



DUBAI INTERNATIONAL PRIVATE SCHOOL

GARHOUD



STAFF HANDBOOK

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DIPS, in partnership with parents and community, will strive to ensure all students are digitally literate, lifelong learners, productive citizens, and nurture their well-being in an inclusive learning environment.

DIPS Mission: DIS is committed to provide education following international standards yet adhering to local values and traditions.



WELCOME

Welcome to the Dubai International Private School - Garhoud. The Staff Handbook is designed to provide you with all the information you require to gain a solid understanding of the policies, procedures, and protocols in the division in which you are employed.

You have been selected to become a proud member of the DIPS-G family for your expert knowledge, skills and experience. You now share the vision and mission of our school. In our pursuit of imparting quality education, our top priority is the wellbeing and safety of our students and the satisfaction of their parents.

Since success is a team effort in which each member plays an important role in, DIPS-G has prepared this handbook for you to answer your basic queries and help you to a smooth start. Please make sure that you read it carefully and refer to it whenever you need clarifications concerning any administrative issues.

We wish you a long and fruitful association with DIPS-G.

DIPS-G Administration

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School Profile

Dubai International Private School is a private school established in 1985 and owned by the Board of Directors - Dr. Juma' Belhoul, Mr. Salem Bou Adeil (deceased), Mr. Sami Obeid (board representative), Mr. Shehade Maalouf, Mr. Khalil Zakhem and headed by the General Director Mr. Salah Shararah.

The school is located in the heart of Dubai and situated in Al Garhoud area with its branch in Bur Dubai, it helps serve the most populated areas in Dubai and the Northern Emirate. Its sister branch is located in Al Qouz area.

Our Vision, Mission and Values

Vision :

DIPS, in partnership with parents and community, will strive to ensure all students are digitally literate, lifelong learners, productive citizens, and nurture their well-being in an inclusive learning environment.

Mission :

DIPS is committed to provide education following international standards yet adhering to local values and traditions.

Values :

DIPS has its own ethos which is reinforced by a set of shared values. Every teacher is expected to share these values and feel proud of being part of this school.

Guiding Statements

- DIPS-G is committed to developing independent, confident, and 21st Century Learners by:
 - Promoting a balanced and rigorous American Curriculum which is aligned to California Standards.
 - Promoting a curriculum which caters for students' physical, social, emotional and cultural development.
 - Creating learning environments which are student centered, engaging, and meet the needs of diverse learners.
 - Developing inclusive learning environments which provide both support and enrichment to meet the individual needs of students.
 - Targeted and focused instruction and interventions which raise student achievement and impact student progress.

Values and Virtues Adopted and Integrated in the Curriculum

DIPS-G core values are centralized around the principles of the Character Counts Program, which is an American based character education program. We believe that all stakeholders should display the following core values:

Integrity: We must: Be honest and trustworthy; do our work; know and do the right thing; treat all people fairly; avoid plagiarism.

Respect:- We need to: value and embrace diversity; accept others and treat them as we wish to be treated; show care, concern, and attention towards each other.

Responsibility- We must: be transparent; think before we act; make informed decisions, be accountable for our actions; admit mistakes and plan corrections.

Excellence: DIPS-G community works to continually exceed expectations. Just as we set education standards for the school, we ensure that everything we do is delivered to a high standard, we go the **extra mile** for staff and learners.: We will always deliver what we promise, and

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we will never promise something we can't do. We know that trust is the most important aspect of our work. We are committed to doing the right thing, every time.

Novelty: DIPS-G appreciates new and original ideas and actions. The school always seeks unusual opportunities in different aspects and areas.

Tolerance: DIPS-G respects differences of others, appreciates diversity of views, values and cultures, and provides a safe international and inclusive environment to all learners.

Beliefs

The administrative and teaching staff at DIPS-G recognizes the unique difference in individual capabilities and potential, hence they feel the urge to implement programs that meet the needs of each and every student. They also believe that the school should be the core of the educational experience with the family acting as part of that experience. We believe that the teaching process should emphasize the building up of both mental and personal capabilities of the student to enable him/her to cope with situations he/she might encounter in the future. The process should promote intellectual, social, moral, personal, and physical growth as well as self-understanding, self-esteem and a strong foundation for future learning experiences. The school strives to help each student to achieve success in each area to the best of his/her ability.

The school strives to recognize that:

1. Students do not learn in the same style, speed, or pattern and that it is the responsibility of the school to take care of them as learners and as individuals. Hence, it should provide programs and opportunities that cater to the needs of its students and that witness to students' personal, social, and intellectual development.
2. Mastery of skills is not the same at all levels and that it is the responsibility of the school to provide structured and progressive experiences to lead students through all levels of the mental activity relevant to their age and ability.
3. Basic skills develop sequentially and are integrated and reinforced by their use in a variety of situations during structured learning, independent projects, and informal activities.
4. It is essential to create and maintain a climate that encourages freedom of thought while stressing personal responsibility. Students must be recognized as individuals. They must be encouraged to develop a moral conscience if they are to fulfill their potential and integrate effectively into society. As such they should never be called names, ridiculed or belittled.
5. Social development is influenced essentially by patterns of social behavior in the children's home environment, school, and society rather than through direct teaching. It is the responsibility of the school to create an environment where students experience models of society behavior such as cooperation, teamwork, responsibility, honesty, and commitment. Social development proceeds through the understanding of and the proper interaction with the various systems that operate in the society.
6. It is consistent with the provisions of the constitution and be committed to the idea of democracy and U.A.E, children rights, and civil laws.
7. Social development culminates in its expansion to a global magnitude, where students place themselves and their culture in an international perspective, understand and accept cultural specifics and differences, and assume the individual and national responsibilities towards international cooperation.
8. Physical development proceeds through understanding and acceptance of one's body, its functions and limitations, and the active involvement in its development through exercise, proper nutrition, and care. Physical education focuses in the early grades on body awareness and development of motor skills, and moves gradually towards structured games and activities that promote team spirit, leisure-skills, and physical welfare.

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School Description

DIPS is a K–12 school providing education to a culturally-diverse community of students aged from 4 to 18 years old. DIPS offers a curriculum that is student-centered and inquiry based following the guidelines of the state of California Common Core Standards in the core subjects and the NGSS standards in sciences.

The school accommodates around **1030** students distributed into 48 classes and the faculty includes more than **103** and assistant teachers. The student-faculty ratio is **12** with an average class size of **25**.

English is the language of instructions in all subjects. The Arabic language and Islamic studies are given in Arabic to all Arab students in Grades1–12 using the curricular prescribed by the MOE. Social Studies is given from Grade 1–8 to all Arab students.

Arabic as a Second Language (ASL) and Islamic Studies in English (ISE) are given to students holding non-Arab passports in Grades1–12. Social Studies in English (SSE) is given to students in Grades1–8. World History and Visual Arts are given to students in grades 9 and 10. Moral Education classes are offered to all students in grades 1-12

The French Language is given to all students in Grades1–8 as an elective subject to Computer Studies. Clubs are available after school for those who wish to take both disciplines for all grades.

The school is accredited by the **UAE MOE**, and by **NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES (NEASC)** and the commission of **COGNIA (AdvancEd previously)**. The High School Diploma granted to its students upon completing twelve years of education is equivalent to the Ministry’s Thanawiya Amma stating that the student passes the Arabic & Islamic final exams in addition to a score of 500 in TOEFL and 440 in SAT math or **ILETS 5.5**. This Diploma enables the DIS graduates to attend all the universities in the UAE and abroad.

Our Objectives

1. Academic Achievers

DIPS-G students will:

- Be independent, self-motivated and active learners
- Set and pursue high academic goals
- Think logically, critically, reflectively and creatively □ Be self-directed, motivated and resourceful
- Apply knowledge effectively
- Try to produce quality work
- Always be prepared for further study
- Be aware of modern technology and become proficient in its use

2. Personally, and Socially Well-balanced

DIPS-G students will:

- Be informed and responsible citizens
- Express and support their ideas effectively and freely
- Respect and value others, irrespective of their nationality, religion, race or culture
- Be concerned for the environment and its preservation
- Be ready to help others in their times of need
- Be comfortable working with everyone, irrespective of their nationality, religion, race or culture
- Have high moral and ethical values

3. Effective Communicators in English

DIPS-G students will:

- Value and understand the importance of the English language
- Speak and respond effectively in any social or academic context
- Read a variety of printed materials to gain knowledge, for research and fun
- Write in a variety of genres for different purposes and audiences

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- Create effective oral presentations
- Understand, appreciate and analyze what is read, viewed or heard

4. Physically Fit

DIS-G students will:

- Know the importance of good health in their lives
- Understand the concept of health in their lives
- Participate in sports activities enthusiastically
- Demonstrate sportsmanship while participating in sports
- Understands the dangers of the use and abuse of drugs, tobacco and alcohol.

Our Faculty

We have well-experienced teachers that are committed to share their knowledge, skills and ability with their students. They continuously strive to:

- Motivate students in making decisions independently
- Adopt the 21st century teaching methods
- Support students in developing their skills
- Encourage parents to be more involved in their children's education
- Provide quality teaching to enhance learning in all subjects
- Serve as a role model to the students
- Set high expectations for the students
- Develop strategies for assessing and evaluating the students

Our Curriculum

KG:

Curriculum in KG is fully aligned to the American Common Core Standards. It is implemented in an integrated manner through projects/emergent curriculum, play, exploration and free choice activities that allow for individual or group work.

The curriculum involves extended learning processes that are driven by the children's interests and ideas. Teachers determine topics for these projects by observing, photographing, listening to and speaking with children as they go through their day.

Elementary School:

DIPS-G Curriculum in Elementary seeks to develop critical thinking, problem solving and strong communication skills across a range of disciplines. DIS-G develops and implements a soundly planned, deep and rich curriculum based on clearly defined expectations for students' learning and which is characterized by interlocking components that together compromise to serve and achieve the clear rationale aligned to the vision and Emirates standards in Arabic, Islamic, Moral Education, and UAE Social Studies standards, as well as the Common Core State standards in ELA and Math, and NGSS in Sciences. This is evident in weekly plans, lesson plans, and student work.

Middle School:

DIPS-G middle school curriculum in Middle School seeks to develop critical thinking, problem solving and strong communication skills across a range of discipline based on clearly defined expectations for students' learning and which is characterized by interlocking components that together compromise to serve and achieve the clear rationale aligned to the vision and Emirates standards in Arabic, Islamic, Moral Education, and UAE Social Studies standards, as well as the Common Core State standards in ELA and Math, and NGSS in Sciences. This is evident in weekly plans, lesson plans, interactive notebooks, and worksheets. The curriculum balances the unique needs of young adolescents and the demands of high standards. The middle school teachers encourage students to make interdisciplinary connections among content area subjects and support students in the development of higher-level thinking skills. Teachers also concentrate on developing lessons and activities that meet early adolescents' needs by providing them with many opportunities to develop responsibility and independence.

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High School:

The high school program is dedicated to increasing student achievement and accountability to match increasing state standards and national goals. A focused approach to improving the quality of instruction in the academic arena as well as the career and technical area is being targeted through a results-oriented, standards-based curriculum, emphasizing development of critical thinking skills and depth of knowledge. DIPS-G high school program is committed to providing students' opportunities for academic advancement, personal growth, and extracurricular development. The high school is committed to preparing all students for postsecondary education and the high performance demands of a quality workforce.

For Graduating and obtaining the DIPS-G High School Diploma

- All High School students have to pass grades 9, 10, 11 and 12 school subjects with a minimum grade of 60% in all subjects, except for Arabic & Islamic (minimum 50%)
- The minimum number of school years should not be less than 12 years starting from the first grade.
- All Muslim High School students have to pass the Islamic Education program set by the UAE Ministry of Education in the High School.
- All Muslim non-Arab High School students have to pass the Islamic Education program for non Arabs.
- All Arab students – registered at school with an Arab passport – have to pass the Arabic as a first language program set by the UAE Ministry of Education in the High School.
- All non-Arab students – registered at school with a non-Arab passport – have to pass the Arabic as a second language program.
- All students have to achieve 120 hours of Work Placement (40 hours for every year during High School), based on California requirements
- All High School Students have to complete 28 credit hours, including 22.5 compulsory credits and 5.5 elective credits.

School Accreditation

The school is accredited nationally by the Ministry of Education (MOE) in the UAE and internationally by the international accrediting arm of the Commission on International Trans-Regional Accreditation abbreviated, AdvancEd. The school is in the process of self-study for accreditation by the New England Association of Schools and Colleges (NEASC).

High School Accreditation

DIS students follow an American curriculum as they work towards the High School Diploma at the end of Grade 12, which allows them to join top international universities around the world as well as in the UAE. The Diploma, attested by the UAE Ministry of Higher Education (MOHE), and accredited by Cognia (AdvancEd Previously), is equivalent to the Ministry's General Certificate of Secondary Education.

The UAE's MOHE will authenticate the student diploma, if the student meets the following conditions:

1. Pass all required courses prescribed by the school,
2. Pass SAT Math with a minimum score of 440, and
3. Receive a score of 61 in the IBT TOEFL or 5.5 in IELTS.

Students are prepared for the SAT and TOEFL tests starting from Grade 10.

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Subjects of Studies

As an American curriculum school, we teach most lessons through the medium of English. The exceptions are Arabic Language, Islamic Studies and Social Studies, which follow the Ministry curriculum and are taught in Arabic for all Arabic native speakers. Students having non-Arab nationalities may start taking Arabic as a Second Language starting from grade 1 onward.

French Language is an elective subject to Computer Studies in grades 1 till 8. Students wishing to take both subjects may join the afternoon clubs of these subjects.

Moral Education Program (MEP) is given to students in grade 1 till 12.

High school students in grade 9-12 have a range of elective courses to choose from to prepare them for their higher education courses and help them to be ready for their future choice of majors in universities. Courses include a range of business studies, social sciences, sciences, and art courses.

To complement their academic studies, all students take Art and Music in KG and Elementary. All students take PE, and we are pleased to be able to offer swimming lessons to all grades in our own indoor swimming pool. The school is adopting a curriculum that aligned with the American standards **CCSS** in English Language and Arts and in Mathematics for all stages. It is also following the NGSS standards in the sciences for all grade levels.

Educational Philosophy

Throughout the school, our focus is on student centered approaches that:

- Encourage students' communication
- Develop students' cooperation and collaboration skills
- Develop students' critical thinking and analytical abilities
- Encourage creativity and innovation
- Communicate high expectation
- Respect diverse talents and ways of learning

In lessons and in the wide range of extracurricular activities offered each year, we aim to introduce our students to a range of learning experiences that:

- encourage them to be independent learners and critical thinkers
- Provide students with opportunities through problem-based learning
- Nurture values and diversity
- Expose students to diverse authentic experiences.

We believe that students should be prepared to meet current challenges and should be provided with the skills suitable for an era of globalization. Therefore, students should learn:

- Via using media and information communication technology
- Via using a learner-centered practice

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Below are some of KHDA regulations for a school to retain its title as an American School:

- The school has been granted accreditation by NEASC
- Every teacher in a key subject teaching in English as the medium of instruction must have a minimum proficiency level in English. English teachers must score a minimum of 7.5 on IELTS. Teachers of other subjects must score 6.5.

Inspection

The school undergoes an annual inspection by the KHDA. The exact dates of inspection would be announced by KHDA 3 weeks ahead of the inspection date. The inspection lasts for 4 days and covers all aspects of school life and based on a set of standards put by the DSIB.

The school prepares an action plan following each inspection cycle to target the recommendation suggested by the inspection team. The AP is based on feedback received from all departments in the school. Each department then must make its own action plan to target the recommendations set for the school and for the department as it may be related to it. All teachers in the department are expected to give feedback on the department's AP and make their own AP to address the general needs of the department and also the particular needs that the teacher may see needed.

Accreditation

The school has been accredited by NEASC since 2019 and Cognia Board (AdvancEd and CITA previously) since 2003. The school has been recently (June 2024) awarded accreditation by Cognia.

The school will undergo another cycle of accreditation by NEASC in October 2024.

In the accreditation process, the school needs to review previous standards, modify them, and address new accreditation requirements. To facilitate this process the school administration has formed a steering committee that divided the staff into sub-committees to review the standards and all required documentation and evidences. All teachers are usually involved in the process.

Assessment

The school year is divided into two terms, and each term consists of two quarters of nine teaching weeks.

Reporting on student grades occurs four times a year (every nine-week quarter). Students are assessed throughout the term through quizzes, tests, classwork and homework, and summative exams.

Additionally, students are assessed through external assessments based on National Agenda Parameters.

At DIPS-G we believe that educational assessment determine how well students are learning and is an integral part of instructional planning for teachers. It provides feedback to students, educators, and parents student progress and attainment.

Teachers use assessment results to inform planning and to inform classroom instruction.

Assessment methods are consistent across all departments, and the results are reviewed to monitor the level of students. Internal Assessments are based on curriculum standards.

The school regularly updates and reviews its assessment policy and assessment criteria based on the UAE Ministry of Education and latest international assessment policies.

Professional Code of Ethics

The following disciplinary rules shall constitute the Principles of Professional Conduct for all DIPS-G Staff.

Violation of any of these principles shall subject the individual to revocation or suspension, or other penalties as provided by the School Board, the UAE Ministry of Education and the KHDA laws and regulations.

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1. Obligation to the student requires that the employee/ staff member/ each and every educator:

- Shall make appropriate effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety
- Shall not unreasonably restrain a student from independent action in pursuit of learning
- Shall not unreasonably deny a student access to diverse points of view
- Shall not intentionally suppress or distort subject matter relevant to a student's academic program
- Shall not intentionally expose a student to unnecessary embarrassment or disparagement.
- Shall not intentionally violate or deny a student's legal rights
- Shall not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, or social and family background and shall make reasonable effort to assure that each student is protected from harassment or discrimination
- Shall not exploit a relationship with a student for personal gain or advantage
- Shall keep in confidence personally identifiable information obtained in the course of professional service, unless disclosure serves professional purposes or is required by law

2. Obligation to the public requires that the individual:

- Shall take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated
- Shall not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression
- Shall not use institutional privileges for personal gain or advantage
- Shall accept no gratuity, gift, or favor that might influence professional judgment
- Shall offer no gratuity, gift, or favor to obtain special advantages

3. Obligation to the profession of education requires that the individual:

- Shall maintain honesty in all professional dealings
- Shall not on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization
- Shall not interfere with a colleague's exercise of political or civil rights and responsibilities
- Shall not engage in harassment or discriminatory conduct which unreasonably interferes with an individual's performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment; and, further, shall make reasonable effort to assure that each individual is protected from such harassment or discrimination
- Shall not make malicious or intentionally false statements about a colleague
- Shall not use coercive means or promise special treatment to influence professional judgments of colleagues
- Shall not misrepresent one's own professional qualifications
- Shall not submit fraudulent information on any document in connection with professional activities
- Shall not make any fraudulent statement or fail to disclose a material fact in one's own or another's application for a professional position
- Shall not withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment
- Shall provide upon the request of the certificated individual a written statement of specific reason for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment
- Shall not assist entry into or continuance in the profession of any person known to be unqualified in accordance with the School Policies/School GB. Shall self-report within forty eight (48) hours to appropriate authorities (as determined by the GB) any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance
- Shall report to appropriate authorities any known allegation of a violation of the Governing Board Rules.

California Professional Standards for Educational Leaders

A school administrator is an educational leader who promotes the success of all students through the following standards:

Standard 1:

Facilitates the development, articulation, implementation, and stewardship of a shared vision of learning that is supported by the school community.

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In addition to:

- Identifying and addressing any barriers to accomplishing the vision
- Shaping school programs, plans, and activities to ensure integration, articulation, and consistency with the vision

Standard 2:

Advocates, nurtures, and sustains a school culture and instructional program that is conducive to student learning and staff professional growth.

In addition to:

- Creating an accountability system of teaching and learning based on student learning standards
- Utilizing multiple assessment measures to evaluate student learning
- Guiding and supporting the long-term professional development of all staff members

Standard 3:

Ensures the management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

In addition to:

- Establishing school structures, patterns, and processes that support student learning
- Managing legal and contractual agreements and records in ways that foster a professional work environment
- Utilizing the principles of systems management, organizational development, problem-solving, and decision-making techniques fairly and effectively
- Utilizing effective and nurturing practices in establishing student behavior management systems

Standard 4:

Collaborates with families and community members, responds to diverse community interests and needs, and mobilizes community resources.

In addition to:

- Recognizing the goals and aspirations of diverse family and community groups
- Treating diverse community stakeholder groups with fairness and with respect.
- Strengthening the school through the establishment of community, business, institutional, and civic partnerships

Standard 5:

Models a personal code of ethics and develops professional leadership capacities.

In addition to:

- Demonstrating skills in decision making, problem solving, change management, planning, conflict management, and evaluation
- Modeling personal and professional ethics, integrity, justice, and fairness and expecting the same behaviors from others
- Encouraging and inspiring others to higher levels of performance, commitment, and motivation
- Protecting the rights and confidentiality of students and staff

Standard 6:

Understands, responds to, and influences the larger political, social, economic, legal, and cultural context.

In addition to:

- Ensuring that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements
- Working with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning
- Welcoming and facilitating constructive conversations about how to improve student learning and achievement

To read the full description of the Standards, please visit: https://www.wested.org/online_pubs/cpsel_standards.pdf

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LEADERSHIP STRUCTURE

Senior Leadership & Development Team (SLDT)	Senior Leadership Team (SLT)	Middle Leadership Team (MLT)	Management Team
Superintendent/ Vice- Superintendent	Principal of KG	ELA Leader	Accounting Manager
Director of Teaching and Assessment	Principal of ES	Mathematics Leader	Chief Secretary
Director of Curriculum Design and Implementation	Principal of High School (Girls)	Science Leader	Administrative Supervisors
Director of Professional Development	Principal of High School (Boys)	Arabic A Leader Arabic B Leader	Head of Girls School
	Inclusion Champion/SENCO SEND Counselor of Early Years	Islamic A Leader Islamic B Leader	Head of Boys School
	Accreditation Coordinator	Social Sciences/ Humanities/French/ ICT Leader	Head of Activities
			Admin Staff
			Secretaries
			Facility Coordinator

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Conditions of Employment

1. Teacher's Contract

Each staff member signs an employment contract, which states the terms and conditions applicable to employment. If any changes are made to the contract after the employment has commenced, the concerned employee will be notified in writing. Thereafter, the employee will be asked to sign a copy to acknowledge acceptance of the change.

2. Probation

The first 6 months of employment shall be treated as probationary. Upon the expiry of the probation period, the contract will take effect automatically unless either of the parties informs the other party his/her intention to revoke such contract. The first six months of employment are regarded as the probationary period during which time the School will review your performance and shall have the right to terminate this contract with immediate effect without any notice.

Your continued employment is subject to your satisfactory performance during the course of your employment.

The employee shall not be entitled to any paid sick leave during his/her probationary period.

3. Renewal of Contract

The HR Department will send a formal consent form to each employee to ascertain his/her intention of renewing his/her contract. In case either party intends not to renew the contract, a "two-month notice" is required by either side before the completion of the academic year. If either party fails to inform their intention of "non-renewal", the contract will be renewed automatically and shall be binding on both parties.

4. Salaries/Allowances

General Procedure:

- Salaries are paid in local currency (UAE Dirhams).
- Salaries are payable by the end of each month by bank transfer.
- Employees are required to open a local bank account as soon as they receive his/her visa/work permit/Labor Card.
- Employees must notify the HR Department their Account Number and IBAN details in order for the salary to be transferred to their account.
- All employees will receive June & July salaries prior to the summer holiday. Their August salary will be payable based on their return.
- In regards to the employees who did not join the school at the beginning of the academic year, their summer pay for that year will be assessed on a pro rata basis according to their formal joining date, unless the school authorities decide otherwise.
- Employees who decide not to renew their contracts are required to fulfill certain requirements and complete certain procedures regarding leaving DIPS-G before receiving their entitlements.

Residence Visa Fees:

Residence visa expenses for all employees who are sponsored by the school, are fully covered by the school, excluding the change of status expenses.

Dependents' Visa Procedures/Documentation Charges:

The school is not responsible for any charges incurred during the procedure of obtaining visas for the employee's dependents.

Working Hours

The normal working week is from Monday to Friday according to the timings provided below:

Teachers : from 7.00 am to 3.30 pm

All other Staff members : from 7.00 am to 4.00 pm

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As of Friday, ALL STAFF (both teaching and non- teaching) may be dismissed at 12:15 pm.

Saturdays are off days unless the employee is asked to perform certain tasks, such as exam supervision, field trips, or in-service training workshops, etc.

Attendance/Regularity/Punctuality

- Regular attendance and punctuality are essential for a satisfactory job performance.
- All employees will punch in-coming and out-going time in our fingerprint system.
- A staff member's inability to report to school, or of a possible delay, should be reported to administration before 6:00 a.m.
- Failure to report absence by 6:00 a.m. will be considered an unexcused absence even if a medical certificate is presented.
- If a teacher plans on being absent, he/she must prepare and assign class work in advance.
- An accumulation of two (2) morning lateness records, with or without excuse, will result in half day's salary deduction.
- An accumulation of four (4) morning lateness records, with or without excuse, will result in one day's salary deduction and a warning letter.
- There are no facilities for early or half-day leaves except in a case of an emergency, which must also be at the discretion of the management.
- If early or half-day leaves, granted in case of emergencies, exceed three (3) times a month, the excess leave will be considered absent.
- If an employee leaves school early without getting approval from his/her section's administration, he/she will be marked absent.
- Absence directly before or after a weekend or holiday will result in counting such weekend or holiday as part of the absence days.
- Extending holidays by taking one or more extra days prior to or following an official/school holiday will be deducted from salary as the total number of days absent plus the holidays unless pre-approved by the management.
- Attendance at all school meetings, workshops, and training sessions is compulsory. Non-attendance will be marked absent.

Legal Requirements

Personnel Records

The HR Department in the International Academic School maintains all of our employees' necessary information to support payroll, residency and general employment administration.

Health Insurance

The school offers each employee paid health insurance after the work permit is issued.

Resignation/Termination

When an employee resigns or is terminated, the visa cancellation formalities are handled by the HR Department.

If the Residency Visa is on the school's sponsorship, the employee will be required to:

- Submit his/her original passport along with the Emirate ID Card for residence cancellation
- This process may take from 3 to 5 working days. The passport will be returned to the employee after this process is completed.
- Any employee, who has been terminated or has resigned, must return all of the school's belongings, such as office materials, books, computers etc.; additionally, office/classroom keys must be handed back to the relevant Head of Department.
- The discharge notification form should be signed by the relevant Head of Department so that the employee's final dues are released by the HR Department. This usually takes 10 working days after the clearance is done by the employee.

Gratuity

Once the employee completes a minimum of one year of continuous service with Dubai International School, he/she will automatically become entitled to an end of service gratuity in accordance with the provisions of the UAE Labor Law. It is calculated on the basis of the basic salary as per following:

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Years of Service

- 1-5 years 21 days basic salary for each year up to the first five years
- Over 5 years 30 days basic salary for each year in excess of five years

Gratuity

Final Payment

Final payment will include the following:

- Basic salary and allowances up to the last day of service
- Accumulated leave days
- Outstanding payments and deductions
- End of service gratuity unless withheld for short service or dismissal

Return of Resource Material Belonging to the School

In case of resignation or termination, a teacher must return all the books, resource material belonging to the school in order to get clearance.

Abiding by the Law of the Land

Employees are expected to respect the law of the land, its culture and religious beliefs. Any violation will expose the offender to the disciplinary actions according to the Law. Some of the serious violations are as follows:

- Consumption of alcohol
- Gambling
- Illegal sexual behavior
- Drug abuse
- Possession of weapons
- Theft

Abiding by the School Rules

1. Code of Conduct:

A staff should:

- Be considerate and respect the opinions of others
- Respect authority
- Be committed and devoted to his/her job and to the cause of education
- Be polite, cooperative and patient
- Be honest and trustworthy
- Be responsible, alert and active
- Have the ability to solve problems without aggression
- Not smoke on school premises
- Not use his/her mobile phone in the class
- Not humiliate others, whether its students or colleagues
- Be regular and punctual

2. Mutual Respect:

Employees are expected to maintain good relations with colleagues through mutual respect and consideration. Complaints on conduct by colleagues will be investigated and appropriate action will be taken against the concerned employee.

3. Grievance Procedure:

A grievance pertains to any dissatisfaction with regards to matters which are directly related to the employment. The Grievance Procedure assists employees who are faced with circumstances in which they feel aggrieved, and allows the employees to bring to the attention of the line manager their grievance, issues, or complaint pertaining to their employment with the DIPS-G.

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Staff members should discuss any issues with their Head of Department. If they are not satisfied with their response, they should refer the issue to the HR Department, who will then decide on the necessary procedures.

4. Disciplinary Offences:

Breach of any of the standards of performance and conduct set out in the Human Resources Regulations shall result in disciplinary measures, without prejudice to civil or criminal liability, as deemed necessary. The disciplinary offences are classified as performance, behavioral misconduct, and major misconduct.

Disciplinary procedures will be invoked for the following offenses:

- Reporting late to school/duty or leaving early without permission (Four late arrivals will be considered as a one day's absence)
- Using abusive language
- Sexual Harassment
- Failure to comply with the school's Rules and Regulations
- Refusal to obey work instructions while showing no respect for authority
- Showing aggression
- Smoking on school premises
- Using a mobile phone in the classroom
- Causing humiliation to other colleagues or students

5. Disciplinary Procedures:

The DIPS-G Disciplinary procedures are corrective rather than punitive. It should be recognized that the existence of disciplinary procedures is to assist and encourage employees to achieve and maintain good standards of conduct, attendance, and job performance, in addition to ensuring consistent and fair treatment for all employees.

A report of any disciplinary action or full incident report will be filed in by the Head of Section. It will also be filed in the teacher's personal file, and a copy will be submitted to the Principal's office.

Verbal Warning: The offending employee will be given a verbal warning during a meeting with the Head of Section and will be asked to explain the reason behind the offence committed. The Head of Section will take necessary action.

Written Warnings:

- First Written Warning:
A warning letter is issued to the concerned employee by the Head of Section and is required to give a written explanation.
- Second Written Warning:
The employee gets a second written warning if he/she continues the same behavior and does not show any reform.
- Last Warning:
The employee will receive the last warning from the Principal after which his/her contract could be terminated if he/she continues committing the offence.

6. Appeal:

An employee may submit an appeal against a disciplinary decision in writing. Stating the grounds for the appeal, to the HR Manager. The HR Manager may then convene an Appeal Committee to investigate/review and present to the Committee's findings and recommendation to the Principal. The decision of the Principal shall be final.

Dismissal:

Employee may be dismissed without a notice if he/she:

- Adopts a false identity/nationality
- Submits forged documents

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- Makes a mistake causing financial loss to the school
- Disobeys instructions
- Does not perform his/her basic duties according to the contract, and has received written warnings as a result of persisting violations
- Does not abide by the code of confidentiality
- Has been sentenced by a competent court for an offence involving honesty, honor or public morals
- Has assaulted a colleague or another employee
- Has been absent without a valid reason for more than 20 non-consecutive days or more than 7 consecutive days.

Required Documents

1. Labor Card/Residence:

- A colored copy of most relevant Degree Certificate attested by the Ministry of Foreign Affairs UAE & by the Embassy in the country where the qualification was obtained and the transcript accompanying the Degree Certificate.
- Passport and Visa colored Copies (valid at least for 6 months)
- If under Spouse or Father's sponsorship, a colored copy of Passport and Visa (valid at least for 6 months)
- 12 recent passport sized photographs with a white background
- Medical check-up report Renewed Emirates ID Card colored Copy
- Original No Objection Certificate (NOC) from the sponsor (If sponsored by the Spouse or Father)

2. Telephone:

- Application form dully filled by the applicant
- Passport and Visa copy + Emirates ID Card copy
- No Objection Letter from the school Tenancy Contract

3. Bank Account

- Passport and Visa copy with the Residence Visa page
- Introduction letter from the school (Salary Certificate)

Employees' Facilities and Benefits

Staff Leave Entitlement:

The staff is entitled to six kinds of leave:

1. Annual Leave:

- days annual leave for teachers
- 2 weeks (around 14 days) winter break for teachers
- (Around 10 days) spring break for teachers
- 35 days annual leave for administration employees and SLT members.
- (Around 10 days) winter break for administration employees and SLT members
- 1-week (7days) spring break for administration employees and SLT members
- 30 days annual leave for the workers, drivers, and service staff. Alternative duties during spring and winter break.
- The teacher who has completed one full academic year of service shall be entitled to sixty (55) days of spring/ summer vacation, which equals to (6) days for each working month with full pay on completion of probation period
- Administration staff is entitled to forty five (45) days which is equal to (4.5) days for each working month with full pay, and the summer vacation days will be calculated in proportion to the actual working period.
- Annual leave salary will be paid (calculated) based on your actual working days.
- Any employee who fails to resume his/her work immediately after his/her leave shall automatically forfeit his/her remuneration for the period of his/her leave, unless preapproved by the management.

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2. Sick Leave:

On completion of the probation period, if any staff falls ill, he/she shall be entitled to sick leave not exceeding 90 days, whether continuous or otherwise, upon presentation of a Government Hospital attested medical certificate. If you are to remain ill for a long spell, the absence through such sickness is paid at the following rates:

- 1 - 15 days: full pay
- 16 – 45 days: half pay
- 46 days +: unpaid
- The employee shall not be entitled to any paid sick leave during the probation period.

Members of staff may apply for emergency leave for any specific reason at least one week in advance. Applications should be made in writing to the relevant section Principal who will then forward it to the Governing Board for a final decision.

If the employee remains absent from work for 7 continuous days without any plausible reason, the employer may terminate the services of the employee without any notice.

3. Bereavement Leave:

Each employee may be granted 5 days paid bereavement leave in case of death of a close relative (parents, spouse, siblings or children), and it will be counted against his/her emergency leave, and 3 days bereavement for second degree relative (grandparents, grandchildren, children of siblings). In both cases, a copy of the death certificate is required.

4. Maternity and Paternity Leave:

After serving the school for one whole academic year, a female employee is entitled to 45 days of maternity leave, after or before confinement, with full pay. In case an employee has not completed a full year of employment with the school, she will be granted 45 days maternity leave with half pay.

Fathers are granted 5 days as paternity leave with full pay in case he has completed a full year of employment.

5. Haj Leave:

Every employee shall be granted special leave without pay, once in the course of his/her period of service, for the purpose of pilgrimage. Such leave shall not be counted towards any other periods of leave and must not exceed 15 days.

6. Public Holidays:

Each employee is entitled to full pay on all religious and national holidays as determined and announced by the official local authorities:

- Islamic New Year
- Christian New Year
- Eid Al Fitr
- Eid Al Adha
- Nocturnal Journey and Ascension of the Prophet
- Prophet's Birthday
- National Day

Official and religious holidays are tied with the state. School reserves the right to cancel or modify any dates.

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NEW TEACHER ORIENTATION MANUAL

Our School welcomes all returning staff and extends warm greetings to the new teachers who have faith that they can help our school provide quality education and a happy academic life to our students.

We want you to know that our administrative and support staff will do their best to serve your professional needs and social interests. In return, we expect you to demonstrate to us, through your actions, that you are serious in your performance, and in developing good habits, ethical manners, and genuine concern for others.

Islamic values are foremost in our school life and relations. Therefore, you must never act or behave in a way that casts doubt on the strength of your commitment to the faith of Islam.

Differences of opinion among people are common, and minor conflicts may arise. In all circumstances, differences must be resolved through understanding, common sense, and mutual respect.

This manual contains a summary of the procedures, policies, rules, and regulations relevant to all teachers. It also contains examples of some of the frequently used forms. Please read it carefully to familiarize yourself with our system. Remember that our policies and regulations are designed to ensure the smooth and effective operation of the school for the benefit of all concerned.

We wish you a happy and productive school year.

DIPS-G ADMINISTRATION

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Teacher's Job Description

1. **Purpose:**
To implement, supervise, and maintain a high-quality learning environment for students within the specific curriculum and standards of the school.

2. **Attributes and Skills:**
The teacher is a professional with the responsibility of implementing the school's curriculum. He/she is required to have the related academic knowledge, technical skills, and decision-making skills, in addition to a professional attitude.

The teacher must have the ability to recognize the needs of the students and to evaluate their performance. The teacher must also be able to provide learning activities appropriate to the students' needs, and to constructively evaluate these activities. The teacher should create an optimum learning environment through full and appropriate use of all resources available, and through the use of effective instructional and classroom management techniques.

In addition to the required technical competence, the teacher should maintain an attitude and conduct which is consistent with the DIS-G Regulations.

3. **Spiritual Responsibilities:**

- Spiritual and/or emotional support for students and staff
- To support & model the belief in the importance of being a real Muslim in every way

4. **Functional Responsibilities:**

- Follows the school policies, procedures, rules, regulations, and guidelines, and the provisions of the contract.
- Has a love for children and his/her students.
- Cooperates fully with his/her supervisors, superiors & colleagues.
- Participates in all seminars, training programs or workshops which are prepared by the Administration.
- Participates in departmental projects including the preparation of units to be used in the classroom on vocations, health, leisure time, recreation, and moral and spiritual values.
- Applies mental hygiene principles in all aspects of teaching. Observes and identifies symptoms of physical illness & sensory defects.
- Meets the school's Standards of Competent Performance at all times.
- Follows the curriculum that is prescribed by the school.
- Communicates with parents, students, and other professional staff regarding student progress (behavioral and academic).
- Helps parents to increase their understanding of the child's needs.
- Identifies the needs of students through diagnostic procedures, and relates instructional objectives to these needs.
- Plans, prepares, and executes lessons while utilizing appropriate resource materials and activities.
- Analyzes the physical, emotional and social needs of pupils in the classroom.
- Maintains student records as required by the school. Observes and reports in writing, to counselors and supervisors, significant data concerning pupils in his/her classes.
- Makes students aware of the learning opportunities within the classroom environment.
- Builds the student's self-confidence through positive and encouraging attitudes.
- Teaches punctuality, neatness & tidiness.
- Teaches respect through exemplary behavior.
- Encourages students to adhere to Islamic teachings & practices through his/her good example.
- Encourages students to develop their full potential through proper learning habits & exercises.
- Encourages students to use the bulletin boards for their written publications & projects.

Teacher's Standards

1. **Permeable:**

Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct.

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Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; they forge positive professional relationships, and work with parents in the best interests of their pupils.

2. Part One: Teaching

A teacher must:

Set high expectations which inspire, motivate and challenge pupils

- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behavior which are expected of pupils

Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these capabilities
- Guide pupils to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how pupils learn, and how this impacts teaching
- Encourage pupils to take a responsible and conscientious attitude to their own work and study

Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English, whatever the teacher's specialist subject
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

Plan and teach well-structured lessons.

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

Adapt teaching to respond to the strengths and needs of all pupils

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these inhibitions
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure pupils' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

Manage behavior effectively to ensure a good and safe learning environment.

- Have clear rules and routines for behavior in classrooms, and take responsibility for promoting good and courteous behavior both in classrooms and around the school, in accordance with the school's behavior policy
- Have high expectations of behavior, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently

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- Fairly manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

Fulfill wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the school
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploy support staff effectively
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents with regard to pupils' achievements and well-being

3. Part Two: Personal and Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct.

The following statements define the behavior and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behavior, within and outside school, by:

- Treating pupils, colleagues as well as all people with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions, showing tolerance of and respect for the rights of others and complying with the Islamic values and virtues
- Respecting and adhering to the common international, fundamental values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

DIPS-G Work Ethics

Very important recommendations for all Administrators, HODs & Supervisors in order to maintain a smooth operation of the school.

Teachers and staff should always remember:

- Respect for all
- Our main objective is to portray a Perfect Role Model
- Responsibility towards our staff is to motivate them to get the job done in the smoothest way possible
- We should always strive to facilitate their work, and to help them develop their capabilities and be more organized.
- We are part of a whole, and we must always coordinate our work with the concerned staff.
- We should observe the chain of command, and respect other colleagues' responsibilities, duties and feelings. We can't take decisions for others.
- We are not to revenge, hold grudges, humiliate, discourage, disdain, degrade, overburden, overload, antagonize or criticize our staff.
- To be good listeners.
- To feel and sympathize with our staff.
- The more they respect us, the faster and smoother they will get the job done and properly.
- To try to find the strengths in our staff and utilize them, and to put all our effort to improve their weaknesses.
- We must perform our duties to our best capabilities because Allah has ordered us to do so, and are instructed by our Prophet Muhammad " Salla Allahu Alaihi Wa Sallam ". We must exert all our efforts to do every job as perfectly as possible.
- We should not expect others to pay us back for our assistance. We are good, cooperative and helpful because this is our way of life and not because we expect a favor in return.

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- All people will have to leave this world eventually. Those who will be remembered in a good way, are only those who have been righteous, good to people, forgiving, sacrificing, cheerful and respectful.

Supervisors, Heads of Departments, and Coordinators:

Supervisors:

Supervisors are in charge of all the administrative matters related to the teachers and students in their departments. They support the school in behavioral matters, safety, liaise with parents, and assist with the support the social and emotional well-being of students.

HOD/ Coordinators:

Course subjects in all sections are monitored and supported by Heads of Departments (HODs) and Coordinators. The Heads of Departments/Coordinators also follow up on the academic performances of teachers and students. There should be continuous work coordination between the teachers, HODs, and Supervisors in order to ensure a smooth and effective operation of the school. Departmental Action Plans are created by HODs to ensure that school priorities are being met and to impact student learning.

Course Directory/ Curriculum Mapping:

The Course Directory is a document that includes all the subjects taught at DIPS-G, and their different levels. It also includes the number of classes assigned per subject per week. Please refer to the attached Course Directory.

School Timing / Weekly Timetable / Weekly Load

KG Class Timings:

- Mondays to Thursdays: Classes start from 7:45 AM to 1:30 PM
- Fridays: 7:45 a.m. to 12:00 p.m.

Elementary, Middle and High School Class Timings:

- Mondays to Thursdays: Classes start from 7:45 AM to 2:15 PM
- Fridays: 7:45 a.m. to 12:00 p.m.

There are also break times built into the timetable for all Phases (snack & lunch breaks). Different break times are assigned depending on the grade level. Please refer individual timetables.

Staff Rooms:

Every School Section has its own staff room. Teachers are usually distributed over the different staff rooms according to the section that they teach at.

Homework and Weekly Plans:

The purpose of the Weekly Plan is to provide parents with information regarding what their child(ren) are learning in all subjects on a weekly basis. Curricular standards, lesson focus, and homework are all shared on the Weekly Plan. It is the Teacher's responsibility to update the Weekly Plan by assigned date and provide parents with accurate and timely information regarding what children are learning in classes.

Morning Assembly and Break Duties:

All teachers must attend the morning assembly even if they do not have a class the first period. They should supervise the students in the morning assembly and during breaks. Break duty schedules are created for all Staff on a termly basis.

Trips/Extra-Curricular Activities:

School trips are scheduled throughout the year. Teachers are requested to participate according to the special schedule issued in this regard. All Teachers are required to participate in at least one extracurricular activity during the course of the school year.

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Parent Teacher Conferences:

Parent Teacher conferences are held at the end of each Term according to a set schedule. Teachers review student strengths, student assessment data, classroom performance, and areas of growth during Parent conferences. Additionally parents or teachers may ask for a meeting whenever a specific need arises throughout the academic school year.

School Divisions:

DIPS-G is composed of four School Sections. Each section has a Phase Director and Administrative Supervisor(s). The School Sections are distributed as follows:

Phase	Classes
KG Department	KG1 – KG2
Elementary School	Grades 1 - 5
Middle School	Grades 6 – 8 (Boys and Girls Sections)
High School	Grades 9 -12 (Boys and Girls Sections)

Dealing with Students:

Respecting our students is the basis of our philosophy, of which we are justly proud of. Remember, it is strictly forbidden to abuse students either physically or mentally. We are educating future responsible adults; therefore we must keep our academic, moral and Islamic standards high. The Student Code of conduct outlines behavior policies for students and staff.

Class Attendance Register:

The Class Attendance Register has to be filled in correctly and attentively. The presence of the students should be checked every single period (especially in Middle and High School), and the teacher should immediately report to the supervisor in case a student is absent from class without being permitted. Attendance is reported through ICampus on a daily basis and parent notifications regarding attendance and tardiness are sent to parents through the portal.

Inclusion/SEND Department

DIPS promotes an inclusive environment where all barriers to learning are removed and all students’ needs are met through targeted interventions, support, and acceleration. The Inclusion/SEND Department supports SEND students, Gifted and Talented students, English as Second Learners, and AtRisk students. The Inclusion Team includes the Director of Inclusion and SEND, Inclusion Governor, Inclusion Champion, Learning Support Teachers, and Learning Support Assistants. Additionally we have Literacy Coaches to support students in small group instruction.

Gossip / Political Discussions / Language of Instruction:

Gossiping is not allowed in school, nor is engaging in any political discussions or in any other subject which may hurt other’s feelings.

Mobile Phones

Telephone calls, except in an emergency, are not permitted. Any phone calls received will be noted and given to the person concerned prior to leaving the school. Mobile phones are not allowed inside the classrooms, during break duty, or during the instructional day.

Teachers’ and Class Timetables:

Teachers’ timetables and programs are determined and arranged by the Administration. Changes must be approved through the office of the School Superintendent.

Professional Development: DIPS provides professional development to all Staff both on-site and off-site. Professional Development is based priorities set from School Improvement Plan, Departmental Action Plans, and Individual Teacher Growth Plans. Teachers receive credit hours for all professional development courses.

Private Tutoring:

Based on teacher contract private tutoring outside the school is strictly forbidden.

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Leave during School Hours:

- All Staff Members are required to sign in and out daily.
- Staff are not allowed to leave the school during school hours. In case of an emergency, a special form is to be completed and signed by the Principal or Assistant Principal.

Discount Scheme:

Discounts awarded to teacher's children are stated and outlined within the School Admission Policy.

Substitution Periods:

Teachers may be asked by their Senior Leadership to replace any absent colleague during non-contact periods. Teachers are expected to show full cooperation in this regard. Substituted teachers' task is to carry out the plan prepared by the absent teacher.

End-of-Term Tests / Re-Tests:

The End-of-Term Test Dates are stated in the attached calendar. Students may not repeat a test without the consent of the Principal. In such a case, a new test must be prepared.

Teachers' Evaluation:

The DIPS-G Teacher Evaluation Framework is based on the pedagogy and research based principles of the Robert Marzano, Charlotte Danielson, and KHDA Framework of Teaching and Evaluation Practices. Our mission at DIPS-G is to provide teachers with consistent, timely, and meaningful feedback, so that teachers may continue to increase their instructional skills and build a toolbox which will provide 21st Century Teaching Practices to students.

Staff Evaluation

We follow a transparent method of evaluation and appraising of teachers and staff. The appraisals are based on standards set by the school and the evidence provided to the staff.

The Principal, the vice principal, Heads of departments and Heads of Sections, may visit teachers during the academic year a number of times. The purpose of the visits may vary. A written report on each visit will be given to the teacher to review and post his/her comments.

IAS Teacher Evaluation Process:

- ♣ Teachers will be evaluated two times a year: Mid-Year Evaluation and End of Year Evaluation.
- ♣ Evaluation documents will consist of the following items: 1) Evaluation Tool for Teaching Staff, 2) Professional Development Growth Plan, 3) KHDA Framework Observation Form, and 4) Teacher Evidence and Documents.
- ♣ Teachers will receive 2 formal observations a year based on the KHDA Observation Framework. Each teacher will receive a pre-observation conference and post observation conference.
- ♣ MLTs and SLTs will conduct Walkthroughs frequently throughout the academic school year to monitor school initiatives, set monthly priorities, and provide staff frequent feedback.
- ♣ Professional Development Plan: Teachers will receive professional development which is based on school initiatives and action plan and geared towards teacher individual goals

Professional Growth Plan: Teachers will develop a Professional Growth Plan outlining individual goals for the academic school year which will enhance their teaching skills and are specific to each teacher's own professional development. Goals are based on the standards outlined in DIPS-G Evaluation Tool.

Process

- ♣ Teachers will meet with their assigned Evaluator at the beginning of the school year to develop Plan and the plan will be assessed Mid-Year and at the end of the Academic School Year.
- ♣ Teachers will provide evidence through artifacts, professional development courses and observations

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♣ Teachers will have the opportunity to attend Professional Development frequently throughout the year to broaden their skills and to achieve goals outline in Professional Growth Plan.

Photocopying Papers / Quizzes:

All photocopying must adhere to the following procedures

- ♣ An authorized signature should be obtained for photocopy purposes from the HOD / Coordinator or Senior Leadership Team or the Dept. Supervisor.
- ♣ Submit request for photocopying at least 48 hours in advance.
- ♣ All material must have approved header and footer.

DRESS CODE POLICY

The way you dress carries certain messages to those who meet with you on daily basis; i.e. administrators, students, parents, and other school visitors. Therefore, maintaining a professional image and status makes dress code a priority at DIPS-G. Serving as a role model to DIPS-G students and DIPS-G community means that all DIPS-G staff are expected to dress professionally because of the requirements in the professional nature of teaching and educating the future generation.

Moreover, the DIPS-G dress code is meant to guarantee the professional stance of all teachers taking into account the diverse backgrounds and taking into consideration the respect of UAE culture and traditions.

The standard of DIPS-G dress code is **professional work wear at all times**. As casual clothing is not suitable for the DIPS-G learning environment, the following expectations will help determine what is appropriate to wear.

Appropriate Dress Code

This is a general overview of appropriate professional attire. No dress code can cover all contingencies so staff must exert a certain amount of judgment in their choice of clothing to wear to school. If you experience uncertainty about appropriate, professional attire for work, please speak with the HRD staff.

Trousers and Suits

Tailored trousers and suits with jackets or long sleeved shirts are appropriate. Tailored dresses, skirts and skirted suits, are appropriate. Dress and skirt length should be at a length at which you can sit comfortably in public. Short, tight skirts that ride up the thigh are inappropriate for work. Sleeveless tops and dresses are inappropriate for work.

Shirts, Tops, Blouses, and Ties

Tailored shirts/ blouses are appropriate as are plain sweaters and cardigans. Short-sleeved shirts without jackets are inappropriate for male staff. Male teachers must wear a tie at all times.

Shoes and Footwear

Plain, sturdy leather shoes are appropriate for work and are required in the science areas for safety reasons. Trainers and flip-flops are inappropriate for men and women. Sandals are inappropriate for men.

Hats

Hats are not appropriate in the work place. Head Covers that are required for religious purposes or to honor cultural tradition are welcome, but these are not mandatory. Baseball hats are inappropriate.

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Jewelry and Makeup

Modest jewelry is appropriate on women but not on men. Visible body piercing is inappropriate for both men and women, other than the ears of women only. Male staff should not have any obvious piercings or jewelry other than wedding rings and watches. Makeup should be classy and appropriate for a professional environment. If there are any tattoos, they must be well covered during working hours. Visible tattoos are strictly not allowed.

Inappropriate Dress Code

Clothing that is transparent and/or clothes that reveal shoulders, cleavage, back, or legs above the knee. Torn, dirty or frayed clothing is unacceptable. Denims, jeans, jeggings, 'skinny' trousers, T-shirts and other casual wear are unacceptable.

As both students and staff have made an informed choice to join the DIPS-G family, they will already have an allegiance to the high standards which help DIPS-G stand out from the rest, including the agreed standards of professional dress.

If clothing does not meet these standards, unprofessional behavior sanctions, in line with DIPS-G policy and practice, will be applied. In case of infraction, the staff member may be asked to go home and change. Further infractions will result in a normal escalation of disciplinary action up to and not excluding dismissal.

Based on all the above-mentioned, be informed that if a staff member's clothing fails to meet the DIS-G standards of Dress Code, as determined by DIPS-G Administrative Team, the staff member will be asked **not to wear the inappropriate item to work again.**

If the problem persists, this staff member may - regretfully - be asked to go back home to change clothes then come back to school. This may lead to a verbal warning for the first offense. Progressive corrective action will be applied if dress code violations continue.

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Facilities at DIPS

DIPS is known for its facilities such as science labs, computer labs, swimming pool, green field, indoor sport hall, cafeteria DIPS-G, libraries, resource rooms, transportation service, clinic, music hall, art halls, laptops and multimedia projectors, audio-visual room, e-classes in grades 4-12. DIS is continually searching for technology to enhance its ability to provide and receive information that enhances our total education capabilities. The school has 390 desktops and 140 laptops, and interactive panels (in all middle and high school classes) connected to the Internet and have access to the network services creating dynamic teaching and learning environments for both students and faculty. Each student in grades 4-12 has his own device, and technology is integrated across the curriculum. **Interactive smart boards are used in all classes from KG till Grades 5. iPads are available in KG1 & KG 2 classes**



DIS School Facilities

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Science Labs:

Three Science Laboratories are fully equipped in the school; the labs cover the students' needs in all Science subjects. Students from grade 1 to 5 work in the elementary lab where they conduct different scientific experiments, the lab is also prepared with an audio-visual system that allows teachers to show students videos and games about the lessons.

Grade 6 to 12 students have two labs: the bio-chemistry lab and the physics lab. Biology and chemistry experiments take place in the bio-chemistry lab that is fully equipped with all needed chemical, glassware, kits and safety equipment. In the Physics lab the students have the opportunity to enjoy a variety of mechanics, electricity, optics, and other experiments.

Teachers book the lab a week ahead so that lab assistant prepare for them all the material and safety equipment needed to make sure that the session is fruitful and enjoyable.



Fairs:

The school holds a range of science, robots, **Art Fair** and commercial fairs to show students' projects and allow them to practice their knowledge and show their talents.

The main goal of a science project is to extend a student's understanding of science. Science is hands-on by nature, and there is no doubt that hands-on experiences facilitate the learning process. Therefore, a Science Fair is conducted every year. Each student had to choose one Science subject and prepare a project about a specific topic in it. Students were supervised and guided by their teachers, the overall results was variety of projects from electric cars, to scientific models. The event shows how creative and smart students can be when they are challenged.





Library and Resource Rooms:

The school main library as well as the resource rooms in the KG and the elementary sections are fully equipped with bank of educational books and resources in English, Arabic, and French and computers loaded with many software required by the teachers and students connected to secured internet. Number of books available:

ICT in Education:

ICT (Information and Communication Technology) has a major role in imparting quality education in DIPS and it is also generally agreed that ICT is a crucial resource in education. ICT is the cheapest and the fastest way to access huge amount of resources in education. Thus encouraging computer literacy to help in technologically oriented world.

As we know that children start to use computers from the early age till they reach university level and beyond as it has no boundaries. The practical skills they learn are certain that they implement them in their work places at some point or the other.

ICT implementations in DIPS:

1. School Portal: The portal is a friendly user, designed to be used by students, parents, staff members and guests. Students have the interaction with portal in their weekly plans, schedules, forums and news. Parents can get most of the information using portal viz. Homework's, schedules, attendance, conduct, financial details, exam information, tours and trips details. And the teachers can have interaction with their students, can post any new information, interact with parents through mail etc. The guests have the opportunity to browse through the site and get information of the school and its admission process.
2. All classrooms in the school are equipped with computers that are connected to secured internet and projectors that help teachers to be connected to their resources.
3. Computer labs with updated hardware and software to train the students on any required software.
4. Resource rooms are also equipped with bank of interactive learning materials like DVDs, CD's etc. and an updated computer with secured internet, projectors, interactive boards and LCD TV with DVD player.
5. KG and Elementary has the arrangement for the audio-visual presentations and recreational activities. Demonstration of AV is done on Smart boards.
6. Audio Visual room equipped with computer with secured internet, projector, Interactive board and wireless microphone is available in the campus to conduct seminars and presentations.
7. School cafeteria has been provided with a big screen with projector to conduct any activity or programs.
8. Wi-Fi can be provided in all places inside school campus.
9. DIPS has the customized ERP software to store student's data and a website where students can get updated information of activities, lesson plans and homework.
10. ICT has major role in conducting online exams like MAP, CAT4, PISA, and TIMSS, teachers assessments, Language learning (SAT and TOEFL, ILETS) etc...
11. Last but not least the whole campus is under the surveillance of cameras.

Extracurricular Activities:

Students spend 70-75% of their time out of school. These hours represent an opportunity to help them grow and acquire important social, emotional, and physical skills. Students should have the chance to join extracurricular and enrichment activities to help them develop and promote basic skills and higher-level thinking. Moreover, the sense of competence will flourish during such activities.

Extracurricular and Enrichment activities include all the clubs that are held after school such as art club, music club, computer club, Islamic club, football club, basketball club, swimming club, karate club, **Robotic club** , debate club).

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These clubs provide opportunities for students to learn skills that are not acquired in school. They also extend and enrich academic skills and in some cases, these experiences lead to lifelong interest and careers.

MUN

Every year High school students from the most highly qualified schools in the UAE, gathered at the American University of Sharjah to participate in the Model United Nations (AUSMUN) participates in the AUSMUN every year. DIPS has also been a center for such events as of 2023-2024 academic year. The goal of the DIPSMUN event is to debate world issues and international resolutions in mock committees identical to those held in the UN. Students formed delegations representing different world countries to discuss for three days some of the world's pressing issues. DIS students are always among the best delegates in both discussion leading and resolutions making.

Peer Tutor program:

A peer tutor program is available at DIPS. Many parents and students are delighted that the school holds this program since they won't have to pay for outside help.

- Senior students (tutors) who have excelled in a specific subject are matched up with a student who required extra assistance (tutee).
- The initial meeting will be arranged by the counselor in charge.
- The time and location of each subsequent tutoring session is then mutually arranged by both students.
- Teachers are appreciated to name their struggling students who need extra help.
- Students who are struggling in a particular academic area are paired with a student who has a strong understanding of that content.
- Students are scheduled to meet at designated times during, before or after school.
- Attendance is tracked and recorded

Policies and Regulations

Dubai International Private School is honored to have you as one of its community members for the current/next academic year and wishes you all success.

In order to have a perfectly running institution, all staff members should be well aware and compliant with the school regulations and policies.

This document contains the responsibilities and duties expected of you in order to ensure efficiency of all working members in the school community.

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Specific Information

Qualifications including external qualifications	Grade 12 : High School Diploma Grade 11: SAT1; TOEFL or IELTS (5.5) Grade8: IC3 DELF Certificate
Registration	Re-enrolment Dates: March - May of each year Students are allowed re-enrollment if they have no serious behavior problems and their conduct mark doesn't fall below 85%. Registration Dates (New Students): Mid-April of each year New students will sit an entrance examination and may attend an interview at the school. Completion of all required documents is required before final enrolment is granted. Please check the admission page for more details.
Reporting	A progress report is sent by the end of every quarter. Report cards will be made available on the school portal at the end of every quarter. Three P/T meetings are held per year. The school portal has up-to-date data about the student achievement and is used as an effective communication link among teachers, parents, and students.
Assessment and End-of-term Tests	Assessment will be by a combination of ongoing assessment and end of term tests. Classes having end-of-term tests are grades 4 to grade 12 in all core subjects. Covered material will be announced and posted on our site in time. The anticipated dates of testing are as follows Term 1 Jan. 23 -31, 2025 Term 2 June 12-20, 2025 The exact dates will be posted on the school calendar on our website at the start of each
Make-up for missed assignments	Students who miss any assignments or miss the end of term test in any subject will be required to redo the missed assignments. Staffroom is a prohibited testing place. More details are available in the Assessment Policy.
Scholarships	A 35% refund of the tuition fees is granted for the student ranking the highest in the different grade cycles for grades 6-12.
Online information IT Requirements	Please see our website: www.dis.sch.ae for the most up to date information about school activities and calendar. Please use your private log-in details to access account to enter/view marks, homework assignments, comments about your students, and communicate with students and parents. The school follows a policy that aims at encouraging the use of technology. The school will depend on electronic media and its web site to communicate and present information to parents and students. Therefore the school requires all teachers to have access to the internet. You will be provided a user name and password at the start of the academic year to access the school portal. Students in grades 4-12 will be using laptops in their learning processes and it is mandatory that all students have a laptop with them at all times.

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