

General School Profile

Our Vision

Our vision is “an educated community for kids.”

Amazon Education Philosophy

We believe that ...

- Every child is unique and yet born equal in dignity and rights, and it is essential to meet their individual needs.
- A wholesome education is achieved by modeling respect for others and celebrating our diversity.
- Every child can discover the joy of learning.
- Every child possesses boundless potentialities that can be realized through effective education.
- Children need an educated community for the full realization of their possibilities.
- Critical thinking skills are essential to meet the challenges of the modern world.
- Parents and teachers must work together as a team in the child’s development.
- Amazon’s students should feel a responsibility in protecting our global environment.
- Amazon should fully contribute to the community and the world we live in.

This belief will be achieved through our Values:

- A focus on the whole child.
- The rights of the child, personal responsibility, freedom of choice, interactive learning, liberal education, independent thinking, and democratic principles.
- A safe, fair, and productive learning and a nurturing, supportive environment for everyone.
- Equal treatment and respect for diversity.
- Community services.

Our Mission

- Establishing an internationally competitive academic standard in Chin State.
- Providing a quality international education that will prepare students intellectually, morally, socially, emotionally and physically.
- Providing quality education and the very best English language education possible.
- Meeting a student’s individual needs through a balanced curriculum, teaching methodologies and the state-of-the-art aids and materials.
- Instilling a lifelong love of learning in our students through a positive and nurturing environment.
- Fostering creativity, critical thinking and problem solving skills through a unique blend of pedagogical approaches and cultural values.
- Developing and nurturing students who are knowledgeable, principled individuals who care for our planet and all other people.

In order to

- Enter the best universities in the world,

- Become effective communicators and team members in multilingual and cross-cultural environment,
- Understand, appreciate, and respect a variety of international cultures, and
- Become exemplary leaders in various fields.

We believe our mission will be achieved through

- An individualized student-centered curriculum and teaching methodologies,
- A dedicated, experienced and enthusiastic team of teachers and staff,
- State-of-the-art campus, facilities and learning aids.

Amazon Aims

- to prepare its students to excel as young leaders of tomorrow by combining an exclusive national standard-based curriculum and international curricula tailored specifically for children with enhanced, first class learning aids.

“As a Private School, we commit to the development and establishment of internationally competitive academic standards in Chin State.”

THE IB LEARNER PROFILE

The aim of all IB program is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

The IB learners strive to be:

Inquirers They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make positive difference to the lives of others and to the environment.

Risk-takers They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

INTERNATIONALISM / INTERNATIONAL EDUCATION / INTERNATIONAL MINDEDNESS

Educators have supported an international approach to schooling because they recognize that

1. The economic and social world is changing.
2. The many difficulties that the world is going through could be resolved through internationally minded education that holds out the best hope for eradicating fear and suspicion and achieving peace, tolerance, and global cooperation.
3. The international issues are an important part of modern life.

Today, helping our students develop a sense of international mindedness is more important than ever before. International mindedness deserves the same rigorous exploration and treatment as math, science, language arts, and every other aspect of the curriculum that we consider important.

What is international education?

According to George Walker, Former International Baccalaureate Organization (IBO) Director General, international education:

Is not (only):

The Five "F"s:

- ☒ Flag-waving
- ☒ Festivals
- ☒ Food
- ☒ Famous people
- ☒ Fashion

Is:

The Three "C"s:

- ✓ Cultural understanding
- ✓ Communication
- ✓ Collaboration + Emotional Intelligence

For instance, the International Baccalaureate Organization chooses to define "international education" according to the following criteria.

- Developing citizens of the world in relation to culture, language and learning to live together
- Building and reinforcing students' sense of identity and cultural awareness
- Fostering students' recognition and development of universal human values
- Stimulating curiosity and inquiry in order to foster a spirit of discovery and enjoyment of learning
- Equipping students with the skills to learn and acquire knowledge, individually or collaboratively, and
- to apply these skills and knowledge accordingly across a broad range of areas
- Providing international content while responding to local requirements and interests
- Encouraging diversity and flexibility in teaching methods
- Providing appropriate forms of assessment and international benchmarking.

Definition of 'internationalism' according to International Primary Curriculum (IPC)

IPC agrees that an international perspective includes

- Knowledge and understanding beyond one's own nationality.
- Awareness and understanding of the interdependence among peoples.
- Awareness and understanding of the interdependence among countries.
- Awareness and understanding of the independence of people and countries.
- Awareness and understanding of the similarities and differences among peoples.

This definition acknowledges that the term international is made up of both inter and national.

Profile of an International-minded person*

AN INTERNATIONALLY MINDED PERSON IS SOMEONE WHO

- Has a good sense of identity
- Is open-minded and adaptable
- Has respect for the ideas and opinions of others
- Is respectful of other cultures and beliefs
- Is aware of and celebrates similarity and diversity
- Takes an interest in global issues

The above profile should be central to the definition of what it means to be internationally minded.

Note: The profile should direct teacher's focus on the learning and shape their lesson plans accordingly.

Therefore, all subject teachers are expected to shape their term/lesson planning around internationalism and provide meaningful activities that will promote the profile mentioned above.

How do we promote international-mindedness within our school?

A. Developing Learning Objectives

Defining learning objectives is just as important for international education as it is for math or language arts. Therefore, it is important that teachers develop learning objectives around the thinking of international education. The development of such learning objectives should support the profile of an internationally minded person.

To develop effective learning objectives for this purpose,

First, standards for international mindedness should include knowledge, skills, and understanding.

Second, standards for international mindedness need to be appropriate to the age and experience of the students.

An International Mindedness task could include achieving the following learning objectives

- Know about some of the similarities and differences between the different home countries and between them and the host country
- Know about ways in which these similarities and differences affect the lives of people
- Be able to identify activities and cultures which are different from but equal to their own

Teachers often define international mindedness in mature, adult terms, more appropriate to the exit outcomes of high school students. Because developing

international mindedness cannot suddenly start at age 12 or 15, we need to design standards for younger students without forcing them to deal with complex international issues that are beyond their current understanding.

B. Structuring and Planning Curriculum Activities

Teachers from all subject areas need to provide activities to students that encourage rigorous thinking related to the standards of international mindedness. Different activities during last years such as Union Day, Water Festival, International Food Day, and others were conducted and contributed to positive environment of our school. So there is nothing wrong with these activities. But simply asking students to dress in their national costumes does not provide the learning experiences that develop rigorous thinking about international concerns.

We should set all instructional activities in an international context as well as a national one wherever possible. International mindedness runs through learning in all subjects. Teachers should find opportunities to discuss sample lesson planning with their colleagues or department heads during formal or informal meetings (department meetings).

Some guidelines for activities/ideas related to internationalism for different subjects include:

1. Languages and the international dimension:

While learning the target language, the student becomes aware of the similarities and differences between his or her own culture(s) and those of the target culture(s). With this awareness, a greater respect for other peoples and the way in which they lead their lives is fostered. Through the study of authentic texts, students investigate and reflect on cultural values and behaviors.

The lessons could seek to develop intercultural understanding and foster a concern for global issues, as well as to raise students' awareness of their own responsibility at a local level.

2. Mathematics and the international dimension:

One of the aims of mathematics should be to enable students to appreciate the multiplicity of cultural and historical perspectives of mathematics. This includes the international dimension of mathematics. Teachers can exploit opportunities to achieve this aim by discussing relevant issues as they arise and making reference to appropriate background information.

For example, it may be appropriate to encourage students to discuss:

- differences in notation
- the lives of mathematicians set in a historical and/or social context
- the cultural context of mathematical discoveries
- the ways in which specific mathematical discoveries were made and the techniques used to make them
- how the attitudes of different societies towards specific areas of mathematics are demonstrated
- the universality of mathematics as a means of communication.

3. Sciences and the international dimension:

Science itself is an international endeavor-the exchange of information and ideas across national boundaries has been essential to the progress of science. This exchange is not a new phenomenon but it has accelerated in recent times with the development of information and communication technologies. Indeed, the idea that science is a Western invention is a myth-many of the foundations of modern-day science were laid many centuries before by Arabic, Indian and Chinese civilizations, among others. Teachers may emphasize this contribution in their teaching of various topics, perhaps through the use of time-line web sites.

4. Computer science and the international dimension

Computer science itself is an international endeavor-the exchange of information and ideas across national boundaries has been essential to the progress of the subject. This exchange is not a new phenomenon but it has accelerated in recent times with the development of information and communication technologies. The development of solutions may be at a local, national or global scale and lies at the heart of the subject. Therefore, teachers of computer science should study a range of examples from different geographical locations as well as at different scales.

Developments such as open source software and the emergence of social networking epitomize the global nature of the subject. Internet forums exist that welcome ideas and solutions developed from computer scientists from all continents in driving forward developments to different software types. These developments have revolutionized the way that people, and in particular the young, interact.

5. Geography and the international dimension:

Geography seeks to develop international understanding and foster a concern for global issues as well as to raise students' awareness of their own responsibility at a local level. Geography also aims to develop values and attitudes that will help students reach a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interconnected world.

For example, geography learning outcomes for 6- to 7-year-old students might include:

- Children will know about some of the similarities and differences of children in their class.
- Children will know about the weather and climate conditions in their home country and the home country of one friend and how they affect the jobs that people do.

In a typical learning activity linked to these standards, students work with partners to find out as much as they can about clothing around the world. They choose a specific country and find out what the people there wear. Does the country have a special or national costume of any kind? Are there clothes that people in that country wear for a particular reason?

Another example:

A specific activity that encourages 10- to 12-year-old students to think about issues in an internationally minded way:

Ask students how they would feel if news from their home or host country were misrepresented by another country. (This might be in the form of deliberately inaccurate reporting, unintentionally misleading reporting, or a deficiency of facts.)

Have them work in small groups to investigate the following questions and present their findings to the rest of the class:

- Why would the media in one country want to do this?
- What would be gained?
- Can students find any examples of news that has been represented by a second country in a way thought unfair by a first country? (They might want to talk with an adult about this question.)

These straightforward activities have an international twist, and they encourage students to adopt a perspective different from the one they may have brought to their learning.

Such internationally focused activities throughout every unit/chapter/topic can help teachers create opportunities for students to develop their international mindedness.

C. Modeling Appropriate Behaviors

As in every other aspect, teachers should set appropriate behavior regarding the development of international understanding. We should surround students with a context in which international mindedness can be caught as well as taught.

Students observing teachers, parents, and other adults discussing music from other parts of the world, reading authors from other countries, and eating food from different cultures on a regular basis, not once a year will naturally give cues of internationalism. When teachers show open mindedness, respect and intercultural understanding towards different ideas and opinions the students will, too.

Teachers can display international mindedness in countless ways. What matters is that we look at each of the learning objectives and do our best to see how we can model them through day-to-day action in our school.

D. Assessing and Evaluating Students' International Mindedness

There are two reasons why teachers should assess students' international mindedness.

First, the importance of international mindedness as a goal of education makes it essential to find out whether students are developing their international mindedness or not.

Second, we know that if something is assessed and evaluated, its perceived value increases.

Teachers should conduct assessing learning objectives related to international mindedness in a regular manner and integrate the assessment into tests and other assessment methods (both summative and formative).

On understanding of international mindedness

First person singular; first person plural - viewing our world not as 'us and them 'but as 'us and us': 'I am because we are'.

CHARACTER AND VALUE EDUCATION (CAVE)

We aim to encourage students to become life-long, enthusiastic learners who can communicate with other people with love and tolerance by showing the utmost respect towards others' beliefs and ideas.

In this respect, the school community promises to provide relevant activities to raise students with proper moral skills not particular to any belief or ideology rather according to universal values which could include, but are not limited to, respect, responsibility, honesty, fairness, kindness, good judgment, integrity, tolerance, perseverance, and so on.

CaVE programme aims to raise kids who believe in the importance of developing universal values.

CaVE aims to develop students socially, emotionally, morally and academically by infusing character development into every aspect of the school culture and curriculum.

CaVE aims to help students develop good character, which includes knowing, caring about and acting upon core universal values such as respect, responsibility, honesty, fairness and compassion.

Definition of Character and Value Education

Character education is the intentional and proactive effort to instill in our students important universal values such as caring, honesty, fairness, responsibility and respect for self by modeling and teaching good character through emphasis on universal values that we all share.

A person's "character" refers to the disposition and habits that determine the way that a person normally responds to desires, fears, challenges, opportunities, failures and successes.

We describe the character of a person in reference to moral judgments about the worthiness of a person. Thus, to have a strong, great, or honorable character is to be a person of merit, worthy of admiration and honor. Your character is the sum of all the qualities that make you who you are. It's your values, your thoughts, your words, your actions ... in other words, it's YOU. Like it or not, you will often be judged by your character (Singla, 2009).

Thomas Lickona describes character education as "the deliberate effort to cultivate virtue."

The key word is deliberate.

We should not assume that children, left to their own accords, will grow and become young adults of good character. Clearly, children need adults to teach them through example and exhortation.

Benefits of Character and Value Education

Character and Value Education

- Helps students to develop important universal values and to understand why it is important to live by them.
- It promotes character development through the exploration of ethical issues across the curriculum.
- It develops a positive and moral climate by engaging the participation of students, teachers and staff, parents, and communities.

- It teaches how to solve conflicts fairly, creating safer schools that are freer of intimidation, fear, and violence, and are more conducive to learning.
- It not only cultivates minds, it nurtures hearts.
- It is critical for successful schools. It helps children understand the importance of virtues that create a caring and safe school environment.
- It also teaches children the principles of how they can become successful and productive citizens. Without proper values of a caring citizenry, society would crumble. It is imperative for the well-being of society, that children be taught universal values.
- It creates an integrated culture of character that supports and challenges students and adults to strive for excellence
- It creates schools where children feel safe because they are in an atmosphere that values respect, responsibility and compassion-not because a guard or metal detector is posted at the door.
- It teaches adults and students to understand, engage in, care about, and act on core ethical values such as respect, justice, citizenship, fairness, and responsibility for self and others in school and as part of a larger community.

How does character education work?

To be effective, character education must include the entire school community and must be infused throughout the entire school curriculum and culture. Character education promotes core values in all phases of school life and includes proactive strategies and practices that help children not only understand core ethical values, but to care about and act upon them.

How do we implement Character and Value Education?

Character education can be initiated at any grade level. It is important to set a strong foundation during the earlier grades and to reinforce and build upon that foundation during the later grades. To be effective, character education must include the entire school community and must be infused throughout the entire school curriculum and culture. The program must stress the qualities of responsibility, citizenship, and kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

Monthly focus on certain core universal values

Every month certain universal values will be taught in more detail. This will allow school to provide focus on a particular virtue or character trait or value. Teachers, administrators and other school community are expected to make specific plans according to the title of the month.

The titles for each month are as follows:

JUNE - I LOVE MY SCHOOL	NOVEMBER - HONESTY
JULY - RESPECTFULNESS	DECEMBER - FAIRNESS
AUGUST - FRIENDSHIP	JANUARY - EMPATHY
SEPTEMBER - RESPONSIBILITY	FEBRUARY - LOYALTY
OCTOBER - TIME MANAGEMENT	

Instruction must be planned

Character education will not just happen. Direct instruction must be planned in advance. Once organized, this will serve as a springboard to other ideas and school-wide activities.

Note: Teachers are expected to integrate lesson planning for Character and Value Education for at least every unit/chapter/topic. Lesson plans could be around any relevant universal value.

Application

Students must be able to apply what they have learned. Learning the definition of diligence does a child little good if he seldom sees it in action.

Prepare the Students

Secondary school and high school students often approach the notion of character education with skepticism. Substantial, well-planned efforts must be made to create a school climate conducive to maximum buy-in by students.

Classroom Strategies to promote Character and Value Education

In classroom practice, a comprehensive approach to character building calls upon the individual teacher to:

1. Act as a caregiver, model, and mentor: Treat students with love and respect, setting a good example, supporting pro-social behavior, and correcting hurtful actions through one on-one guidance and whole-class discussion.
2. Create a moral community: Help students know each other as persons, respect and care about each other, and feel valued membership in, and responsibility to the group.
3. Practice moral discipline: Use the design and enforcement of rules as opportunities to foster moral reasoning, voluntary compliance with rules, and a generalized respect for others.
4. Create a democratic classroom environment: Involve students in collaborative decision-making and shared responsibility for making the classroom a good place to be and learn.
5. Teach character through the curriculum: Use the ethically rich content of academic subjects (such as literature, history, and science) as a vehicle for studying the virtues;
6. Use cooperative learning: Through collaborative work, develop students' appreciation of others, perspective taking, and ability to work toward common goals.
7. Develop the "conscience of craft": Foster students' valuing of learning, capacity for working hard, commitment to excellence, and public sense of work as affecting the lives of others.
8. Encourage moral reflection: Foster moral thinking and thoughtful decision making through reading, research, essay writing, journaling, discussion, and debate.
9. Teach conflict resolution: Help students acquire the moral skills of solving conflicts fairly and without force (Thomas Lickona, 1992).

Some Activities to Develop Character

Explicit teaching of CaVE

Activity 1:

- Who is the person in your life that you feel has "great character?"
- What are the characteristics, traits, or virtues this person has that make you feel that way?
- How has this person influenced your life?

In an email to all class peers and instructor, answer the above questions. Then students discuss the answers in the classroom.

Activity 2:

- Searching for pictures on the Internet find at least one picture that depicts one of these six traits of character (Trustworthiness, respect, responsibility, fairness, caring, and citizenship)
- Create a Word collage or PowerPoint presentation depicting the traits of character. Provide captions under each photo to name and/or explain the photo as it applies to each character trait.
- Attach the collage or presentation document to an email to the instructor.

Activity 3:

Exciting, interactive bulletin boards, informative newsletters and bookmarks are created monthly. Families are invited to participate in all activities. Articles, suggestions and additional information is placed in the monthly school newsletter for family use. Families are provided appropriate conversation starters, story ideas, and discussion questions to maximize mealtime and bed time discussions.

Activity 4:

Parents receive daily notification each afternoon of student homework and responsibilities. This effective strategy provides on-going communication and support from parents regarding assignments, responsibilities, school-wide initiatives, and student accomplishments.

Activity 5:

To help the sense of responsibility, below questions can be discussed:

- What are your responsibilities as a student at home?
- What responsibilities will you assume as you get older?
- How do you hold others accountable for their behavior?
- How do you hold yourself accountable for your behavior?

FAQ

How much time each day /week is needed for character education?

Character education should take place throughout the entire school day as administrators, teachers and other staff are presented with opportunities to model and teach positive character traits. Character education should not be relegated to a "character education class" that is conducted periodically but should be infused throughout the structures and processes of the entire school curriculum and culture.

Can character education work at all grade levels?

Yes. Varying age-appropriate strategies and practices are being successfully applied to all grade levels, from teaching social and emotional skills in the earliest grades, to service learning and prejudice reduction in secondary schools. **It** is important to set a strong foundation during the earlier grades and to reinforce and build upon that foundation during the later grades. However, character education can be initiated at any grade level.

Who teaches character education in a school?

Inherently, each and every adult in a school is a character educator by virtue of exposure to students. Regardless of whether a school has formalized character education, all adults serve as role models. Students constantly watch as all adults in the school - teachers, administrators, counselors, coaches, secretaries, cafeteria aides, bus drivers - serve as models for character, whether good or bad.

Beyond modeling, no matter what the academic subject or extracurricular activity, educators are afforded the opportunity to develop good character in their students on a daily basis by intentionally selecting character-based lessons and activities and by the way they educate their students.

How can character education be assessed?

While it is challenging for school to assess its program, educators and administrators agree it is worth the effort. More assessment tools are needed, but some existing tools include school surveys, behavioral observations and statistics, and self-assessment questionnaires.

Can character education create safe schools?

Yes. While character education is not a solution to ridding schools of violence, it is a long term solution to creating environments where negative and anti-social behaviors are less likely to flourish or go unnoticed and unreported. Character education creates schools where children feel safe because they are in an atmosphere that values respect, responsibility and compassion.

POLICIES AND PROCEDURES

Introduction

This handbook is intended to serve as guide to the policies, procedures, and the daily operation of Amazon Private School. Please take time to read the handbook and become acquainted with its entries. Additional information and procedures relating to students can be found in the Parent/Student Handbook.

Scope

The teacher plans, organizes, and administers learning experiences, which contribute to each and every student's optimal development-these experiences may occur within and outside the classroom.

The areas of responsibilities include instruction, administration, extra-curricular, professional development and class advisor activities.

Instruction

Manage the teaching profession

- Develop year, term, weekly and daily lesson plans in accordance with the curriculum and guidelines of the school.
- Use audio-visual aids, field trips, and other resources to supplement and reinforce teaching.
- Participate in the selection process for textbooks, reference and instructional instruments.
- Plan, organize and direct assemblies and other instructional program.

Student evaluation and assessment

- Evaluate students' learning and weaknesses, adapt teaching methods accordingly, and provide assistance or attention during school hours.
- Determine and implement teaching methods appropriate to pupils' needs and capabilities, group size, topics and program objectives.
- Evaluate and report pupil progress.
- Initiate and participate in conferences with pupils, parents and/or administration.

Classroom Management

- Foster safe, healthy, and attractive conditions in the classroom and on campus.
- Establish and maintain discipline, through self-assigned measures.
- Implement the school's procedure fairly and consistently.
- Ensure the cleanliness and tidiness of the classroom, students' desks and other furniture and materials.

Last Class of the Day

- All teachers are to make sure that students leave the classrooms neat and tidy.

Administration

- Maintain pupil records of achievement, attendance, test performance and progress.
- Prepare and submit term plans and weekly lesson plans. The term plan is to be prepared and submitted on June 20, 2014.
- Upload daily lesson plans on school database.
- Anticipate supply and equipment needs and submit requisitions.
- Provide camps supervision, as assigned by the administration.
- Attend staff meetings as called by administration.
- Participate in curriculum development and other professional activities as assigned by administration

Professional Development

Teachers are expected to attend and participate in professional development workshops which may be held on or off campus. Teachers will be requested to plan, organize and conduct in- service programs during the weekly staff meetings and on other occasions.

Homeroom Teacher Activities

Each class has a homeroom teacher whose main task is to advise and guide the educational, social, and emotional development of the students assigned to him/her. The homeroom teacher will:

Develop with his/her students a relationship based on mutual trust, respect, and understanding. Perform the duties listed below and others as she/her deems appropriate for the occasion.

Beginning Of the Regular School

- Prepare the bulletin boards in the classroom.
- Prepare the seating chart.
- Edit and update class list.

On A Regular Basis

- Take attendance at the beginning of the day at the first period.
- Read and explain announcements to the class and performs follow-up when required.
- Serve as a liaison between students, teachers, and administration.
- Ensure classroom is well maintained - should any problem exist, note down into the maintenance book in the office.

As follow-up to staff meetings and receiving the weekly bulletin, homeroom teacher will inform the students about the items that are of concern to them. Information such as exam schedules, discipline rules, and procedure, etc. should be posted on the classroom bulletin board.

General Teachers' Meetings

General teachers' meetings are held on a regular basis. All teachers are required to attend a weekly after-school meeting. Other meetings may be called as deemed appropriate by the administration - these are generally held at the end of the teaching day but a meeting may be scheduled and supervision of weekly meetings.

Teacher Supervision and Performance Evaluation

- Administration is responsible for the supervision and evaluation of teachers' performance.
- Formal evaluation will include two classroom observations in a term. During follow-up meetings with individual teachers, administrator will discuss and inform the teachers of their performance and other related issues. All formal observations and assessments will be followed up by a confidential conference with the administration members.
- Throughout the academic year, informal discussions and meetings may be held to discuss issues that are concerns of both teachers and administrators.

Private Tutoring Lessons

- Teachers are not allowed to give private tuition to any students who are attending Amazon Private School.

Extra Classes

Each term, Amazon organizes extra classes and study to assist students develop study skills and / or to provide extra help. Students who are having difficulties and/or are failing may attend these sessions.

Instruction of these sessions is voluntary. These sessions may consist of:

- a. Small study groups under the direction of subject teacher in the classroom. These usually are for specialized subject instruction or
- b. A study hall for larger number of students requiring supervision and assistance for doing homework and usually covers several/all subjects (for primary section school offers study hour).

Hour of Operation

Amazon offers instruction five days a week - Monday through Friday and the administration office is also open on Saturday and Sunday. Teachers will have occasional duties on weekends.

Hour of Work

The school day begins at 9:00 a.m. Teachers are to be at school by 8:30 a.m. and to remain at school until 4:00 p.m. or until the end of activities and/or staff meetings.

Policy of Absenteeism

Occasional absences are unavoidable. Proper planning will minimize its effect on the students and staff, so teachers are to report their absence as soon as possible so that arrangements can be made. Teacher must submit a letter to respective Vice-Principal for an early leave for approval.

If you are unable to attend the school due to an emergency or for a valid reason you must personally telephone the school before 8:00 a.m. For any absence, lesson plans must be provided. Lesson plans, written assignments or worksheets are to be submitted to the office no later than 8.00 am.

Paid 15 business days off in one academic year, which cannot be accrued, is reserved by the School for the employee's casual leaves which includes sick days, bereavement days, floating holidays and other personal days. The Principal approves all personal absences. Teachers must submit a written request. Personal leave exceeding 15 days in one academic year will be unpaid and has to be approved by the Director.

All public holidays and the School break days are considered by the School as paid holidays and vacation days and all employees are allowed to enjoy them fully. However, since the School is having Summer English Classes during the ten days of Thingyan and Myanmar New Year in April, the School may in advance ask certain employees to stay on an hourly pay. The employees may choose whether to stay or enjoy time off without any unnecessary concerns. Concerning leave and absence please refer to the [Employment Policy Handbook](#).

Doctor's Certificate

For medical leave of more than two (2) days, a doctor's report is to be presented.

Substitutes and Student Evaluation

For a planned absent (e.g. visa run, attend conferences, school sponsored trip, etc.) teacher will find a substitutes by himself/herself. The substitute teacher will teach his/her own subject when substituting and absent teacher will cover the substitute teacher's periods when he/she returns. Generally, substitutes are not responsible for correcting and making of papers. Teachers will be responsible for correcting the work of the class for short-term absences.

Salary Deductions

Absences without a valid reason will result in a salary deduction.

Hourly Absences

Teachers occasionally leave the school campus for urgent personal matters. Prior approval should be secured from the Vice-Principal and the leave should not exceed 2 times in a month.

Assembly

In Monday and Friday morning, students, teachers and administrators assemble in the hall. Daily announcements relating to school functions and activities are made at this time. Myanmar and Chin National Anthem are sung.

Dress code

At all times, the professional staff will set a positive example of the students by dressing in good taste. Any unusual mode of dress that calls for undue attention is discouraged. Jeans are unacceptable for both men and women. Proper footwear will be worn at all times - thongs and beach slippers are not to be worn. The following guidelines are consistent with the culture and values of Myanmar.

Men: Men will wear trousers and shirt and tie.

Women: Women will wear opaque, loose fitting, conservative blouses or dress tops with short or long sleeves. Low neck lines, tight-fitting clothing, or stirrup pants are inappropriate. Dresses and skirts are to be no shorter than mid knee length. Slits in skirts should not be above the knee and no longer than 10 cm. Slacks should be loose fitting and must be accompanied by a loose fitting over blouse or top that covers the hips.

Public Appearances

School employees are not to be involved in any of these activities without the written approval of the principal:

- ☐ Public appearances on television or radio
- ☐ Interviews with newspaper, magazines, etc.
- ☐ Attending private parties involving students in public places.

Confidentiality

Teachers must use good judgment when discussing school business, student behavior or achievement. No school employee shall reveal personal information concerning any student, except under judicial process.

Official Correspondence

All official correspondence is to be signed or approved by administration.

Sales On Campus

Students and teachers are not permitted to sell items to other students for personal financial gain. Bake or other sales must be approved by the administration. The request for the sale must specify the cost, and the material or equipment needed (knives, paper plates, napkin, etc.) as well as the intended use of funds.

Telephone Calls

Routine incoming telephone calls to teachers and students will be reported in message form. Emergency calls will be appropriately handled as emergencies; but teachers will not ordinarily be called to the telephone during the regular teaching day. Emergency calls by students may be made only from the receptionist office.

Salaries

Salaries are paid on a monthly basis. Salaries are given on the last working day of the month.

TEACHERS' RESPONSIBILITIES

Lesson Plan - Effective teaching requires planning. Teacher will prepare term and weekly plans.

Term plans - prepared and submitted to administration for approval by the second week of the academic year. Should changes be necessary to the term plans during the year, these changes are to be prepared and submitted during first week of each term.

Weekly/Daily plans - Teachers must prepare lesson plans and update in the database prior to the lesson. Lesson plans for the following week should be updated on Friday.

Student Records - Records of students' performance, classroom assignment, and homework assignment are to be included in the database and kept up to date.

Campus and Playground Supervision

Teachers will be assigned supervision on a regular rotating basis throughout the year for students' safety. During supervision teachers will:

- Be present in playground at all times during the assigned periods (morning period, recesses, at the end of the day after classes etc.)
- Promenade around the campus to ensure complete supervision.
- Ensure students remain in assigned areas.
- Supervise the orderly queuing for restroom, lunch, etc.
- Ensure students are following campus regulations - littering, rough playing improper language is not permitted.
- Administer discipline as needed.

Bulletin Boards

Classroom bulletin boards serve as teaching aids. They should be used extensively and changed regularly. At the beginning of the year, the homeroom teacher assigns an area of the class bulletin boards for each subject. As for hallway bulletin boards, each teacher has a chance to display student work.

Photocopy Services

The copier does all photocopying. Requests will be processed on a first serve basis. Administration strongly discourages teachers to make mass copying. *No students are allowed in the photocopy room.*

Special Programs

This refers to programs such as play performances, musical concerts etc. The following guidelines describe the procedure that should be followed to sponsor such programs.

The principal must approve any program involving Amazon in a public-performance. The sponsoring teacher(s) submits a request to the principal providing all the detailed information such as costumes, location and date of performance, dates of rehearsals, students involved type of audience, etc. All these details should be discussed with the principal before finalizing a program. Other teachers may be assigned to help in the production and supervise during the performance.

Field Trip and Excursions

All field trips or excursions must be approved by administration and teachers should not mention or plan these activities with students without first obtaining permission. To schedule and initiate field trips and excursions, the procedures are:

Field Trip Request Form should be completed by teachers and submitted to the administration two weeks prior to activity. A written **parental consent form** must be

received from every student and without this signed form; a student may not participate in the activity.

Sponsoring teacher prepares the initial permission from giving details of the trip including itinerary, costs, etc. and gives the form to the administration. Sponsoring teacher arranges for chaperones, usually one for each 10 students. Sponsoring teacher will work with the administration to plan all particulars of the trip. The administration will photocopy the forms; plan the trip as per school calendar. Teacher distributes to student for parent guardian signature. Teacher collects form and passes to the Student Affair. The administration arranges transportation, approval and other details.

Custodial and Maintenance Services

The school has custodial and maintenance staff on duty during school hours. Administration will make every effort to improve the general appearance of the school through the efficient use of the custodial and maintenance staff. Teachers can assist by:

- Teaching good citizenship, respect for property and school equipment, rules of good conduct, and personal responsibility.
- Maintaining clean and tidy classrooms
- Properly supervising students both inside and outside their classrooms.
- Confining displays, posters, and written announcements to the designated bulletin boards.
- Protecting the school furniture and fixtures and preserve cleanliness of the walls.
- Not making unauthorized classroom modifications or removing fixtures, handles, items of furniture, etc.
- Immediately reporting damaged or non-working equipment to the administration occurrences such as a leaking toilet, a bare electric wire, or an abnormal hissing and/or beeping sound etc.
- Sticking some papers on the wall other than bulletin boards are not allowed unless permission is granted from the Vice-Principal.

ASSESSMENT POLICY

1. ASSESSMENT PRINCIPLES/PURPOSE

Assessment methods/feedback should

- ✓ Be clear
- ✓ Be balanced
- ✓ Be measurable
- ✓ Not compare students

PURPOSE OF ASSESSMENT:

- a. To evaluate a student's progress
- b. To help set future targets for all parties involved in student's education
- c. To have progressive evaluation of student work
- d. To give students feedback on their achievements and areas for development
- e. To enable students to measure their achievement level and set targets in order to attain specific levels and grades;
- f. To provide feedback on student achievement and development to:
 - students, in order to check themselves against learning standards and set clear achievement targets
 - parents, in order to take proper action with the respective teacher to help the student achieve targets set

- teachers, in order to develop lesson planning, time management and teaching practices for the achievement of targets set
- school, in order to have data sufficient to review, revise and reestablish the curriculum areas and develop better school assessment model

2. TYPES OF ASSESSMENT/MEASURING STUDENT PERFORMANCE:

Each subject uses slightly different assessment tasks relevant to the aims of their syllabi and learning processes used.

A. FORMATIVE ASSESSMENT (ASSESSMENT FOR LEARNING):

For formative assessment, the main purpose is to provide detailed feedback to teachers and their students on the nature of students' strengths and weaknesses, and to help develop students' capabilities. Methods of assessment involving direct interaction between teacher and student are particularly helpful here. The teacher is seen as a supporter rather than a director of learning. It is more important that formative assessment correctly identifies the knowledge, skills and understanding that students should develop, rather than accurately measuring the level of each student's achievement. Reliability is therefore a much lower consideration for formative assessment than validity. *[Source: Diploma Programme assessment principles and practices]*

In order to apply assessment tasks those involve formative assessment successfully:

- School will help teachers in creating valid and reliable classroom assessments
- Formative assessments should be part of teaching instruction done in a continuous way
- Learning objectives should be linked to formative assessments
- Formative assessment should help teachers identify student needs for a more effective learning of objectives
- Formative assessment contributes to the balance in assessment system
- Professional Development should be provided for teachers

In order to integrate formative assessment into their instruction successfully teachers need to:

- Do appropriate lesson planning
- Use different instructional techniques [discussions, group work, individual classroom practice, student-based summarizing, and role plays, in order to identify student needs
- Allow students analyze a system, problem-solve, investigate, inquire, make decisions...
- Make sure students can clearly explain their hypotheses and their conclusions
- Identify objectives and give specific feedback to the students
- Ask different level thinking questions for different types of learners
- Collecting feedback from students on their learning
- Work one-on-one with the student when needed

B. SUMMATIVE ASSESSMENTS (ASSESSMENT FOR LEARNING):

Summative assessment is aimed at determining the level of achievement of a student generally at the end of a course of a study. Summative assessment is used for quite different purposes, including the provision of information about student achievement, the certification and selection of students, an accountability mechanism to evaluate

teachers and schools, and driving force for reform of curriculum. [Source: Diploma Programme assessment principles and practices]

3. ASSESSMENT TASKS/TESTS/EXAMINATIONS:

The followings are some of the assessment tasks/tests/examinations have been acquired to measure student performance throughout their studies at Amazon. Assessments tasks are carefully selected to meet the balance between the summative and formative assessment types. Some of them include tasks such as: Research Project (grade 6 to 10), Teacher Observation, examinations, quizzes, homework, projects, presentation, written work, logbooks, lab reports, notebooks and different types of assignments.

A. TEACHER OBSERVATION:

STUDY SKILLS AND ATTITUDE:

Student performance assessment should be based on teacher observation, which is an invaluable input for learning. Every subject teacher will submit study skills and attitude grades at the end of each term based on the following descriptions:

1. Classroom practice [Based on assignments, activities ... completed during the class]

2. Homework Practice [Any assignment outside of class]

- a. Done individually and on time
- b. Showing clear understanding of homework policy
- c. Showing clear understanding of purpose of homework

3. Note taking

- a. Using effective note-taking skills
- b. Aware of appropriate note-taking templates
- c. Uses graphical organizers effectively

4. Engaged in the class

- a. Shows enthusiasm towards the class
- b. Gives specific feedback on the questions asked
- c. Stays focused on a task

5. Works well in groups

- a. Effective communication
- b. Showing clear understanding of his/her responsibility
- c. Teamwork

6. Working independently

- a. Works without support from the teacher
- b. Presents work that reflects independent achievement

7. Shows consideration

8. Displays self-confidence

9. Accepts responsibility

10. Time management

HOW IS IT REPORTED?

Study skills and attitudes are reported on school's report card once a term. Every subject teacher inputs her score on study skills and attitudes into school database, which reflects on the report card.

The criteria assessment for study skills and attitudes is explained above.

B. HOMEWORK PRACTICE:

Homework constitutes essential part of assessment process at Amazon and it is effective when

- The amount of homework assigned to students is different from grade to grade
- The purpose and outcome of homework are identified and clarified
- The homework is preplanned according to the learning objectives
- Students have sufficient practice on the learning objectives
- The homework policy is understood by the students and parents
- Students spend quality individual time for completing their homework on their own
- Teachers record student homework performance
- Make specific comments and suggestions on the homework in different ways

Homework/Assignments/Projects Policy

Instructions for Parents/Tuition teachers:

- A parent's major role is to provide an environment suitable for the completion of homework assignments, which may mean that students do their home assignments away from the television set and other distractions.
- We use Communication Book from grade 1 to grade 5 so that your child may record his/her homework assignments.
- Work with your child to establish a schedule for homework completion. Please make sure they complete their homework every night.
- The purpose of the homework is for your child to practice and use what he/she has learned.
- Parents/Tuition teachers may act as FACILITATORS. Encouraging, motivating and prompting your child will be helpful. However, parents/tuition teachers are not to sit with the child and do their homework.
- For more information concerning help for conducting the homework session you may contact the classroom teacher/ respective subject teacher.
- According to studies a thumb rule will be implemented, you can expect that your child will have around 15 minutes of homework for each year in school (i.e., first grade has fifteen minutes; fourth grade has 60 minutes, etc.). If the homework seems excessive, is too difficult for your child, or takes much more time than expected, please discuss this with your child's teacher.
- When bedtime comes, please stop your child, even if he/she is not done.

HOMEWORK EVALUATION:

Respective subject teachers will record homework practice on weekly basis.

CRITERIA	U	D	C	B	A
HOMEWORK PRACTICE	0	1	2	3	4

- Very good (A/4):** Shows clear understanding of purpose of homework. Complete with no mistakes. Done on time.
- Good (B/3):** Shows clear understanding of purpose of most of the homework. Complete with mistakes. Done on time.
- Acceptable (C/2):** Shows clear understanding of purpose of at least half of the homework. Incomplete with no mistakes. Done on time.

- d. **Poor (D/1):** Shows poor understanding of purpose of homework. Incomplete with mistakes. Done on time.
- e. **Unacceptable (U/O):** No attempt shown to complete homework. Done on time.

HOW IS IT REPORTED?

Homework practice could be part of the final grade for each subject. Homework practice may add up to maximum of 10% to the final grade.

Percentage range: 0 - 10 %

C. NOTE TAKING:

Notebook is one way to assess student's organizational and note-taking skills. This assessment is effective when:

- Students work on their organizational and note-taking skills throughout an academic year
- Teachers make specific comments and suggestions on how to take notes more effectively
- Students are aware of pre-prepared templates for their notes
- Students use their notes as study guides for different assessment tasks

NOTE TAKING EVALUATION:

CRITERIA	U	D	C	B	A
Uses relevant format to take notes	0	1	2	3	4
Takes effective and sufficient notes for future reference	0	1	2	3	4
Uses proper organizers	0	1	2	3	4
	Overall				

- a. **Very good (A/4):** Uses relevant and effective templates to take notes. Shows clear understanding of how to take notes using organizers and links.
- b. **Good (B/3):** Uses relevant and effective templates to take notes most of the time. Shows clear understanding of how to take notes using organizers and links.
- c. **Acceptable (C/2):** Uses relevant templates to take notes. Shows general understanding of how to take notes using organizers and links. Errors at times.
- d. **Poor (D/1):** Little attempt shown to use relevant templates to take notes. Shows poor understanding of how to take notes using organizers and links.
- e. **Unacceptable (U/O):** No attempt shown to take relevant and effective notes. No sign of organizers.

HOW IS IT REPORTED?

Note-taking skills assessment could be part of the final grade for each subject. This practice may add up to maximum of 10% to the final grade.

Percentage range: 0 - 10 %

D. EXAMS/QUIZZES/TESTS DURING THE TERM

Exam/Quiz Preparation

- The Purpose of exam/quizzes is to determine if a student has learned the objectives set.
- Exams are given when the teacher has strong conviction that students have mastered the learning objectives sufficiently.
- Therefore exams/quizzes/tests will be usually prepared according to learning objectives (a criterion-referenced) and based on IGCSE/IB Diploma Programme curriculum standards. Exam papers may include different question types such as: MCQ (multiple-choice questions), TFQ, long answer, short answer, essays, case studies, fill in the blanks, structured questions, matching questions...

The followings are taken into consideration throughout the exam/quiz/test preparation so that:

- There is less/no duplication of assessment of objectives
 - Exam/quiz paper covers all the learning objectives taught
 - Instructions are clear so no further explanation is required
 - Time is allotted appropriately
 - Exam/quiz paper conforms with the standards of the respective curriculum
- Teachers consult with their Head of Departments the details of an assessment test/exam/quiz such as assessment of objectives, exam standard, timing...
 - Exams are used as corrective tools. Respective subject teachers will help students based on their weaknesses after each exam/quiz.

The following table summarizes the assessment policy on the minimum/maximum percentage ranges of assessment tasks that contribute to the final grade at Amazon. Please, also refer to the following table when structuring your assessment tasks and for eligibility of an assessment task to be part of the final grade.

Assessment task	Subject Area	Number of times/term	Percentage range	
			Minimum	Maximum
		The numbers given indicate the minimum number of times an assessment task need to be conducted/checked to be eligible to be part of the final grade		
Exam/ Unit test*	All subjects	4	20%	40%
Quiz/ Mini test	All subjects	4	10%	20%
Essay/ Paragraph writing*	English	6	10%	20%
Grammar test*	English	3	5%	10%
Spelling/Vocabulary test/ Concept Check*	English, science, social studies, mathematics	4	0%	10%
Speaking/ Listening test	English	3	0%	10%
Reading test	English	3	0%	10%

Assessment task	Subject Area	Number of times/ term	Percentage range	
			Minimum	Maximum
		The numbers given indicate the minimum number of times as assessment task need to be conducted/checked to be eligible to be part of the final		
Homework	All subjects	16	0%	10%
Lab Performance*	Science Subjects	4	10%	20%
Note taking	All subjects	4	0%	10%
Presentation	All subjects	3	0%	10%
Mini Projects	All subjects	4	0%	10%
Physical Test	PE	4	20%	10%
Assessment tasks on need-basis	Need to consult with Department Heads for these details...			

* Indicates that the assessment tasks associated are compulsory and have to be part of the teacher's assessment plan.

Note: Different departments may employ assessment tasks based on the nature of their subject area. Under these circumstances, teachers have to consult with Department Heads to ensure validity and reliability of the assessment tasks.

4. RECORDING GRADES:

All teachers are required to record their grades as hardcopy and into the database or excel spreadsheets that has been developed by the school for specific needs of each department. Please refer to Scoring and Gradebook for each classes.

5. REPORTING/FEEDBACK

- a. Feedback to students on their performance
 - Specific written or oral comments
 - One-on-one conference with students
 - Post exam feedback/discussion
 - Marking scheme discussion
 - Group meetings
- b. Feedback to parents on their performance
 - Teacher-parent conferences are one way to provide specific comments, scores and on general performance. Through these conferences teachers together with parents discuss what can be done to help/guide the student for a better performance
 - ✓ Twice a year
 - ✓ On need basis

- Home visits
 - Communication Book
 - Letters/Emails/Telephones
- c. Feedback to school on student performance
- Subject teachers' meeting
 - Department meetings
 - Database
 - Classroom daily record books

6. ABSENCE FOR THE ASSESSMENT

a. Absence due to illness or other reasons

- A student might feel very ill on the day of an assessment task or examination.
- Similarly, there may be unavoidable and unplanned circumstances of an urgent personal matter.
- Such circumstances do not include family holidays, social engagements or other matters of a discretionary nature.
- Parents/guardians of students who will be absent for an assessment task or examination are requested to contact the Student Affairs at the Office before 8:15 am on a school/office day to notify staff of the circumstances. It is important that the note mentions that an assessment or examination is involved.

b. Evidence requirements

- Students who are absent due to illness are required to provide a Doctor's Certificate (from a medical doctor who is not a relative) stating the date(s) of absence and clearly the nature of the illness.
- In other cases of absence during an assessment task students are required to provide a letter from a parent/guardian mentioning in detail the nature of the absence.
- These documents should be submitted to the Vice Principal on the day of student's return to school, or earlier in the case of a prolonged absence.
- The Vice Principal will communicate the matter to the respective teachers, and then place the documents in the student's file.

c. Following procedures in relation to illness or other reasons

- On the day of the student's return to School, he/she must see the respective teachers, who will determine, in consultation with the Head of Department, how to proceed.
- The respective teacher will determine if it is appropriate and possible for the student to carry out a similar assessment task or examination; the student can be required to carry out the alternative on the day of his return to School.

NOTE: Should a student be absent from an Assessment Task or Examination and fail to follow the procedures above he will be awarded zero (0) marks.

7. FAILURE to submit or carry out an assessment task

Should a student fail to carry out an Assessment Task, or fail to submit an assessment task for so long that it may no longer be accepted for credit, the Head of Department will advise the Vice Principal, who will write to the parents advising them of the fact, and detailing the penalty involved. Parents will be asked to acknowledge receipt of this letter. The penalty in such cases is the award of zero (0) marks for the Task.

8. MALPRACTICE during assessment tasks or examinations

Students are subject to normal school rules when an Assessment Task is due, particularly in attending all classes.

- Cheating
- Plagiarism
- Collusion
- Duplication
- Other malpractice cases

will be reported to the appropriate Head of Department to investigate the matter and, if proven, reported to the Principal. Where the Principal is satisfied there is clear evidence of malpractice, the score of zero (0) will be awarded for the assessment task. Parents will be notified with a letter concerning the case.

9. ASSESSMENT POLICY REVIEW:

How to make this policy a living document?

This document is reviewed twice a year:

Formally:

1st Review: At the end of an academic year

- All Departments review and provide feedback on effectiveness of the assessment policy for that particular year

2nd Review: Before the academic year starts

- Assessment policy is presented to the teaching staff for further discussions
- Ideas for the coming year are collected
- Assessment review team does the necessary amendments

Informally:

Assessment review team holds discussions with the respective teachers, departments and students to check the effectiveness, practicality, validity and reliability of the assessment tasks.

ACADEMIC HONESTY POLICY

1. INTRODUCTION

Amazon Private School values the importance of academic honesty. Therefore Amazon members are committed to establishing and maintaining a school policy that promotes good academic practice and a school culture that actively encourages academic honesty.

The aims of this document are as follows:

- Help students define academic honesty (concept and areas of AH)
- Outline the detection and prevention of malpractice cases
- Describe the procedure followed by the school when investigating the instances of suspected malpractice and academic dishonesty
- Describe the consequences of malpractice and academic dishonesty instances in the school
- Describe the responsibilities of parties involved in

Academic dishonesty constitutes either one of the followings:

a. Plagiarism:

An unacknowledged work of an author used as the person's own. Using an author's work without proper acknowledgement. The most widespread of these is INTERNET PLAGIARISM due to the easy, cheap and effective access to desired information.

b. Collusion: Allowing one's work to be copied or submitted for assessment by another

c. Cheating in examinations: Any attempt at copying someone else's work during examinations

d. Duplication: Producing the same work for different assessment components

e. Data falsification: Dishonestly representing facts/figures for student's own advantage

f. Any other behavior that gains an unfair advantage for a candidate or that affects the results of another candidates:

Examples include taking unauthorized material [mobile phone, textbooks, notebooks,] into an examination room, misconduct during an exam session, falsifying a CAS record and etc.

2. Prevention

Every Amazon student should receive clear guidelines on academic honesty. All subject teachers should emphasize the importance of academic honesty and practice it throughout the academic year. During the process of producing any work, the teachers and the students work together to prevent malpractice and academic dishonesty which might take place unintentionally. "It is for the benefit of the students to keep their rough notes and drafts during the process in order to support the academic honesty of their work."

3. Procedures for Investigation

For any suspicion of malpractice or academic dishonesty, the teacher notifies the respective Vice-Principal with evidence. The Vice-Principal, the head of discipline and the teacher involved will investigate the matter. This will include one-on-one discussion with the student as well as his or her written statement. After the investigation, if the case is not proved, no measure will be taken against the student. If there is solid evidence, the student and his parents will be notified through letters from the Vice-Principal office and a record will be added to the student's file.

4. Consequences

There are two levels to handle the academic malpractice. One is on the classroom level and dealt by the teacher in the classroom. Students who violate the Academic Policy/commit one of the offences in the classroom level (mentioned in the policy and detected by the teacher) will receive no marks for the respective assignments and receive a warning. When the offence is repeated, he or she is referred to the Discipline Committee. The next is on the school level, which is dealt by the school administration and the discipline committee and will include offences such as detention, in-school-suspension and out of school suspension.

5. Responsibilities

a. Vice-Principal

➤ Must ensure that all candidates:

- I. *understand what constitutes academic honesty and an authentic piece of work*
- II. *understand what constitutes malpractice, particularly plagiarism and collusion*

- III. receive guidance on the skills of academic writing and acknowledging sources
- IV. IV know the consequences of being found guilty of malpractice

- Establish a school policy that promotes good academic practice and a school culture that actively encourages academic honesty
- Support the IBO fully in the prevention, detection and investigation of malpractice
- Accept additional responsibilities in the event of a candidate being investigated for malpractice

b. Heads of Departments and Teachers

- Confirm that, to the best of his or her knowledge, all candidates' work accepted or submitted for assessment is the authentic work of each candidate
- Support the HIEC Academic Honesty Policy on good academic practice and provide candidates with advice whenever necessary

c. Students

- Are ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged.
- Are responsible for meeting HIEC deadlines
- Ask the respective teacher for help when in doubt

d. Parents

- Collaborate with the school to help their children to understand the importance of Academic Honesty Policy

Source: *Diploma Programme- Academic Honesty document* - by IBO

LANGUAGE POLICY

OUR MISSION

Our mission is to develop every student's intellectual, moral, social, emotional, and physical skills through balanced, challenging, and broad curriculum, differentiated instruction, wide-ranging extra-curricular activities (ECA), demanding programs, participation in international competitions, and various moral guidance projects.

We recognize that every child is different and has his/her particular needs to develop to prepare to enter a demanding world. Our dedicated team of teachers, administrators and staff strive to meet these needs through a curriculum that fosters the skills, knowledge, and attitudes necessary to live successful and healthy lives and to create a caring, safe, supportive and positive learning environment for our students. We aim to encourage students to become life-long enthusiastic learners who can communicate with other people with

Amazon Language Philosophy

Language is central to learning for all subjects. Therefore, all instructors are language instructors who help students develop effective communication skills at Amazon. We believe that the students are potential leaders, responsible citizens and role models in different fields of their respective communities and they have to be equipped with necessary tools for effective communication as, through meaningful interactions, the students communicate with and understand other people and the world to develop intercultural awareness and explore different perspectives. The language acquisition is dynamic, life-long processes that permeates learning and is a key factor in developing a student profile which is described in the school's mission statement. Students learn language, learn through language, and learn about language in an environment where

they explore concepts, solve problems, formulate hypothesis, share and explain ideas and opinions.

Language Profile

English is a medium of instruction at Amazon from the early years and goes on to the completion of the school. In the early years Amazon accepts any child regardless of their level of English. Elementary school grades have local assistant teachers who help students understand instruction during the classes. Amazon uses ESL style of teaching for Elementary level and plan to use the native English for Secondary and High school. The school does not encourage a private tuition despite the student's low level. We encourage using English in the school premises for everyone.

Mother Tongue

We understand the importance of the mother tongue for the future of the students, their country and the implications of their mother tongue proficiency in their respective community. Majority of the students are Lai (Chin) with various ethnical backgrounds. Therefore, Amazon offers Lai literature once a week to all classes.

Professional Development

To raise awareness of teachers being both specialists in their subjects as well as language instructors, the school may arrange workshops or send to workshops.

CRITICAL THINKING

Critical thinking is that mode of thinking -about any subject, content, or problem- in which the thinker improves the quality of his /her thinking by skillfully taking charge of the structures inherent in thinking and imposing intellectual standards upon them.

As we all know that asking questions is the best way to learn-Why? What? When? How? Where? Are questions frequently asked by children? If these questions are not answered, they cannot think critically- we have been implementing critical thinking skills in our curriculum, but we will focus a lot more in all subject areas, so that students can learn in a new arena where they get an opportunity to think critically.

The purpose of specifically teaching critical thinking is to improve the thinking skills of students and thus better prepare them to succeed in the world.

Critical thinking can be taught during:

1. Lectures

You may of course directly teach critical thinking principles to your students during lecture, but this is neither required nor advisable. Stay with your subject matter, but present this in such a way that students will be encouraged to think critically about it. This is accomplished during lecture by questioning the students in ways that require that they not only understand the material, but can analyze it and apply it to new situations.

2. Laboratories

Students inevitably practice critical thinking during laboratories in science class, because they are learning the scientific method.

3. Homework

Both traditional reading homework and special written problem sets or questions can be used to enhance critical thinking. Homework presents many opportunities to encourage critical thinking.

4. Quantitative Exercises

Mathematical exercises and quantitative word problems teach problem solving skills that can be used in everyday life. This obviously enhances critical thinking.

5. Term Papers

The best way to teach critical thinking is to require that students write. Writing forces students to organize their thoughts, contemplate their topic, evaluate their data in a logical fashion, and present their conclusions in a persuasive manner. Good writing is the epitome of good critical thinking.

6. Exams

Exam questions can be devised which promote critical thinking rather than memorization.

ROLE OF HOMEROOM TEACHERS

Homeroom teachers play an important role in each student's educational, emotional, physical and moral well-being. The teachers should identify expectations for student behavior and communicate those expectations to students periodically.

Every Morning, homeroom teachers are expected to be in their own class room from 8:45 am to 9:30 am. This will give homeroom teachers an opportunity to meet and talk to them on important issues and co-operate in the child's learning and development, including special needs.

Please find below a set of guidelines to be followed by the homeroom teachers.

1. Responsible for conducting teacher-parent conferences.
2. Facilitates home-school communication through telephoning, sending written communications or through home-visits.
3. A classroom President/Monitor can be chosen by the homeroom teacher consulting the subject teachers and TAs if necessary.
4. Homeroom teachers are responsible for the portfolio assessment. Teachers could follow up with the help of subject teachers.
5. Assign responsibilities to students to maintain and use the classroom supplies/library in an effective way.
6. Have some background knowledge about the students to understand their needs.
7. Keep in touch with the subject teachers and TAs and maintain a record about their progress and note down their strengths and weaknesses - this can be discussed during subject teacher meetings.
8. Identify slow learners and do the needful as suggested during the subject teachers meetings.
9. Organize some after school activities with students which in turn will help teachers to identify their needs and have better relationship.
10. Keep and edit student Portfolio and profile
11. Keep and edit student Disciplinary Record
12. Prepare weekly lesson report & lesson plan.
13. Prepare monthly Home Report
14. Prepare term-end PT Conference Report

STUDENT PORTFOLIOS

A portfolio is a purposeful collection of a student's work that shows the student's effort, progress, and achievement during the Academic Year. Portfolios can be designed for a variety of purposes. They can motivate students, encourage parental participation, and provide direct evidence of student progress.

The purpose of the portfolio is to assess the student progress over an extended period of time, and to provide evidence for grades. This portfolio includes the best works of a student in a term or a year. Before selecting a piece of work for inclusion in the portfolio for the purpose of evaluation, the teacher should consider the following questions:

- ❖ What should be included in the portfolio?
- ❖ In what ways should students be involved in the process?
- ❖ What is the purpose of the portfolio?
- ❖ How often they will be collected?
- ❖ Who gets to choose?

A planning sheet can be used by the teacher and student for determining and clarifying the purpose, design and construction of a student portfolio.

Aim of portfolio

The aim of the teacher, directing the students to use the portfolio is to

- ❖ Assess the progress of the student over a period of time,
- ❖ Determine the efficiency of the teaching,
- ❖ Evaluate the education program,
- ❖ Help students for self-assessment and
- ❖ Determine the students' weak points in the process of learning

Instructing students during selection of a study material, which will be filed in the portfolio, is important since it enables students to have responsibility and the feeling of possession

A portfolio organized by a student can contain a lot of visual or activity materials such as

- ❖ Individual or group studies,
- ❖ His/her best studies,
- ❖ Tests,
- ❖ Projects,
- ❖ Presentations,
- ❖ Problem and solutions,
- ❖ Teacher comment,
- ❖ Interview notes,
- ❖ CD and disks.

The portfolio should be student-centered, and the teachers only facilitate/guide students. A piece of work which will be put in the portfolio should be designed to reflect each student's performance as an individual or as a group and to reflect their cognitive, affective and skills properly.

Important Points in Portfolio Developing Process

It is a challenging situation for teachers to make portfolios an integral part of their instruction.

Some of them are as follows;

- ❖ Teachers should work together to decide which piece of work has to be filed during their department meetings.

- ❖ Students should clearly understand the purpose why portfolio is?
- ❖ It should reflect the actual day-to-day learning activities. Also, items in the portfolio should vary and be multi-dimensional; data should be collected from different subject areas.
- ❖ It should be ongoing so that they reflect students' efforts, progress, and achievements over a period of time.
- ❖ Items in portfolio should be systematic, purposeful, and meaningful.
- ❖ It gives an opportunity for students in selecting pieces they consider most representative of themselves as learners to be placed into their portfolios, and to establish criteria for their selections.
- ❖ It should make students responsible for keeping their portfolios up to date.
- ❖ It should be viewed as a part of learning process rather than merely a record keeping tools, in a way to enhance students' learning.
- ❖ Students should be allowed to access their portfolios.
- ❖ Teachers should give feedback to students, parents about the use of the portfolio.

Assessment of Portfolios

Who is responsible for the Assessment of Portfolio?

Home-Room Teachers are responsible for the assessment of portfolios, but every subject teacher should be involved in guiding and facilitating students in maintaining the portfolio. Portfolio should contain quality documents in all subject areas. Students should be made clear on to what kind of work should go into the portfolio.

Home-Room Teachers will be called for meetings to decide on the criteria for assessing the portfolios.

Assessment criteria, which have been used to determine the quality of the student's performance, should be clear and easy to understand. Rubrics should be used in order to determine the quality of the work in the portfolio and to make a reliable and valid assessment. It is important that students have the opportunity to choose work samples for their learning.

Consequently, portfolios are graded as a whole, and each item in a portfolio can be used to showcase a student's best works or provide evidence for a student's self-assessment of his or her learning process and growth.

Advantages of Using Portfolio

Portfolio can present a wide perspective of their learning process and enable a continuous feedback to them. Besides this, it enables students to have a self-assessment about their studies and learning, and to review their progress. Portfolio is a strong tool that helps students gain the important abilities such as self-assessment, critical thinking and monitoring one's own learning.

Portfolio provides teachers to have new perspective in education. For instance, portfolio can answer these questions: What kind of troubles do students have? Which activities are more effective or ineffective? What subjects are understood and not understood? How efficient is the teaching process?

Some criteria for the Assessment of Portfolios:

- ❖ Organizes portfolio in a clear and appropriate manner.
- ❖ Standard of the piece of work produced is adequate.
- ❖ Shows understanding of own learning process.

Rubrics could be used for the above given assessment criteria to assess the portfolios. More details about the criteria could be discussed in the meetings with Home-Room Teachers.

DEPARTMENT MEETINGS

As per the school calendar, Department meetings will be held once a month. The Department Head will conduct the meetings; all teachers teaching from elementary to high-school are requested to be present. The minutes of the meeting should be prepared by the department head and submitted to the principal within two working days.

Aims and Objectives:

Teachers in the respective departments should work together to improve the quality of teaching and should focus on matters that concerns to teaching in the classroom. Our main areas of concern are curriculum, classroom management, classroom instructions, lesson plan, integrating technology and assessment system.

It is a good chance for teachers to discuss on issues concerning their subject areas. Some of the topics that could be discussed during the meetings are given below:

- ❖ Sequencing and organizing the curriculum
- ❖ Classroom instruction
- ❖ Classroom Management
- ❖ Addressing the essential content
- ❖ Awareness of the needs of different students
- ❖ Variety of teaching techniques
- ❖ Integrating technology into your lessons
- ❖ Peer Observation
- ❖ Library organization
- ❖ Different assessment methods
- ❖ International Mindedness
- ❖ Character and Value Education
- ❖ Portfolios

One of the ways to improve the quality of teaching is through department meetings followed with teacher development programs, individual teacher meetings, setting challenging goals, peer observations and by providing feedback.

SUBJECT TEACHERS MEETING

As per the school calendar, Subject Teachers meetings will be held twice in a term. Whether it is Elementary or Secondary, at each level the objectives are similar; the meeting is an important time to meet the concerned Homeroom teacher similar to a one to one setting. Furthermore, it lets the student as well as the parent know that you care about their progress in school.

It's a chance to see how a student is getting on in school, where their strengths and weaknesses lay, how they socialize with other children in the class room, playground, co-curricular activities and club activities etc. It is also a chance for the homeroom teacher to learn more about the student in order that you can work together for the students' success.

The homeroom teacher will conduct the meeting; all teachers teaching the particular grade are requested to be present. The homeroom teacher can assign a teacher for

preparing the minutes of the meeting, which has to be submitted to the heads of the elementary and secondary departments within two working days.

Aims and Objectives:

The performance of every student in each subject can be discussed in detail - what steps can be taken to improve the standards of the slow learners - Special classes, extra-time, feedback to parents and consulting them if necessary can be some of the steps. Special focus must be made on slow learners

The disciplinary issues can also be discussed - if any special attention is needed the matter can be brought to notice and the possible solutions can be discussed with the administration. The actions taken and the possible solutions must be entered in the minutes for further reference. Please note that the follow up procedure is of utmost important.

Obviously emphasis and questions change as the student makes his or her way up through the school, here is a range of example questions you may find useful:

- a. What area is s/he best at?
- b. Is s/he working to the best of his/her ability?
- c. Does s/he comprehend what s/he reads?
- d. Are there any areas s/he finds difficult? If so what are these specific areas?
- e. Do you have any suggestions as to what must be done at home or school?
- f. Does s/he participate in class?
- g. How does s/he relate to others in the class?
- h. Does s/he hand up homework/assignments on time, completed and at an acceptable level?
- i. How does s/he compare with the rest of the class?
- j. Does s/he have difficulty paying attention /following instructions/organizing work or notes?
- k. Is there anything about his/her performance or behavior that you are concerned about?
- l. Is s/he coping with the particular subject level?
- m. How does s/he cope with exam stress?
- n. If the student has learning difficulties clarify what help are available and other courses of action needs to be addressed.
- o. Remember to take notes or maintain a record of every student as it's easy to forget something particularly with the number of teachers at Secondary Level.