parent Coordinator (PC) Meeting. Plan and coordinate with them regarding school events/activities (venues, food, etc).
2. Attend Parents' Get-together
3. Coordinate and supervise students during the following activities:
 - Buwan ng Wika
 - Mother-Daughter Seminar
 - Father-Daughter Seminar
 - Class Mass
 - Floral Offerings
 - Living Rosary
 - Pilgrimages
 - Christmas Presentation
 - Academic Week and UN Day
 - Family Day
 - Outreach Program (coordinate with Outreach Coordinator)
 - First Communion (for Grade 2 Adviser)

- Confirmation (for Grade 8 Adviser)
 - Graduation (for Grade 6 and Year IV advisers)
4. Make notes of experience for each activity and submit to the head of the activity for event evaluation.

G. Year-End Responsibilities (*see details under Academic Policies*)

1. Check and consolidate the grade sheets.
2. Make the Report on Promotions
3. Make the Permanent Record
4. Attend and take charge of class advisory deliberation.
5. Make the list of awardees and submit to the registrar.
 - Quarter Awardees (Certificate)
 - Year-End Awardees (Medal)
 - Subject Excellence Awardees (Medal for Grades 1 to Year III)
 - Subject Achievement Awardees (Medal for Year IV)
6. Ensure student clearance is done.

H. On Student's Planned Absence (*see details under Academic Policies*)

1. Facilitate parent's request for planned absences of students.
2. Keep a copy of request in file.

II. Responsibilities of a Subject Teacher

A. On the First Day of School

1. Go around the classrooms and introduce yourself to the students (especially for new teachers or for first-time-batch handling/teaching for old teachers)
2. Get to know the students.

B. First Meeting

1. Prepare a game or activity
2. Give an overview of the subject, the activities, expectations, and requirements.
3. Give the Topic Outline:
 - Primary:
 - Give a copy to each student to paste on the first page of the quarter in her notebook. Countersign entry.
 - Intermediate and High School:
 - Let each student copy the topic outline on the first page of the quarter in her notebook. Countersign entry.

Note: Remind students to inform their parents that topic outlines can also be viewed in the school's website.

C. Daily Responsibilities

1. **Start and end the class on time.** Make the classroom ready for the next teacher.
2. Mind always the **classroom procedures** and classroom **order and management**.
3. Integrate **Virtue of the Month** in lessons.
4. Check notes from the parents in the diary. If there are any, show the note to the SH.
5. Check all the necessary requirements especially homework and assignments.
Document by writing on the diary what are observed (example: no assignment, no materials for activities, incomplete work, etc.) Report or make FOS whenever there are incidents of academic or behavioral problems of a student especially when incident/behavior is observed more than once. You may also write a note to the parents in the diary.
6. Be available for consultation with students during **Supervised Study Period (SSP)**
7. Prepare activity sheets at the end of each lesson. A seatwork can be given as a formative assessment of the students.
8. Plot assessments, activities, and project deadlines on the **classroom calendar** for proper distribution of student load/activities.
9. Write Feedback on Student (FOS) for the good deeds particular students do (e.g. helped tutor a classmate; helped clean room; always submits homework on time; etc.)

D. Weekly Responsibilities

1. Submit lesson plans to SH.
2. Always have a quiz before the end of the week.
3. Friday afternoon is set as academic consultation with parents. Make yourself available for scheduled meet.
4. For grade school teachers, prepare bell work.

E. Monthly Responsibilities

1. Submit monthly plan to SH. Assess monthly plans for the subject.
2. Attend department meetings.
3. Inform Subject Head if planned content has been carried out. If not, suggest intervention.
- 4.

F. Quarterly Responsibilities

1. Submit quarterly plan to the SH.
2. Review the topic outline at the end of the quarter to plan for topics for the next quarter. Topic outlines should be given to the students and made available in the school's website on the first day of the quarter.
 - On making Topic Outlines:
 - Write the topics with the possible page number from the book
 - Require realistic projects; indicate deadline of submission
 - Double check topics given can be discussed within the specific quarter.
3. Fill out **Mid-Quarter Student's Progress Report** on time and **do not delay routing**.

Have proper knowledge in filling out the forms (especially new teachers). For students with low marks, fill out the table by indicating the marks/grade under the specific field.

4. Observe the timetable set by the registrar in preparation for card release.
 - Submit grades to the registrar on time.
 - Check print out before deliberations; sheets should have been viewed by the subject head. Coordinate/discuss with subject head any marks she indicates on the sheet. If none, countersign the sheet.
 - Encode the Personal Development Grade (PDG) of each student for the quarter in the class PDG sheet.
5. Attend deliberations.
6. Submit to Associate Director for Academic Standards through Subject Head monitoring of content/topics discussed by comparing topic outline with outcome.

G. During Special Events and Activities

1. Coordinate activities for your subject area. Attend meetings and planning sessions for the event.
2. Assist Class Adviser in rehearsals, decorations, requisitions for materials, etc.

H. Year-End Responsibilities

1. Observe the timetable set by the registrar in preparation for year-end evaluation.
 - Submit grades to the registrar on time.
 - Check print out before deliberations; sheets should have been viewed by the subject head. Coordinate/discuss with subject head any marks she indicates on the sheet. If none, countersign the sheet.
 - Encode the Personal Development Grade (PDG) of each student for the quarter in the class PDG sheet.
2. Attend deliberations.
3. Attend **Graduation** and **Recognition** rites.

III. Other Guidelines to Consider

A. Professionalism in the Workplace

1. Be conscious with time.
 - Come to school early
 - Begin and end your class on time
 - Attend meetings on time
2. During school activities, stay for the entire duration of the event.
3. Show respect for the persons in authority (in asking and answering questions)
4. Show care in the use of school property
 - Last person to use the computer must shut it down and unplug the routers and wires before leaving.
 - Computers in the Library and Computer laboratory are for researches and emergency emails only, not for social networking sites.

5. Wear the correct uniform for the day. Inform SH of the reason if you are unable to comply.
6. For unclear activities or procedures, clarify with the SH, not with a co-teacher so as to avoid confusion.
7. Observe and maintain orderliness in your cubicle or table. Always leave your area neat at the end of the day. Avoid stacking unnecessary materials especially papers.
8. In answering a phone call, anybody who is free is requested to answer the phone. Be polite at all times.
9. When using school property, make the necessary request (fill up the proper forms) at least a day before use. Log issued materials whenever possible.
10. When getting materials from the steel cabinet, ask permission from person in-charge before taking anything out.
11. Observe proper use of the comfort room. Clean as you go.
12. An employee never stays alone with a student in an isolated place in the school and in out-of-school activities, mentoring chats and other one-on-one interviews\ with students are held in open space or in room with glass panel or with the door left open.

B. Personal Formation

1. Everyone is required to attend doctrine classes given by the chaplain, and to take advantage of his presence for confession and spiritual direction.
2. Live the core values of PAREF:
 - **Respect**
 - **Responsibility**
 - **Concern for Others**
 - **Love for God**
3. Each one of us should have the commitment and concern for the students and our work.

We should know each one of our students but avoid being too familiar with them. We avoid any type of close personal relationship or familiarity between a school employee and a student that may be deemed unprofessional such as excessive personal attention outside of school. All electronic communication done by an employee with a student must be for educational reasons only, and not for any personal reasons, and only through school-approved electronic methods (school email, school-sponsored teacher website, school websites, etc) except when she has an explicit consent of parents. Activities organized by accredited organizations like Banilad Study Center or Educhild are encouraged by the school because of the alignment in philosophy and goals but these activities are not official school activities. School personnel who help in the activities of these accredited organizations do so in their own personal capacity.

C. Other Procedures

1. Corrections from the SH should not be taken personally, rather they should be viewed in a positive way. These are not to put you down but to help you improve in your professional life.
2. Using the school forms. Your immediate head should countersign all forms before it is processed.
 - Teacher's Leave form (for half day, whole day, or scheduled leaves)
 - Notice to Leave Work (in duplicate. For under time (non-school matter) or when leaving the school premises for school matters)
 - Request for Use Form (in triplicate. for use of school facilities or materials)
 - Requisitions (in duplicate. for materials to be purchased by the school)
 - Cash Advance or Check Request Form (for requests greater than P1000)
 - Petty Cash (available with the cashier. For requests equal to or lower than P1000)
 - Liquidation Form (must be made as soon as purchases have been completed. Submit the completed form to the business office together with the receipts)
 - Notice to the School Guard (for students leaving with another student or leaving the school premises during school hours)

Part II. Academic Policies:

1. Classroom Guidelines

a. Teacher-Student Classroom Contact Time

- Start and end the class on time.
- No class should be left unsupervised.
- Make the classroom ready for the next teacher.
- Know and carry out classroom procedures and classroom order and management.
- Prepare activity sheets at the end of each lesson. A seatwork can be given as a formative assessment of the students.
- Plot assessments, activities, and project deadlines on the **classroom calendar** for proper distribution of student load/activities.
- For grade school teachers, prepare bell work.
- Always have a quiz before the end of the week.

b. Supervised Study Period (SSP)

- Be available for consultation with students during SSP. Teachers should make sure students take advantage of this moment to work on their homework or consult with the teacher regarding lessons learned.

c. Communicating with Parents

- Check the diary daily for notes from the parents. If there are any, show the note to the SH. Don't hide parent's concerns from your SH.
- Avoid using loud-colored pens when answering to parent's concern in the diary.
- Friday afternoon is set as academic consultation with parents. Make yourself available for scheduled meet.

d. Feedback on Student's Classroom Performance

- Check all the necessary requirements especially homework and assignments. Document by writing on the diary what are observed (example: no assignment, no materials for activities, incomplete work, etc.)
- Report or make FOS whenever there are incidents of academic or behavioral problems of a student especially when incident/behavior is observed more than once. You may also write a note to the parents in the diary.

e. On Student's Planned Absence

1. The Class Adviser prepares the **Student's Leave of Absence Form in duplicate** and sends to the parents to fill out.
2. She then routes the request to the teachers for their recommendation.
3. The form with teachers' recommendations is sent to **ADAS** for approval.
4. Once approved by ADAS, the Adviser keeps one copy in file and sends the other to the parents for their copy.

2. Test Administration

- a. Provide copy of questions to the students
- b. Make sure that the room is suitable for the exams (keep all things not needed during the test, proper distance of desks/chairs, etc.)
- c. Return checked test papers at least 3 days after it was given.
- d. Observe the following when giving out assessments
 - 1. Quiz**
 - Primary: 10 to 20 items
 - Intermediate and High School: 15 to 30 items
 - No less than one quiz per week.
 - Write the correct answer on the student's test paper when checking.
 - Return checked results to the students within 3 days from date given.
 - 2. Long Test**
 - Primary: 40 to 70 items
 - Intermediate and High School: 60 to 100 items
 - At least two Math and Science tests per quarter.
 - After checking papers, fill out test results form and submit to the SH.
 - Write the correct answers on the student's test paper when checking.
 - Return test results to the students within 3 days after the test was given
 - 3. Quarterly Exam**

- Primary: 75 to 100 items
- Intermediate and High School: 80 to 120 items

3. Scheduling of Long Test, Quizzes, and Homework per class per day

Level	Long Test	Quizzes	Homework
Primary Grades 1 to 3	2	1	None
	1	2	2
	None	3	None
Intermediate Grades 4 to 6	3	None	None
	2	1	None
	1	2	2
High School Grades 7 to Year IV	3	None	None
	2	1	1
	1	2	2

Note:

- a. No quiz or LT for Primary Levels on Mondays.
- b. Math and Science will have the LTs on the 4th and 8th week of the quarter.
- c. Math and Science should not be scheduled on the same day.

4. Schedule of Quarterly Exams

Level	First Day	Second Day	Third Day	Fourth Day
Grades 1 to 8	Religion	Math Reading	Science Language	Civics Filipino
Grades 9 to year III	Religion Minor Math	Major Math Literature	Science Composition	History Filipino
Year IV	Religion Philosophy	Math Literature	Science Composition	Economics Filipino

Note:

- a. For levels with Health, exam can be given a week before the QE schedule or during the last meeting for the quarter.
- b. For Music, Art, PE, HE or HELE, and Computer, practical exams can be given during the last meeting for the quarter.

5. Test Procedures

a. Scheduling Assessments

- Plot schedule on internal faculty calendar
- Announce a week before.

- Make sure schedule is written down in the diary and pointers in the assignment notebook. Countersign entries.

b. Drafts

- Must be submitted for review to the SH at least 3 days before the exam schedule
- Drafts can be emailed. For hard copies, drafts should be printed on recycled bond papers, or back to back. Print on toner-save.
- Provide answers to the items.
- Indicate the schedule of the exam.

c. Pointers for Long Tests

- Pointers should be given to the students on the same day when schedule is announced
- Make sure the schedule is written down in the diary and the coverage is written down in the assignment notebook. *For Grades 1-3, print out coverage and must be pasted in the assignment notebook.* Countersign entries.
- Indicate the pages of the book especially if the topics are not in sequence or if the topics do not have the same title as those of the book.

d. Preparation for Quarterly Exams

1. Primary Level:

- Adviser collates quarterly exams coverage from subject teachers two weeks before exam date.
- Subject teachers are to input the coverage in the class adviser's file.
- Adviser prints out complete coverage and gives a copy to each student to paste in the assignment notebook a week before exam date. Advisers should check and countersign entry.
- A copy of the QE schedule is also given out a week before the exam and pasted in the diary. Advisers should check and countersign entry.

2. Intermediate and High School Level:

- Subject teachers must release QE coverage at least a week before exam date. Students copy the coverage in their assignment notebook. Subject Teachers must check and countersign the entries.
- Advisers post in the classroom the QE schedule at least a week before the exam. Advisers must make sure the students copy the said schedule in their diary.

6. Proctorship (Quarterly Exams)

a. Scatter the seats of the students.

For High School students, each will be assigned to a room. The class adviser will announce the room assignment on the 2nd day of the exam, and the seat plan will

be posted on the board on the same day as well. Proctors should make sure students sit in their designated seats.

- b. Check that all unnecessary things are kept away from the student. All bags and belongings should be placed either below the white board or at the back of the classroom, away from their seats.
- c. After distribution, remind the students to check whether they got the correct exam paper with complete number of pages.
- d. Remind the students to read and follow instructions.
- e. If there are valid questions from the students, answer them. If you can't, the subject teacher can be called to answer the student's questions.
- f. Be mobile; roam around the room to check on each student.

7. Out of School Competitions

- a. Groups of students will be groomed for the events that they will be joining at the start of the school year. Some teachers will be tapped to train the qualified students.
- b. A student can be given an exemption only on the subject related to the contest she is joining.

IV. 2010 MANUAL OF REGULATION FOR PRIVATE SCHOOLS-PERSONNEL**F. PERSONNEL**

Section 62. School Recruitment Policy. Each private school shall have a policy on recruitment, selection and appointment of its school personnel, subject to the salary and qualification standards and other conditions of employment as provided for by law in this Manual, and such other regulations issued by the Secretary.

Every private school shall promote the improvement of the economic, social and professional status of all its personnel.

In recognition of their special employment status and their special role in the advancement of knowledge, the employment of teaching and non-teaching academic personnel shall be governed by such rules as may from time to time be promulgated in coordination with one another by the Department of Education and the Department of Labor and Employment.

Conditions of employment of non-academic, non-teaching school personnel, including compensation, hours of work, security of tenure and labor relations, shall be governed by the appropriate labor laws and regulations.

Section 63. Probationary Period; Regular or Permanent Status. A probationary period of not more than three years in the case of the school teaching personnel and not more than six months for non-teaching personnel shall be required for employment in all private schools. A school personnel who has successfully undergone the probationary period herein specified and who is fully qualified under the existing rules and standards of the school shall be considered permanent.

Section 64. Security of Employment. Stability and Security of employment shall be assured all private personnel as provided for under this Manual and other applicable laws. School personnel shall be provided with a contract or appointment in accordance with their employment status in the school.

Section 65. Labor Organization. The recognition of labor organizations in any school shall be governed by the provisions of the Labor Code and subject to regulation and supervision by the Department of Labor and Employment.

Section 66. Full-Time and Part-Time School Employment. As a general rule, all private schools shall employ full-time school personnel. An applicant shall be eligible for a full-time employment in a private school whenever he has the minimum qualifications prescribed in this Manual, has no other remunerative employment requiring regular working hours elsewhere, and whose services to the extent of at least eight hours during each working day are available during the entire time the school operates.

The employment of part-time school personnel shall be reckoned in terms of the needs of the school and/or the availability of qualified applicants.

Section 67. Full-time and Part-time School Personnel; Ratio of. The ratio in the employment of part-time and full-time school teaching personnel in all private schools shall be issued through regulation by the Secretary, based on the nature of the course-offerings, qualifications for teaching, and full-time equivalents, among others.

The ratio in the employment of school non-teaching personnel, except the school head and other school supervisory officials, shall be determined by each private school on the basis of the nature as well as needs of the services therein.

Each private school shall keep official records of all its school personnel.

1 <http://deped.net/2010-manual-of-regulations-for-private-schools-personnel.html>

Section 68. Rights of School Teaching Personnel. Subject to the limitations prescribed by law and the school policies and regulations, the rights of a teaching personnel of a private school shall be:

- a. To be respected in his rights as a teacher and as a citizen by his school superiors, peers, and students;
- b. To be formally apprised of the specific terms and conditions of his employment, and to be paid his salary and other benefits as they become due and payable;

- c. To be secured in his employment in the school after he has successfully passed the prescribed probationary period therein;
- d. To determine and give the ratings of his students with objectivity and guided by the norms of the teaching profession;
- e. To bring to the attention of the proper school authority any matter affecting his employment in consonance with fairness, justice, and ethics;
- f. To impose reasonable disciplinary action or sanctions on minor cases of misbehavior of students during the class hours, or, during non-class hours when he is officially designated or appointed as a school representative;
- g. To seek the truth, to inquire, discover, publish, and teach the truth in his area of competence, without undue interference, except as may be imposed by the ethics or standards of his discipline;
- h. To be formally informed of his performance rating at least once every school term, based on the generally accepted evaluation techniques and procedures, and in the event of adverse findings, to be afforded a reasonable time within which to improve himself in his performance;
- i. To be informed of any complaint against him, to be heard by himself or by counsel in any administrative investigation, to present evidence for his defense, to confront and cross-examine witnesses, to be informed of the decision, and to appeal to proper authorities;
- j. To form, or join, or not to join, organizations for the advancement of his professional as well as economic interests as may be recognized by the school administration;
- k. To pursue higher formal studies in line with the approved programs of development of the school; and
- l. To recommend changes in the policies, programs, organization and management of the school.

Section 69. Duties of a School Teaching Personnel. Subject to the limitations prescribed by law and the school policies and regulations, the duties of a school teaching personnel of a private school shall be:

- a. To teach subjects or perform school assignments effectively, observe regular attendance in his work, and give fair and just ratings to his students on the basis of prescribed standards;
- b. To recognize and respect the rights of his school superiors, co-workers and students;
- c. To teach by precepts and example in terms of excellence and personal integrity;
- d. To refrain from discussing matters outside the scope of his course or discipline inside the classroom;
- e. To broaden and update his competence through reading professional and scientific publications and journals, and when appropriate through purposeful participation in local and national meetings, seminars, conferences, workshops, and other similar fora;
- f. To share his expertise toward the expansion of the frontiers of knowledge in his profession through researches, creative writings, and active participation in professional and educational conferences;
- g. To assist in every way feasible the school administration and his co-workers in all activities aimed at improving and strengthening the operations and programs of the school;
- h. To conscientiously fulfill the terms and conditions of his employment for the period of time agreed upon and to give the school administration a reasonable time to assign his replacement when he decides to terminate his relationship with the school;
- i. To avoid any professional or personal action or activity which may result in economic loss or legal and social embarrassment of his/ school;

- j. To state clearly, when giving out public statements, whether he speaks as an official representative of his school or as an individual citizen; and
- k. To enforce the reasonable rules, standards, and policies of his school with objectivity and to maintain at all times good discipline among his students inside or outside the classroom.

Section 70. Minimum Qualifications of a School Teaching Personnel.

The school teaching personnel in pre-school, elementary and secondary level of basic education in all private schools shall possess appropriate educational qualifications and must pass the Licensure Examination for Teacher (LET).

- a. The minimum educational qualification for school teaching personnel in the kindergarten and elementary levels shall be a bachelor's degree in education.
- b. The school teaching personnel in the secondary level of instruction shall have the following minimum educational qualifications:
 - 1) For academic subject – a bachelor's degree in education, or equivalent, or a bachelor's of arts, with such additional number of professional education subjects as may be required, to teach largely in their major or minor fields of concentration.
 - 2) For vocational subjects – a graduate of any bachelor's degree, with knowledge of the vocational courses to be taught.

Section 71. Appointment of School Personnel. The selection and appointment of school personnel shall be the responsibility of the governing board of each private school. The designation, qualifications, salary rate, date of effectivity, and other terms and conditions of employment shall be specified in the appointment or contract of each school personnel in accordance with the provisions of this Manual, or its implementing rules, and the policies and standards of the school. The appointment or contract of each school personnel shall be signed by the school head, or his duly authorized representative, and the school personnel concerned.

Section 72. Contract or Appointment. All school personnel shall be given each a contract or appointment, as the case may be, which shall define in specific terms the stipulations and conditions of employment with the private school in accordance with law, school

policies, and the provisions of any applicable collective bargaining agreement. School personnel under temporary status shall each be provided with a written contract, with a period of at least one school term which may be renewed for a similar period subject to the agreement of the parties. School personnel under permanent status, either part-time or full-time, shall each be provided with a written appointment for an indefinite period which shall be deemed subsisting and effective, unless otherwise terminated in accordance with law and the existing rules and policies of the school.

The contract or appointment signed and acknowledged by the parties in the event of any dispute relative to the terms and conditions of employment shall be taken as the law between them, unless the agreement is contrary to law, public policy, morals, or good customs.

Section 73. Transfer of School Teaching Personnel. It shall be prohibited for any school teaching personnel, whether temporary or permanent, to terminate his employment, desist from complying with his written commitment, or transfer to another school during the school term or during the effective period of his contract or appointment, except when the termination, desistance, or transfer has the prior approval of the school head or as allowed in this Manual. It shall likewise be prohibited for any school teaching personnel, whether temporary or permanent, to teach in another school, unless such employment has the prior approval of the school head of the school wherein he is regularly employed and subject to the limitation on subject-load.

Any violation of this provision shall subject the erring school personnel to such appropriate disciplinary sanctions as may be imposed by the private school in accordance with such regulations as may be prescribed by the Secretary, and without prejudice to any right of action of the school as provided for by law.

Section 74. Grievance Machinery. Every private school shall provide for amicable internal procedures or remedies, including provisions for voluntary arbitration, as a preferable measure in the settlement of any issue, dispute or grievance arising from employment relations.

Section 75. Removal, Reduction in Salary or Suspension of School Personnel. Removal, reduction in salary, or suspension without pay of school personnel under permanent status of private school shall be for cause and after due process as provided for in this Manual, its implementing rules, and the policies and regulations of the school. Any

removal, reduction in salary, or suspension without pay of school personnel under permanent status in violation of the provisions of this Manual shall be null and void.

Removal, reduction in salary, or suspension without pay of school personnel under temporary status shall be subject to such regulations as may be promulgated by the Secretary to prevent circumvention of the right of such personnel to be secured in their employment as defined in their agreements. Any temporary school personnel who has been removed in violation of the regulations issued by the Secretary, or as provided for in the school rules, or in any applicable agreements, may be reinstated or paid his back salaries computed from the time it was withheld from him and for the rest of the period provided for in his contract, at the option of the school.

Section 76. Termination of Employment by the School Administration.

School personnel of private schools under permanent status may be removed, reduced in salary, or suspended without pay for the following causes.

- a. Dishonesty, fraud, or willful breach of the trust reposed in him by the school through its duly constituted authorities;
- b. Oppression, or commission of a crime against the person of school officials, students, or any other component elements therein;
- c. Misconduct which directly or indirectly affects the integrity of the school;
- d. Neglect of duty, or inefficiency;
- e. Notoriously disgraceful or immoral conduct;
- f. Violation of Reasonable school rules, or willful disobedience of a reasonable order of the school authorities in connection with his work;
- g. Improper or unauthorized solicitation or collection of contributions from, or selling of tickets or materials, to students and school personnel;
- h. Conviction of a crime involving moral turpitude; or

- i. Other causes analogous to the foregoing as may be provided for in the regulations prescribed by the Secretary, or in the school rules, or in collective bargaining agreements.

Section 77. Safeguard in Disciplinary Procedures. School personnel employed under permanent status in all private schools shall enjoy the following safeguards in any disciplinary proceedings against them, which may result in suspension without pay, reduction in salary, or termination of employment:

- a. The right to be informed in writing of the specifications of the complaint;
- b. The right to answer in writing the complaint;
- c. The right to speedy disposition of the case and full access to the evidence;
- d. The right to defend himself, or through counsel of his choice, with adequate time for preparation of his defense; and
- e. The right to be informed of the decision in writing and to appeal to proper authorities.

Section 78. Period of Appeal. School personnel under permanent status in all private schools who are removed, reduced in salary, or suspended without pay as a result of a disciplinary proceeding may appeal to the Secretary or his duly authorized representative, within fifteen days from the date of receipt of a copy of the decision. In the absence of an appeal in writing within the reglementary period herein provided, the decision of the school shall be final and executory.

Section 79. Limitation of Penalty. In meting out sanctions, penalties shall be imposed for like offenses, and no private school personnel shall be penalized more than once for the same offense. An admonition or a warning shall not be considered a penalty.

Section 80. Preventive Suspension. The school head of a private, school may preventively suspend a school personnel who is under investigation, if the charge against him involves dishonesty, oppression, grave misconduct, neglect in the performance of duty, or if there are strong reasons to believe that he is guilty of such charges which

would warrant his removal from the school. Preventive suspension of school personnel shall be exercised on the grounds and in the manner provided therein.

A preventive suspension without pay, imposed upon any school personnel shall not be more than sixty days. After the expiration of such period, he shall be reinstated, or his suspension shall continue with provisional pay; provided that when the delay in the disposition of the case is due to the fault, negligence, or petition of the school personnel himself, the period of delay shall not be counted in computing the period of suspension herein allowed.

Section 81. Summary Proceeding. Subject to compliance with the requirements of due process, and the requirements that the Secretary may impose, the procedure for disciplinary action against a school personnel may be summary in nature.

Section 82. Termination of Employment by School Personnel.

a. Except as otherwise provided for in this Manual, a school personnel may terminate without just cause his employment in a private school by serving a written notice on the school head at least one month in advance. The school upon whom no such notice was served may hold the school personnel liable for damages.

b. A school personnel may terminate his relationship with a private school without serving any notice for any of the following causes:

- 1) Serious insult on his honor and person by the school or its duly authorized officials;
- 2) Inhuman and unbearable treatment given him by the school or its duly authorized officials;
- 3) Commission of a crime or offense against his person or any of the immediate members of his family by the school or its duly authorized officials; or
- 4) Other causes analogous to the foregoing.

Section 83. Disease as Ground for Separation. A private school, through its chief executive officer, may terminate the service of any school personnel who is found to be suffering from any disease and whose continued employment is prohibited by law or its prejudicial to his health as well as to the health of students or co-workers. In addition to

other benefits as provided for by law, a school personnel who is removed from the school under this provision shall be paid separation pay equivalent at least to one month salary or to one-half month salary for every year of service, whichever is greater, a fraction of at least six (6) months being considered as one whole year.

Section 84. Reduction of School Personnel. Whenever reduction of school personnel becomes imperative in a private school due to unavoidable or unforeseen circumstances beyond the control of the school administration, or in case of voluntary closure or phasing-out of the school or of any of its programs, the school personnel in the same group or class of positions shall be reasonably compared in terms of relative fitness, efficiency, educational qualifications, and length of service and those found to be the least qualified shall be separated. The termination of employment under this Section shall entitle the school personnel affected thereby to separation pay equivalent to one month or at least one-half month salary for every year of service, whichever is higher, a fraction of at least six months being considered as one whole year.

Section 85. Involuntary Closure of School. The closure of a private school or course for cause as provided for in this Manual, or the cessation of operation which is found to be illegal or in violation of the regulations prescribed by the Secretary, shall entitle the school personnel affected thereby to separation pay equivalent to one month salary or to at least one-half month salary for every year of service, whichever is higher, a fraction of at least six months being considered as one whole year, and without prejudice to reinstatement or loss of seniority rights, at the option of the school personnel, in case of the reopening of the school.

Section 86. When Employment Not Deemed Terminated. A bonafide suspension of the operation of a private school or course for a period not exceeding one school term or the fulfillment by a school personnel of a military or civic duty shall not terminate employment. In such cases, the school shall reinstate the school personnel concerned to his former position without loss of seniority rights if he indicates his desire to resume his work not later than one month from the resumption of the operation of the school or course or from his relief from the military or civic duty.