

Part 2: Domain F (Staffing)

Introduction

Meeting the standards of Domain F mean that the entire faculty and support staff are working independently and collaboratively to assure that the school's guiding statements are implemented, its objectives are achieved, and its standards are met. Ascertain the degree to which the staff is cooperating to create a positive school climate and a culture that promotes universal respect for and observance of fundamental human rights as articulated in the UN Convention on the Rights of the Child and the CIS Code of Ethics. You will also assess whether the staff is given every opportunity to utilize their respective talents and skills to enable students to benefit from the educational experiences and services provided.

Use the attached document to help you take notes during your meeting with various stakeholder groups.

Self-Study Committee Responsible for Domain F

1. Has the staff changed in any significant ways since the self-study report was submitted?
2. Have all staff been subjected to background and police clearance checks?
3. What is the induction process for newly appointed staff?
4. Are staff members empowered to educate students for global citizenship?
5. How do you determine the effectiveness of the procedures used to appraise faculty, staff and supervisors?
6. How do you determine if management and staff are adequate in number to support the school programme?
7. How often are the management and professional staff given an opportunity to engage in discussion of professional matters?
8. Does the provision of professional development enable staff to acquire the necessary skills and knowledge to carry out their roles effectively?
9. What measures are does the school use to assess how the staff carries out their professional duties and responsibilities?
10. Are personnel policies clear and available to all staff? How are they shared?
11. Are assignments equitable and reasonable in terms of conditions and responsibilities?
12. Does the school have clear policies regarding contracts, salaries, and working conditions?
13. What measures does the Head of School use to ensure that a co-operative working relationship exists with all staff?
14. Are conditions of service and levels of remuneration adequate to attract and retain high-quality staff?
15. Does the school's recruitment policies and practices follow guidelines on reference checks, criminal record checks, and police checks? How often are these policies and procedures reviewed?

The Board

1. How do you determine that there are sufficient and qualified administrators, teachers, and support staff?
2. What do you consider when judging the effectiveness of your relationship with the school staff? Do you have policies in this regard?
3. What measures are used to ensure that there is a cooperative working relationship between and among all staff?
4. What opportunities are provided to engage the staff in discussions on professional matters such as:
 - creating a positive school climate;
 - improving the teaching and learning process;
 - designing professional development opportunities for staff; and
 - making recommendations regarding revisions relative to policies and procedures?
5. How would you assess the staff's implementation of professional duties and responsibilities regarding the:
 - school's guiding statements;
 - applicable statutes, government regulations, and laws;
 - application of the school's child protection policy and procedures;
 - adequate accommodation of individual student's needs; and
 - ongoing review of effective teaching and learning practices?
6. Do written, up-to-date Board policies guide the operation of the school? Explain.
7. Do written staff contracts include salaries, benefits, and working conditions?
8. Is the system used to evaluate teachers and administrators effective?
 - Does the system facilitate student growth and development?
 - Does it foster improved staff performance?
 - Does it allow for increased collaboration between staff and school management?
9. How would you assess the current professional development offerings?
 - Do they allow for collaborative planning for professional growth?
 - Do they focus on teaching and learning?
 - Do they involve orientation of new staff members?
10. What recruitment/screening and reference checking processes are in place?

Head of School

1. What recruitment/screening and reference-checking processes are in place?
2. Are there sufficient and qualified administrators, teachers, and support staff to provide the services needed to be an effective school?
3. How do you determine the effectiveness of your relationship with the school staff?
4. What opportunities are provided to staff to engage in discussions on professional matters such as:
 - creating a positive school climate and culture;
 - improving the teaching and learning process;
 - developing and implementing programmes that promote global citizenship;
 - child protection;
 - designing professional development opportunities for staff; and
 - revising policies and procedures as needed?

5. How would you assess the staff's implementation of professional duties and responsibilities regarding the:
 - school's guiding statements;
 - applicable statutes, government regulations, and laws;
 - adequate accommodation of individual student's needs; and
 - ongoing review of effective teaching and learning practices?
6. Do written staff contracts include salaries, benefits and working conditions?
7. How involved are you in developing these contracts?
8. How effective is the system used to evaluate teachers and administrators?
 - Does the system facilitate student growth and development?
 - Does it foster improved staff performance?
 - Does it allow for increased collaboration?
9. How would you assess the current professional development programme?
 - Does it allow for collaborative planning for professional growth?
 - Does it focus on teaching and learning?
 - Does it include regular training on child protection?
 - Does it involve orientation of new staff members?
 - How satisfied is the staff with the programme?

School Leadership Team

1. Does the school have a sufficient number of qualified teachers and support staff to provide meaningful learning experiences?
2. Does the Head of School ensure a cooperative working relationship with all staff and use their abilities effectively?
3. Does the Head of School have the autonomy necessary to be the leader of the school?
4. What opportunities are provided to the staff to engage them in professional discussions such as:
 - creating a positive school climate and culture;
 - improving the teaching and learning process;
 - child protection;
 - developing global citizenship;
 - designing professional development opportunities for staff; and
 - revising policies as needed?
5. How would you assess the staff's implementation of professional duties and responsibilities regarding the:
 - the school's guiding statements;
 - applicable statutes, government regulations, and laws;
 - adequately meeting individual student's needs; and
 - ongoing review of effective teaching and learning practices?
6. Are personnel policies available to all staff? How are they distributed?
7. Does the school have clear policies and procedures regarding salaries, benefits, and working conditions?
8. How effective is the staff appraisal system?
 - Does it facilitate individual student growth and development?
 - Does it foster improved staff performance?
 - Does it allow for increased collaboration among teachers and management?

9. How would you assess the current professional development programme?
 - Does it allow for collaborative planning for professional growth?
 - Does it focus on teaching and learning?
 - Does it involve orientation of new staff members?
 - How satisfied is the staff with the programme?
10. Are department heads/lead teachers appropriately involved in decision-making? What provisions are made for management to be involved?

Teachers and Paraprofessionals

1. Does the school have enough qualified teachers and support staff to provide meaningful learning experiences?
2. Do you believe that teaching assignments are equitable and reasonable in terms of conditions and responsibilities? Why?
3. What opportunities are provided to staff to discuss professional matters such as:
 - creating a positive school climate and culture;
 - improving the teaching and learning process;
 - designing professional development opportunities for staff;
 - revising policies and procedures as needed?
4. Do all staff members know the schools' child protection policies and procedures and have regular training in child protection?
5. How would you assess the staff in professionally carrying out all duties and responsibilities consistent with the following:
 - the school's philosophy and objectives;
 - applicable statutes, government regulations and laws;
 - adequately meeting individual student's needs;
 - ongoing review of effective teaching and learning practices; and
 - developing global citizenship?
6. Are personnel policies available to teachers and support staff? How are they distributed?
7. How often is the faculty/staff handbook revised? Are the revisions reviewed with staff members when the handbook is distributed or made available on-line?
8. Do all staff know what to do if they have a grievance?
9. Does the school have clear policies and procedures regarding salaries, benefits, and working conditions?
10. How effective is the staff appraisal system?
 - Does it facilitate individual student growth and development?
 - Does it foster improved staff performance?
 - Does it allow for increased collaboration to effect positive change?
11. How would you assess the current professional development programme?
 - Does it allow for collaborative planning for professional growth?
 - Does it focus on teaching and learning?
 - Does it involve orientation of new staff members?

Support Staff

1. Are personnel policies available to staff? How are they distributed?
2. Do you receive regular training in child protection?
3. What measure does the Head of School use to ensure a cooperative working relationship with all staff?
4. Does the Head of School have the autonomy to be the educational leader of the school?
5. What opportunities does the Head of School provide to engage the support staff in discussions such as:
 - creating a positive school climate and culture;
 - revising policies as needed; and
 - involving staff in the decision-making process?
6. Does the school have clear policies and procedures regarding salaries, benefits, and working conditions for the support staff?

Students

1. Does the teaching staff establish a positive climate which is conducive to learning?
2. Are teachers attentive to your individual differences in the classroom?
3. Does there appear to be a cooperative working relationship among and between staff?
4. Are there sufficient numbers of staff to carry out the school's programmes, services, and activities?
5. Is staff available to you for conferences, extra help, and other forms of advice or support?

Parents

1. Does the Head of School ensure that there is a cooperative working relationship between staff and parents?
2. How would you describe the effectiveness of communication between staff and parents?
3. Is the staff attentive to the individual differences of students?
4. Does the staff foster a positive school climate that is conducive to learning?
5. Does the staff appear to be committed to the school's guiding statements?
6. Are the staff members sufficiently responsive to your concerns about your child's education and learning?