

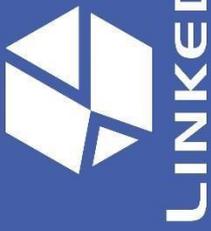


STAFF HANDBOOK

2021-2022

August 2021 EDITION

CAMPUS MAP



LINKED



- MH - 综合楼
- AQ-1 - 教学楼1
- AQ-2 - 教学楼2
- AQ-3 - 教学楼3
- AQ-4 - 教学楼4
- MPC - Multipurpose Sports Center - 综合体育中心
- MPC - Multipurpose Commons - 多功能中心
- Art&Design Center - 艺术设计中心
- Aquatic Center - 水上体育中心
- Residence Hall A - 学生宿舍A栋
- Residence Hall B - 学生宿舍B栋
- Sr Residence Hall A - 学生公寓A栋
- Sr Residence Hall B - 学生公寓B栋
- Staff Residence C - 教师公寓C栋
- Staff Residence D - 教师公寓D栋

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Introduction

The staff handbook is intended as a guide and support for teachers in school and working online as to who-is-who and to general procedures and processes in place at ULink College. It is not an exhaustive encyclopedia of everything in school. This year's edition has been modified based on anticipating the possible need for some continuing or emergency online learning for students on campus or off campus. Teachers are expected to familiarize themselves not only with the information in this handbook but also the information from the Student-Parent Handbook, your contract, and official school policies available via the school's staff landing page. Set your laptop so that the landing page is the first thing that opens when you reboot your school computer or laptop.

School Guiding Statements

Mission

- We *challenge* students through a program of academic excellence to become English proficient, independent learners and critical thinkers by following best educational practice.
- We *develop* a caring, trusting, and supportive community that equips students to be responsible, and to prepare the lifelong processes of personal and social development.
- We *encourage* students to work toward understanding the world and making a positive contribution.

Vision

Paving the road today to build confidence for tomorrow that opens the journey of discovery.

Learner Goals

We want our students to become.....Global Citizens who –

- balance academic achievement with service
- recognize and respect differences in people and cultures.

We want our students to become.....Lifelong Learners who –

- seek challenging opportunities for growth
- commit to community.

We want our students to become.....Critical Thinkers who –

- are reflective and open minded
- distinguish among and respect multiple points of view
- communicate and contribute to creative problem solving.

THE LEARNING PROCESS AT ULINK COLLEGE

Through discussion we have identified and expressed our ideas about the learning process and what constitutes effective learning.

Quality Learning is reflective, purposeful, progressive and socially constructive. It is achieved with careful preparation, assessment and differentiated instruction and requires a safe environment that:

- Encourages creativity, experiment, mistakes, and meaningful questions
- Develops critical engagement in the learning process and intrinsic motivation
- Challenges through critical thinking, interdisciplinary linkage and application of knowledge

GLOBAL CITIZENSHIP AT ULINK COLLEGE

Knowledge: Understanding self as part of the world; knowing the individual's rights and responsibilities and having a global vision;

Competences: Critical thinking, problem solving, collaborating with others, and negotiating conflicts;

Values and attitudes: Justice, fairness, friendship, equality, appreciating and respecting differences based on culture, gender, race, sustainable development, and cherishing the resources on the planet;

Action: Believing that each individual has competency in correcting unfairness and irrational issues; being willing to take actions by himself/herself to make a more just, peaceful and sustainable developing world.

Teacher Expectations

All teachers are expected to act in a professional manner that puts the education of students at the forefront of all they do in school. Teachers are expected to follow the terms of their contract and adhere to the professional code of conduct.

General Expectations for ALL Staff

- Follow the school's *Code of Conduct* for safeguarding the wellbeing of children and young adults in your care.
- Be present on campus between 08:00 and 16:40* (Friday 15:40 unless there is a school event or meeting)
- Use this handbook.
- Ensure that you have access to a copy of the Student-Parent Handbook and that you understand expectations of students.
- Check the policies and procedures carefully if you are uncertain, consulting with your line manager when needed.
- Before the students arrive on campus at the start of a new school year make sure that you have read the school's current edition of its Child Protection Policy and have completed your annual safeguarding training.
- Check in and out, using the app/ homepage for staff on campus.
- Attend all required meetings, online meetings, and assemblies and be available to students in office hours or by appointment if outside China.
- Wear professional dress everyday
- No smoking on campus at any time or location (designated sites will be explained to smokers)
- Avoid physical contact with students including public displays of affection
- Ensure your behavior and language is appropriate to a school environment
- Follow procedures and policies properly and assist students in doing the same throughout the physical campus and online.
- Support the invigilation and exam requirements throughout the year.

*Flexi time exception – teachers offering an ASA until 5:30 pm one day will be able to leave campus at 3:40 pm another day. This arrangement applies to Monday and Wednesday only and is for teachers living in Nansha. Some office staff have leave swap arrangements to ensure that they can best fulfill their duties.

Expectations of Teachers (+ homeroom supervisors, pre-teachers and teacher assistants who are working directly with students)

- Ensure lessons, homeroom time, and ASA's are planned and prepared for. You should be prepared and willing to share your written plans with team leaders or line managers if requested to do so.
- Make sure that any students who are a cause for concern are referred to HoD/GLC/Homeroom Supervisors/Counselors as appropriate.
- Follow the expectations outlined in the Assessment Policy, Curriculum Policy, and Teaching and Learning Policy.
- Keep accurate records of all grades and student attendance on WCBS.
- Ensure that data analysis is used effectively to co-ordinate interventions.
- Track grades and discuss individual progress with students.
- Support students in developing study skills.
- Establish a "Climate for Learning" within the classroom.
- Establish standards of attendance, punctuality, and behavior.
- Make sure that books, class work, and homework are marked and checked regularly.
- Make sure that feedback from marking is informative and offers advice for improvement
- Prepare lessons, making them as interesting as possible, using varied activities focused on active involvement of all students.
- Use EAL strategies in the classroom. "Every teacher an English teacher."
- Prepare suitable, challenging, and varied homework, assignments and assessment.
- Include reflection and goal-setting opportunities for students on all major assessment tasks.
- Include one or more extended tasks or projects during the year that provide your students with the opportunity for independent research and critical thinking.
- Research information to ensure the knowledge they impart is current.
- Assist children to learn, not judge their inability to learn.
- Identify emotional, intellectual, physical, etc. issues which may be hindering the student from learning to his/her best potential, and research and recommend courses of action.
- Always present a professional but caring persona.
- Treat students with respect and teach them to treat others with respect.
- Consistently apply policies, particularly with regards grading and student discipline. All staff are responsible for applying student behavior policies throughout the campus and while supervising students off campus.
- Be fully involved in collegial planning of shared courses, department curriculum development, standardization of grading, and subject/EAL co-teaching.
- Demonstrate involvement in after school activities and the life of the school outside the classroom.
- Support school promotion events, e.g. education fairs and entry exams
- Conduct invigilator duties properly

Code of Conduct for all Staff

MISSION: *We develop a caring, trusting, supportive community*

ULink College is committed to the safety and protection of students. This Code of Conduct applies to all staff, employees and volunteers who represent the school and who interact with students in both a direct and/or unsupervised capacity.

I promise to strictly follow the rules and guidelines in this Code of Conduct as a condition of my providing services to the students participating in ULC programs.

I will:

- Treat everyone with respect, patience, integrity, courtesy, dignity, and consideration.
- Never be alone with students in a private place with doors closed or at school activities without another adult being notified.
- Use positive reinforcement rather than criticism, competition, or comparison when working with students; Staff should be aware of the possible harm and misunderstanding associated with the use of sarcasm, especially with second language learners.
- Maintain appropriate physical boundaries at all times and touch students – when necessary – only in ways that are appropriate, public, and non-sexual.
- Comply with the mandatory reporting regulations of ULC and with the ULC Child Protection Policy to report suspected child abuse which is available on the ULC Website
- Cooperate fully in any investigation of abuse of students.

I will not:

- Have any special relationship with individual students;
- Touch or speak to a student in a sexual or other inappropriate manner.
- Inflict any physical or emotional abuse such as striking, spanking, shaking, dragging, slapping, humiliating, ridiculing, threatening, or degrading students.
- Smoke or use tobacco products, or possess, or be under the influence of alcohol or illegal drugs at any time while working with students.
- Transport a student home alone even with the knowledge of their parent or guardian.

- Give gifts to students even with the knowledge of their parents or guardians. Staff should never buy alcohol, drugs, cigarettes, videos, or reading material that is inappropriate and give it to students.
- Encourage students or parents to give gifts. I must inform a member of SLT if given a gift.
- Engage in private communications with students via text messaging, email, WeChat, Facebook, Twitter or similar forms of electronic or social media except for activities strictly involving school business/educational purpose. Electronic communication that takes place over a school network or platform may be subject to periodic monitoring.
- Use profanity in the presence of students at any time.
- Share any privileged information about students (demographic, locational, and photographic) outside of the school without written, expressed consent.
- Access, produce, publish or share material that is offensive by nature. This includes obscene, discriminating, illegal, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually suggestive language or images, including images of exposed private body parts
- Harass, insult or perform any offensive action to others in digital form including email, WeChat, and messaging.
- Share confidential information that I have been told on a “need to know” basis.

I understand that as a person working with and/or providing services to students under the auspices of ULC, I am subject to a criminal history background check. I understand that any inappropriate behavior with students is grounds for instant dismissal.

Name: _____ Signature/Date: _____

Other sources of information – these can all be found from the policy link on the staff landing page. Please make sure that you can find other information that you will need from time to time. There will be training in those areas involving safeguarding or safety. In addition to this handbook please refer to these other guides-

Student-Parent Handbook

Study Abroad Handbook

Boarding guidelines and procedures

Important Policies (in alphabetical order)

Academic Honesty

Admission

Assessment

Board Policy & Strategic Plan

Child Protection Policy

Crisis Management

Curriculum

Equality of Opportunity

Examination

Field Trip

Fire Safety

Lockdown

Monitoring & Progression

Online Safety

Peer on peer abuse

PLR

Safe recruitment

School Health Clinic

Severe Weather

Student Union

Teaching & Learning

Visitor Code of Conduct

Scholarship

ULC Teacher Evaluation Documents A, B, C, D, E

EAL and Subject Teacher Expectations

Grade 9 students are new to international education and are having their first experience of "English immersion".

The EAL team provides support to Grade 9 students across the curriculum -

- bilingual language support in some cases
- pedagogical support to scaffold assignments and help provide teaching strategies

At ULink College teachers of G9 subjects are expected to work closely with the EAL teaching team. There is a detailed handbook of procedures that is available to help you to understand how the two teachers (EAL and Subject) are expected to work together. However, this summary should help to outline responsibilities and expectations.

Grade 9 Subject teachers are partnered with EAL teachers at the start of the school year and EAL teachers are timetabled to visit one or more of a Grade 9 subject class's lessons each week. Planning lessons are also timetabled when the subject and EAL teachers must meet to discuss in detail how to work together.

EAL and Subject Teachers must each:

- attend timetabled planning meetings together
- attend the timetabled Grade 9 lessons shown on WCBS
- use the official MS Teams group for their collaboration and all communication
- use the official EAL forms for planning and support
- plan at least two days ahead of the lesson(s) involved
- work together to help support the students, both individual students and the whole class

Subject Teachers:

- are responsible for all curriculum plans on Rubicon Atlas
- are responsible for grading and feedback to students
- are responsible for quarterly and semester reports
- take the lead in planning lessons
- support the EAL partner teacher by providing time each lesson for an integrated or supporting activity of about 15 minutes, led by the EAL teacher
- are expected to use the EAL scaffolded assignments and EAL supporting activities as an integral part of their teaching
- need to keep EAL partners informed of the topic of their lessons ahead of time

EAL Teachers:

- Plan EAL activities using the EAL Co-Plan Request and Support Form.
- Scaffold assignments through tasks or activities with the help of the Subject Teacher.
- Can help design EAL formative assessments with the help of the Subject Teacher.
- Keeps record of the EAL support forms and minutes of the discussion via EAL Microsoft Teams group
- Can help students or groups of students during their timetabled lessons
- Can help subject teachers to identify students at risk who might need extra support outside lessons

Staff List – as of 1st June 2021

This is a general staff list for the school. In addition to this list the HR office will regularly send out staff contact lists that feature phone numbers, extensions and e-mail address for staff and the SAO will send out a HRS list for all staff. Staff marked with a * are part of the school leadership team. ** are the senior leaders.

Name	Office/ Department	Position
Tony Hickling**	Chancellor's Office	School Chancellor
Tim Fryer**	Principal's Office	Principal and Safeguarding Lead
Ava Guan	Principal's Office	Principal assistant/ Counselling Team
Jennifer Li**	Academic	Deputy Principal (D&A) and Academic Lead
Cindy Ye	Academic	Academic Office Assistant
Yan Yan	Academic	Academic Office Assistant
Maggie Zhao	Academic	Academic Office Assistant
Jenna Pruitt	Academic	Campus Librarian (ULC LRC)
Mavis Yu	Academic	Senior Registrar
Sheila Feng	Academic	Junior Registrar
Cherry Chang**	Student Affairs	Executive Principal (SA)
Mark Zheng*	Student Affairs	Dean of Students
Hilda Fan	Student Affairs	Counselling Team
Dane Li	Student Affairs	Attendance/ Volunteer Association
Kitty He	Student Affairs	Student Life Coordinator
Dino Wei	Student Affairs	G9 GLC, Learning Centre/ Study Abroad Officer
TBC	Student Affairs	Learning Centre Assistant
Ethan Luo*	General Services Office	Head of General Service Office
Tina Wu	General Services Office	Bilingual Editor / Chinese Teacher
Sharon Wu	General Services Office	FP Officer
Mandy Mai	General Services Office	Receptionist and FP Assistant
Kaolin Wei	General Services Office	Personnel Officer
Wayne Liang	General Services Office	Foreign Affairs Officer
Max Huang	General Services Office	Personnel Officer
Henry Pei	General Services Office	IT Officer
Senvin Chen	General Services Office	IT Officer
Naomi De Jesus-Ronquillo	General Services Office	IT Integrationist / Computer Science Teacher
Mengqiang Chen	General Services Office	Driver
Ivy Lin*	College Application Services	CAS Coordinator
Frances Sun	College Application Services	College Advisor
Leean Zhang	College Application Services	College Advisor
Fiona Liu	College Application Services	College Advisor
Letty He	College Application Services	College Advisor
Renee Chen	College Application Services	College Advisor
TBC	College Application Services	College Advisor
Xiaoli Li	Finance	Accountant
Fengbing Zhang	Finance	Cashier

Joy Fang	Art and Music	Art Teacher
Lulu Yuan	Art and Music	Art Teacher
TBC	Art and Music	Music Teacher
Doris Liu	Art and Music	Music Teacher
Judy Alonzo	Business & Economics	HoD, Accounting Teacher
Jane Zhao	Business & Economics	Accounting & Economics Teacher/ G12 GLC
Maggie Zhao	Business & Economics	Economics Teacher
TBC	Business & Economics	Economics Teacher
Lesley Burrows	Business & Economics	Business and Economics Teacher
Ansir Wayne	Business & Economics	Business and Economics Teacher
Sam Philip	Business & Economics	Business and Economics Teacher
Lily Li	Business & Economics	Business and Economics Teacher
Ambiga Naidu	Humanities	HoD, Geography Teacher
Arundhati Sharma	Humanities	Psychology Teacher
Patrick Rakiro	Humanities	History Teacher
Victor Wei	Humanities	Sociology Teacher
Joselito Ebro	Humanities	Sociology/ Geography Teacher
Samuel Juma	Science	HoD, Physics Teacher
Cindy Xu	Science	Deputy HoD, Physics Teacher
Grace Liu	Science	PLR Leader & Coordinator, Chemistry and Biology Teacher
Yessenia Huang	Science	Chemistry Teacher/ G11 GLC
Swapna Boddu	Science	Biology Teacher
Evelyn Cabading	Science	Chemistry Teacher & IPQ Coordinator
Javier Lam	Science	Chemistry and Mathematics Teacher
Savetta Yaduv	Science	Chemistry, Additional Learning Support Coordinator
Julie Zhong	Science	Chemistry Teacher
Santhosh Puthiyakunnon	Science	Biology Teacher
Natalie Wilson	Science	Biology and Chemistry Teacher
Sylvia Zhao	Science	Biology and Chemistry Teacher
Joseph Marigi	Science	Physics Teacher
Alice Pan	Science	Physics Teacher
Audrey Zhao	Science	Physics Teacher
Jonathan Yang	Science	Physics Teacher
Fred Cang	Science	Physics Teacher
Yoyo Zhao	Science/ Academic	Science Lab Technician
Hong Gu	Science/ Academic	Science Lab Technician
Lonny Chai	Science/ Academic	Science Lab Technician
Sebrina Zhang	Chinese	Chinese Teacher
Johnny Feng	Chinese	Chinese Teacher
TBC	Chinese	Chinese Teacher
Tina Wu	Chinese	Bilingual Editor/ Chinese teacher
Chris Murphy	English	HOD, English Teacher

Henry Mensah	English	Deputy HOD, English Teacher, Leadership PDQ
Anthony Hudders	English	English Teacher, PSHE Coordinator
Joanna Pan	English	English Teacher, Drama
Sockwun Phng	English	English Teacher
Ben Stone	English	English Teacher
Lawrence Dobbs	English	English Teacher
Ryan Barzegar	English	English Teacher
Peter McKeown	English	English Teacher
Sean McIntyre	English	English Teacher
Diana Kim	English	English Teacher , CIS Accreditation Coordinator
Jona Zhang	EAL	HOD, EAL Teacher
Ruth Cumberland	EAL	EAL Teacher, Curriculum Developer Lead
Janesol Zhao	EAL	EAL Teacher
Yivan Tang	EAL	EAL Teacher, G10 GLC
Illya Syahirah	EAL	EAL Teacher, Drama
Jocelyn Ymbong	EAL	EAL Teacher
Amy Hou	EAL	EAL Teacher
Lillian Luo	EAL	EAL Teacher
Matthew Gibson	Checkpoint /English	Checkpoint English Teacher
Jenny Tan	English	Japanese Teacher
Rachel Tai	Mathematics	HoD, Mathematics Teacher
Jack Su	Mathematics	Mathematics teacher, Deputy HoD
Sandra Solarte Esparza	Mathematics	Spanish Teacher / Mathematics support
Karen Wu	Mathematics	Mathematics Teacher
Javier Lam	Mathematics	Chemistry and Mathematics Teacher
Joyce Zhou	Mathematics	Mathematics Teacher
Jane Li	Mathematics	Mathematics Teacher
Joy Xie	Mathematics	Mathematics Teacher
Judee Bacus	Mathematics	Mathematics Teacher
Maggie Li	Mathematics	Mathematics Teacher
Niki Luo	Mathematics	Mathematics Teacher
Steve Waitara	Mathematics	Mathematics Teacher
Richard Brodniansky	Mathematics	Mathematics Teacher
Emily Deng	Mathematics	Mathematics Teacher
Frank Tao	Mathematics	Computer Science Teacher
Naomi De Jesus-Ronquillo	Mathematics	Computer Science Teacher / IT Integrationist
Joanne Guan	Mathematics	Mathematics Teacher
Peter Petrov	PE and Health	HoD, PE Teacher
Vivian Lv	PE and Health	PE Teacher
Michael Chen	PE and Health	Athletics Coordinator, PE Teacher
Phoenix Guo	PE and Health	PE Pre Teacher

Acronyms

AO	Academic Office
SAO	Student Affairs Office
GSO	General Service Office
LRC	Learning Resource Centre (Library)
HR	Human Resources
FP	Facilities and Purchasing
CAS	College Application Services
DP (T & L)	Deputy Principal (Teaching and Learning)
DP (SA)	Deputy Principal (Student Affairs)
DP (D & A)	Deputy Principal (Data and Assessment)
SLT	Senior Leadership Team
HoD	Head of Department
GLC	Grade Level Coordinator
HRS	Homeroom Supervisor
LHRS	Local Homeroom Supervisor
FHRS	Foreign Homeroom Supervisor
IGCSE	International General Certificate of Education
AS	First year of A-Level, usually in Grade 11
A2	Second year of A-Level, usually in Grade 12
CIC	Cambridge International Certificate
WCBS	Our school information management system
SLT	Senior Leadership Team
PSHE	Personal, Social, Health Education
IPQ	International Project Qualification
ASA	After School Activity
PLR	Professional Learning and Reflection
ALSC	Additional Learning Support Coordinator

The School Week

Please note that you must check in by 8:05 a.m. each day at the very latest and attend full staff briefing every Monday morning at 8:00 a.m.

Landing/ Home Page When you login to your school laptop or desktop at the start of the day please make sure that you check the new messages on the school's landing page.

Daily Schedule – Monday to Thursday

Time	Lesson/Activity
08:00	Staff need to arrive on campus
08:05 – 08:27	Homeroom or assembly (8:15 on Monday)
08:30 – 09:40	Period 1
09:50 – 11:00	Period 2
11:10 – 12:20	Period 3
12:20 – 13:05	Lunch
13:05 – 14:15	Period 4 (Only 5 mins break after period 4!)
14:20 – 15:30	Period 5
15:35 – 16:35	See weekly activities
16:40 - 17:30	See weekly activities
16:40 (if flexi time then 15:40/17:40 for Mon/Wed or Wed/Mon)	Teachers are permitted to leave at this time.
19:00 – 21:00	Evening Study Monday-Thursday

Daily Schedule – Friday

Time	Lesson/Activity
08:00	Staff need to arrive on campus
08:05 – 09:05	Period 1 <i>Take attendance at the start</i>
09:15 – 10:15	Period 2
10:25 – 11:25	Period 3
11:35 – 12:20	PSHE & Homeroom - all students
12:20 – 13:05	Lunch
13:05 – 14:05	Period 4
14:15 – 15:15	Period 5
15:20 – 16:20	GLC Meeting with HMRS (one/ month). Meeting parents. Student focus meetings led by ALSC.
15:40	Teachers are permitted to leave at this time if they have no school meetings.

You need to check out for campus safety. Signing out during the day involves checking with a Principal or Principal’s Assistant. (Sign back in when you return!) On Friday, unless there are other school meetings, events or commitments, teachers may leave at 3:40 pm.

Homeroom

Both LHRS and FHRS are expected to be present for homeroom in the morning and the lesson before lunch on Friday. For homeroom there are routine tasks – take attendance, check uniform, allow students time to check their email, go through morning announcements. About 40 minutes each week in the mornings needs to be set aside to meet weekly PSHE objectives, led by FHRS, usually using the Friday morning time.

All homeroom supervisors are expected to work with students individually to help them to make progress with their academic targets and get to know their personal concerns and objectives.

Homeroom time should also be used to assist students in their preparation for assembly presentations.

Weekly Assemblies At 08:05 – 08:27 on Tuesday to Thursday there is a Grade Level Assembly. All students and Home Room Supervisors (local and foreign) are expected to attend. **Weekly themes generally focus on the current PSHE topic, led by a different homeroom each week.**

Tuesday	Grade 9
Wednesday	Grade 10
Thursday	Grade 11 and Grade 12 alternate

Other Events

All staff are expected to be involved in contributing to major calendared school events throughout the year,

Meetings

Each week there are scheduled meetings involving all or some staff. In addition to this there are meetings that are still placed regularly throughout the school year but are organized by the facilitator as required. There are also collaborative planning meetings which need to be arranged by those involved in teaching parallel classes or by collaborating teachers at the beginning of the school year. Staff also need to be involved in regular professional learning meetings as scheduled by the PLR Coordinator. (* **Agenda and Minutes shared with attendees and SLT**)

Meeting	Facilitator	Attendees	Purpose	Day/Time
Staff Briefing	Principal / Chancellor	All Staff	Information dissemination	Monday 8:00
SLT Meeting*	Principal / Chancellor	SLT	Whole school issues	Monday 13:15
HOD Meeting*	Principal/Deputy Principal (T &L)	Principal, DP(T&L), ALSC, and HoD's	Academic issues and Student academic progress	Wednesday 15:40 – 16:30, (every two weeks)
GLC Meeting*	Principal/Deputy Principal (SA)	Principal, DP(SA), DP(T&L), GLC's, PSHE Coordinator, Counselors and Dean	Pastoral and Behavior Issues, "the wider curriculum".	Tuesday 12:20 – 13:30
Professional learning time	PLR Coordinator	Teaching staff	Practitioner enquiry	PLR Days and some Thursdays (calendar) 15:40 – 16:30
CIS Committees, Data Team Meetings	Steering Committee Members, PLR Coordinator	Staff	Self-study and school improvement	Some Thursdays (calendar) 15:40 – 16:30
LHRS Meeting	Deputy Principal (SA)	DP (SA), Dean of Students, HRS	Pastoral and communication issues	Some Fridays 15:20 – 16:20
Department Meetings* Collaborative Planning	HoD	HoD and Department staff	Department issues, concerns and feedback from HOD Meeting	Every one or two weeks, scheduled by the HOD (on timetable or some Thursday 15:40)
Grade Level Meeting with HRS	GLC	GLC and all (local and foreign) HRS	Grade Level issues, student concerns and feedback from GLC meeting	Some Fridays (as needed) 15:20 – 16:20
Student Focus Meetings	Additional Learning Support Coordinator or Counselors	Teachers invited	Focus on student support solutions	Some Fridays (as needed) 15:20 – 16:20
Individual Parents	Usually GLC	Teachers and parent invited	Student concerns	Some Fridays (as needed) 15:20 – 16:20

Apologies for absence

Please inform the assembly leader or meeting facilitator in advance if you are unable to attend an assembly, a briefing, or a regular meeting. This will both help to make sure that you receive any information you miss and help us to reduce the number of absences in the future.

Weekly Activities

Each day between 15:35 and 16:35 there are specified activities, in which all staff are expected to partake. There are also extra lessons scheduled for some of these times.

Day	Activity
Monday	After School Activities
Tuesday	Teacher Office Hour (protected through year)
Wednesday	After School Activities (protected through year) / HoD meeting
Thursday	Student lectures (usually organized by CAS office) (Calendared CIS meetings, PLR meetings, and some Department meetings happen at this time)
Friday	Students depart at 3:30 pm unless they have a special meeting or Friday detention. (For staff, occasional meetings (as above) for those needed.)

After 16:35 and until evening self-study most students have self-management time. However, on Mondays and Wednesdays there are optional extended after school activities until 17:30. Student run clubs and sports coaching can also happen on Thursdays at 3:40 pm so long as there is adequate adult supervision.

PRINCIPALS' TEAS The Principal and Deputy Principals organize regular (approximately monthly or bimonthly) meetings to exchange ideas and address concerns raised. These are with different communities separately-

... **with parents**... usually on Friday afternoons when **Parents' Classes** are also organized.

... **with teaching staff/ department representatives** and

... **with student homeroom representatives**

Offices at ULink College

At ULink College there are several offices that support the day to day running of the school. These offices are divided into two; in-the-school-house offices (Academic, Student Affairs, College Application Services, Counseling, Professional Development, Facilities and Purchasing, Human Resources, and Finance) and out-of-the-school-house offices (Marketing and Admissions).

SCHOOL

Academic Office (AO)

The Academic Office support the core focus of the school; teaching and learning. This is the office that direct the day to day running of the school, produce reports, organize examinations, provide cover, etc. This office is the main point of call for any issues/questions that may arise to do with the provision of education at ULink College. It is overseen by the Principal (**Principal's Office**) and two Deputy Principals; Teaching and Learning and Data and Assessment. There is also a DP level Curriculum Coordinator/ Head of Professional Development working alongside the team.

Registrar's Office (AO) Our school Registrar takes care of all the "hard copies" of student records from admissions to leaving the school. She is closely involved in the admissions process and assists in maintaining electronic databases. She liaises with the Finance Office in matters connected with school fees and notifies the community when students join the community or leave. The records contain admissions information and any important data concerning health, student behavior, important meetings, letters home, or other matters. She takes the lead, supported by CAS and academic offices with requests for transcripts and other official documents relating to student attendance or achievement. She ensures that the nurse has all the most up to date medical records available for each student. She reports to the Deputy Principal (D&A). All personal information requests go through the Principal.

Counselling Office Our Guidance Counselor provides emotional support and guidance to students throughout their time at school. It is a vital office that offers one to one counseling sessions by student appointment or teacher recommendation. The Counselor reports to DP(SA) but contacts Principal directly in serious cases.

College Application Services Office (CAS)

The main function of CAS is to support students in their application for university. This however is a journey that starts with Careers Guidance from G9. CAS provide Junior and Senior Seminar in Grades 11 and 12, this is a weekly lesson for all students, that guides them through the university application process from choosing the right course, all the way to visa applications in Grade 12. CAS also support Grade 10 students in choosing the right options at A Level and are available by appointment for any students and their family throughout the school year. It is managed by the CAS Coordinator, who in turn reports to the Principal.

Student Affairs Office (SAO)

The SAO Office support the pastoral care, good behavior, and attendance of our students. This office oversees Homeroom duties, student leave, the sick bay, After School Activities, clubs, sport teams, school trips, whole school social events, monthly events, the Student Union, Community

Service, the House System and communication home. They are also responsible for liaising with Linked (**see Linked section**) with regards to dormitory life, canteen, onsite facilities and student transport to and from school. It is overseen by a Dean who in turn reports to the Deputy Principal (Student Affairs). The DP (SA) also administers the after school hours **Campus Learning Centre** which provides some private tutoring options to students exclusively offered by its own tutors.

GSO- Facilities and Purchasing (FP) are responsible for ensuring the buildings and facilities are maintained to a high standard of order. If you have any issues with furniture or fittings in your classroom or office you need to report it to this office, who will liaise with Linked to resolve the issue. Facilities and Purchasing also source all materials and purchases for the school. You can liaise with them once your purchase request has been approved by your Office Manager or HoD.

GSO- Human Resources (HR) provide support for staff from the moment you are appointed until your contract is finished. The Human Resources department will support you throughout your time in China with regards to banking, housing, paying bills, medical insurance etc. and will also organize staff events throughout the academic year. HR are also involved in the staff evaluation process, individual PD, arranging Cambridge PD training, and will support with any official school-related issues such as visa, work permit and pay.

GSO- Finance Office

The Finance department control all financial issues in the school such as issuing salary, paying for purchases, etc. It is also the office foreign staff need to go to each month to get their tax forms required for transferring money out of China. Members of the finance team include both “school house” and “company” employees.

GSO- IT Office

The IT department provides both day to day support on all technical problems connected with computing, photocopying, projectors, sound systems, campus cards, IT in the classroom, and school software support. We have a “help desk” facility to request non-emergency assistance. A **General Services Publications Team** work to support bilingual editing, web site development, newsletters, and the events calendar. It is based in the IT Office.

Chancellor’s Office

The School Chancellor acts as Head of School on campus. The Acting Principal will be Head of School in his absence.

COMPANY

The ULink Company provides School Governance, Financial Oversight, and works to support the needs of the school. Here are some teams you might meet.

External Office (Main Hall) - Admissions– “Central Office”

The admissions department market the school to recruit students each year. They organize tours of the campus and organize entrance examinations. The Admissions Office supports both ULink College and NCPA. The points of contact with Admissions are our school **Registrar, DP (D&A), DP (SA)** and **Principal**. Staff are expected to support the school for some of the Admissions Test days or Marketing events during the school year. (See your contract)

ULink College Branding and Marketing

This is a small team operating at company level who work alongside the school's leadership team to help develop external publications for admissions and marketing, revising the school web site, and also organize certain promotional events through the year that are focused more uniquely on ULink College alone.

School Board

The line manager for both the Principal and School Chancellor is the Chairman of the School Advisory Board, Mr. Qiu. The School Board consists of Mr. Qiu, a General Manager, the Company Chancellor, and two Vice General Managers. They are supported by a financial manager who works in the school finance office but is directly employed by the parent ULink Education Company.

Office and Support Staff – the not-so-obvious people to ask for help....

In different parts of this handbook you should find answers to most questions. In general, your line manager will usually point you in the right direction if you are uncertain. The following is a miscellaneous and less obvious list of office staff to go to or call when...

"I have a question or concern relating to exams, internal or external." Please see Cindy or Yan Yan in the Academic Office.

"I have a problem with my access to the Cambridge teachers' support web site." Please see the Principal.

"I don't know how to use the bank/ pay a bill/ solve a problem outside the school." See HR Office for assistance.

"Something just happened to me outside school. I am lost/ stuck/ need information or medical assistance urgently." Make sure you have Kaolin on WeChat. Other members of HR can also help in an emergency off campus. Keep your insurance card with you and/or the nurse/ clinic contact.

"My photocopying allowance just ran out/ my campus card is lost or not working." See Henry in the IT/ Publishing Office, explain to Principal to ask for an extension..

"I have an issue with using software in the classroom." See Naomi De Jesus-Ronquillo in the IT Office.

"I want to add money to my campus card." Go to the Multipurpose Commons Building, Main Entrance, and Ground Floor. There is an office on your left where you can put money on the card.

"I am trying to identify a student from another school (or an unidentified ULC Student) because of their poor behavior." First try to talk to the student concerned, take their picture if you don't get their name, and then report the problem to the ULC Principal if it is an NCPA/ Yingdong student. Check your photo with an SAO Officer for identification if wearing ULC logo and then report the student's behaviour to GLC. However, in almost every case ULC students are honest and will tell you their name!

"I don't know the consequences for a student's poor behavior." Please check the most recent edition of the student-parent handbook. If still in doubt, talk with your line manager or DP (SA).

Line Managers

Teachers, pre-Teachers, and Teaching Assistants

All classroom teachers and assistants will report directly to their Head of Department (HoD) and should go to them with any issues that are to do with your teaching or subject. Science and Art technicians should also report directly to the relevant HoD but in terms of annual evaluation are considered as “office” staff.

If you have issues with behaviour or attendance of a student, this should be shared with your HoD and Grade Level Coordinator (GLC). It is important to speak with both so that your HoD can offer support and the GLC will be able to know if the issue is isolated to your lessons or a problem in several lessons.

If you feel that you have a line management issue that is not being resolved, then you are free to go to any Deputy Principal or the Principal. For serious student behavior issues needing immediate resolution please seek assistance directly from the Dean, Deputies, or Principal as soon as possible according to whoever is available.

Home Room Supervisors

Home Room Supervisors (both local and foreign) report to the GLC and Deputy Principal (Student Affairs) and all duties are delegated from the DP(SA) and GLC. A key aspect of the role is the pastoral care of students and point of communication between the school and home. Due to this it is vital that any issues or concerns from Home Room duties are reported to the GLC & SAO and any other staff you feel should be aware i.e. the GLC or Counselor. It is expected that all homeroom supervisors, local and foreign, will in general attend both Homeroom Supervisor meetings and Grade Level Meetings. (On occasions Homeroom Supervisor Meetings may focus on Local HRS only where communication with parents is the only focus.) Homeroom supervisors (usually foreign) have a responsibility to assist in delivery of PSHE under the PSHE Coordinator. G11/12 supervisors have a responsibility to assist in focusing students on their research and college applications under the guidance of the IPQ Coordinator (if applicable) and CAS Coordinator. Homeroom supervisors also have a responsibility to check student planner/ planning and help students reflect and set goals to support their progression and learning.

Office Staff

Office Staff will report directly to their Head of Department.

Heads of Academic Departments (HoD)

Heads of Department report directly to the academic Deputy Principals but may also be directed by the Principal. The Principal, Deputy Principal (D&A) and Deputy Principal (T&L) will conduct all formal observations of new teachers and evaluations of all teaching staff.

Key responsibilities of Academic HoD

1. Maintain three-way communication with the Senior Leadership Team and within the department
2. Fulfill a leadership-directed role in the evaluation of teaching and learning at the school, including formal observations of the lessons of returning teachers within their department.
 - to assist the SLT in the expectations of the teacher standards for teaching and learning
 - use data to analyze and interpret, relevant national, worldwide and school data plus research to inform practices, expectations, targets and teaching methods
 - in collaboration with team members Identify realistic and challenging targets for improvement of the department and are clear about action to be taken, timescale and criteria for success
3. Conduct regular department meeting (as recommended by DP (T&L))
4. Attend biweekly HoD meeting and organize Department Meetings
5. Oversee the production, development and implementation of the Scheme of Work
6. Ensure deadlines for assessment and data from AO are kept
7. Gather and disseminate student progress data in order to strategize plans for student improvement
8. Present student improvement plans to Deputy Principal or GLC assigned
9. Support Principal/Deputy Principal in creating subject targets for all all department members as part of the annual teacher evaluation procedure
10. Provide support and guidance for teachers in the department, particularly new teachers. Ensure that colleagues remain up to date with external curriculum changes.
11. Ensure that enough collaborative planning is taking place for parallel teaching groups.
12. Ensure that the Assessment Policy is carried out. This includes the standardization (internal moderation) of major assignments, checking that enough work is set, and checking that tasks are graded in a timely fashion, with detailed feedback to students.
13. Ensure that teachers within the department keep accurate records of grades and lesson plans in an appropriate fashion.
14. Coordinate the submission of predicted grades to the Academic Office.
15. Take a subject-specific leadership role with special events, competitions and school trips.
16. Present subject information for students prior to choosing options
17. Coordinate subject specific budget request, including book orders
18. Ensure that the environment and procedures within the department conform to local and school safety, health, and environmental standards.
19. Act as line manager and mentor to any teacher assistants.
20. Delegate duties where appropriate to the Deputy HOD.
21. Develop a department handbook for teachers and produce regular articles for newsletter.
22. Support the interview process for recruiting staff as delegated by the SLT recruitment team and ensure the continuity of the teaching program from one year to the next.
23. Support cover within the department if teachers are away and inform the Deputy Principal.
24. Take a leadership role in the improvement of the school.
25. Produce a lesson observation roster and arrange collaborative planning meetings.

Deputy Head of Department Larger departments (English, Mathematics, Science) may have a Deputy Head to support collaborative planning, best practice pedagogy, or a greater focus on parts of the programme (e.g. examinations or subject areas). These roles are specific to the department. Deputy HoDs are not line managers.

Other academic responsibilities administered through the academic office

There are several specialist roles assigned to help coordinate or lead different parts of the academic programme, manage student data, support students, or teachers. Their separate job descriptions are available on request.

Professional Learning and Reflection Leader

ULC Campus Librarian

ULC Senior Registrar and ULC Junior Registrar

Additional Learning Support Coordinator

Curriculum Developer

Cambridge International Project Coordinator

Examination Officers

Other pastoral responsibilities administered through the student affairs office

PSHE Coordinator

Athletics Coordinator

Student Life Coordinator

Guidance Counsellors

Student Attendance Officer

Volunteer Association

Directly administered by Principal and Chancellor

CIS Accreditation Coordinator

Please see the internal organization charts published separately.

Grade Level Coordinators (GLC)

Grade Level Coordinators occupy a role that supports both the Academic Office and the Student Affairs Office. Due to this unique role they may be directed by either the Deputy Principal (Teaching and Learning) or the Deputy Principal (Student Affairs), however they will be managed by the Principal.

Key Responsibilities of Grade Level Coordinator

1. Work collaboratively with the SAO and the Homeroom Supervisors at his/her grade level to insure the safety and well-being of each student,
2. Oversee quality internal communications and quality communications between home and school and school to home by Local Homeroom Supervisors and Subject Teachers on issues related to student academic performance, attendance, and behaviour,
3. Assist the Guidance Counselors by referring students in need to their office,
4. Assist the Dean in follow-through on cases involving behaviour and attendance that require attention,
5. Keep the Deputy Principals informed of grade level activity and student needs according to the Deputy Principal's area (Teaching & Learning, Student Affairs, Data & Assessment),
6. Identify and celebrate student attainment and achievement in all aspects of school life,
7. Identify target groups of under achieving students enabling suitable intervention plans ("Target Cards") to be implemented in coordination with the Counselor and appropriate Deputy Principal,
8. Meet with students over whom there are concerns and contact home where necessary in conjunction with HRS with SAO support as needed.
9. Meet with parents of students where there are major academic concerns on Parents' days or other occasions. (For major behavior concerns, these should be passed to Dean and then to Principal.
10. Manage and coordinate weekly Grade Level assemblies
11. Reschedule detention times when needed in coordination with Local Homeroom Supervisors
12. Track attendance and detention records in coordination with Dean of Students
13. Attend weekly GLC meetings.
14. Organize Grade Level Meetings for all homeroom supervisors (local and foreign). These meetings are to gather information about individual students as well to disseminate information from the GLC meetings.
15. Take a leadership role in the improvement of the school.
16. Support the Student Leadership programme administered by the Dean of Students.
17. Work alongside the Additional Learning Support Coordinator and EAL team in addressing focused student academic needs.

Deputy Principals and SLT

Deputy Principals all report to the Principal and Chancellor. In the event of a temporary absence of Dean of Students, Deputy Principal, or Principal, it is OK to report an incident or get help from any of the Leadership Team. The Chancellor, Acting Principal, and three Deputy Principals constitute senior leadership (SLT). The CAS Coordinator, Dean of Students together with the Head of the General Services Office are the other members of the leadership team.

Complaints Procedure

We hope that your time at ULink College will be a happy and productive one, and that you feel supported by our community. If you do have complaints, then we ask that you follow these guidelines.

If you have any concerns relating to your contract they should be taken directly to HR, to Ethan Luo or Wayne Liang. Please put your concern in writing, by email, so that there is a record of complaint/ response to follow. *Copy to the Principal.*

If you have a personal concern about a member of staff (i.e. *their* behavior towards *you*), including your line manager, then we ask that you try initially to resolve the difficulties by talking with the member of staff concerned. If this does not work out, then please talk with any member of the Senior Leadership Team about the issue.

If you are concerned about a school procedure or an unfair expectation regarding your workload then please initially discuss with your line manager. If the problem is not resolved, then bring to the attention of the member of the SLT most directly connected with the issue. *Copy to Head of GSO.*

Child Protection The welfare of our students is our first concern. If you have any suspicions, based on your observations of student, staff, or parent behavior concerning the wellbeing of any student at (or outside) school then you have a duty of care to report the issue immediately to the Guidance Counselor. If a student asks you to keep a secret, please explain to the student that you may not be able to because of the need to safeguard everyone, including the student sharing the information. If “confidential” or other information is shared with you by a student that leads you to be concerned about the student’s (or another member of the community’s) welfare then, despite any request for confidentiality, you should report your concern to the Guidance Counselor. There is staff training on Child Protection each year. You will be required to undergo training and sign to say you have read the child protection policy (at the back of this handbook).

Safeguarding Team

The safeguarding lead is the (Acting) Principal of the school. The team consists of the Principal, DP(SA), DP(T&L), and two Guidance Counsellors.

Admission Test

In order to come to ULink College, students must pass an Entrance examination. The Entrance examination tests the students English and Mathematics ability. The English examination for Grade 10/11 entry is the APTIS test and for G9 it has again changed this year to support online admissions. The APTIS test is an internationally recognized language test, with close correlation to IELTS scores,

and assesses the students reading, writing, speaking and listening ability. An interview is also given designed to assess the student's personality and dedication to their studies. (It is planned to develop APTIS testing internally at the end of G10 and G11 as a way of annually monitoring student progress in English.)

The Mathematics examination is based on IGCSE or AS Level knowledge (depending on the entry point of the student) and students are required to meet the minimum requirements due to the schools policy of compulsory Mathematics classes in Grade 9 through Grade 11. Currently, students take part in a "demonstration lesson" to help gauge their ability to learn well in an active learning classroom.

Academic Programmes

Students can join ULink College in Grade 9, Grade 10 or Grade 11. Scholarships are available, based on getting top Grade 11 examination results or admission places to Oxbridge or Ivy League universities. Depending on what Grade they enter the school will dictate what academic programme they must follow;

Entry at Grade 9

Students will be in the school for four years and follow the IGCSE programme in Grades 9 and Grade 10 and the A Level programme in Grade 11 and 12.

Students in Grade 9 have a combination of compulsory and optional subjects. All students are required to study English, Mathematics, Physics, Chemistry, Biology, PE (only some take IGCSE PE), Chinese, and PSHE (Personal, Social, and Health Education). They then must choose two of the following optional subjects: Accounting, Art and Design, Business Studies, Computer Science, Economics, Geography, History, Sociology, Spanish, and Music.

English, Physics, Chemistry, Biology and all optional subjects are studied over Grade 9 and Grade 10, with students taking their IGCSE's at the End of grade 10. (Music can be studied as an IGCSE option or as a non-IGCSE option.)

IGCSE Mathematics (or AS Mathematics for top group) and IGCSE Chinese will be studied in Grade 9, with students expected to take their exams at the end of G9. In Grade 10 students will move onto AS Mathematics and will prepare for A Level Chinese Language and Literature to be sat in November of Grade 11.

PSHE and PE are internally designed course with no external qualification.

Entry at Grade 10 ("Fast Track")

Students will be in the school for three years and follow a condensed IGCSE programme in Grade 10 and the A Level programme in Grade 11 and 12. All students are required to study English, Mathematics, Chemistry, Physics, Economics, PSHE, Chinese, and PE.

English, Chemistry, Physics and Economics are all IGCSE qualifications. Students will study AS Mathematics and sit their A Level at the end of Grade 11.

PE and PSHE are internally designed course which is reported upon but there is no external qualification.

Entry at Grade 11

Students will be in the school for two years and will follow the A Level programme for Grades 11 and 12.

Students in Grade 11 will study English and Mathematics as compulsory subjects. They are then required to study 2 or 3 additional A Levels. They must choose out of the following subjects: Accounting, Art and Design, Biology, Business Studies, Chemistry, Computer Science, Economics, Geography, History, Physics, Psychology and Sociology.

Students are also required to follow a PE fitness programme unless they have a full timetable.

Students will either sit Mathematics A Level at the end of Grade 11 or at the End of Grade 12. Students who take A Level Mathematics at the end of Grade 11 have the option to study A Level Further Mathematics at the end of Grade 12. There is also an EdExcel Mathematics track.

A PSHE course is taught through homeroom and extended activity days.

English Programme

All students will study English as a compulsory subject throughout their time at ULink College. The English programme is designed to take into account the fact that learners are second or third language students and to prepare them for their study in an English-speaking country. To accommodate this the English programme doesn't strictly follow the IGCSE or A Level syllabus as in other subjects.

Although students will take IGCSE's in English as a Second Language, English as a First Language and some will study AS Level, these courses are enriched with explicitly taught grammar, research, literature and drama.

In order to accommodate the varying levels of students' English abilities there are also different pathways in each grade. Students are placed in these pathways, based on ability and will follow a different curriculum based on the pathway.

A programme of EAL support has been developed with a focus on students entering the school in Grade 9. All Grade 9 subject teachers are expected to work collaboratively with the EAL team members to help student transition into our English immersion programme successfully.

Mathematics

Mathematics is another subject area that is compulsory for all students but only in Grade 9 to 11, although most students will continue to study Mathematics in Grade 12. To cater for the students' individual needs there are also different routes in Mathematics for students. Students start with IGCSE or AS in Grade 9. However, in Grade 10 all students will take AS Level Mathematics. This allows many of them, after completing the A-Level in Grade 11, to be able to take Further Mathematics A-Level in Grade 12.

Monitoring Progress through CAT4

In 2018 CAT4 tests were introduced for all Grade 10 students and in 2019 it will be given to both Grade 9 and Grade 10 near the start of the academic year. The test is designed to provide detailed aptitude data for students through a range of language, mathematical, and spatial skill domains.

Laptop use by students

All students in the school are asked to bring a laptop to school and teachers are encouraged to make use of this resource within their lesson planning. E-learning platforms, websites, online simulations/modeling, spreadsheets, databases, are just some examples of the many different resources available that can enhance the learning of the students. Interactive multiple choice quizzes such as those available at <https://getkahoot.com> can be very effective as a part of assessment for learning. The 'forms' function in the Office365 package can be used to create quizzes and surveys with the results being linked to the students email addresses.

Students may not use their laptops for any purpose unless their classroom teacher permits it. At the beginning of the school year teachers should carefully consider how they will manage the use of laptops and make their expectations clear to the students when discussing their class rules.

A computer is a source of distraction for a student. Thus, it is recommended that teachers consider the following when determining their class rules; laptops closed at the beginning of the lesson and laptop lids lowered when the teacher is speaking unless specifically referring to something on the screen. Teachers are encouraged to incorporate laptop use into lessons as a part of specific activities rather than always being open with no clearly defined purpose.

It is the responsibility of the teacher to intervene when students are wasting lesson time on activities such as playing games, watching movies, shopping or using social media. If the teacher is seated during a lesson when laptops are in use, he/she should be sat in a position in the room to allow computer screens of students to be observed. If the layout of the room prevents this, it is expected that the teacher would be frequently circulating among the students to monitor computer use and reduce off-task activities. If after warnings a student continues to use their laptop inappropriately the teacher may take it away. The laptop should be returned at the end of the lesson in case it is needed for their next class.

Lesson time and academic purpose use of mobile phones

Many schools regard smart phones as a normal learning resource. For example, there may be occasions when you would like students to be able to use the camera facility of their phones as part of a planned lesson activity or as part of a homework activity.

However, we ask all teachers to observe the general rule that students' mobile phones not be visible during the normal school day. **Please see student-parent handbook.**

You may get special permission for students to use mobile phones in class or after ASA for educational purposes. On these occasions students must be made aware that special permission has been granted to use mobile phones for this activity.

Student Supervision

During lesson time students must remain with their teacher. Teachers can only permit a student to leave the classroom (including during CAIE examination season) for one of the following reasons –

1. Bathroom trips.
2. Medical. If a student urgently needs to visit the nurse then they need a signed note from the teacher before they are allowed to go to the clinic.
3. If collected by GLC or a member of SLT for urgent reasons.
4. By prior agreement of a receiving teacher **and** a signed note for the student to visit another teacher.

Lesson Planning Guideline

Warm-up – Assesses prior knowledge by reviewing previous materials relevant to the current lesson. Introduce an activity that reviews previously learned content (e.g., for a vocabulary lesson, the warm-up may be a quick matching exercise with words previously learned and their definitions), and also include an activity that focuses on the topic to be taught. You might be checking attendance at the same time and students will be settling their minds to the new lesson.

Introduction – Provides a broad overview of the content and concepts to be taught and focuses the learners' attention on the new lesson. Introduce the purpose of the lesson by stating and writing the objectives for learners and discussing the lesson content and benefits by relating the objective to learners' own lives. Assess learners' prior knowledge of the new material by asking questions.

Presentation – Teaches the lesson content and concepts. Create an activity to introduce the concept or skill and then introduce information through a variety of modalities using visuals, media, description, explanation, and written text. Check for learner understanding of the new material and make changes in lesson procedures if necessary.

Practice – Models the skills and provides opportunities for guided practice. Introduce a variety of activities that allow learners to work in groups, in pairs, or independently to practice the skills, concepts, and information presented. Integrate technology into activities as available. Consider getting students to move around the classroom so that they are not sitting in the same spot for 70 minutes.

Evaluation – Assesses each learner's attainment of the objective. Include oral, aural, written, or applied performance assessments.

Application – Provides activities that help learners apply their learning to new situations or contexts beyond the lesson and connect it to their own lives. Choose activities that learners can relate to or have expressed concern about. Gather feedback from learners in follow-up classes and help them assess what additional support, if any, they may require.

ONLINE LEARNING – a response to the COVID-19 EMERGENCY

At the start of the year or in response to further emergency situations some or all lessons may need to be taught online.

Two situations –

1. The teacher is outside China, but students are on campus.
2. Students and teachers are all at home

Here are our guidelines for both situations.

Teaching and learning in the virtual classroom at ULink College

Whilst online learning cannot replicate face to face learning we believe our teachers can still deliver powerful instruction that allows students to meet learning expectations.

Online learning should build on what we know about best practices in learning. It is different and is not just straight forward as taking teaching material for a class that is taught face to face and putting it online, for example a written paper online can move from just a written document to a malleable record where students can not only type and edit but also comment on one another's work collaboratively on a shared document. It can become multimedia in a blog post, podcast or a short video. The research can be included too.

The lesson elements engage, explore, explain, elaborate, evaluate are key to students learning and should be incorporated in your lesson plans with the questions what does it look like and what tools can I use?

What is expected of teachers?

Be available to students at the right time (China Time!) according to the teaching timetable. Plan for 45 – 50 min contact starting at the normal period start time.

Set up a Microsoft Team for each class if this has not already been done. Add your HoD and one member of SLT as owners. (Online support will be available from the IT department if needed). Use the Teaching Staff Team Teaching e-learning channel for queries and questions regarding the use of Teams or to share general comments /obtaining support.

Be present and visible to students: do not just set work and expect it to be completed. You still need to be as present as possible virtually.

- Post learning materials for the lesson beforehand
- Take the register and use a video announcement at the start of the lesson – communicate clearly making sure everyone knows which communication tools you will be using and where/how they can get support if needed.

- You can use the assignment feature for work that needs to be given in and for audio voice communication, teachers should start a Teams meeting and mute all students initially. Speak more slowly than normal.

If students are at home they should not appear on video (except for good educational reason) and should only unmute when they want to speak. Students can appear on video if they are in a classroom together at school, but the usual rules apply with not sharing pictures of students without permission.

- Review what was learnt last lesson
- Explain the objectives of the lesson.
- Split instructions into a series of scaffolded steps maybe use bullet points instead of a narrative
- Provide learning activities that include time away from their device e.g. reading, engaging in discussion with another person, writing a journal, etc.
- Provide regular reflection and feedback. Timely feedback especially for online learning is essential
- Make yourself available to answer questions about the learning and ongoing work during set hours agreed between you and the students
- Post summative assessments on the assessment calendar so students can plan workload accordingly
- Follow the current school assessment practices, including advance notice for assessments. – Give more notice than you would for a face-to-face class setting.

Collaborate with teachers online and in your department who teach the same course to share ideas and resources.

For text /written communication bear in mind students English proficiency and give reading time

Examples of how video conferences can be used

- A 10 min video conference to start the lesson
- A whole class video conference at regular times during the week e.g. every Monday and Friday.
- A whole class video conference to introduce important lessons or projects
- Students can sign up during a teacher's office hours if they want to book a meeting with their teacher in a small group
- Students can present their work to their peers and receive feedback
- Feedback on student work and progress

Lesson supervisions during online learning while students are at school

Expectation of Lesson Supervisors

Members of staff who have been appointed to support online lessons may be in one of three categories –in all cases do not dismiss students before the end of a lesson and report all problems with attendance or behavior to the student affairs office! Students should not be continuously on their laptops for the whole lesson. Watch out for non-IT activities when students should have their laptops at “half-mast”.

1. **Team teacher.** If you are a full-time teacher then you are expected to work alongside the online teacher, taking a role in supporting and teaching the lesson. You might be part of the EAL team (see your EAL guide), or you might be a subject specialist. The online teacher will take the lead with the overall planning, check attendance, and carry out all student assessment. As a team teacher on campus you will be moving around the classroom, assisting with learning, and sometimes delivering new content or explaining concepts. You are the person responsible for making sure that all physical resources for the lesson are available. You will need to meet with your partner every week to discuss planning!
2. **Teacher Assistant.** If you are teacher assistant, then you will be directed by your Head of Department. You will be observing the lessons and making sure that the class is fully resourced with materials needed.
3. **Supervisor.** If you are a supervisor, then you have been assigned to the class on a temporary basis to support classroom management. Make sure that you check in with the online teacher so that you know what students should be doing during each lesson and aid where you can, walking around the room to encourage student engagement.

As a teacher or qualified assistant in a science lesson you will be expected to help prepare and deliver science laboratory lessons. Check with your colleagues in science to ensure that all safety procedures are followed properly.

NOTE: All Grade 9 and Grade 10 lessons always need to be properly supervised and supported in the classroom by a teacher or TA. Some Grade 11 and Grade 12 classes may only have their online teacher, supervised by an employee in the classroom whenever needed.

Observations

Informal Observations

Throughout the school year members of the SLT (usually Principal and Deputy Principal (T&L)) will visit lessons **(and online lessons on TEAMS, led by the Deputy Principal (T&L)!**) as part of a learning walk to informally observe teaching and learning in school. These visits will range from a quick two-minute visit to a longer (10-15 minute) informal observation. If a longer informal observation is taking place, then an informal observation form (see the documentation section of the handbook for the template) will be left with you or e-mailed to you later that day. Informal observations are used to assess what the level of teaching and learning on a day to day basis and unless there are serious concerns, the impact of the informal observation doesn't have any implications for teacher evaluation. The informal observation will provide feedback through a tick list of basic expectations teachers are expected to demonstrate in each lesson as well as comments highlighting any strengths that were observed and suggestions to further enhance students learning.

Formal Observations

Formal observations of new staff will be conducted by a member of the SLT (usually Principal and Deputy Principal (T&L)) throughout the school year. All new staff will have an initial formal observation in the first 90 days of their contract as part of their probation period and all other staff will have a formal observation, usually by their HoD, by the end of the first semester. **NOTE: for staff who are outside China at the beginning of the school year then an online lesson will be formally observed!** The observation should demonstrate a specific aspect of their professional learning.

Should the formal observation of a new teacher be satisfactory, then they can expect to have informal observations for the rest of the academic year. However, SLT hold the right to schedule further formal or informal observations for any teacher throughout the school year. If there are concerns over the performance of the teacher after the formal observation, then at least a second observation will be scheduled and monitoring of performance may take place and competency procedures may be put in place. SLT members conduct regular "learning walks" to gauge the educational climate of the school.

The process of formal observations is the same for all teachers. The observer will contact the teacher via e-mail stating a time for the pre-observation meeting and the day and lesson of the observation. Copies of the pre-observation questionnaire, standards for observations, lesson plan template and the observation form will also be attached.

A pre-observation meeting will take place between the observer and teacher to discuss the teacher's professional learning focus, the lesson observation, talk through any issues and allow the teacher to ask any questions they have before the observation.

Following the observation, a meeting will take place within two working days of the observation (it may be later should both parties agree due to schedule conflicts). During the post-observation meeting the lesson will be discussed, written feedback of the observation with strengths and areas for improvement will be given to the teacher. At this point any further need for observations will be discussed.

A copy of the observation feedback will also be issued to HR and placed in their records.

HoD's role in Observations

Heads of Department are expected to visit lessons within their department on a regular basis. The purpose of this is for them to be aware of what is going on within their department and share any feedback with the Principal or Deputy Principal (T&L) should they wish. **For returning teachers, the role of formal observer is generally taken by HoD. Where there are any concerns identified however this role is passed over to the Principal or Deputy Principal (T&L)**

Evaluations and Competency

All teachers are evaluated as part of the schools performance management system. The evaluation process is designed for teachers to professionally develop by reflecting on their own practice and improve specific aspects. This is assisted by receiving feedback from their HoD, the Principal, Deputy Principal (T&L).

Should there be any serious concerns at any point in the school year about the performance of a teacher then the Principal or Deputy Principal (T&L) (with approval from the Principal) can start competency procedures for an individual teacher.

Competency procedures are in place to support the teacher and provide an opportunity for the teacher to improve. However, should there be no progress made during the competency procedures then the contract of the teacher may be terminated.

The link between professional learning and evaluation

A more complete, data driven, 360-degree evaluation and professional learning policy is in the process of development, to be rolled out in August 2021. Teachers are encouraged to build a portfolio of evidence to demonstrate their growth as a professional educator against four components -

1. Student learning – what evidence is there that your students are making good progress through the year, based on data?
2. Expectations and standards – how well do you meet the ULink teacher expectations in this handbook and the Cambridge International teacher profile?
3. Curriculum and team planning – do the evidence on Rubicon Atlas and in team planning meetings show your effective collaboration within your department teams, following the guidelines and timelines?
4. Classroom practice – in addition to formal observations, are you taking advantage of feedback from peer observation and discussion? Are you conducting practitioner-based research into improving one aspect of your teaching during the school year?

Professional Dress

Staff are expected to dress professionally. This includes a shirt with collar for men, no jeans (male or female), and a neat overall appearance. We expect students to wear uniform, and our professional code is meant to set an example to our students. It should show that we have made an effort to present ourselves in a formal way. Clothes should not be revealing, so neck and hem lines should be modest. Optionally, you can choose to wear a ULink collared shirt, or a ULink logo jacket. PE staff should wear appropriate sports clothing, Art staff can wear aprons when needed, and Science staff can wear lab coats. If your attire is deemed to be inappropriate, then you will first be informed and continued failure to meet the dress code can result in disciplinary procedures. Please be aware that there is a judgment call by the Principal in these matters.

Student Uniform

Staff are expected to enforce the student dress code. If students are out of uniform, please do not allow them into your lesson but send them down to SAO.

Homework

All teachers are expected to issue and mark homework on a regular basis, in line with HoD's expectations and guidelines. It is important that students receive regular and detailed feedback on assignments, both those completed in class and those completed out of class. Students at ULink College have study time every evening so it is important that sufficient useful homework is set. This can involve lesson preparation (e.g. "flipping the classroom") or lesson consolidation. Holiday work is also expected. Please see the school's Assessment Policy for more details on marking and grading – what follows is a summary of summative grading common to different subjects.

Marking and Grading

All teachers are expected to assess students in class, via homework, independent research projects, topic tests and unit exams on a regular basis and students should receive marks or grades and/or written feedback on all formative and summative assessed work. Teachers are expected to keep accurate records of students' work allowing student grades and progress to be transparent.

Marking schemes, rubrics and grade boundaries are set by each department and are expected to be used accurately and consistently by all members of the department.

Student grades are reported to students and parents through formal reports at the end of each quarter accompanied by teacher comments. In the months of September, November, December and March monthly progress reports are issued to students with cumulative grades and effort scores only.

Note that students and parents should be able to see up to date grades at any time via their student or parent portal. This means that the formal reports should not be a surprise!

Although grading for quarter grades for each subject are calculated in line with department policy, semester and annual grades are calculated using the following formula for all subjects as far as possible.

It is expected that all teachers will adhere strictly to the terms of the Assessment Policy at the end of this handbook!

Semester I

All Grades: QI (1/3) + QII (1/3) + End of Semester Exam (1/3) = Semester I

(Q1 grade for Grade 9 may be modified/ removed because of time spent in Australia. End of semester exams are generally taken in class time and are summative tasks appropriate to the subject)

Semester II

Grade 9: QIII (1/3) + QIV (1/3) + End of Semester Examination (1/3) = Semester II

Grade 10 and 11: QIII (1/3) + QIV (1/3) + Mock Examination (1/3) = Semester II

Grade 12: QIII (1/2) + Mock Examination (1/2) = Semester II (credit can be given for QIV)

(Q4 grade may be modified to take account of CAIE examinations taking place throughout the quarter. Subjects such as Art and Design A-Level will follow their own grading policy.)

Annual Grade

All Grades: Semester 1 (1/2) + Semester II = Annual Grade

**Please note that we don't provide GPA's (unless a university specifically asks) or rank students*

Examinations

With all students taking either IGCSE's or A Levels, both of which are externally examined, examinations play in an important part of the student's life at school and also their future. In order for students to be prepared and familiar with the format and style of IGCE and A Levels, we have internal examinations during the school year as well as the external examinations.

End of Semester I "Examinations"

All students will take an End of Semester Major Summative Task or Examination in each of the subjects they study. They will test students on knowledge, skills, and understanding from their courses until that point. However, they are scheduled in class to reduce the loss of teaching time.

Mock Examinations

All students in Grade 10, 11 and 12 will take mock examinations in every subject. Grade 9 students will take mock examinations in Mathematics and Chinese, as they will sit these IGCSE's at the end of Grade 9. All exams should be formatted in the exact manner as a CIE examination. However, it is not expected that Mock Examinations cover all of the syllabus content. They are diagnostic and are sufficiently early so that, in addition to completing the syllabus, the teacher is able to address "problem areas" after the Mock Exams.

End of Semester II Examinations

Grade 9 students will take examinations at the end of Semester II. The examinations at the end of semester II will test students on knowledge from their courses until that point and should be formatted in a similar, but not exact, manner to their respective CAIE examination.

External Examinations

The main external examinations that students sit are CAIE examinations, but some students will take other external examinations for a variety of reasons.

CAIE Examinations

CAIE have two exam periods throughout the year; Autumn (October and November) and Summer (May and June). During the autumn examinations a small number of students will take some CAIE examinations in certain subjects. These examinations will be scheduled alongside the normal school timetable and teachers will be informed ahead of time about which students will be taking exams at this point.

During the summer examination period all students in Grades 10, 11 and 12 will take CAIE examinations in each subject they study. Over the course of this six-week period a temporary timetable will be put in place to accommodate the large number of examinations and expectations of staff and students during this time will be set out by the Principal and HoD's.

The Grade 9 students will take their IGCSE in Chinese and Mathematics during the summer examination period. These will take place alongside their normal timetable and teachers will be informed of any disruption to their lessons prior to the exams.

Edexcel Examinations

A few exam subjects are offered in Edexcel. This currently includes IGCSE Art, an A-Level Mathematics route, a Further Mathematics route, and IGCSE from 2021.

Examinations Officers

Cindy Ye and Yan Yan have responsibilities for examination boards and sessions.

Other External Examinations

Throughout the year, small numbers of students may need to take other external examinations such as the STEP exam. These examinations are organized by the Academic Office and teachers involved or impacted by these examinations will be informed prior to the examinations.

The school is an approved IELTS exam centre. On site IELTS training is the work of the Campus Learning Centre and is not part of the school's core curriculum.

Invigilation of Exams

All teachers (plus pre-teachers and teacher assistants if required) are expected to invigilate both internal and external examinations. The duty of invigilation replaces that of teaching during the examination period and no extra pay is given, unless the time allotted takes the teacher over their contracted hours. All office staff are asked to support exam invigilation as "runners", or invigilators (after training).

Extra Academic Support

We try our best to satisfy the individual academic needs of our students. Students are encouraged to place themselves at the centre of their learning by setting themselves academic targets, and approach teachers themselves if they need more help. We expect our teachers to always try their best to provide extra support.

Please discuss with HoD if you have concerns about a student's progress in your class or if the student themselves is concerned about their progress. HoD will bring your/ your student's concern to the next HoD meeting.

The **Additional Learning Support Coordinator** assists a small number of students individually at any one time who are struggling academically across their whole programme of studies, interacting as needed with staff involved in the different support programmes, including the **EAL team** for Grade 9 students. The need for this intervention is first identified through CAT4 results, students becoming "**at risk**" (see Assessment Policy in the appendix) or by referral. Please note that it is always the subject teacher's primary responsibility to support all students in their class, differentiating tasks to better suit student needs where possible. **PLEASE SEE FLOW CHART BELOW the section on peer tutoring.**

1.Reach Up

After Quarter 1, students with low academic grades, but with the motivation to improve are put into extra classes after school where/when feasible. The arrangements made are by agreement between the Academic Office and Academic Departments. **Unmotivated students should not be placed in these classes!** Extra lessons are taught by subject teachers, following a timetable set by the Academic Office. Students are monitored against specific targets.

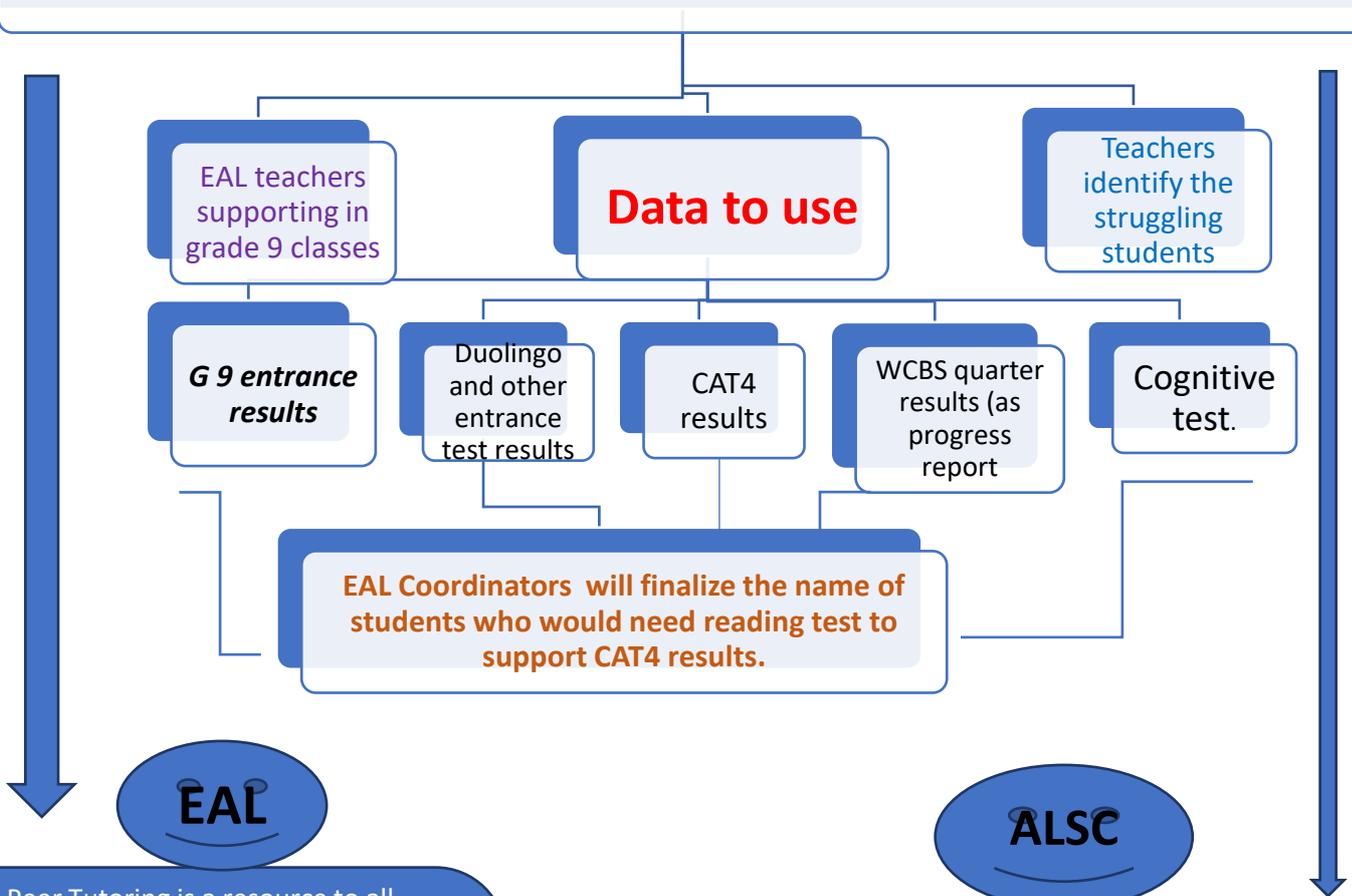
2.Top Up

Motivated and highly academic students are identified at every stage from Grade 9 until Grade 11. In Grade 9 there are fast track and advanced classes for Mathematics and English respectively. In Grade 10, students begin to follow "Top Up" extension options in Quarter 3, such as CIPQ, Thinking Skills, and subject specific lessons and discussion groups. During Quarter 3 of Grade 11 students with the motivation and academic grades to apply for Oxford, Cambridge and other top universities are confirmed and this extra support continues through to selection interviews and university applications in Grade 12. Extra classes are arranged for these students, taught by subject teachers, and a partner external agency. Classes are focused on extra exam and interview preparation. They are arranged by the CAS and Top Up Coordinators in the CAS Office.

3.Peer Tutoring

Students in need of English language or other subject support can visit the peer tutoring centre at after school times as announced. This support can be for 1:1 individual lessons or for a longer-term commitment to help solve problems with writing or working in English in general. **PLEASE SEE FLOW CHART BELOW.**

EAL /Learning Support Collaboration chart Flow Chart



• Peer Tutoring is a resource to all students and teaching staff. This is spearheaded by our EAL Coordinator, Jona Zhang. Currently, the center provides tutoring support on English, Economics, Business, Chemistry, Physics and Biology.

It hopes to expand on content areas such as Humanities and Maths.

HoDs to provide the list of Peer tutoring timetable to EAL

Peer-tutoring Coordinators/Tutees may discuss on the progress of the students getting the Peer Tutoring support. [the](#)

- ALSC will work with HoDs/ attends HoDs meetings.
- ALSC will share learning styles/Learning Strengths /Learning Strategies/Major Traits of the Learner/Activity Suggestions for the Learner with HoDs and subject teachers.
- HoDs to instruct the teachers in their respective department :
 - To use the IAP template /tailor it to match the needs of struggling students.
 - To upload the IAP template on teams once a month.
- Meetings: ALSC and HoDs(concerned teachers as directed by HoDs)will meet at the beginning of each quarter.

The focus of the meetings will be on struggling students.

ALSC will cater to:

Students with severe cross programme issues, eg about 3 students per grade at any time.

4.Campus Learning Centre

In the evenings and at weekends the Campus Learning Centre provides private training and individual private tuition, including subjects such as IELTS and other language tests and mathematics. The tutors are not faculty members, but they do liaise with Academic Departments to ensure that students receive help that is appropriate to their needs.

Classrooms

Classrooms are learning environments and should be kept in a tidy and organized manner. There should be student work displayed and copies of the school's mission in every classroom in the school. Displays need to be covered or removed for external examinations.

Display areas for the classes and homeroom sharing a room should be decided at the start of the year. In addition, departments are responsible for maintaining corridor displays.

Classroom with an assigned homeroom are the primary responsibility of the homeroom supervisors and homeroom students. Since they are used for two hours study each evening it is important that homeroom students are responsible for making sure that the room is tidy and organized for classes (or exams) the next morning.

Teachers will have an agreed office space, either in a staff workroom or in a classroom. Classrooms are usually shared by two or more teachers. When using a classroom, teachers should leave it in the same way they found it; this includes wiping the board clean and putting desks and chairs back properly.

If a teacher uses a room as their office space they have the right to be in the room whilst someone else is teaching in there (unless an exam is taking place!). However, if you have an issue with this then please speak with the teacher - should you not be able to reach an agreement, please speak with the Deputy Principal (T&L).

Competitions

Teachers are encouraged to provide opportunities to take part in external competitions within their subject area and are called upon to prepare students and manage events. The school has regularly taken part in national and international competitions for most subjects, e.g. Mathematics, Chemistry, Physics, Computer Science, Spelling, Reading, Economics, Business Studies. Should you wish to provide students with further opportunities for this please speak with the Deputy Principal (D&A), the coordinator.

Field Trips

Extra restrictions and safeguards will be in place due to external regulations during the COVID-19 crisis. Please talk with the Deputy Principal (SA) before you start to plan your field trip.

Learning outside the classroom is an important and valuable educational experience. Teachers are encouraged to find opportunities or request support from the SAO in finding opportunities for field trips. In most cases, particularly during term time, field trips only take place in the Guangzhou area.

All field trips, including off campus sports competitions, must be approved by the Principal. The Deputy Principal (SA) will oversee the procedures for calendar checks, risk assessment, cover, parent permission, organization of transport, etc. Field trip forms can be found in the SAO. Further details about field trip procedures can be found as an appendix to this handbook.

Students with poor academic grades may not be granted permission to attend a field trip or sports competition if they are missing lessons in which they are obtaining low grades.

Preparation for field trips must take place well ahead of time. A general guideline is that, once approved, other teachers will need at least two weeks' notice of the event for lesson planning.

Study Abroad

Since 2013 we have been sending students to study in Australia for around 7 weeks. We work in partnership with John Paul College in Brisbane but from the 2016-17 academic year we expanded the partnership to two further schools.

During their time in Australia, students will live with an Australian family, follow a specially designed ESL programme, , integrate with local students for specific subjects and partake in cultural activities and trips. The purpose of the study abroad is to improve student's English proficiency and prepare them for their future study abroad.

During the time of the COVID-19 crisis all study abroad is cancelled. Grade 9 teachers in 2020/21 need to be particularly sensitive to the fact that their students are joining ULC directly from their local Chinese schools, with no English immersion experience beforehand.

Graduations requirements

To graduate from ULink College all students must meet the following criteria:

Four conditions for receiving a ULC High School Diploma -

1. Academics

- Minimum of three A-Level subjects completed (other than Chinese). These can be completed at the end of Grade 11 or Grade 12 but must be studied and assessed internally at school. “Completed” also includes sitting all the external examination requirements for each course. The final internal grade for each of three completed A-Level (apart from Chinese) must be E-grade or higher.
- Completion of a Grade 12 research project or CIPQ completion in Grade 11 or Grade 12.

OR

- At the end of Grade 11 students can choose to drop one Grade 12 A2-Level course. It must be replaced with two new courses, taught at school. New courses required are PE (2 periods) and additional option e.g., third language option (2 periods). Minimum of three A-Level subjects completed including Chinese. “Completed” includes sitting all the external examination requirements for each course. The final internal grade for each of three completed A-Level must be E-grade or higher. In addition, the student must obtain a final internal grade of “E” for the additional subjects (PE and other option) studied in Grade 12.
- Completion of a Grade 12 research project or CIPQ completion in Grade 11 or Grade 12.

2. Attendance

- Overall 90% attendance. (Up to 10% certified medical leave is not counted as absence and G12 students are entitled to up to 10 days personal leave linked to college applications.)
- Students who skip more than 10 lessons, homerooms, or grade assemblies (in total) during the school year when on campus, without a valid reason, will not meet the attendance criterion.

3. Service Learning

- 50 hours of community service for each year at ULink College is the guideline.
- Alternatively, 200 hours total of community service MINIMUM for a student joining in Grade 9
- Alternatively, 150 hours total of community service MINIMUM for a student joining in Grade 10
- Alternatively, 100 hours total of community service MINIMUM for a student joining in Grade 11
- Students who demonstrate commitment to extended voluntary projects in the community throughout the year may be awarded special recognition on their diploma

4. Core subject requirements

- Completion of English course in both Grade 11 and Grade 12, including attending the external examinations in English for each course.
- Completion of AS Level Mathematics, including attending external examinations for the course.

Students who do not meet the graduation requirements may:

- Attend the graduation ceremony, obtaining a certificate of completion
- Request make-up exams – although this may, with sufficient improvement shown lead to meeting the criteria for graduation, this will not alter the original transcript grades. In addition, students who obtain E and above in the same subject and level for their external examinations in August that they failed internally will meet the academic requirement.
- Complete the community service requirement during the summer after Grade 12, including agreed evidence of completion

Academic Progression (see **Monitoring & Progression Policy**)

Grade 12 Research Project or Grade 11 CIPQ Qualification

All students are expected to either complete a formal, externally graded CIPQ qualification in Grade 11 or Grade 12 as a closely monitored and supported extracurricular assignment, or to complete an internally assessed research project in Grade 12 as part of their English programme.

Cambridge International Project Qualification (CIPQ)

Cambridge International Project Qualification (CIPQ) is a project-based, standalone qualification offered by the school to Grade 11 or 12 students. It provides the students opportunity to develop critical and problem-solving skills, independent research skills, innovation and creative thinking skills, reflection and communication skills through in-depth study of an academic topic of their choice. This allows students to demonstrate engagement with their chosen topic beyond preparation for an exam and helps them stand out from the crowd in their university applications. The students can be entered for either June or November exam series.

The students involved in the program supported by the Mentor or Supervisor are required to: **(a)** develop a researchable question and prepare a research proposal; **(b)** gather relevant data and information to answer the research question; **(c)** write a 5,000 words research report following academic conventions; **(d)** record progress in a research log; and **(e)** present research and answer questions during viva or interview.

The CIPQ Coordinator works with a group of subject specialist teachers (“the research team”) to mentor or supervise the CIPQ students through their research project. A series of about 15 lessons are timetabled to introduce students to research, research writing, plagiarism, referencing, and research method.

The research team are responsible for reviewing student proposals for research, teaching the necessary skills to the students, and monitoring individual progress, taking advantage of Noodletools and Turnitin software.

Student Affairs Office

The Student Affairs Office is a vital part of the school that is overseen by the Deputy Principal (SA). The office is responsible for all activities outside the school day, communication between the school and families, the pastoral care of students, liaison with the dormitories, student clubs and organisations and the House System.

House System

The House System is an important part of the school and is used to reward students, create a sense of community and provide opportunities for development outside the classroom. All students and staff are placed in one of four houses with emblematic animals; Red, Yellow, Green or Blue. They will collect House Points throughout the school year, with monthly awards for students with the most House Points and a gift for the students in house with the most House Points at the end of the year.

Please see the student handbook for guidance on the award of house points.

Daily Announcements

Student announcements and links to essential student forms are submitted to the student “Landing Page” (home page). Staff without direct access to the Landing Page can submit notices via SAO. Urgent email messages can only be sent to all students if approved by the Principal. Homeroom Supervisors must check that students are reading their email and landing page information during morning homeroom time. The announcements tell students about what is going on in school and any extra information students needed from offices or individual staff.

After School Programme 3:35p.m. - 4:35p.m. (+ 4:35 p.m. – 5:30 p.m. Monday/ Wednesday)

The After School Programme is an important part of the school day and one that all staff are expected to be involved in. Each day there are different activities for students and staff to follow.

Day	Activity	Description	Students involved
Monday	After School Activities	Official club, organizations, sports training, and activities. Duke of Edinburgh	Grades 9 - 11
Tuesday	Office Hours	Teachers need to be in their rooms. Students can see teachers they need to.	Grades 9 - 12
Wednesday	After School Activities	Official club, organizations, sports training, and activities. Duke of Edinburgh	Grades 9 - 11
Thursday	Lectures (organized by CAS and Leadership)	(Teachers need to attend calendared meetings and training at this time.)	Grades 9 – 12

Due to the time needed to change clothes/ travel to an activity, students should expect ASA attendance checks at 3:40pm and 4:40 pm.

Note: if you are a foreign contract member of staff then you are responsible for offering **TWO 1 hour or 50 minute ASA periods each week**. They can be one on Monday (until 4:35pm) and one on Wednesday (until 4:35pm). Alternatively there is the option to have ASA on Monday or Wednesday from 3:35pm until 5:30pm – in this case the teacher, once registered for this option may leave school at 3:40 pm on the other ASA day, Monday or Wednesday unless there is a special school event that day. Full-time local teaching staff with fewer lessons per week than the contracted number must offer **ONE or TWO 50 minute ASA period each week**. Please see the ASA Procedure document in the appendix.

Sports Coaching

Since there is a heavy time commitment for sports coaching before/after school and at weekends during the sport’s season this is a separately stipend position. **However, coaches additionally need to fulfill any ASA contract commitment. SEE THE PRINCIPAL TO RESOLVE ANY TIME CONFLICT.**

PSHE Personal Social and Health Education

This is managed and supported by the PSHE Coordinator working alongside homeroom supervisors. The curriculum for PSHE is mainly covered within homeroom discussions on Fridays and grade Level assembly time presentations. There may be special events organized to focus on PSHE topics.

Homeroom Time

Both homeroom supervisors need to engage with individual students about targets, progress and problems. LHRS lead on parent contact and individual pastoral support. FHRS lead on PSHE discussion and assembly preparation.

School Management Information System (SMIS)

At ULink College the SMIS used is called WCBS which we have introduced three years ago. It is a web based system (replacing a school intranet system called Denbigh that still preserves some old data up to 2018). WCBS can be accessed from anywhere. Management tasks can for example be completed at home.

It is expected that registers, grades and comments for reports, house points, detentions and infringements are recorded on WCBS. Teachers are expected to make full use of the gradebook function for summative and formative tasks. HODs lead this for each department according to a consistent department policy. Parents and students have their own portal access so can view grades, attendance, and behavior records.

New staff for 2021/22 will be supported within departments after a brief introduction at the start of the year.

Registers: attendance should be taken and recorded on WCBS in the first 15 minutes of the lesson.

Grades and Comments: each Quarter reports are issued to students. Each subject teacher is required to input a Grade for the Quarter, Grade for the End of Semester Examination (if applicable) and a comment (generally from a “canned” bilingual comment menu). All components of the Reports are completed on WCBS and accessed through the reports menu.

House Points: House Points should be issued in accordance with the school policy. When they are issued they need to be recorded on WCBS, stating the reason.

Detentions: Detentions should be issued in accordance with school policy. When a detention has been issued it needs to be inputted on WCBS, stating the reason and when to serve detention.

Infringements: Infringements refer to the reporting of confiscated mobile phones. No student mobile phones should be visible during the normal school day, from 8:00 am until the end of after school activities. When a mobile phone is confiscated it must be recorded on WCBS as an infringement. This is accessed via the discipline tab on the student profile. Hand confiscated phones in to the Academic Office.

Student Uniform: Students out of uniform from 8:00 am until 3:40 pm or in the incorrect uniform should be sent to SAO from where they will generally be sent back to the dormitory to change or will be required to copy the uniform regulation and change into second hand uniform. Parents will be informed if a student does not have uniform. On Mondays, Parents’ Days, and other special

events, students need to wear formal uniform. On other days any version of official school uniform with ULink logos is permitted.

Discipline

Students at ULink College should behave in accordance with the school's expectations and teachers need to enforce the school rules and use the appropriate sanction when a student has broken the school's rules. Students at ULink are in general extremely well behaved and discipline issues are usually very minor. However...

What to do if you have a classroom discipline problem that you are unable to resolve and is preventing you from making progress with a lesson

If a student is refusing to follow a classroom procedure despite a repeated and explained request, please avoid any emotional responses, and do not raise your voice. You will need to judge whether the situation can best be handled by allowing the student to sit quietly while the rest of the class gets on with the lesson. If the situation requires immediate action, please avoid leaving your class unattended. If you need to step out of your classroom, please ask a colleague next door to watch your students for a moment. Please call the Dean of Students by WeChat or phone to come to your classroom/ teaching corridor, or, once your students are being supervised, accompany the student concerned to the Dean. In the absence of the Dean of Students, the Deputy Principals can all be asked/ called to support you. The School Counsellor will always be involved in the procedure after the Dean has spoken to the student about the incident. Do not send unaccompanied angry or emotional students out of your classroom – if a student runs away please inform SAO immediately.

In general...

See Behaviour and Discipline Policy or **Student-Parent handbook** for further details. Informal detentions can be set by and supervised by a teacher after 16:40 Monday to Thursday for minor issues that a teacher would like to handle directly but formal detentions take priority (see next section). Please contact the GLC if you issue an informal detention so that it is possible to track behavior problems for a student.

Formal Detentions

Please consult the latest addition of the **Detention Policy** for more details about procedure, responsibilities and expectations.

Formal detentions are issued for repeated low-level behavior problems after the teacher has warned the student concerned, and, generally, after the teacher's own interventions have not been successful. Formal detentions are centralized and supervised by the Teacher setting the detention, or by a member of the Leadership Team - Principal, Deputy Principals or the Dean of Students.

There are three types of formal detention;

Office Hours detention supervised by teacher (academic problems): Tuesdays at 15:40 – 16:25

Afterschool Detention (usually discipline problems): Monday – Thursday in AQ3-305 at 16:40 – 17:25.

Friday Detention: Friday in Principal's Office or Lecture Hall at 15:40 – 16:40

Friday detentions are issued for missing a formal afterschool detention or after a serious breach of school rules. They are higher level detentions as they are one hour long and mean that the student will miss the school bus and be responsible for making their own way home.

Attendance at detention is recorded on WCBS and GLC's monitor attendance daily. The GLC will follow up on any issue reported from detention (including non-attendance) and will liaise with class teachers and Homeroom supervisors with any issues/concerns.

Teachers are expected to monitor the daily detention after issuing a detention to check on the status of the student's detention.

Home Room Supervisors are expected to monitor discipline records of students in their homeroom to ensure they are aware of any discipline issues.

Target Card

Students with persistent behavior (academic or discipline) issues may be placed on a target card by their GLC. The GLC will communicate with Homeroom Supervisors and subject teachers to inform them of the targets for the student.

Students should present the card to the subject teacher each lesson and ensure it is completed at the end of the lesson.

The GLC will monitor the target card weekly and make the decision as to take the student off target card, keep them on target card or refer to the Principal for higher level sanctions.

Target cards can also be issued by subject teachers for their lessons. This should be done after speaking with the HoD and also the GLC to ensure that the issue lies within one subject only.

Exclusion

For serious issues of breaches to school rules, or repeated low level poor behavior, a student may be given a fixed term or permanent exclusion.

This can take the form of in-school suspension served in the Principal's Office, off-campus suspension for a period, or, specifically for dormitory or weekend offences, a student can be required to become a day student permanently or for a period of time.

In very serious cases, involving illegal or dangerous behavior, or in situations where a student repeatedly receives a suspension of some form, a student may be expelled (permanently excluded) from school.

The course of action is determined by the Principal, who will decide based on evidence and feedback from Deputy Principals, GLC and Guidance Counselors.

In all serious cases of exclusion, a letter, signed and acknowledged by the parents, is put on the student's file and a meeting is arranged with parents to discuss the best interests of the student, including follow-up counselling.

Leave

If staff require leave (planned or unplanned) work must be set for all classes. The work set must be more than 'students should self-study'. The Principal's Assistant and HoD must receive a copy of all work set. In general, effort should be made by the teacher taking the leave to find a teacher from the same department to teach the lesson.

Planned Leave: For any planned leave (Personal Days, see below) the Leave Application Form (available from HR) must be filled in and given to your office manager (for teachers this is the Principal & DP(T&L)). The manager will decide to approve the leave or not. **No planned leave is permitted at either side of a holiday.** If leave is unapproved then salary is not paid for that day and there is a risk of being in breach of contract.

Unplanned Leave: If you require unplanned leave (Sick Leave or Personal Day, see below) then you must contact the Principal's Assistant and Deputy Principal (Teaching and Learning) at your earliest opportunity and/or before 8am. Please see staff list or Staff Directory for contact details. Nonteaching staff need to contact their Office Manager at earliest opportunity and/or before 8am. You must complete a leave form on return.

Personal Days: In the contract foreign staff are allowed up to seven paid personal days a year. All personal days are at the approval of the Principal. Personal days are there to support staff when they have a personal need that conflicts with their usual day to day work. Acceptable reasons for personal days include the following:

- Job Interviews/Fairs
- Close family relative visiting
- Appointments at an Embassy/visa office
- Non-emergency medical appointments that can't be scheduled at weekends
- Wedding Leave (yourself or a close family member)
- Bereavement Leave
- Your child's major event or child's sickness

The Principal may request proof when applications are submitted. Please accept that you may be told that you are not approved to take the personal day.

Personal days may not be taken alongside holidays, at the beginning, or end of year.

Sick Leave: Please see your contract. Sick Leave is obviously for when you are sick! For more than a day at home at one time, or for a Friday or Monday at home, you should have a note from a Doctor or Nurse, including School Nurse, to confirm. You are expected to be at home resting or, if the case is more serious, in hospital. HR will support you if you need to find specialist medical assistance.

Leave forms: They must always be completed so that your monthly salary is not reduced as a result of absence. HR have the responsibility to check that all teacher absences notified by the Academic Office are accompanied by an approved Leave Form. Please be aware that the salary reduction may occur one month later if the unapproved absence occurs towards the end of a month.

Professional Learning and Reflection (PLR) – external training, OR School Business off campus: If approved *and requested* by the school, this is a form of planned leave that does not use your personal days. (In some situations PD might be approved but count as personal days. An example is if you are using your PD allowance (after two years' service) towards a teaching or other relevant qualification that requires some face to face tuition off campus.) *See information about Professional Development later in this handbook.*

Discretionary Leave during a School Day

We are aware that banking (for example) can be a challenge for foreign staff! Once each month it is acceptable to use a free period or two at the beginning, middle, or end of day to visit the bank. Please confirm in the Academic Office that you have no duties at that time and sign out. This procedure may only be used to cover an absence from school of up to about two hours for the specific purpose of banking or home emergencies requiring immediate attention. (NOTE: Foreign staff are encouraged to sign up in the Finance office for the service to send a fixed amount home each month to your foreign account. Please ask in HR for details about this service.) **All employees are protected by Chinese labor law with regards leave of all types**

Covering Lessons

Due to the size and make-up of our community and there not being a local company that provides supply teachers, staff absence is generally covered internally. Staff are informed in the morning or the day before (where notice is given) if they are to cover a lesson. The staff chosen will usually come from within the department and if the cover lesson takes you over your contract hours, you will be financially compensated. If cover cannot be found within the department then the lesson will be covered by someone from another dept.

Special School Events

There are special school events during the year. These include Parents' Days, Open days, Professional Development (PLR) Days, Sports Day, Fun Day, Halloween, Love Charity, ULink Idol, ULink Talks (TED), School Trip, Cross-curriculum project, and Graduation. It is expected that all staff will support and contribute to these events.

Library Use (LRC)

ULink College has shared access to the NCPA/ULink LRC. Please contact our School Librarian if you wish to bring a class into the library. The end of the library nearest to Main Hall is officially ULC space, as is one of the small break-out rooms, but it is possible to book all parts of the library including the "bubble" with sufficient notice.

Other Professional Duties

In a guide of this size it is hard to produce a prescriptive list of all duties during the school year. It is in the nature of the profession that teachers are called upon to assist in many ways, most of which are already mentioned in this guide.

Here are a few others –

- Writing references for students (CAS/ Academic office support)
- Lessons for students needing extra support after school
- Helping students with interview practice (CAS Office support)
- Mentoring and training new colleagues (e.g. cognitive coach)
- Keeping up to date with all school procedures and policies
- Self-study supervision
- Supporting administration in maintaining the good behavior of our students on campus
- Supporting admissions days and new student recruitment

Unusually for a school, we have few, timetabled, “duties” when we are looking after students at times and places around the campus. One exception is that teachers with a low number of “contact hours” are asked to supervise one lesson per week of Grade 11 self-study in the Lecture Hall during normal timetabled time. Additionally, there is the general expectation that we are not only looking after students within our classrooms, but throughout the school. This particularly applies to ULink students in “common areas”, shared by all three schools.

If you feel that you need more detailed support or information to fully engage with these or other duties, please let your line manager know!

Pre-teachers, Teacher Assistants, and Office Staff are all expected to support the needs of the school and students during normal work hours. Unless special exceptions are made this does not involve making additional payments to staff for general duties that are not defined by job descriptions. However, every effort will be made to take into consideration a staff member’s workload before assigning any extra duties.

Writing References for Students

You might be asked to write a reference in support of a student’s university application or for a student transferring to a different school. For a university application the student must approach

you with an approval form to submit to the CAS Office to show that you agree. The CAS Office will then supply detailed information about how to write the reference, according to the requirements of the country or university the student is applying for. For a school transfer, if a student approaches you then please send them to the Academic Office and await confirmation from a Deputy Principal or Assistant concerning the procedure for writing the reference in this case.

Professional Development (PLR)

Please note that there is a more detailed policy called “PLR Policy”.

Professional Development (PD) is important for all members of the ULink College community. Throughout the year the school has a number of PD days as scheduled in the calendar. The days are organized and presented by the PD Coordinator, other members of staff, and visitors to the school. Each day is designed to focus on the needs of students and all staff in school.

Many organizations offer external training opportunities that we take advantage of. PD is not limited to academic subjects. As a school we promote student well-being and best practice pedagogy and we improve in these areas by PD. We promote essential training for teachers who are new to teaching a particular examination subject, either through online courses or official face to face training within China. We offer advanced courses to more experienced practitioners in pedagogy. In many cases the online training option spread out over a number of weeks may be preferred to face-to-face in a couple of days if there are alternatives. As opportunities arise for external training that fit the school’s needs, the PD Coordinator, HoD, or Principal will discuss those opportunities with the staff concerned. HoD assess the needs of their department at the beginning of each semester and present these to the Principal to discuss with the PD Coordinator. Decisions on financial support are based on the current needs of the school.

For approved external training, the school will pay any course fees, travel, accommodation and a per diem for any staff who are attending the face to face training in China. Approval is not granted for training after the member of staff has given their intention not to return to ULink College for the following academic year.

Important note: Staff who attend external training are expected to “bring back the learning”. You will discuss with the PD Coordinator what that involves in your case before the PD and on returning to school. We expect you to put into practice what you have learnt through reflection, or a formal session to share with your department or others for example.

If CAIE, or Pearson EdExcel require a specific individual accreditation for a teacher to deliver all or part of a programme i.e. the setting and marking of coursework, the school will pay the cost of the accreditation/certification.

Teachers who have been with the school for over two years and signed a new contract for a third year are allocated an individual PD allowance. Please see HR for details about this allowance and how it can be used.

Teaching and Learning Certificate (CIC)

ULink College has been accredited to offer Cambridge International Examinations Teaching and Learning Certificate since May 2015. We were the first school in China to offer the programme and in December 2015 six candidates completed the Certificate.

The programme is designed to support the development of teachers (both local and foreign) in gaining a better understanding of western pedagogy and improving practice. The course involves observations, research, mentoring and producing self-reflective essays, it is then assessed by CAIE, who will award the certificates.

Cambridge International Certificate in Educational Leadership (CICEL)

ULink College has been accredited to offer CICEL since August 2020. Enquiries about this programme for 2021/22 should be made to the PLR Coordinator.

Purchasing

If you require any resources or equipment purchasing, you need to place a request using the school procedure. You must complete a form available outside the HR office and get the approval of your Head of Department. The request needs to then be left with the Principal's Assistant who will submit it for the Principal's approval.

Following the Principal's approval, it will take at least a week for the resources to arrive.

Printing and Photocopying

Teachers are given a photocopying allowance at the beginning of the school year. Teachers do their own photocopying within this allowance, using their campus cards to login to the photocopiers. Should this allowance be exceeded a teacher will need to complete a request form for an increase to their allowance. This request form needs HOD and Principal's approval and signature.

For large printing jobs, e.g. books of past examination papers, the printing is part of a department's budget, requiring a purchase order. The printing, if approved, is completed off campus.

It is important that all photocopying and printing involve a careful consideration of the exact needs for each job (number of students, number of useful pages). This requires each job to be carefully prepared in advance, removing unnecessary pages!

E-mail and Electronic Communication

Communication is extremely important to the running of the school. A major form of communication is the school's e-mail and all staff are expected to check their e-mail throughout the day to ensure they are aware of what is going on throughout the school. Email can also be misused

in a number of ways. It is often better to have a face-to-face chat unless a factual reminder or announcement is needed. Avoid sending any emails that are directly or indirectly critical of individuals, are trivial, or unprofessional. Consider different ways to work together electronically that might be more efficient such as TEAMS, One Note, sharing documents on One Drive, making appointments on Calendar, or sharing community information on WCBS and the web site.

The school landing page (bulletin board) should open automatically when a staff computer is switched on at school. This has important information updates and reminders from different offices, placed here to avoid as much bulk email as possible. It also gives “one click” access to all important school handbooks and policies.

News and Publications

Communication with the community is extremely important and key resources for this are our website, regular e-newsletter, and WeChat channel.

We encourage staff to publish information/pictures from special activities or events in their lessons, homerooms or After School Activities.

To publish news items to the community please contact the school’s bilingual editor who will also check approval and assist with any needed translation (Visit IT Office or see staff list).

Security Cameras

Throughout all public areas of the school there are security cameras. If a disputed incident occurs in a public location, or if a valuable item goes missing it is possible for any member of the community (staff or student) to apply to the Principal to review a video recording in the security guards’ room (ground floor of girls’ dormitory). In the absence of the Principal a request can be made through the Dean of Students.

Emergencies

Please ensure you familiarize yourself with the procedures for emergencies that are available via the staff landing page policies link.

Fire Drills: A fire drill will be performed at least once each semester. This will be a campus wide activity and involve all three schools on campus. It is vital that you make yourself aware of the procedures for fire drills.

Lock Down: A new campus-wide lockdown policy is in the process of development for 2021/22.

Medical: There is an infirmary/school clinic on the ground floor of the girls’ dormitory building. Nurses provide 24-hour medical support for the school community. Procedures for students are given by the Student-Parent Handbook.

Emergency Extension Numbers within the school

- | | |
|-------------------------|--------------------------|
| Nurse/ School Sick Bay: | Extension 666 |
| Principal: | Extension 6066/ 6067 |
| Student Affairs Office: | Extension 6060/6061/6014 |

Academic Office: Extension 6087/6088

Guidance Counselor: Extension 6119

Campus Life

Linked

Linked are the property services company that operate the services on campus. They are responsible for maintenance, security, dormitories, the canteen, the Q store, La Barista and cleaning.

Please inform the Facilities and Purchasing Department for any maintenance issues and the Principal for any other issues or concerns.

Sister Schools: NCPA and Ying Dong

The school shares its campus with two other schools Nansha College Preparatory College (NCPA) and Ying Dong Middle School. The schools all operate separately but we share certain facilities such as the Gym, Swimming Pool, Canteen and Main Hall. Throughout the school year there will also be events on the campus that involve all schools.

NCPA is a joint venture between ULink and ISS and has been on the Nansha campus since 2012. They have a similar number of students as ULink College and offer Grades 7 through 12. The school has an American curriculum combining internally assessed courses and AP courses.

Ying Dong Middle School is a private local middle school that follows the Chinese National Curriculum. As part of our partnership we also provide them with the CIE Checkpoint programme for English, Mathematics and Science. They are a small school with around 130 students in Grades 7 - 9.

Campus facilities and events issues

Since we share our beautiful campus with the two other schools there needs to be some coordination in the development and application of common policies, the use of facilities, the development of new facilities, and the sharing of costs of maintenance and building.

Shared facilities that can be booked include sports and dining areas together with the Library (AQ1), E-Learning Centre (AQ-4), Black box Theatre (Canteen 2nd Floor), Pine Room (AQ-3 small meetings), and Lecture Hall (AQ-3). Some academic and meeting rooms in AQ-2 and AQ-3 may also be used by Ying Dong School.

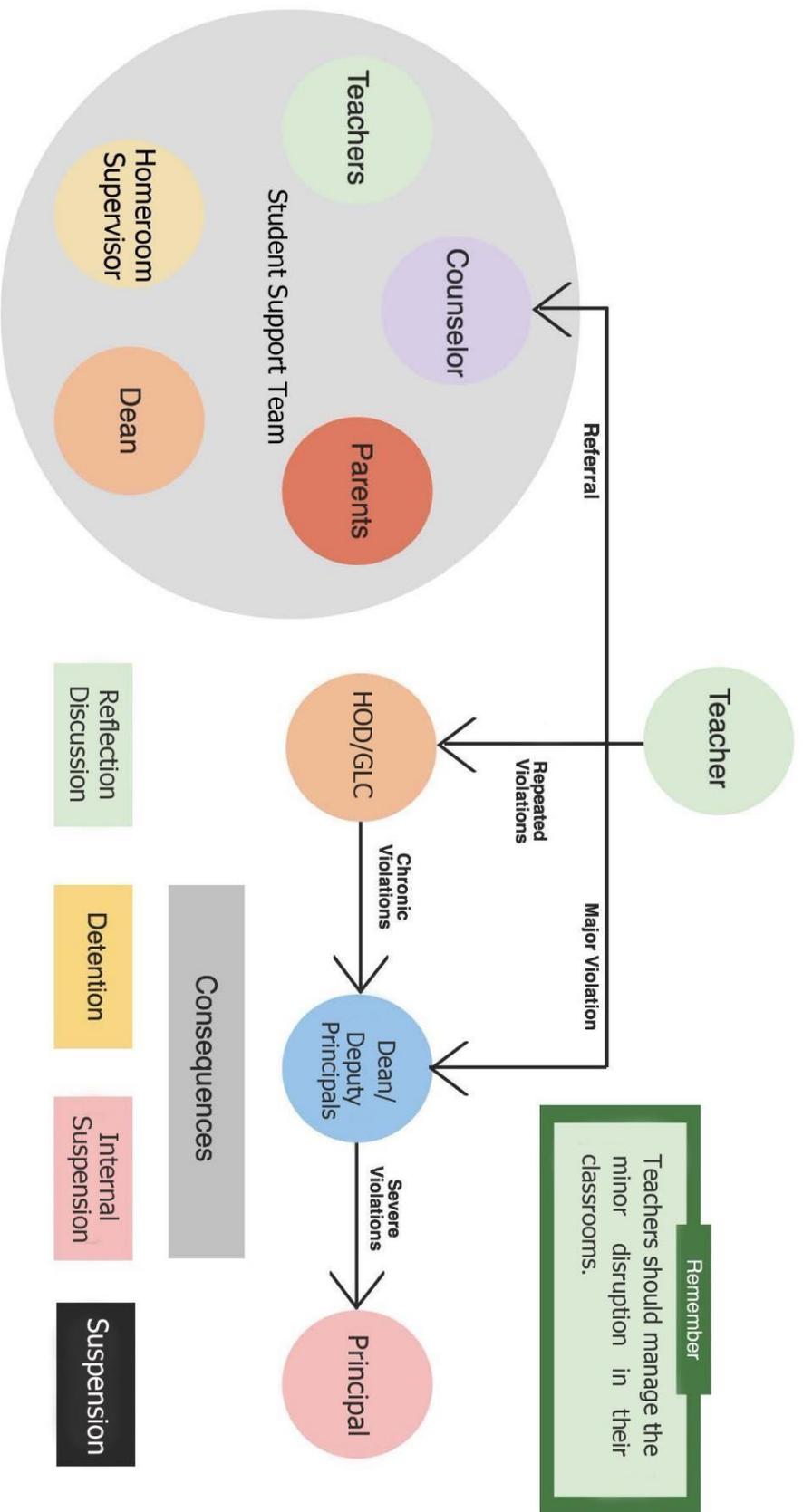
Always check with Sharon Wu (FP Officer) if you oversee organizing an event, to make sure that you will have the facility you need for the event.

Every two weeks the school leaders, Linked, and Company representatives meet to discuss campus wide issues in a "Campus Operations" meeting. HoDs should directly inform the Principal if there is a major facilities or event issue to be brought to the meeting.

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Discipline Flow Chart





INCIDENT REPORT FORM

(to be completed by staff member reporting incident)

Student Name (English) : _____ (pinyin) : _____

Teaching grade: _____

House: _____

Date of Incident: _____

Time of Incident: _____

Reporting Teacher: _____

Witness: _____

TIME OF INCIDENT

1. Before School

2. Lunch

3. After School

4. In School

Statement:

Place of incident:

Description of incident:

Type of Behaviour observed:

Action taken:

Further Action taken (completed by GLC):



COVER WORK FOR PLANNED ABSENCE

This form should be completed electronically and copies sent to the cover teacher (if known), HOD and AO.

A copy should be printed and attached to copies of worksheets required to give to the cover teacher.

Details in this sheet have been emailed by the teacher directly to students to give specific instructions and/or links to electronic resources. yes no

Name of teacher:	Group:
Date of lesson:	Period:
Lesson objectives:	
Instructions for lesson activities:	Resources needed:
Going further(activity students can do if they finish the main activity:	Any homework and deadline:
What to do with the work at the end of the lesson: <input type="checkbox"/> Students keep the work <input type="checkbox"/> Teacher collects in the work and gives to _____ in room _____	
Name of cover teacher:	
Comments/feedback from cover teacher:	



Summative Assessment Task Cover Sheet

Test / Essay / Other _____

Name/ Class _____

Teacher feedback and grade received

Four Sentence Student Reflection – keep to help you to write your quarterly reflection in Homeroom.

Strengths/Good/Easy/Fun

- I think I did well atbecause.....
- I felt good when I did.....because.....
- I likedbecause.....
- I found.....easy to do because.....

Weakness/Hard/Problems

- It was hard because.....
- I had a problem with..... This was because.....
- I think one of my weaknesses was.....because.....
- I feel I wasn't strong at.....because..... - I found.....difficult because.....

Improve

- I need to improve mybecause.....
- I want to get better atso I can.....
- Our group needs to work on.....because.....

Feedback

- The teacher said..... I will try to do.....
- The teacher mentioned..... I will work on this by doing.....
- (A student's name) said..... I agree/don't agree with them because.....
- (A student's name) pointed out I need to..... I will try to do.....

ULink College PLR Request Form

Name of applicant		Date of Application	
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General Information

Title of Activity		Type of Activity <i>May include, but not limited to: External PLR, On-line course, University course, self-directed etc.</i>	
Date of Activity		Location of Activity	

Number of Days of School missed

Funds requested

Expense	Currency	Amount

Please answer the following questions:

1. Describe the activity or attach further information
2. How does the PLR Activity align with ULink College Mission or focus areas?
3. How will the PLR activity benefit you professionally?
4. Is this PLR activity able to be shared with colleagues in terms of their practice?

This request is Declined	Reason
--------------------------	--------

Principal's Signature _____

Director's Signature (*Overseas Travel*) _____

STAFF ASA RULES

Staff will be emailed an ASA Sign-up form before the commencement of each Quarter. Staff are expected to complete this form outlining their preferences for an ASA activity. The Student Life Coordinator will assign staff that fail to submit this form to an ASA that requires supervision.

Times

- Session 1: (P6 3:35-4:35) Attendance check 3:40-4:30pm every Monday & Wednesday
- Session 2: (P7 4:40 – 5:30) Attendance check 4:40-5:30pm every Monday & Wednesday

Venues

- The Student Life Coordinator will try to provide each ASA with the best and most suitable venue, however this is dependent on a variety of other factors.
- ASA groups must meet at their allocated venue
- Should you wish to change your venue, please discuss this with the Student Life Coordinator. If a change is viable, they will be able to assist you.
- In the case of outdoor venues and poor weather, staff can supervise their ASA group of students for self-study in the lecture hall. Please do not impact other groups and ensure that you are supervising these students for the entire ASA period. You **CANNOT** simply leave the students.
- Staff are required to take the students to the correct location (**DO NOT** occur any other venues without permission)

Attendance

- Collect folder from outside Student Affairs Office
- Record student attendance under the appropriate date
- Once attendance is completed, sign the form

Penalty of absences (for Students)

- First time absence will need to complete community service task provided by different department
- Second time absence will be given a Friday Detention directly
- Third time or above absence will be given a suspension from school

Supervision

- Staff are expected to be present and supervise the students for the duration of the ASA
- Staff are expected to be actively engaged in that activity
- Staff are expected to be responsible for the supervision of all students present on their list
- Staff are expected to enforce the school rules and use the appropriate sanction when a student has not behaved in accordance with the school's expectations
- Staff are expected to inform the students for any changes (relocation, cancellation, etc.) on time **Equipment**

- If equipment is not returned or is lost, the ASA will not receive supplemental equipment (unless this is paid for by the supervisor and the students) and the activity will need to run with the remaining equipment.
- ASA Supervisors will be advised of any missing equipment the following day via email from the PE Assistant. Supervisors should follow this up.

Non-sport Activity

- Equipment can be kept with the staff member for the duration of the ASA programme, then the equipment must be returned to the Student Life Coordinator at the end of the Quarter.

Sports Activity

- Equipment must be collected from the PE department store room
- Staff need to sign the equipment out at the beginning of each session and back in at the end of each session
- Staff are responsible for monitoring the equipment and ensuring **all** the equipment is returned after each session
- Any lost or damaged equipment needs to be reported (write down on the equipment form)
- Please take the equipment back to your office if the PE department door is locked and email the Student Life Coordinator and Athletics Coordinator. Please return this equipment back to the PE Office the following morning
- If students wish to continue using the equipment, they **MUST** go to the PE Office at the end of the ASA time and record the equipment they are using.
- Staff should record the equipment that has been borrowed to students at the end of the ASA time on the equipment register.

Expenses/budget

- If your ASA has equipment needs, please include this information in the form that will be sent at the beginning of each Quarter.

Group size

- Minimum group number – 8 (groups with a sign up less than 8 students may not run)

Allotment/contract

- **Foreign staff** are contracted to run TWO 50-minute ASA sessions per week (either two sessions on one day, or one session on two days)
- Staff that run their 2xASA sessions on one day, will be permitted to leave school at 3.40pm on the other ASA day
- **Local Teaching staff** are required to supervise TWO 50-minute ASA sessions per week (either two sessions on one day, or one session on two days).
- **Local Office Staff** are encouraged to run two ASA sessions per week, however, this is voluntary, and no remuneration will be provided
- Teaching staff with Middle Level Management Positions (eg. GLC or HoDetc) are also required to supervise ASA sessions as above.
- Any staff that have questions and concerns about their ASA (teaching loads, over time, etc.), please speak to your respective Deputy Principal

Permission slip

- Certain activities including activities run offsite, swimming-based activities and activities in the fitness room require student and parent consent.
- These forms will be provided to appropriate staff in the first ASA session of each quarter by the Student Life Coordinator.

STUDENT ASA RULES

Attendance at your ASA takes priority over other commitments.

Times

- Session 1: 3:40-4:30pm every Monday & Wednesday
- Session 2: 4:40-5:30pm every Monday & Wednesday - Students **MUST** attend an ASA for Session 1.
- Students may choose to participate in an ASA for Session 2, in addition to their compulsory Session 1 ASA.

Attendance

- Arrive to the ASA group on time
- Check in with Supervisor upon arrival
- Late 5 minutes will be recorded as 'LATE'; late 10 minutes will be recorded as 'ABSENT'
- Students are expected to inform their group supervisor in advance (one day ahead) if they need to be absent from the group (evidence need to be provided)
- A sanction will be given to students that are late, absent without permission, or demonstrate poor behaviour during their ASA.
- Examples of things completed during these sanctions may include:
 - o Clean white boards, wipe desks, tidy all the desks and chairs, pick up any rubbish you found in AQ2 and/or AQ3
 - o Assist different departments with jobs (e.g. PE balls, Science lab cleaning, Library sorting etc)
- Students that fail to attend their issued sanction will be removed from their period 1 class the following morning and will complete their sanction with Deputy Principal (Student Affairs) during this time.
- Students are required to have their ASA exactly in the correct location (**DO NOT** occur any other venues without permission)

Penalty of absences (for Students)

- First time absence will need to complete community service task provided by different department
- Second time absence will be given a Friday Detention directly
- Third time or above absence will be given a suspension from school

During your ASA

- Students are expected to stay with the group for the entire activity period
- Students are expected to participate in all activities as directed by all supervisors, failure to meet this standard should be given a sanction (listed in 'Attendance')
- Equipment and classroom should be tidied and left as they were found at the end of the ASA period
- Students are encouraged to take leadership or actively contribute to the session provided

Establish an ASA event

Any students interested in establishing an ASA, should meet with the Student Life Coordinator to discuss the requirements.

Change of ASA group

- The change period will be the first week of each quarter, no more changes will be allowed after this time.
- No changes on the day of ASA (Monday and Wednesday). Changes can only be made on Tuesday and Thursday, or before 4PM on Friday.
- Changes made in the first week will take effect in the second week of the quarter.

Equipment

- Students are expected to assist the ASA Supervisor with the collection, monitoring, and return of all equipment during every ASA session. Equipment and venues should be tidied and left as they were found at the end of the ASA period.
- If equipment is not returned or is lost, the ASA will not receive supplemental equipment (unless this is paid for by the supervisor and the students) and the activity will need to run with the remaining equipment.
- Students that wish to continue to use the ASA sports equipment after their ASA has finished need to go to the PE Office and record the equipment they are keeping. This equipment needs to be returned before 5pm, or after 7.45am the following morning.

ULC LIGHTNING COACHING EXPECTATIONS

Thank you for taking an interest in being involved in the ULC Lightning Varsity Sport Program.

The ULC Lightning are members of the Blue Division within the Pearl River Conference. The *mission of the Pearl River Conference (珠江国际学校协会)* is to promote youth development by providing regular, competitive sporting contests in a well-structured environment for students of international schools in the Pearl River Delta area. These competitions will instill in their students and coaches a philosophy of sportsmanship and fair play. Throughout the year, member schools within the PRC host a variety of sporting competitions, both within the Blue Division, as well as invitationals across all divisions within the association. For further information regarding the PRC you can visit their website: <https://pearlriverconference.weebly.com/>

Each team requires a commitment from 2 ULC staff members for the duration of the season. The combination of commitments can vary between the following roles:

- **1x Head Coach** (responsible for all coaching requirements and the fulfilment of all training hours, along with attendance at all practice matches and tournament days) & **1x Team Manager**

(responsible for assisting the Head Coach at all practice matches and tournament days)

- **2x Co-coaches** (responsible for the split of all coaching requirements and training hours, as well as both attending all practice matches and tournament days)

Team Management personnel need to meet the following basic requirements:

- **Minimum** 5 hours training per week. This can be undertaken on a Monday and Wednesday afternoon, or can include training in the morning before school on a Tuesday and/or Thursday.
- Attend all competitions, including mid-week practice matches (if relevant), and weekend tournaments.

Team Management personnel are selected based on their Expression of Interest, together with an interview process if required. Along with relevant experience and qualifications, the selection of personnel also takes in to consideration gender requirements (at least one staff member of the same gender as the players), language ability (communication in both Chinese and English required) and requested roles.

Team Management will be remunerated for their time and energy committed to the ULC Lightning Varsity Sport Program. The stipend is determined based on a variety of factors including, but not limited to; season length, weekend requirements and mid-week match requirements. This information will be shared with those staff interested in being involved in the program.

If you are interested in being involved in any aspect of the program, please read the information below. An Expression of Interest survey will be distributed via email in the first and last week of each school year.

Should you have any further questions please feel free to contact the Athletics Coordinator to discuss these via email, or in person.

SPORTS & REQUIREMENTS:

ULC Lightning enter teams in competitions for the following sports:

TEAM	MONTHS	REQUIREMENTS
Boys Volleyball	Mid-August – Mid-October (3)	<ul style="list-style-type: none"> - Weekly trainings - Mid-week practice matches - 2x weekend tournament days
Girls Volleyball	Mid-August – Mid-October (3)	<ul style="list-style-type: none"> - Weekly trainings - Mid-week practice matches - 2x weekend tournament days
Swimming	September – November (3)	<ul style="list-style-type: none"> - Weekly trainings - 2x weekend tournament days
Tennis	September – November (3)	<ul style="list-style-type: none"> - Weekly trainings - 2x tournament days (1x weekend day)
Table Tennis	Mid-September – Mid-November (2)	<ul style="list-style-type: none"> - Weekly trainings - 1x weekend tournament day
Boys Basketball	October – November (2)	<ul style="list-style-type: none"> - Weekly trainings - Mid-week practice matches - 2x weekend tournament days
Girls Basketball	October – November (2)	<ul style="list-style-type: none"> - Weekly trainings - Mid-week practice matches - 2x weekend tournament days
Badminton	January – March (3)	<ul style="list-style-type: none"> - Weekly trainings - 2x weekend tournament days
Boys Soccer	Mid-February – Mid-April (3)	<ul style="list-style-type: none"> - Weekly trainings - Mid-week practice matches - 2x weekend tournament days
Girls Soccer	Mid-February – Mid-April (3)	<ul style="list-style-type: none"> - Weekly trainings - Mid-week practice matches - 2x weekend tournament days
Cross Country	September – October (2)	<ul style="list-style-type: none"> - Weekly trainings - 1x weekend tournament day
Track & Field	Mid-February – Mid-April (2)	<ul style="list-style-type: none"> - Weekly trainings - 1x weekend tournament day

TRY OUTS

The Athletics Coordinator will:

- Advertise try outs to the student body Team Management will:
- Conduct 2 fair and equitable try out sessions
- Take accurate attendance of students at try out sessions
- Select the team based on the try out sessions conducted **TRAINING**

The Athletics Coordinator will:

- Provide appropriate facilities and time allowance for training
- Liaise with Linked to ensure facilities are maintained in a safe and appropriate manner

Team Management will:

- Ensure that the minimum training times are achieved
- Ensure that training is supervised **at all times**
- Ensure that training is structured and planned, designed to build upon the student's skills and game understanding
- Maintain an accurate attendance record for trainings

EQUIPMENT

The Athletics Coordinator will:

- Provide suitable equipment and equipment levels at the beginning of the season
- Purchase new equipment as requested by Team Management once the Equipment Request Form has been submitted

Team Management will:

- Ensure that all equipment is maintained in a suitable condition throughout the season
- Ensure that equipment levels are maintained through the season
- If required, complete the Equipment Request Form online, to request new equipment.

UNIFORMS

The Athletics Coordinator will:

- Purchase the required uniforms
- Handle all payment requirements for student uniforms
- Send student uniforms off to be personalized
- Provide Team Management personnel with a staff t-shirt

Team Management will:

- Assist the Athletics Coordinator to remind students to finalise their uniform requirements
- Ensure that students are wearing the appropriate ULC Lightning Uniform during all matches, including both tournaments and practice matches.
- Wear the provided staff t-shirt to practice matches and tournaments **PRACTICE MATCHES &**

TOURNAMENTS

The Athletics Coordinator will:

- Schedule practice matches with Athletic Directors from other schools, aiming for a minimum of 4 per season
- Liaise with Athletic Directors from other schools regarding the parameters of all practice matches, including the cancelation of matches due to adverse weather conditions etc.
- Arrange all logistics and administration for practice matches including bus bookings, referee requests, permission notices, match start time negotiations, First Aid Kits etc.
- Disseminate information regarding match schedules to Team Management and team members when appropriate

Team Management will:

- Ensure that permission notices have been collected from players prior to departing the school

- Ensure that teams are selected and prepared for each of the practice matches
- Attend all practice matches
- Ensure that all ULC Lightning players and Team Management demonstrate outstanding sportsmanship during all matches
- Advise the Athletics Coordinator **2 weeks** prior if they require a match to be cancelled
- Ensure all players are appropriately attired in the ULC Lightning uniform
- Ensure a First Aid Kit is taken to all off-campus events

COMMUNICATION

The Athletics Coordinator will:

- communicate the remuneration requirements to the HR Office at the end of each month so that coach payments are received.

Team Management will:

- communicate any problems or requests directly to the Athletics Coordinator for discussion and resolution.

SPORT PROMOTION

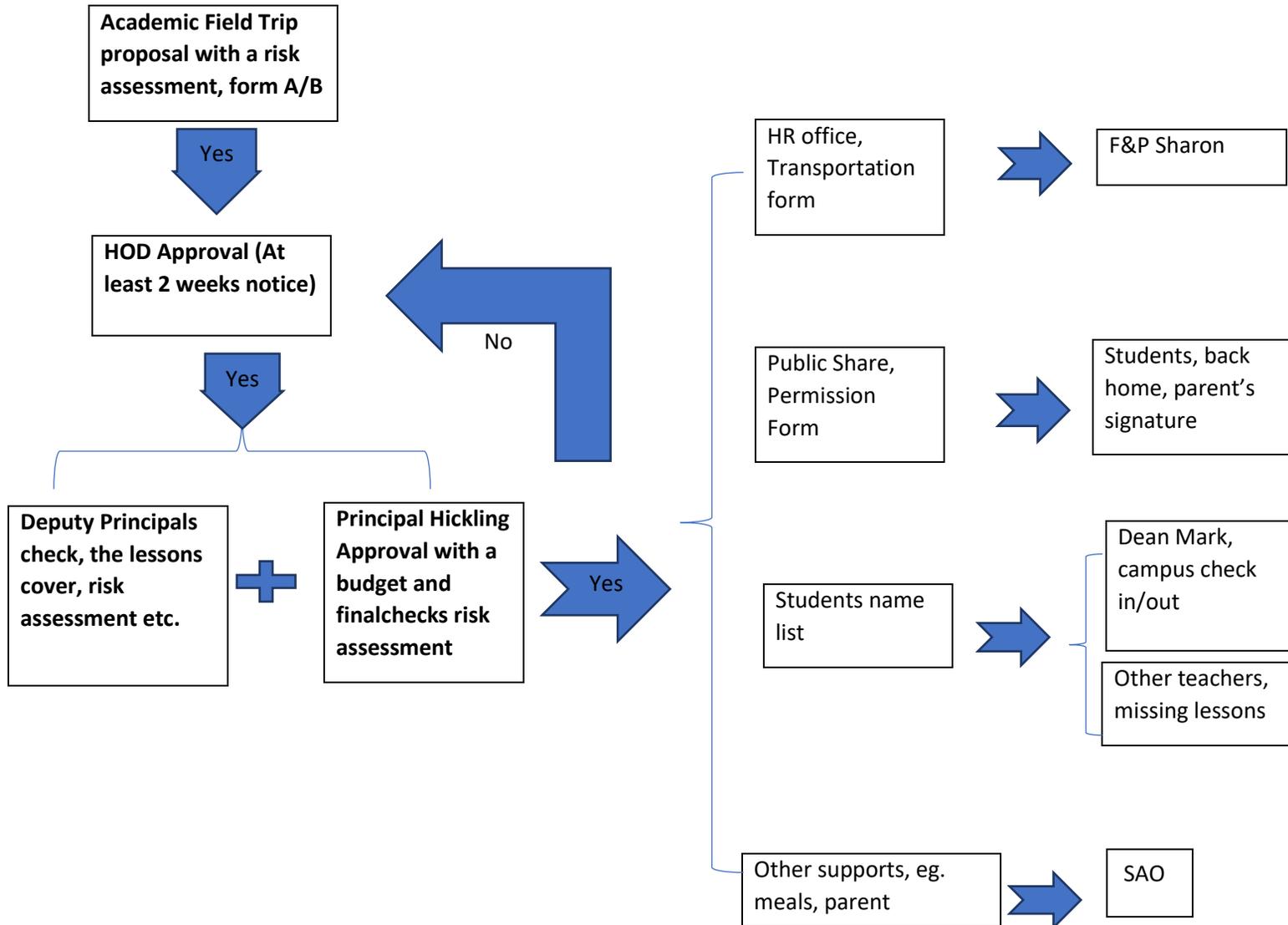
The Athletics Coordinator will:

- Promote all practice matches and tournament days to the ULC Community via posters, emails and verbally in briefings
- Present results at the conclusion of the season to the ULC Community in briefings, assemblies and in conjunction with the Publications Team via WeChat and school publications

Team Management will:

- Provide a summary of results from practice matches and tournaments
- Provide images and videos of activities undertaken throughout the season

Academic Field Trip Application Flow Chart





Health and Safety
Field Trip/Event Risk Assessment

Safety is our highest priority at ULink College. A risk assessment is the fundamental tool that ULink uses to ensure safety is effectively managed. The purpose of the risk assessment process is to identify hazards, assess who may be harmed and how, and manage the identified risks by taking appropriate actions and precautions, and being prepared for accidents, incidents and health-related emergencies.

The Field Trip Risk Assessment must be completed in two parts. Complete Part A, and **present it to your Principal/Deputy Principal (Academic Office)** for review 2 weeks before. If the field trip is approved, Complete Part B. Submit the completed form – Part A (with the Principal’s signature) and Part B – to Student Affairs Office (Deputy Principal) for risk assessment review and approval. Field trips require risk assessment review and approval one week before they are scheduled to take place.

Part A. Field Trip/Event Proposal

Complete the table below and then request permission for your field trip from the Principal.

Field trip leader name:		Field trip leader mobile phone number:	
Field trip title:		Purpose of field trip:	
Date:	Departure time:When will you will leave school?	Return time:When will you get back to school?	
Location or destination:			
Detailed itinerary:		Estimated cost:	
Number of adults:	Number of male students:	Number of female students:	
Adult to student ratio:		Grade or grades:	
Field trip leader qualifications relevant to field trip:			
Trip Insurance(if leaving the country):			
Type of transport required:			

Emergency and chaperone contact information(insert rows below as needed)

Name	Mobile number
Chaperones	

Obtain the signature of your Principal before you complete Part B.

Signature of Principal:	Date:
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Part B: Risk Assessment and Management

After gaining approval for your field trip, assess and identify the risks, and state how the risks will be managed.

List and describe the potential hazards that are particular to your field trip. (Insert rows below as needed)

Potential Hazards Identified	Severity of Risk <i>High, Med, Low</i>	Likelihood of Risk <i>High, Med, Low</i>	Who might be harmed? <i>Students, staff, others</i>

Indicate the control and emergency measures you will take to manage the risks

✓ all that apply	Measures
	Signed parental permission forms will be obtained (permission form approved by Principal)
	Student attendance will be taken at key transition times and all departures
	All leaders will meet prior to event to discuss risk assessment and management plans
	All leaders will be made aware of their roles and responsibilities prior to departure
	Students to be under adult supervision at all times
	Establish clear rules and expectations for all aspects of event or trip
	Explain use of equipment (If applicable)
	Define physical boundaries, i.e. must stay inside set limits.
	Define emergency procedures and enter emergency contact numbers in mobile phones of all adults
	Identify meeting area and give clear timings
	Avoid crossing roads and then only with adult supervision or using official crosswalks where available
	Identify potential hazards and explain this to students and other teachers/staff/adults in advance
	All medical needs and conditions of students and adults are noted and appropriate action taken
	At least one staff member/teacher has a first aid pack
	All fire exits identified and explained (If applicable)
	The trip leader has visited the field trip destination in advance

Student names in alphabetical order(insert rows below as needed)

Name	Emergency contact number

Students or adults with medical needs(insert rows below as needed)

Name	Condition	Medication	Notes

Submit completed parts A and B to the Deputy Principal (SAO) one week prior to your field trip.

Signature of Deputy Head SAO:	Date:
Signature of Principal:	Date:

Local Homeroom Supervisor Expectation and Evaluation

Family-school communication is of great importance to our school, without which our community of learning is impoverished. Homeroom supervisors work as the bridge connecting families and school. They are the first ones who receive, filter and resolve the feedback from parents and also represent our school image. Homeroom supervisors' duties should align with school's guiding statements.

School Guiding Statements

Mission

- We *challenge* students through a program of academic excellence to become English proficient, independent learners and critical thinkers by following best educational practice.
- We *develop* a trusting community that equips students to be responsible, and to prepare the lifelong processes of personal and social development.
- We *encourage* students to work toward understanding the world and making a positive contribution.

Vision

Paving the road today to build confidence for tomorrow that opens the journey of discovery.

Learner Goals

We want our students to become.....Global Citizens who –

- balance academic achievement with service
- recognize and respect differences in people and cultures.

We want our students to become.....Life Long Learners who – •seek

challenging opportunities for growth

- commit to community.

We want our students to become.....Critical Thinkers who –

- are reflective and open minded
- distinguish among and respect multiple points of view
- communicate and contribute to creative problem solving.

Expectations

1. Meet the General Expectations for All Staff in the Staff Handbook.
 - Be present on campus between 08:00 and 16:40* (Friday 15:40 unless there is a school event or meeting)
 - Check in and out, using the app/ homepage (or campus card in an emergency.)
 - Attend all required meetings and assemblies and be available to students in office hours
 - Wear professional dress everyday
 - No smoking on campus at any time or location (designated sites will be explained to smokers)
 - Avoid physical contact with students including public displays of affection
 - Ensure your behavior and language is appropriate to a school environment
 - Follow procedures and policies properly, and assist students in doing the same throughout the campus
 - Support the invigilation and exam requirements throughout the year
2. Work together with the foreign supervisor partner to plan and prepare homeroom time and support homeroom students during PSHE/Junior & Senior Seminar.
3. Establish standards of attendance, punctuality, and behavior.
4. Talk to each student in the homeroom at least one time in every quarter with records, helping and guiding students with their strengths, weaknesses, concerns and ideas. Records or notes need to be submitted to the Deputy Principal of SA in the last week of the quarter.
 - 4.1 Assist students to learn, instead of judging their inability to learn.
 - 4.2 Identify emotional, intellectual, physical, behavioral, etc. issues which may hinder the student from learning to his/her best potential, and refer to the GLC, Dean, Additional Learning Support Coordinator or Counsellors accordingly.
 - 4.3 Guide and help students to set goals and reflect them regularly.
5. Talk to every student's parent either face to face or through phones every quarter with records, addressing their concerns, suggestions with follow-ups. Records or notes need to be submitted to the Deputy Principal of SA in the last week of the quarter.
6. Consistently apply policies, particularly with regards grading and student discipline. Responsible for applying student behavior policies throughout the campus and while supervising students off campus.
7. Communicate and confirm with parents when students ask for leave and approve/decline/mark it on the student landing page in time.
8. Manage the homeroom WeChat groups with parents, respond to parent's concerns and questions in time. Get support via different channels (administrators, LHRS WeChat group, middle level managers etc.) when unsure. When complaints or individual concerns are raised in the group, call the parent directly instead of communicating online.
9. Treat students and parents with respect. Teach and guide them to treat others in the same way.
10. Present a professional and caring persona at all times.
11. Work creatively and provide reasonable suggestions for school development. Set good examples representing school's guiding statement.

12. Participate in all LHRS meetings and trainings. Eager to develop to a better status to support students and parents.

Assessment and Evaluation

1. Self-evaluation 20%
2. GLC and Deputy Principal of SA evaluation 30%
3. Parent 20% (Judged by Principal)
4. Student survey 30% (Judged by Principal)

Stipend, Bonus and Benefits

1. Monthly stipend of RMB 1500 (before tax) will be paid given expectations above are met;
2. Deputy Principal of SA will check and monitor the records and routine work of the supervisors. If supervisors fail to meet the expectations, meetings will be scheduled by Deputy Principal of SA.
3. Yearly bonus will be categorized by 4 groups:
 - a) If the evaluation result is above 90%, supervisors will get RMB 7000(before tax) by the end of school year.
 - b) If the evaluation result is between 70% and 89%, supervisors will get RMB 5000(before tax) by the end of school year.
 - c) If the evaluation result is between 60% and 69%, supervisors will get RMB 3000(before tax) by the end of school year.
 - d) If the evaluation result is below 60%, no bonus. Discussion will be held among SLT to consider removal from the local homeroom supervisor team, depending on the attitude and improvement plan.
4. Annual special tour outside of Guangdong Province ONLY for local homeroom supervisors.
5. Other PD opportunities.

Challenge to be Excellent Award

To be awarded in June 2022. Award winners are selected from those working for the school during **both** 2020/21 AND 2021/22.

“Awarded to a Staff Member who closely follows all expectations to the best of their ability, demonstrating exceptional diligence, good intentions, and school spirit”

This reward is not “performance related”. Less experienced staff should therefore not feel disadvantaged.

Naturally, all staff are expected to follow the contract and handbook expectations! This reward however is for staff who clearly demonstrate **going “above and beyond”** and who show evidence of caring about their students as learners, their colleagues as professionals, and the school as a professional community.

Period under investigation- February 2021 – June 2022.

Approximately 10-20 members of staff are to be selected in June 2022.

The selection procedure was published in 2019/20 edition of the Staff Handbook.

The details of the award is to be confirmed in 2022.



STAFF HANDBOOK

2021-2022