



AIT International School

Staff Handbook

2024-2025

Mission statement

The mission of AIT International School is to provide holistic education in a stimulating and caring international environment that will help build a positive attitude towards learning. Our educational principles are based on values that will support the growth of a reflective and responsible member of the society.

Educational principles

All AITIS staff members work for the benefit of the children of the AITIS by developing and fostering the appropriate skills and social abilities to enable the optimum development of children, according to age, ability and aptitude. All school-related activities are based on the following AITIS Educational principles:

To integrate school values in all school activities. Values form the core of all school activities: policies and decision-making, curriculum priorities, teaching and learning practices.

To educate through real-life situations. The content of education springs from the students themselves and their relations with the world around them.

To encourage effective communication. Communication is a two-way process. Effective communication can help us to avoid conflict and to solve problems. Open and honest communication is also important for making friends and having healthy relationships.

To respect freedom of expression. Freedom of expression upholds the rights of all to express his/her views and opinions freely. Freedom of expression is a cornerstone of democratic rights and freedom.

To support holistic development. Holistic development recognises the importance of the whole while realising that the parts are dependent on each other. Holistic education perspective is concerned with the development of every person's intellectual, emotional, psychological, physical, social, cultural, creative, artistic, and spiritual potential.

To encourage creativity. Approaching problems differently and unconventionally from a new perspective.

To foster self-motivated learning. When we approach learning willingly, we can regard learning as a personally significant process. It enhances social inclusion, active citizenship and personal development.

To foster responsibility. We are accountable for our actions and their consequences.

To positively contribute to the community. Close partnership with parents, students, AIT, and teachers ensures good partnership. A sense of belonging encourages a sense of one's own worth and positive contribution to the community.

Introduction

This AITIS Staff Handbook is intended to serve as a guide to the policies, procedures, and the daily operation of AIT International School (AITIS). All staff members are expected to familiarise themselves with the contents of this handbook and perform their duties accordingly.

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Absences

Even though teachers are not expected to take leave during the school time, sometimes absences are unavoidable. To minimise its effect on the students and staff, teachers are to report their absences *as soon as possible* to their respective section coordinator or the school office so that required arrangements can be made. On return to duty, an 'Official mission off campus and leave report form' is to be completed and submitted to the coordinator and then to the principal – forms are available at the school office.

For other than annual school holidays, staff members need to apply for leave by filling the 'Official mission off campus and leave report form' and submit it to the coordinator. Any additional leave needs to be approved by the principal and the above leave form needs to be signed by the principal before any leave can be taken.

In case a teacher is absent for longer than three days, the *school Coordinator* will call a substitute teacher. For more details, see Substitute teachers.

When a teacher knows that he/she will be absent for not more than three days, it is his/her duty to inform the school Coordinator and to try to arrange his/her classes by booking an assistant for his/her class. *AITIS teachers and assistant teachers are expected to be ready to cover a period shorter than three days when requested by the respective school section Coordinator or the Principal.*

Teachers have permission to occasionally leave the school campus for urgent personal matters during their free time. Teachers need to write the time and reason for leaving as well as returning to the school campus in the leave register book that is kept in the Office.

Accidents

Schools are required to care for the safety and welfare of the students under their care. This duty requires the school to take the necessary and reasonable steps to ensure student safety from known, and reasonably foreseeable, risks of harm or injuries. In AITIS, the above duty of care concerns all staff.

In a case an AITIS employee witnesses an accident or an injury, the employee is expected to fill out the Accident report form regardless how minor the accident or injury may appear. In case of serious accident and /or injury, the principal or the respective grade level coordinator needs to be informed as soon as possible in person. Filled and signed Accident reports are to be sent to the principal as soon as possible.

Administration and Organisation

AIT International School functions within the academic framework of the Asian Institute of Technology (AIT) that is an International intergovernmental organisation. AITIS is considered as a Unit of AIT, and it is under the supervision of AIT VP-Administration.

The AITIS Unit Head is AITIS Principal. All AITIS staff members are under the direct supervision of AITIS Principal.

Administration and managerial positions

Position	Name	Responsibility area(s)	Contact details
Principal	Mrs. Oluwayemisi A. Thomas	Educational leadership; Administrative and operational oversight; Budget and development	yaduloju@ait.asia 02-524-5993
School Coordinator	Ms. Megha Gurung	Manage AITIS admission testing; Instructional materials and equipment; coordinating for substitute teachers; Student's behaviour and discipline; Assemblies.	megha_gurung@ait.asia 02-524-5899
Special Education and Counselling	Mrs. Hasmina Guiani	Assessing special education needs; Individual education plans; Guidance and counselling.	hasmina@ait.asia
Administrative Officer	Ms. Jeeranan Sethakriangkrai (Khun Jeeny)	Manage AITIS matters (Staff and Students, parents' records) Budgeting.	jeeranan@ait.asia 02-524-5984
Administrative Staff 2	Ms. Kingkan Kohklang (Khun King)	First aid, Children's attendance records, School bell, Refreshments for visitors, Office area.	kkohklang@ait.asia 02-524-5984

Teaching staff

There are currently 18 class teachers, 8 subject teachers (Library, Computer, Music, Physical Education, Art, Thai, and Special Education/Counsellor), 3 Assistant teachers in the Elementary school section, and 7 assistants/aids in Pre-Kindergarten section.

Pre-Kindergarten Class Teachers	Grade	Class teacher	Email	Assistant/Aid
	Nursery	Ms. Mary	georgette@ait.asia	Khun Gritsana Caszo
	Pre-K1A	Mrs. Rathna	rathna@ait.asia	Khun Monta Thanusiri
	Pre-K1B	Mrs. Janice	jjane@ait.asia	Khun Nattaya Suansin
	Pre-K2A	Ms. Marifel	marifelmalingin@ait.asia	Khun Mayuree Kaewsawarng
	Pre-K2B	Mrs. Maylyn	may-shishido@ait.asia	Khun Areepon Wungdu
	KG-A	Mrs. Yvette	yvette@ait.asia	Khun Prangjit Yamyai
	KG-B	Mrs. Nanette	nanettegatela@ait.asia	Khun Nantaphan Thareesong

Elementary School Class Teachers	Grade	Class teacher	Email
	G1-A	Ms. Shandhini	shandhinik@ait.asia
	G1-B	Mrs. Jocelyn	wopong@ait.asia
	G2-A	Mrs. Karthy	karthy@ait.asia
	G2-B	Mrs. Aparna	aparnaroshin@ait.asia
	G3-A	Mrs. Farzana	farzana_aasim@ait.asia
	G3-B	Ms. Jovita	jovitaohaji@ait.asia
	G4-A	Mr. Ernesto	ernesto@ait.asia
	G4-B	Mrs. Marichu	lmarichu@ait.asia
	G5-A	Mr. Frank	echufrank@ait.asia
	G5-B	Mrs. Jennifer	jenniferl@ait.asia
	G6	Mrs. Anushree	Anushree-pal@ait.asia

Special support teachers	Subject	Teacher	Email
	Music	Mr. Kultawat	kultawat@ait.asia
	Visual Arts	Mr. James	james@ait.asia
	Computer	Mrs. Vinita	vinita@ait.asia
	Library	Mrs. Huong	huong@ait.asia
	Thai A/B	Mrs. Sarita	saritap@ait.asia
	Thai A/B	Ms. Aporn	aporn@ait.asia
	Elementary School Section Health and PE (NY – G.4)	Mr. Anjelo	anjelo@ait.asia

Special support teachers	Area	Teacher	Email
	Special education/ Counselling	Mrs. Hasmina Guiani	hasmina@ait.asia

Elementary School Assistant Teachers	Name	Email
	Miss Janya	Janyad@ait.asia
	Mr. Jun Phi	junphimart@ait.asia
	Mrs. Zarish	zarish-shahzad@ait.asia

Assemblies

Assemblies are an important aspect of the AITIS school curriculum. An assembly acts as a medium for communicating matters significant for AITIS; a place to invite students to consider the purpose for the school day and their place in this community; to encourage the students to reflect upon the positive aspects of themselves that they can value and build on.

Elementary assembly is scheduled on Wednesdays after snack break at 9:45 am. The Assembly is led by the Elementary school Coordinator. All Elementary school students, teachers and assistant teachers are expected to be prompt in the Assembly area. *Class teachers are to supervise their respective classes during the Assembly.*

Assessment and reports

In order to ensure that all learning areas will be assessed, teachers are encouraged to use different forms of assessment such as observations, tests, activities, projects, portfolios, self-evaluations, peer-evaluations, and presentations.

All Pre- Kindergarten students also have their individual Portfolio that will be shared with the parents in the Parent-Teacher Conferences (PTC). For more details, see *Portfolios* below and *PTCs* in this Handbook.

Progress reports will be issued at the end of the first school semester for all students from Nursery to Grade 6. AITIS Progress Reports provide information and feedback to you regarding the progress

your child is making towards specific learning objectives set for each grade level; academically and socially.

Portfolios

Portfolios are purposefully selected collections of student work representing a range of student performance. Portfolios are an effective way to get students to reflect on work done and to think about how they could improve their future work.

In the Pre-K section, teachers compile 'Evaluation Portfolios' for each child by the end of the second semester. The purpose of the Evaluation Portfolio is

- To document achievement for grading purposes
- To document progress towards standards
- To place students appropriately

Progress reports

Progress reports will be issued at the end of the first school semester for all students from Nursery to Grade 6.

In Progress reports, NY through KG will be evaluated using Achieve, Developing and Needs Improvement. Grade 1 through 6 children's progress will be evaluated under two different areas as follows: Excellent (E), Very Good (VG), Good (G), Satisfactory (S), Needs Improvement (I) **Effort evaluation** (see above) and **Achievement grades** (A+, A, B+, B, C+, C, D, and F).

Report cards

Report cards will be given out at the end of the school year for all students from Nursery to Grade 6 with exceptions made only for Grade 6 students (and some Grade 5 students) who will need their Report cards sooner to apply for their secondary education. If your child will leave AITIS in the middle of the semester, please contact the school office at least one month prior to the leaving date.

Pre-K section achievement will be evaluated in different areas as follows: Achieved (A), Developing (B), and Needs Improvement (C). KG effort and achievement are both evaluated as follows: Excellent (E), Very Good (VG), Good (G), Satisfactory (S), Needs Improvement (I) G1-G6 effort is evaluated as above and achievement using the achievement grades (A+, A, B+, B, C+, C, D, and F).

Assistant teachers and Teacher aids

All Pre-Kinder through Kindergarten classes are assigned one Teacher's Aid each. The Teacher's Aid works on a 1-year rotation basis across all grades. In the Elementary school section, there are three Assistant Teachers.

Classroom Management

Classroom management includes areas such as management of the classroom environment, time, teaching methods, and student behaviour. Good preparation gives the teacher time to be proactive: to be prepared and in control. By following a routine that the students can count on, the proactive teacher wards off many discipline problems that the reactive teacher faces daily. Please see also *Teaching methods* and *Differentiation* in this Handbook.

Classroom environment

- Make sure the bulletin boards and other visual displays reflect the diversity in the classroom
- Arrange seating in a way that the students can view the board, instructor, and possible projection screen without the need to move seats
- Store books and supplies so they are easily accessible

Time

- Use unit plans as a base for lesson plans
- Save time by checking attendance with a seating chart
- Carefully follow the set deadlines
- Prioritise! When time is a factor, consider what will affect your most immediate actions and do them first

Teaching methods (See also: Teaching methods)

- Differentiate: set tasks and limits based on the students' capabilities and preferences
- Accommodate students with special needs according to their individual education plan provided by the Special education teacher
- Accommodate students with limited English language skills (ESL students)
- Acknowledge students' positive qualities

Student behaviour

- Create and implement practical classroom rules that you share with your students
- Treat the students in a respectful manner
- Provide timely assistance
- Maintain students' records of achievement, portfolio, attendance, test performance, and progress
- Respect the personal space of the student and deal with individual problems privately
- Be aware of your body language and the messages and feelings you communicate
- Don't use threats or ultimatums
- Address discipline problems promptly

Communication

All staff members are expected to demonstrate commitment to AITIS Values, Mission statement, and educational principles in communication and interaction with colleagues, students, administrators, and parents. Even though AITIS values transparent and open communication, AITIS staff is expected to follow strict rules of confidentiality when handling confidential information. Information is considered confidential if it is not made publicly available. This information may include drafts

If the school considers and treats information as confidential, then staff must respect that need for confidentiality. Only information deemed for public knowledge may be shared or discussed outside AITIS. The information is considered public when it is published on the school Notice board and /or Website or sent out to the school Community.

It is important to remember that such information comes in any number of forms including letters, reports/documents, facsimiles, attachments, tapes, emails, electronic media, and/or other forms of information including discussions during meetings.

- Information of a personal nature or about personal or family affairs
- Information that is expressly given to the staff in confidence

All AITIS employees are provided with an AIT email address (@ait.asia). Moreover, all class teachers and subject teachers are provided with a personal computer. Assistants and aids can use the computer in their respective classroom they work in for reading their emails or in the ICT room. *All staff members are expected to check their emails regularly and to keep themselves updated regarding all correspondence, announcements, and AITIS activities.*

The school organises regular *Staff meetings on Fridays at 15:00-16:00 hrs.* For more information, see Staff meetings.

AITIS newsletter Bulletin is published quarterly. Families, friends, and staff members can access it on the school website www.aitis.ait.asia.

Bulletin

AITIS Bulletin is a quarterly newsletter published online. One hard copy will be printed out and displayed on the Parent bulletin board. Requirements for the entries from Nursery to Grade 6 are set by the bulletin teams which is not limited to:

- One piece of creative writing
- One photograph of any special classroom activity
- One piece of artwork

For creative writing, the maximum number of entries is three and the maximum space is half of the Bulletin page. If the entry exceeds the above requirements, it will be published subject to availability of space.

Class teachers are requested to submit creative writing and photographs of any special classroom activity in the form of soft copy only while the artwork will be collected by Bulletin in-charge in the last week of every month from the respective class teachers. Any late entry, entry in the form of hard copy or entry sent by the student directly to Bulletin in-charge will not be included in the Bulletin. Class teachers are also requested to make necessary corrections before submission of creative writings.

Kindergarten teachers are requested to keep artwork ready which will be collected by Bulletin in-charge in the last week of every month.

A Special Education Teacher is requested to send an article for the Counsellor's corner.

Within school

Networking and collaboration are important for teachers and staff members within the school community. It is equally important that you carry exemplary extra work-related duties. However, while performing your duties, please remember the following:

- Do not interrupt other teachers' classes without a good reason.
- Do not leave your classroom and your students without a good reason.
- Organise networking time as well as extra duties and activities outside your scheduled teaching/assisting time.

AITIS schedules grade-level and cross grade-level meeting times. All teachers are expected to use these times regularly for planning and evaluating educational activities, at least once a month.

With parents

During the school year, the school communicates regularly with Parents through emails, Google classroom, AITIS Bulletin, PTA, and when necessary, by organising special Parent mornings and/or afternoons.

Any other communication concerning the respective child and class will be done through subject and class teachers. If a Parent needs to raise a concern or complaint about the school's general operations, Parents should be requested to contact the principal directly.

Part of Class teachers' responsibilities is to maintain an on-going communication with parents, discussing with them the progress their children are making at Parent-Teacher Conferences and weekly information through the weekly note, homework notebook or Friday folder.

Friday folders are the responsibility of a respective class teacher in the Pre-Kindergarten session. Friday folders carry important weekly education activities recorded in a chit-chat book, homework and samples of children's completed work related to the Unit. Pre-K section teachers will also send home children's activity books. Parents are requested to sign the form on the folder and return it through their child on the following Monday.

Emails and pigeonholes in the Office should be regularly checked to avoid delay in responding to queries from parents. Teachers are to reply to the Parents within three working days.

Issues of concern

Any issues of concern Parents might raise need to be handled as soon as possible. Parents are to address their concerns promptly to the AITIS staff member involved directly (e.g., Class teacher or Subject teacher). It may, however, happen that parents have questions or concerns that cannot be addressed or answered using the above procedures and/or Parent does not think their concern is still resolved. In such case, the Parent should be guided to follow the following procedure:

- Parents should request to meet the respective grade level Coordinator who will act as a mediator.
- If, after mediation, Parent is still dissatisfied with the resolutions, actions, etc., the Parent may bring their concern to the principal.

AITIS expects that all parties, when addressing concerns and complaints will

- maintain the confidentiality
- act in good faith and in a calm and courteous manner
- acknowledge that their common goal is to achieve an outcome acceptable to all parties
- show respect and understanding of each other's point of view and value difference
- recognise that all parties have rights and responsibilities which must be balanced
- acknowledge that decisions always based on what is best for AITIS students in general

A concern or complaint is resolved when the Parent and the respective AITIS staff member agree on an appropriate response or remedy. Possible responses and remedies include:

- an explanation
- an agreement on ways to manage differences
- an apology or expression of regret
- an admission of fault
- the provision of counselling or other support

For the school to be able to fully investigate a complaint, the school does not consider or proceed with anonymous complaints. Anonymous complaints also raise natural justice issues for respondents who have a right to know the particulars of the allegations made against them.

Curriculum overview

In AITIS Curriculum, learning is understood as an active, situational process; a process that is based on previous learning and results in building of new knowledge, skills, attitudes and preferences.

AITIS follows an international curriculum that follows the Cambridge International Primary and Secondary Programme guidelines in English, Mathematics and Science. The curriculum is designed to develop enjoyment of and commitment to learning and it aims to help pupils become responsible and caring citizens who work for the common good and are committed to sustainable development at a personal, local, national, and global level. The curriculum promotes an enquiring mind and capacity to think independently, creatively, critically, and rationally.

Pre-Kindergarten section curriculum

Pre-Kindergarten consists of Nursery, Pre-K 1, Pre-K 2 and Kindergarten classes. AITIS Pre-Kindergarten section curriculum focuses on all-round development of the child's physical, social, emotional and cognitive development. The Pre-K curriculum forms a theme-based entity to provide children with a broad variety of experiences that will enable them to develop their skills for a smooth transition to the Elementary School.

A more detailed Pre-Kindergarten curriculum with scope and sequence and subject specific Unit plans for each grade level will be provided in AITIS Curriculum A, B, and C. All Pre-K teachers are expected to familiarise themselves with the above.

Elementary School section curriculum

Elementary School consists of G1- G5 classes. The AITIS Elementary school section curriculum includes the following subjects: Language arts, Mathematics, Science, Information and

Communication Technology, Social studies, Arts: Music and Visual arts, Library lessons, Thai language, Physical education (KG-G2), and Health and physical education (G3 – G5). Counselling (G4-5)

A more detailed Curriculum with respective subject specific Unit plans for each grade level will be provided in AITIS Curriculum A, B, C. All elementary teachers are expected to familiarise themselves with the above.

Secondary School section curriculum

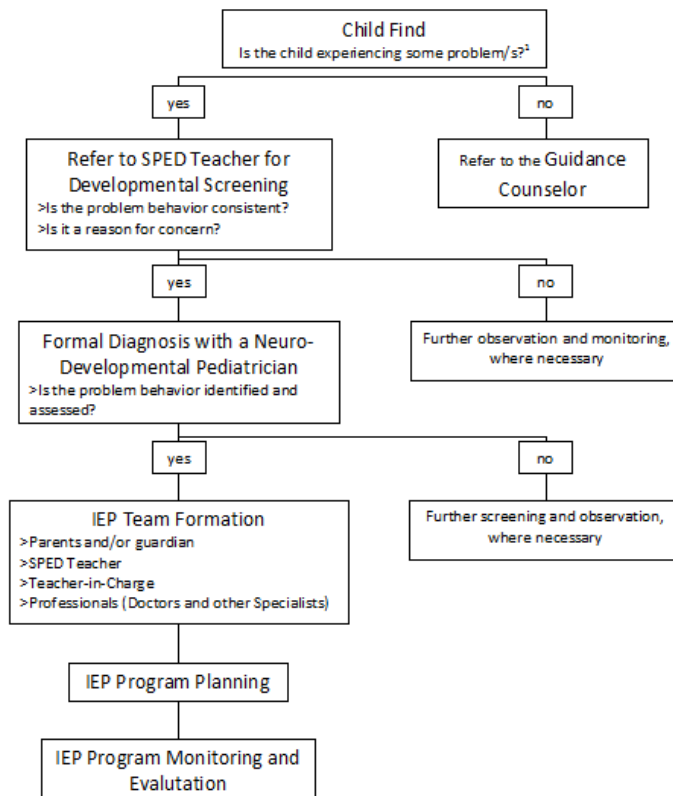
Secondary School consists of G6 classes upwards. The AITIS Secondary school section curriculum includes the following subjects: Language arts, Mathematics, Science, Information and Communication Technology, Social studies, Arts: Music and Visual arts, Library lessons, Thai language, Health and physical education, and Counselling.

A more detailed Curriculum with respective subject specific Unit plans for each grade level will be provided in AITIS Curriculum A, B, C. All secondary teachers are expected to familiarise themselves with the above.

Counselling

AITIS Counsellor gives guidance and counselling for AITIS students for early intervention and responds to students who are experiencing immediate on-going problems, concerns, or crises which interfere with their learning. Students and parents are also able to individually book a time for meeting with the counsellor.

Teachers are to use the following procedure for references:



¹These include cognitive delays, speech and language problems as well as socio-behavioral issues.

Covering lessons

When AITIS teachers and elementary assistant teachers have no other teaching obligations or scheduled duties, they are expected to be ready to cover lessons for a teacher who is absent for not more than three days. School coordinator will assign substituting times. This will be done considering other responsibilities and duties during the above time and avoiding appointing teachers with big classes.

Disciplinary policy

Students

When a student breaks a school rule, there are consequences. The consequence is always related to misbehaviour. All staff members are prohibited to use physical force to discipline a student unless it is reasonable and necessary to prevent physical injury to others.

Parents will be contacted if a serious behaviour problem occurs. Disciplinary action procedure is as follows:

1. Talking with the student(s) involved; change inappropriate behaviour and undo possible harm/damage
2. Verbal warning
3. Informing relevant school section Coordinator
4. Informing Parents
5. Informing Principal
6. Calling a Parent-Teacher conference

If a school staff member believes that a student's misbehaviour results from a disability, he/she should make a referral to a Special education teacher for developmental screening (for the procedure, see Counselling in this Handbook.)

Staff members

AITIS Principal has the authority to initiate disciplinary process against an AITIS employee in accordance with the AIT procedures. Disciplinary process to be initiated depends on the nature of the offence.

A minor offence is a violation of any of the provisions of the terms of employment. For a first minor offence, a verbal warning is given, in the presence of a witness taking into consideration any explanation and justification given by the employee. For a second minor offence, a written warning is given. The written warning is given only once and is considered as a written final warning. An employee who commits a third minor offence, and who has already received both a verbal warning and a written final warning, and there is clear, indisputable evidence of this offence, the Institute may terminate the employee's employment immediately with no advance notice and with no entitlement to receive any service termination benefit.

A Serious offence is defined as dishonesty in execution of contractual responsibilities including failure to declare outside consulting activities; any act that under Thai law is a criminal offence, and is punishable by a custodial sentence; sexual harassment; bullying; maliciously, intentionally, or recklessly causing damage to the Institute, its reputation or its property; desertion of duty for three consecutive working days without justification; maliciously, intentionally, recklessly or negligently violating work regulations or lawful orders from supervisors, when a written final warning has already been given by the supervisor or; false accusations or false evidence of harassment, abuse, or discrimination presented during the formal grievance process.

If the employee is found to have committed a serious offence, and there is clear, indisputable evidence of this offence, the Institute will terminate the employee's employment immediately with no advance notice and with no entitlement to receive any end-of-contract benefits.

More detailed AIT disciplinary process can be found in AIT POLICY AND PROCEDURE STATEMENT ETHICAL BEHAVIOUR AND GRIEVANCES sent to all AITIS employees in the beginning of the school year or, when relevant, when starting their duties as AITIS employees.

Dress code

Teachers are expected to observe a decent dress code that shows respect and courtesy to the different cultures present in AITIS. Blue Jean pants/trousers or skirt, shorts and T-shirts (without collar) with advertising, inappropriate language, images or messages are not acceptable.

Teachers' Aids in Pre-K section and KG Assistant Teachers are eligible to purchase two T-shirts per school year to be used as uniforms through the school Office.

Duties and Responsibilities

All AITIS staff members work full-time for the benefit of the children of the AITIS. All positions in AITIS are under the direct supervision of the principal of AITIS and all employees are answerable to the AITIS principal in their performance of duties.

A staff member's duty of care extends to all times when a student is under his/her supervision. This includes e.g., class hours, field trips, extra curricular hours and assigned supervision duty times.

All AITIS positions are under the direct supervision of the principal of AITIS. More detailed job descriptions for each AITIS position are provided in separate Job description documents. All staff members are expected to perform their duties as described in their respective job description in compliance with the guidelines given out in this Handbook.

Along the school year, the school sets deadlines, and additional guidelines for different curricular and co-curricular activities. *To ensure a smooth running of the school, all staff members are to carefully follow the given guidelines and deadlines.*

Failure in performing his/her duties would be negligent on the part of the staff and would be in breach of contract. Disciplinary process initiated depends on the nature of the offence.

Assigned supervision duty times

A roster system is used to schedule staff members for break and lunch time supervisions. The supervision duty times start at 7:45 am each morning. Staff members will normally not be assigned to undertake supervision after 15:30 pm on Mondays to Thursdays and after 14:30 pm on Fridays unless they are responsible for an after-school activity. All After School Activities will end at 16:00 pm on Mondays to Thursdays.

The assigned supervision areas are as follows: Inside building, outside building, the lunchrooms, and the school Canteen. A staff member on supervision duty should make their presence known to the children during his/her supervision period. They should keep moving, patrolling the duty area to ensure all children are safe. They are to observe that the school rules are followed and take appropriate, necessary action if they notice any misbehaviour.

Inside building, the staff member on duty patrols the whole school building and, in order to prevent all unnecessary accident and incidents, makes sure children don't go to the second floor during the break time without permission.

Outside building areas are divided into three: 1. Playground/Bicycle Park, 2. Pavilion/Thai Summer house and Field area/Canteen.

The *Canteen* supervisor is supposed to observe and guide the children in the appropriate Canteen behaviour. They need to observe students that they will chew food slowly and thoroughly and avoid laughing and talking aloud while eating. Canteen supervisor is also expected to help students open the lunch boxes and/or wrappings when necessary.

Staff members who are aware that they cannot fulfil their break time duty obligations due to exceptional situations, such as appointments or field trips etc. are required to either make a swap with another staff member or discuss the matter with the Elementary School Coordinator prior to their expected duty time.

After school Activities (AAs)

AAs are additional opportunities for growth and development supporting AITIS formal instructional programs. They will give students an opportunity to pursue special interests that contribute to their holistic well-being. The school organises two after school activities (AA) sessions: one in each semester.

All teachers are expected to take responsibility for one or more AA sessions during the school year. After School activities duties are included in teachers' weekly teaching and working duties.

Emergency procedures

The school has emergency procedures to evacuate the building in case of fire and to give first and secondary aid to students in case of emergency. All rooms have instructions posted inside on emergency procedures to ensure that students and staff are familiar with these instructions.

The detailed emergency policies are found in the AITIS *Emergency policy manual* that is sent by email to all AITIS staff at the beginning of the school year. All staff members are expected to familiarise themselves with the content. The school organises regular fire drills that will be announced to staff members prior to the drill and all staff members are expected to follow the guidelines published in the manual.

Teacher's use of language

Explanations and expectations need to be articulated explicitly and completely. Don't simply expect struggling students to "pick up on" assumptions, unstated premises, or subtle nuances of meaning.

- Provide additional “wait time” for student responses to questions
- Be conscious of the vocabulary you use – use words that struggling students hear and read frequently.
- Teach the language of the subject – explain subject-specific terminologies according to context.
- Simplify sentence structures and repeat sentences verbatim before trying to rephrase
- Rephrase idioms or teach their meaning
- Clearly mark transitions during classroom activities
- Periodically check to ensure struggling students are understanding

Classroom procedures or instructional planning

- Write key words on the board and use visual and other non-verbal cues, wherever possible, to present key ideas
- Use cooperative learning strategies, peer tutoring
- Encourage students to rehearse information or instructions orally
- Provide written notes, summaries, instructions
- Communicate interest in students’ linguistic development and set expectations - give feedback and evaluation on their progress
- Respond to students’ language errors – generally, do not correct grammatical mistakes but help them how to express their ideas correctly
- Avoid heavy reliance on multiple-choice and true/false assessment instruments with struggling students
(These involve a lot of reading and often depend on comprehension of subtle shades of meaning)
- Provide extra time on tests for struggling students to process the questions in English, think about them in their first language, and respond in English.

With struggling students, it is often better to discuss before they read, rather than the reverse. Consider:

- Allowing time for pre-reading or previewing texts
- Providing a pre-reading question about the main idea(s) in the text as a focus for reading
- Having students locate key words (e.g., technical terms) in the passage and use contextual clues to explain their meaning
- Having students keep vocabulary notebooks to record subject-related words and explanations along with contextualised usage examples
- Providing follow up questions that refer students back to the text to find details that support an argument or to draw inferences from their reading

Functioning all day in a second language is exhausting and demanding. Assignments should therefore be carefully chosen to emphasise important concepts and knowledge. For written work, it is important that feedback is concentrated on the content quality of the answer rather than on its grammatical accuracy. In responding to written errors, try to focus on consistent errors of specific type. More work isn’t always better!

Research indicates that the more highly developed a student’s first language, the more successful they will be in acquiring a second. In fact, bilingual learners who continue to develop their first language have more success than those who focus entirely on acquiring English; there are also many benefits for students’ self-esteem when they know that their primary language is valued.

Field trips and visits outside AITIS

During each school year, AITIS organises field trips outside the AIT campus area as part of its curriculum. The staff members will be informed about this well ahead of time. The Field Trip Team and the section coordinators will assign supervision duties for staff members related to the trips. Parents or guardians must sign a separate permission slip for each trip.

Teachers are also expected to organise additional field trips with their respective classes (Class teachers) or group of students they teach (Subject teachers) in-campus or outside the AIT campus.

All field trips need to be reported to the principal prior to the planned trip.

Health

All staff members are expected to be physically fit and in good health. Renewal of contract is dependent upon a staff member having taken all reasonable steps to ensure that he/she is physically fit and in good health. AIT requires its employees to take annual health checks at the beginning of each calendar year. Annual health check can be taken in AIT Medical Clinic. To book time for the check-up please call 02-524-5286.

Homework guidelines

Homework extends classroom learning and develops independence and a sense of responsibility. All students from kindergarten onwards need a Home Assignments Notebook. Every day, the students must enter their homework tasks in their Home Assignment Notebook (the respective class teacher will help Kindergarten students). This notebook also acts as a daily link between the school and home.

Every child works and learns at a different pace. When assigning homework, teachers should follow the homework time guidelines below:

KG and Grade 1	15 – 20 Minutes
Grade 2 and 3	20 – 40 Minutes
Grade 4, 5, and 6	40 – 60 Minutes

It is important to develop good study habits by setting aside regular time for your child to study at home. Please provide guidance to your child if needed, thus ensuring that completed and accurate assignments are returned by the due date. Students are responsible to make-up any assignment missed during their absence.

House system

AITIS Elementary school children are placed in a House system on admission to the school. There are four Houses: Red, Yellow, Blue, and Purple. All students are required to wear house colour PE shirts (available in AIT Bookstore). Each House is organised by a House Master (a teacher) and assisted by a House Captain (a student from Grade 5 or 6).

The House System encourages social interaction, healthy competition, team building, and discovery of self-identity. The school organises various House activities and competitions throughout the year. The Houses collect points from most activities and the House with most points will be awarded a House Trophy after the last school activity of the year.

Leaves

AITIS provides staff members with flexible arrangements needed to support the personal needs of staff and the operational requirements of the school. All paid absences are granted without loss of any status, remuneration or benefits. A staff member taking any type of leave with pay also retains all contractual entitlements during the leave period.

Staff members must obtain prior approval for all absences, except for sick leave. All leave must be taken at a time agreed by the staff member with the principal, and with due consideration to the operational requirements of the school. For all leave of absence, especially for periods of one week or longer, a staff member must give sufficient notice to permit consideration of his/her application, and if approved, alternative arrangements to be made for his/her duties to be carried out.

For all leaves, an 'Official mission off campus and leave report form' is to be completed and submitted to the principal – forms are available at the school office.

Annual leave

AITIS staff members are NOT entitled to annual leave. AITIS staff have scheduled leaves according to the school calendar. Moreover, each year, the Institute designates 13 official public holidays. The above holidays are fixed holidays, and they will be announced at the beginning of each school year.

Sick leave

A staff member is entitled to 30 days of sick leave per year from the beginning of employment. Sick leave days are counted on a calendar year basis. If a staff member is absent for three consecutive working days or more, a medical certificate from a registered medical doctor is required. Should a staff member fail to provide a valid medical certificate after an absence of three days or more, the leave will be considered as leave without pay, and the staff member may be subjected to disciplinary action.

A staff member who takes sick leave must notify his/her supervisor as soon as possible, and must submit the leave request to his/her supervisor for approval on the day he/she returns to work.

Other leave

In addition to Annual and Sick leave, an AITIS staff member may apply for the following leaves:

Study leaves

Study leave may only be granted to AITIS full-time staff members. Study leave may be granted by the principal when it:

- Affords opportunities for individual professional development, learning and experience; and
- Is not in conflict with the interests of the Institute. AIT P&P is your first reference point.

Paid study leave may be approved and authorised if the proposed activities are within the staff member's area of expertise. The school expects that all staff members will conduct their outside professional activities in a manner which reflects professional credit on themselves and enhances the image of AITIS.

A staff member needs to apply for study leave by filling in and sending the Professional Development form to the principal. All applied study leave should be certified to be of definite advantage to employees from the point of view of AITIS interest. The staff member on his return should submit a full report on the work done by him while on study leave.

Compassionate leave

Compassionate leave is paid leave taken by an employee:

- For the purpose of spending time with a person who: is a member of the employee's immediate family and has a personal illness, or injury, that poses a serious threat to his or her life; or
- After the death of a member of the employee's immediate family. (Immediate family includes a spouse or partner, child, parent, stepparent, sibling, stepsibling, grandchild, grandparent, or in-law.)

Duty leave

Duty leave may be granted to a permanent staff member for the following:

- Attending conferences, congresses, symposia, seminars etc. on behalf of the school.
- Delivering lectures in institutions and universities at the invitation of such institutions or universities approved by the President.
- Visiting other international or national schools on behalf of the school.

Personal leaves

An AITIS staff member is eligible to apply for Personal leave up to 4 working days per school year. Personal leave is essentially intended for short periods. It should not normally be granted for more than two days at any one time, except under special circumstances with due consideration of the smooth running of the school. Personal leave can also be taken for half a day. All staff members should do their best to organise their timetables in advance and to make sure their absence will not unnecessarily affect scheduled educational activities. Personal leave may be granted for the following purposes:

Paid Personal leave:

- Official trip to a staff member's respective Embassy or Thai Immigration for Visa renewal /Work-Permit process.
- Parent-Teacher Conference with the respective staff member's child's teacher (1/2 day).

Unpaid Personal leave:

- Family matters.

Other leaves, terms and regulations are stated in "AIT POLICY AND PROCEDURE STATEMENT: EMPLOYMENT OF STAFF: GENERAL WORK REGULATIONS." (Available ON AIT website)

Mobile phone etiquette

Having your mobile phone at work can be useful but it can also be very disruptive. When it comes to using your cell phone at work you must be mindful of people around you, not to mention your own ability to get your job done. Here are some rules you should follow:

- Turn your mobile phone off or set it into silent/meeting mode.
- When you are in doubt about whether an incoming call is important, let voicemail pick it up.
- Use your mobile phone only for important calls. Unless they are urgent, important calls should be scheduled to be done during your break times. Avoid making or receiving calls when you are working.

Outside professional activities

Conduct of outside professional activities is considered as a privilege, not a right. AIT requires all staff members to declare all income from work undertaken outside AIT. Out of respect for the visa privileges granted to AIT by the host country, *expatriate staff members should not engage in outside professional activities.*

A staff member may undertake outside professional activities only with the specific approval of the principal. The request needs to be made in writing. Outside professional activities may be granted in a case they:

- are within the staff member's area of expertise
- afford opportunities for individual professional development, learning and experience, and
- are not in conflict with the interests of the AIT and AITIS
- do not adversely affect the staff member's performance of duties under his/her contract of employment

AIT expects that all staff members will conduct their outside professional activities in a manner which reflects professional credit on themselves and enhances the image of the Institute. A staff member must not use AIT premises, equipment, facilities and working time for paid or unpaid work that is not the business of the AIT.

Parent-Teacher Conferences (PTCs)

PTCs are organised and scheduled twice in a school year, in the middle of each school semester.

Professionally conducted PTCs can prove to be a most valuable strategy for improving student classroom behaviour as well as enhancing learning. Remember always; parent teacher

communication should be focused on the best interests of the child. The school has a readymade base for PTC time bookings that will be sent to all teachers prior to the PTC dates.

Preparing yourself for the PTC

Compile all your notes regarding each individual child. Use the student's *Portfolio* to communicate the progress(Pre-Kinder). If the parents are waiting their turn outside the classroom, you can provide the portfolio for them to browse prior to their conference time. You might also want to include a page where the parent can return a positive note to their child about their schoolwork. Try to anticipate any questions a parent might ask and note your thoughts related to that issue. If necessary, compare your notes to any other professional who has been involved in the child's education, e.g., Special education teacher and subject teachers.

Create an inviting classroom atmosphere. If parents must wait outside, provide them some chairs. Practice the very best of manners, treating each parent with full respect and dignity whatever their occupation or socio-economic status. Strive to make them feel as welcome and comfortable as possible.

Conducting the PTC

Avoid discussing family problems, discussing other teachers' classroom treatment of the student, comparing the student with siblings, arguing with the parent, attempting to psychoanalyse the student, blaming the parent for the student's misbehaviour.

Begin the conference on a positive note. Think of two or three positive descriptors for each student. *It is important to find something to praise for each student.*

Communicate and share your observations and analysis regarding the child's *academic performance, behaviour, and personality*. Be specific when discussing difficulties the student is experiencing. It is unwise to mislead the parent into thinking all is well if there is a problem with their child. Give parents some specific examples about how you have worked with the student and helped improve his/her performance. *Try to offer two or three specific suggestions for the parent to implement at home that might help the student.* Offer them not as commands, but as ideas that have worked with other students.

Make it clear that further discussion can be held later in the future. Don't use this time to explain basic school policies as the parents can easily find this information from the school Office or school website.

Be sure to allow an adequate amount of time for the parents to voice their concerns and ask their questions. You may not have realised that they are concerned about something else you have in your agenda. Listen to their questions with an open mind. Answer as honestly as you can. When in doubt of a proper response, tell the parents you will investigate the matter and get back to them.

Question the parent about the student's special talents, interests, or accomplishments. Express a genuine interest to better understand their child's successes and strengths as well as challenges.

You may not always agree with parents' observations and need even to brace yourself for some occasional attacks. *Always remain calm and remember that the relationship between parent and child is different from that between teacher and child.* Acknowledge parents' concerns and give them some thought. Remember, you are a professional educator. If necessary, enlist the help of the Principal to mediate between you and a difficult parent.

Summarise the main points discussed and any steps to be taken to resolve identified problems. Again, commend them for coming to the conference. If you run out of time or if you are providing goals for a child's progress, set up a follow-up conference with parents.

Clear and concise communication is important and will help you feel confident in dealing with parents. Parent conferences can be anticipated with discomfort, but on the other hand can be very productive. Parents in general come to a conference with the intent of being cooperative and with the best interests of their child in mind. Focusing the discussion on the student's classroom progress and achievement will help prevent the conference from dealing with irrelevant issues. Encourage the parent to discuss the conference with the student both before and after the meeting. This will relay to the child that the teacher and parents are working together in the best interest of the child.

Professional development

AITIS encourages its staff to maintain and develop their professional skills. The staff development and training program is based on the principle of in-house training and the school organises two in-school Professional development workshops yearly; one during each school semester together with one team building.

Staff members can apply for outside professional development by filling a Professional development form that can be obtained in the school Office.

Resources

Teachers need to keep records of resources (textbooks and non-consumable items and materials) in the respective classrooms. The updated records are to be sent to the school coordinator at the end of each school year.

Teaching equipment and materials can be borrowed in the school Library for the classroom use and professional literature and resource books for teachers' personal use.

All resource books and material should be returned to the library within one (1) month. Teachers need to contact the school Librarian by email or in person if they wish to extend the time. In a case where more than one class will need certain resources and/or materials, the teachers are expected to adjust their lesson and share the resources in a way that causes the least inconvenience possible for all parties involved.

Retirement

The retirement age is 60 years. Staff members whose birthday falls between January 1 and June 30 shall retire not later than June 30 in the year of their 60th birthday. Faculty members whose birthday falls between July 1 and December 31 shall retire not later than December 31 in the year of their 60th birthday. The July 1st through December 31st birthday group will get 6 months to complete the school year in the following year after the 60th birthday.

Salary scales

The salary structure for AITIS staff members comprises different levels. Each level comprises a range (Minimum – Midpoint – Maximum) spanning a Mid-Point. A staff member's salary at the start of employment will normally be the Midpoint, assuming he/she meets all the requirements and qualifications for the position, including enough experience.

AITIS agrees its personnel budgets for the following year in consultation with the President and the Budget Committee, taking account of the school's strategic plan and related recruitment, financial performance during the present year and previous years, retirements and other known personnel changes. The Institute calculates the average increase in personnel costs / headcount across the AITIS.

The qualifications for AITIS teaching staff are stated in their respective Job descriptions and the salary levels are indicated in AIT P&P.

School rules

In AITIS, we

1. Do not use any vulgar, profane, or obscene words in any language.
2. Are courteous and respectful of each other.
3. Walk – do not run – in the classroom, in the assembly area and in the hallways.
4. Do not stay inside the classrooms without teacher supervision.
5. Eat and drink in the designated areas: at the Canteen or in the lunch classroom.
6. Park bicycles in the designated area properly.
7. Leave chewing gum at home.
8. Keep our school clean – we throw all trash in trash bins.
9. Line up quickly and quietly in Assemblies.
10. Are responsible and clean up our own mess.
11. Play safely and don't fight – or pretend to fight.
12. Do not bring pets or other animals to school except when allowed for science projects.
13. Keep belongings to ourselves.
14. Come to all classes prepared to learn.

School teams and committees

Each AITIS staff member is assigned to work in one or more school committees and co-curricular teams. The teams with respective members will be announced at the beginning of each school year.

It is the duty of the team/committee lead to call and schedule his/her team/committee meetings and to keep the principal and coordinator up to date with the progress and activities of the team/committee. All team/committee members are expected to attend all meetings and to inform the lead in advance in a case they will not be available.

Co-curricular activity teams

Co-curricular activities teams and leads are assigned on a yearly basis. The responsibility of the Co-curricular Committee lead is to call committee meetings, plan respective activities and delegate responsibilities among committee members. All co-curricular activities together with a planned budget must be presented in writing to the principal for approval before any final decision will be made or actions will be taken. Co-curricular team leader's responsibility is also to provide the principal with a written report about the respective activity no later than one working week after the activity has been conducted. The written report should include feedback and a report of expenses.

School year

AITIS school year is from August to June, and it is divided into two semesters: first semester is from August to December and second semester from January to June. The school Staff and Student calendar can also be accessed on AITIS website www.aitis.ait.asia.

Semester-end exams

Grade 4, 5 and 6 exams

AITIS conducts semester-end exams for students of grade 4, 5 and 6. These exams consist of Language Arts, Mathematics, Social Studies and Science. These exams are designed to facilitate better transition of students from AITIS to other schools.

School readiness assessment

As part of our guidance and counselling program, we conduct School readiness tests for all Pre-Kindergarten students. The School Readiness test is planned in cooperation with our Special education teacher, Health and Physical education teacher, classroom teachers, and school Coordinator.

The tests are based on age-related development milestones, critical indicators of the children's degree of school readiness, and Pre-K2 and Kindergarten AITIS curriculum objectives. A developmental milestone is a skill that a child acquires within a specific time frame. They develop in a sequential fashion, which means that a child will need to develop some skills before he or she can develop new skills. The critical indicators, in turn, are Cognitive development (which includes intellectual, perceptual, language and numerical development, reasoning ability, memory, and general knowledge); Physical, sensory, and motor development; and Emotional and social

development. The information gained from School readiness tests will be shared with the child's parents and is strictly confidential and will only be used for placement purposes.

Special education

Special education is part of AITIS additional support services designed to assist students who need additional support and help in managing curriculum requirements and in participating fully in school life.

When a Class teacher observes or suspects that his/her student has problems with concentration, learning, behaviour, and/or making and keeping friends, the teacher is expected to follow the school referral procedure (see Counselling). The Special education teacher will decide if there is a need to come and observe the child in his/her classroom environment. Special education teachers will work in close collaboration with parents and the child's class teacher and subject teachers.

Staff meetings

Regular staff meetings are organised on Fridays at 14:30 -16:00 hrs. Unless advised otherwise, all teachers, assistant teachers, and administrative officers are expected to attend the meetings. *AITIS staff is not expected to schedule any other activities during the above time.* When deemed necessary, special school meetings will be organised. Unless advised otherwise, all teachers and assistant teachers are expected to attend these meetings.

A gentle reminder and an agenda for the meeting will be sent to all staff members prior to the meeting. Any businesses a staff member wants to suggest and discuss in a meeting need to be sent to the principal latest one day prior to the meeting. Any urgent matters will be dealt under AOB even without prior request or notice.

The AITIS Administrative Officer will take the minutes of regular Staff meetings. The minutes will serve as an official record of the main topics covered, decisions made, and deadlines agreed during the meeting. It is crucial that they are accurate.

During the meeting

- Check that all staff members are present or pass around an attendance sheet. Record Apologies (absences with notification) and Absences, if any. Note if any of the attendees arrives late or leaves early.
- Note the time the meeting begins.
- Don't try to write down all discussion and every single comment -- just the main ideas. Minutes are a record of what was *done* at the meeting, not what was *said* at the meeting
- Write down motions, who made them, and the results of votes, if any; no need to write down who seconded a motion.
- Make note of any motions to be voted on at future meetings.
- Note the ending time of the meeting.

After the meeting

- Type up the minutes as soon as possible after the meeting, while everything is still fresh in your mind. Use the base reserved for the AITIS Staff meeting minutes (can be obtained from the school office).
- Include the type of meeting (daily, weekly, monthly, annual, or special), and the agenda of meeting.

- Include Apologies and Absences.
- Include the time the meeting began and ended.
- Proofread the minutes before submitting them to the coordinator.
- *Approval process and distribution of minutes*
- The coordinator of the staff meeting will check the submitted minutes.
- Necessary changes will be made on records.
- A soft copy of the minutes will be circulated to all staff members by email.

Staff Performance Appraisal

AITIS uses the following three regular performance appraisal practices: Evaluation against the set Key Performance Indicators (KPIs), Development discussions, and classroom Observations. All evaluation is confidential. The evaluation against the set KPIs is shared with the AIT OHRS.

Key Performance Indicators

Evaluation against KPIs is summative evaluation and the purpose is to measure staff performance at the end of each year, no later than the month of December against the specific KPI criteria. KPI evaluation will be used as a base for staff professional development and training needs, performance improvement plans, Merit payments, and salary increases. Staff member's performance will be rated as follows:

<i>2 = Exceeds expectations</i>	Consistently surpasses the standards and established performance expectations in important areas of the job.
<i>1 = Meets expectations</i>	Good performance. Consistently meets standards and established performance expectations in important areas of the job.
<i>0 = Does not meet expectations</i>	Performance does not meet expectations in some important areas of the job; below expected levels. Improvement needed.

A contract renewal requires performance that 'meets expectations' two of the three appraisal periods prior to the date of renewal. A staff member whose performance is rated 'unsatisfactory' or 'does not meet expectations' for two successive appraisal periods will not be renewed.

Development discussions

Development discussion is formative evaluation, and it is organised twice during the year.

It is designed to motivate and help teaching staff in their professional self-development process by encouraging teachers and assistant teachers to examine their personal strengths and weaknesses regarding their work. Development discussions also serve as a base for staff professional development and training plans.

Observation

Observation is part of formative evaluation and integral to improving teacher performance and practice. The principal and coordinator conduct observations during the school year usually without prior notice. After the observation session, the observer gives verbal feedback on things that need improvement in the class.

Stationery and Supplies

Teachers can make requests for needed stationery and supplies of their respective classrooms by writing the items in the request book placed in the school office.

The stationery and supplies can be obtained from the school office as scheduled by the office staff.

Substitute teachers

In a case a teacher is absent for longer than three days, the school coordinator will arrange for a substitute teacher. AITIS teachers and assistant teachers are expected to be ready to cover a period shorter than three days.

When a teacher knows that he/she will be absent for not more than three days, it is his/her duty to inform the school coordinator and to try to arrange his/her classes by booking an assistant for his/her class. Teachers need to provide a Unit plan for the whole substitution time and detailed lesson plans with instructions for the first day of absence for the assistant or the substitute teacher. They should also make sure all necessary resources and materials are ready and available for the assistant or substitute teacher.

Teachers should keep in their classrooms a Substitute folder that will include the following:

- Class timetable
- Teacher's personal timetable
- Student seating arrangement
- Classroom policies/rules
- Instructions for additional activities and/or worksheets for different subjects

Summer camps

Summer Camps are fun-filled learning and educational activities. Summer camps are organised to give students a boost in key skills which includes lessons in language arts, mathematics, science, visual arts, and physical activities.

AITIS organises a two-week summer fun camp during June Holiday. These two weeks are regular working days for AITIS staff. The camps will run only in the morning hours.

All camps have one or more leads. All AITIS staff are involved in the summer camp. The camp leads need to plan their respective camp activities and send the plan to the principal for approval by the end of April. The plan should include the following:

- Name and description of the camp
- Names of the camp leads
- Main objectives of the Camp
- Estimated budget per child

The school office will send a summer camp pre-registration form to the parents in the beginning of May. The final camp list will be published after the pre-registration deadline is over. Based on the pre-registrations, the school will decide what camps will be offered.

Teaching methods

In AITIS, the approach in teaching is child centred. This means that the teacher takes into account the different learning styles and backgrounds of the children when planning and deciding about educational activities. Adapting different teaching styles and strategies allow all children to use their potential and influence their own learning.

The teaching methods used are many and varied: they range from informal instruction situations such as class discussions or small group discussions to direct teaching, textbook reading, worksheets, essays, portfolios, projects, field trips, guest speakers, inquiry-based learning such as problem solving, information processing strategies such as brainstorming and mind mapping activities, and role playing activities. All teaching methods promote the AITIS educational principles; they provide an inspiration to

Integrate AITIS values in all activities
Educate through real-life situations
Encourage effective communication
Respect freedom of expression
Support holistic development

Encourage creativity
Foster self-motivated learning
Foster responsibility
Positively contribute to the community

Differentiation

In AITIS, all teachers are expected to differentiate their instruction. Differentiation is a way of thinking about teaching and learning that values the individual and can be translated into classroom practice in many ways. The following broad principles and characteristics are useful in establishing a defensible differentiated classroom:

All differentiation of learning begins with student assessment.

Whatever the teachers can glean about student readiness, interest, and learning helps the teachers plan next steps in instruction. Student's readiness varies depending on personal talents and interests, so we must remain open to the concept that *a student may be below grade level in one subject at the same time as being above grade level in another subject.*

It is necessary to *focus on developing intrinsic motivation skills.*

Each student's work should be equally interesting, equally appealing, and equally focused on essential understandings and skills. There should not be a group of students that frequently does "dull drill" and another that generally does "fluff." Rather, everyone is continually working with tasks that students and teachers perceive to be worthwhile and valuable.

It is necessary to clarify the concept of fairness.

Children often feel that all students should be doing the same thing or "it isn't fair." It is important for the teacher to establish the fact that each student is a unique individual and has different learning needs.

Flexible grouping is a hallmark of differentiated instruction.

Flexible grouping allows students to be appropriately challenged and avoids labelling a student's readiness as static. Sometimes students work with like-readiness peers, sometimes with mixed-readiness groups, sometimes with students who have similar interests, sometimes with students who have different interests, sometimes with peers who learn as they do, sometimes randomly, and often with the class as a whole. In addition, teachers can assign students to work groups, and sometimes students will select their own work groups.

Teachers are as different as their learners. Some teachers naturally and robustly differentiated instruction early in their careers. For other teachers, establishing a truly flexible and responsive classroom seems daunting. It is helpful for a teacher who wants to become more effective at differentiation to remember to balance his or her own needs with those of the students. The following guidelines are helpful to many teachers as they begin to differentiate, begin to differentiate more proactively, or seek to refine a classroom that can already be called "differentiated":

- Frequently reflect on the match between your classroom and the philosophy of teaching of AITIS. Look for matches and mismatches and use both to guide you.
- Create a mental image of what you want your classroom to look like and use it to help plan and assess changes.
- Prepare students and parents for a differentiated classroom so that they are your partners in making it a good fit for everyone. Be sure to talk often with students about the classroom--why it is the way it is, how it is working, and what everyone can do to help.
- Begin to change at a pace that pushes you a little bit beyond your comfort zone--neither totally duplicating past practice nor trying to change everything overnight. You might begin with just one subject, just one time of the day, or just one curricular element (content, process, product, or learning environment).
- Think carefully about management routines--for example, giving directions, making sure students know how to move about the room, and making sure students know where to put work when they finish it.
- Teach the routines to students carefully, monitor the effectiveness of the routines, discuss results with students, and fine tune together.
- Take time off from change to regain your energy and to assess how things are going.
- Build a support system of other teachers. Let the principal and coordinators know how they can support you. Ask specialists (special education, ESL) to co-teach with you from time to time so you have a second pair of hands and eyes. Form study groups on differentiation with like-minded peers. Plan and share differentiated materials with colleagues.
- Enjoy your own growth. One of the great joys of teaching is recognizing that the teacher always has more to learn than the students and that learning is no less empowering for adults than for students.

Termination of contract

All AITIS staff members are employed full-time on a contract renewal basis. AIT has the right to terminate an employee's appointment in exceptional circumstances with due cause during the contract period. Exceptional circumstances mean:

- long-term ill health, on the recommendation of the Institute's Medical Officer
- redundancy, and a refusal to accept alternative assignments in other units
- non-availability of funds to pay contractual emoluments and benefits

In such cases, the staff member must be given six calendar months advance notice of the termination. A staff member intending to leave before the end of his/her current contractual appointment must give notice to the principal two calendar months in advance. In consideration of the welfare of students and the wellbeing of the AITIS, an employee's resignation may not be accepted in the middle of a school year.

When the AITIS does not renew the contract of a staff member against his/her will, the school will notify the staff member six calendar months before the contract expiry date of the present contract. This might be due to a staff member's performance that is rated 'unsatisfactory' or 'does not meet expectations' for two successive appraisal periods. If following due disciplinary process, a staff member is found to have committed a serious offence, the AITIS may dismiss the staff member instantly, without notice.

Working hours

The AITIS *regular working hours are from Monday to Friday from 7:30 to 16:30 hrs*, excluding the one-hour lunch break. Thus, the regular working day for all staff members of AITIS is eight hours long. Staff members are required to report to the school by logging in the school Office no later than 7:45 hrs.

AIT only approves payment for overtime work for exceptional, irregular, or unusual work. Employees whose monthly base salary is THB 20 000 or higher are not entitled to receive payment for overtime work.