

WESTBRIDGE FACULTY MANUAL

(2005 EDITION)



TABLE OF CONTENTS

I	Mission and Vision -----	2
	Mission & Philosophy, Mission Statement, Vision, School Motto and Seal	
II	Westbridge Educational Goals -----	4
	4 Core Goals	
III	Qualities of a Westbridge Teacher -----	5
	Corporate Virtues, Minimum Expectations, Class Adviser, Subject Teacher, Personal Formation Tutor	
IV	Formation of Teachers -----	10
	BCD, Recollections & Retreats, FDS, Faculty Meetings, Get-Togethers, Out-Campus Seminars, Mentoring, Professional Corrections, Teacher Observations, POCs	
V	Norms of Conduct and Discipline -----	14
	Faculty Room, Guidelines on Film Showings, Field Trips, Examining & Expressing Dissent, Criteria on Dealing with Parents, Dress Code, Working Hours	
VI	Terms of Employment -----	21
	Hiring Procedures & Policy, Levels of School Personnel, Employment Category, Teacher Termination & Suspension	
VII	Salary Administration and Other Benefits -----	24
	Salary Administration, Compensation Policy, Benefits, Types of Leaves	
VIII	Appendix -----	26
	Organizational Chart, Teacher Performance Appraisal System, FAQs, Hymns	

I MISSION AND VISION

A. MISSION AND PHILOSOPHY

In 1992, a group of parents, well-aware of their mission as the principal educators of their sons, came together with some teachers to set up the PAREF-Westbridge School.

Through the academic institution, Westbridge School for Boys, professional teachers collaborate with the parents in their mission, by providing a balanced and demanding academic and personal formation for their sons.

Through the community of parents and its formative activities, the parents want to become excellent educators of their sons.

Educating the person in responsible freedom

PAREF has a personal approach to education. Each student is seen as a unique person, gifted with intelligence and free will, the capacity to shape his life and to be ultimately responsible for it. It is he who is the main agent of his own learning and formation.

Thus, an essential feature of the PAREF system of education is the tutorial chat, by which each student is assigned a personal formation tutor for his character development and to guide him to become wise – aware of himself and of what is right, of his freedom and his responsibility for total personal development.

Family atmosphere

Westbridge is an extension of the family. That is why the school's environment is that of a bright and cheerful home, which is both demanding and understanding. The atmosphere of serious study, work and discipline combines with a family spirit of generous self-giving, sincerity, trust, friendship and care.

Christian inspiration

The founders of the Parents for Education Foundation, Inc., or PAREF, were inspired by the teachings of Saint Josemaria Escriva. Faithful to the teaching office of the Catholic Church, the founder of Opus Dei taught that all men are called to sanctity, a combination of human excellence and supernatural greatness. Thus, the ultimate goal of educators in Westbridge is that the students *live* according to *the Christian ideal*.

Parents and teachers: educating themselves first

Saint Josemaria also provided the foundation of the educational philosophy of PAREF: Parents *first*, teachers *second*, students *last*. Children learn and develop most where the parents and teachers together strive to form themselves to become effective educators and inspiring examples of love of learning and virtue. Thus, another essential feature of PAREF schools is the close, friendly collaboration between home and school, between parents and teachers.

Westbridge and Society

Bound together by a passion for unity, the Westbridge community of parents, teachers, officers, administrative staff, students and alumni realizes that its best contribution to society are

1. the total formation of its students, whom Westbridge envisions to become models and leaders, and
2. the formation of parents so that they build truly Christian families, cells of a great society.

B. MISSION STATEMENT

The Westbridge family aims to provide a balanced and demanding academic and personal formation for its students, so that they live according to the Christian Ideal. This is done specifically by strengthening and uniting the family as an institution in society by providing Christian formation, enabling parents to exercise their role as primary educators of their sons with the collaboration of their teachers.

C. VISION FOR STUDENTS

Our students are gentlemen; pious and with a sporting spirit, honed in the sciences and the arts, and equipped with leadership and interpersonal skills. They have concern for others, especially the less fortunate. Their zest for learning and virtue is driven by a personal vision of their role in the community, which stems from love of God and a sense of responsibility for the gifts they have received. They live by the Westbridge motto, *Duc In Altum*.

D. VISION FOR ALUMNI

Our **alumni** are models and leaders. They enter the best institutions of higher learning that enable them to maximize their God-given talents. As responsible professionals imbued with Christian wisdom, they are respected and productive citizens. Their greatest passions are excellence and service. They continuously pursue total personal development. The years deepen their love for their alma mater, making them advocates of the PAREF philosophy and active members of the Westbridge community.

E. SCHOOL SEAL AND MOTTO

Westbridge Seal

Vinta: The vinta, a sturdy Filipino boat, is the PAREF symbol. It stands for the educational philosophy shared by all the schools that belong to the PAREF system.

Three Stars: These signify the three foundation virtues that the school shall try to instill in every WESTBRIDGE student:

- a) **COMPETENCE** – every WESTBRIDGE student should aspire to acquire the necessary competence in every aspect of his formative years with our school: intellectually competent, well-informed and resourceful.
- b) **INTEGRITY** – WESTBRIDGE differs from many other schools in that we intend to provide our students with a total formation that transcends merely intellectual development. We want every WESTBRIDGE student to undergo a thorough preparation to lead a

moral life, a life that is upright and virtuous, with direction and correct orientation.

- c) **SPIRIT OF SERVICE** – concern for the welfare of the others and the desire to be of help to one's neighbors shall be fostered among our students. Only in this way can we be true to our name of being a BRIDGE to the others. Every WESTBRIDGE student should aspire to transmit whatever good he has received from the school to those around him.

Three Wavy Lines: (aside from appearing like the way sea in the middle of the seal) These represent the three sets of major players in the school: the parents, the teachers and the students. Since they all go together in the same direction, they appear to be forming two solid blocks, symbolizing the harmony that PAREF schools have always intended to provide between the FAMILY and the SCHOOL.

Fish: The lower part of the seal, which is in green, holds a fish. This signifies the way by which WESTBRIDGE shall provide formation to the students. Just as fish is caught “by the head”, we also intend to form our students to become “virtuous persons” by going to the head – providing them with all the necessary preparations and giving them solid doctrinal criteria.

Westbridge Motto

Our school motto is written at the bottom of the seal. It is in Latin: ***Duc In Altum***. It means, “Launch out into the deep.” In consonance with the three foundational virtues, WESTBRIDGE shall form you **intellectually** (competence) and **morally** (integrity). But more than just acquiring these good qualities, we want our students to LAUNCH OUT and **reach out to the others** (service).

II WESTBRIDGE EDUCATIONAL GOALS

The Westbridge Goals of Education follows the 4 Core Goals of Education of the PAREF Educational System. These goals aim to mold students into:

A. Self-determined thinkers

The student will:

1. Reflect on human experience and events in the light of universal values.
2. Research, analyze and evaluate information from sound sources.
3. Synthesize and formulate with precision valid arguments in reaching conclusions.
4. Form judgments based on universal truths (truth, goodness and beauty) or on what is true information and develop intellectual humility to withhold judgments when the evidence and reasons are insufficient.
5. Discern the good and direct himself freely towards its fulfillment.
6. Make and own his decision after a well-thought plan of action but with capacity to change mind as it he receives additional data from others.
7. Identify, define and solve quantitative and qualitative problems creatively.
8. Acquire mastery of the core content, skills and values essential to the different learning disciplines.

B. Effective communicators (communication skills)

The student will:

1. Actively listen with objectivity and empathy; respond to communications by asking clarifying questions and by defining the terms.
2. Read a range of styles and genre, critically and analytically; Experience beauty through the work of the masters
3. Write clearly and confidently with substance and organization in various styles

4. Speak clearly and competently; engage in meaningful dialogue and be sensitive to feedbacks, to others' feelings and level of knowledge and be a sympathetic listener to opposing views.
5. Competently use a range of technologies to inform and communicate.

C. Responsible citizens (civic virtues)

The student will:

1. Have a knowledge of and a respect for the dignity of the human person and the conviction that he/she can work with others in defending and uplifting it.
2. Engage themselves in activities, co- and extra-curricular, that involve helping the less privileged members of society, fostering compassion for others.
3. Use their knowledge and skills to analyze current issues, local and international, and come up with their personal action plan regarding the matter.
4. Show interest in the different fields of knowledge by keeping themselves up to date with the latest in science and technology, arts, the social sciences, math, local and foreign literature.
5. Foster the responsibility for and the care of his environment.
6. Appreciate, empathize, and understand a range of cultures and religions, having respect and consideration for other people guided by values of truth, honesty, fairness, equality, and integrity.

D. Life-long learners

The student will:

1. Recognize that his/her studies are an important contribution to society, and tries to work with possible human perfection.
2. See school and non-school activities (hidden curriculum) as opportunities for learning and personal growth.
3. Take responsibility for his/her own learning seen in their effectiveness to motivate, direct, monitor his/her learning and to manage and organize his/her study time, as well as participation in a range of learning opportunities.

4. Maintain & develop a sense of wonder, being open minded and intellectually curious which will lead him/her to become a lifelong learner.
5. Acquire a sportive spirit, which will make him/her flexible to various situations or environments and resilient in the face of failures and difficulties as well as learning from his mistakes.

III QUALITIES of a WESTBRIDGE TEACHER

A. CORPORATE VIRTUES of a Westbridge Educator

As Westbridge Educators, each teacher strives to acquire the Corporate Virtues of Westbridge.

1. Prudence and Study.

- He constantly combats mental laziness which prevent one from thinking prudently, logically, creatively, with foresight and circumspection to arrive at virtues essential to carrying out the intellectual and formative tasks demanded by his role as an educator.
- has thinking skills for distinguishing issues and identifying problems and their causes
- obtains sound criteria and correct data for decision-making;
- consults when necessary
- takes a broad view
- integrates data to make well-reasoned decisions and conclusions
- learns from successes and mistakes
- is creative in developing improved methods, strategies, materials to achieve objectives or solutions to problems
- knows well the subject matter of what he teaches,
- strives to gain mastery of instructional and formative knowledge
- attends training, educational and formative programs or courses
- develops his humanistic learning
- is well-read
- takes steps to possess a wider and deeper culture

2. Self-discipline and Detachment.

- He is an example of emotional maturity and of discipline over his likings, appetites and feelings.
- is able to responsibly administer the school's physical resources by preventing any possible damage, being cost-effective, reacting to things needing repair and cleaning.
- exercises temperance, self-control and moderation in personal lifestyle
- balances work with family, social and religious obligations
- knows and participates in the "ownership" of the school; this sense of ownership will lead to further ideas on care and maintenance of school property, and the proper and ethical utilization of material, human, and time resources

3. Fortitude and Perseverance.

- He does not give in to softness and childish fears in facing the more difficult priorities in his profession.
- has a sporting spirit in front of the ups and downs of each day, realizing that the educational task is worth the sacrifice.
- squarely and levelheadedly faces problems and stress
- maintains a stable and serene disposition
- keeps going despite obstacles towards priority goals

4. Hope and Cheerfulness.

- He is a source of serenity, positive outlook and enthusiasm
- has enthusiasm and energy for all educational activities;
- cultivates a cheerful and optimistic disposition

5. Loyalty and Caring.

- He is resolute in putting a stop to any forms of backbiting and gossiping, seeing that these are acts of disloyalty unbecoming of teachers.
- often consults professional corrections on his co-staff and officers.
- makes suggestions through the proper channels, convinced that these are highly-appreciated caring gestures.
- follows organizational and ethical norms, e. g., silence of office
- knows how to collaborate in a friendly way with other teachers and parents
- involves and informs others in a timely way
- enables others to contribute their best (e.g., suggestions or corrections)

- appropriately subordinates personal goals to team goals
- is dedicated and committed to the school values and formative mission
- follows communication channels to help himself and the institution improve

6. Charity and Service.

- He demands high standards befitting the students, treating them as he would want to be treated.
- tries to anticipate and understand other people's need (information, feedback, guidance, affection, etc.)
- conquers his passivity so he can generously serve, especially those who need him most.
- is interested to know and deal with each other;
- sensitive to the rights, needs, and feelings of each Westbridge Family member (students, parents, staff), especially those who are more needful (e. g., slow learners)
- looks for ways to help others
- is approachable
- generously shares experience and knowledge
- practices kindness, affection, understanding, gratitude, patience, and thoughtfulness
- is polished and refined
- practices decorum, politeness and courtesy
- conducts good external public relations

7. Truthfulness and Humility.

- He sincerely communicates with his peers and officers and, if need be, courageously reporting matters of concern.
- recognizes and develops his strengths, thus contributing more to the school.
- seeks to analyze his mistakes and the weaknesses in his work, writing down measures to improve on them.
- capable of self-criticism and reflection
- clearly identifies together with his superior officer for self-improvement knowledge, skills, habits, or attitudes and takes the necessary steps to bring these about
- takes notes during seminars and talks, and then to review these for a deeper integration
- is sincere

- accurately informs his superiors about tasks assigned, problems he encounters and foresees, etc.

8. Work and Order.

- He works with professionalism and with urgency, not wasting any moment.
- tackles first things first and he organizes things according to their proper importance, sequence and place.
- maintains an orderly and disciplined class atmosphere
- firm and gentle in correcting others
- adheres to quality workmanship (care for details, order, cost effectiveness)
- performs with timeliness and punctuality (e.g., starting and ending classes, submission of reports / grades, appointments, meetings)

9. Justice and Responsibility.

- He shows respect for each person, young and old, recognizing the immense dignity of each one as a free being and a son of God.
- takes personal charge of his work and his life, aware of the great multiplier effect of his actions as an educator taking part in the Westbridge Mission.
- transmits values through personal life
- is accountable for his actions and their consequences
- is self-starting

10. Generosity and Pursuit of Excellence.

- He has a passion for excellence in his work, knowing that if he does not improve, he retrogresses.
- abhors all forms of mediocrity, taking care of small details and duties like punctuality in beginning and ending, neatness, and refinement in manners— little things which can in fact be of great consequences.
- maintains high expectations from each student
- respects the dignity of each one and trusts their capabilities
- has appropriately demanding work standards
- produces high quality results (achieves learning and formative goals, satisfaction from parents)
- adheres to quality workmanship (care for details, order, cost effectiveness)

11. Obedience and Solidarity.

- He is docile in following the indications coming from school authorities, clarifying these when necessary.
- is a “team player”, always united with his peers and officers and the people under his care, sharing relevant knowledge with them.
- knows how to collaborate in a friendly way with other teachers and parents
- involves and informs others in a timely way
- practices intelligent trust and docility towards superiors’ indications and school policies
- adapts himself towards the school practices and values

12. Faith and Love of God.

- He tries to gain an understanding of the Faith and its applications proportionate to his age and position.
- He often asks the help of Our Lady so that his teaching life is permeated with the joy of doing things out of love for God.
- strives to know, respects, and promotes the teachings of the Roman Catholic Church

B. MINIMUM EXPECTATIONS FROM TEACHERS

- preparation (includes lesson planning, in the case of teachers teaching a new subject for the 1st 2 years at least)
- gives classes according to schedule
- evaluates the students according to minimum frequency to ensure fairness
- maintains minimum classroom discipline needed for effective teaching-learning atmosphere
- corrects and returns papers such that they can help both teacher and student
- complies promptly with tutorial feedback requests
- punctual submission of grades
- attends all meetings, talks and meditations for teachers
- attends Basic Christian Doctrine sessions (for New Teachers)

- attends Parents’ Assemblies or get-togethers of his classes, and talks to parents on goals of formation

AREA OF INITIATIVE

- upgrading teaching method
- upgrading evaluation method
- giving remedial/supplementary classes
- upgrading method of classroom discipline
- helps in department or school-wide activities (Buwan ng Wika, English Week, Christmas Program, Foundation Day, Graduation and Recognition Ceremonies etc.)
- initiates extra-curricular activities
- correcting English skills
- to teach when he substitutes
- communication with parents
- professional development

C. THE CLASS ADVISER

If you are a Class Adviser, you should meet your class during the advisory period for checking of attendance; collecting diaries and transmittal slips; reviewing the Virtue for the Month and making important announcements for the day.

The Class Adviser has other duties aside from morning routine:

- a) He has to be with his class during student assemblies, Masses and special functions of the school; he must at all times maintain order.
- b) He has to receive and investigate report on student offenses.
- c) He may hold “academic chats” with parents of the class. This is to maintain close collaboration with the home in pursuing the academic and personal formation goals of the school for the students.

- d) He keeps confiscated materials and informs parents on when and how to retrieve them.
- e) He links the school administration to the class, to the parents of his class, in particular to the Parent Coordinators and ensures unity with the school.

D. THE SUBJECT TEACHER

As expected from all professionals, especially teachers, we should always be on time for school and for our classes. As subject teachers, we should be outside of our room assignments two to three minutes before the period starts. Upon entry, we make sure that all students and things are in order before we start the class; chairs are aligned, bags and materials are neatly placed in the lockers or at the back, no litter on the floor, no writings on the board, students wear their complete uniforms properly, and the relevant tools for learning are on hand.

a. Teacher Preparation

Your entry into a classroom presumes adequate preparation. This means that you have laid down your topics for discussion, researched on the topics, planned out your activities for the period, and gathered the relevant materials for the class.

For new teachers, there is a demand for a lot of creativity and patience in terms of review, time management and presentation. You may have to dig up your old notes of lessons in high school or college; or contact outside sources for materials and speakers; photocopy texts for handouts; or prepared sets of visual aids like maps, charts, slides and films.

You may have to make your own exercises and drills for mastery of skills; or make your own models or drawings. You may have to plan out and take your students on field trips. All these can make your lessons alive, interesting and based on realities.

b. Teacher in Class

There are many qualities of a teacher; but in class, he is always the EFFECTIVE AND EFFICIENT MANAGER. As a teacher, you should realize that the order and

discipline of the students depend much on how you carry yourself and how you pursue the goals that you have set for the period.

A teacher who does not know how to create an atmosphere conducive to learning may be wasting his time preparing his lessons because they will not be learned anyway. A teacher who shouts at his students when giving corrections or sanctions may ultimately be at the losing end — students just love it when a teacher “blows his top”. A well-planned lesson may not at all be beneficial if its not brought down to the level and needs of the students.

Likewise, an ill-prepared lesson, with confusing facts and explanations, and whose pacing is either too fast or too slow, will definitely make students restless and impatient—a root of disruptive behavior among students.

E. THE PERSONAL FORMATION TUTOR

In Westbridge, personal guidance is carried out through a monthly one-on-one conversation with the personal formation tutor. The tutor is tasked to act as the student’s alter ego, guide, mentor, coach, older brother, mature friend, father in school.

The tutor’s job is not to enter into intimate terms with the tutee in order to replace his will, telling him what to do in each case. On the contrary, he is there to help the tutee use his freedom well. More than resolving his problems, he is concerned with making the tutee reflect so that he himself might find the solution and make the opportune decisions. Formation of the student’s criteria is a foremost concern of the tutor. It is also his objective to help the tutee accept responsibility for his actions.

The tutor is not someone who helps only when things go badly. He is rather a person who stimulates, animates, and encourages the tutee towards high objectives worth striving for. These are objectives which can refer just as much to his studies and behavior in school as to his life in all its aspects.

The fact that the tutee talks about worries, problems, responsibilities in the chat may give the impression that the tutorials is carried out in an atmosphere of gravity. This is not so. The conversation with the tutor may have all the seriousness human life may require at times, but it also takes place in an atmosphere of cheerfulness.

Parent-Tutor Conference

The periodic parent-tutor conference, more than a report about the tutee, is a conversation on how the tutor and parents can collaborate to help the tutee develop specific virtues. This conference takes place at least twice in a school year.

In the spontaneous atmosphere of the family, a student would frequently behave differently from the way he acts in school. In this sense, the feedback from the parents can help the tutor attain a more profound knowledge of the tutee. The tutor, in turn, can inform the parents of how his tutee is in school—his character, studies, relations with classmates, aptitudes, etc. What the tutor relates to the parents is information known by the teachers and classmates, never matters the tutee have related to him in confidence.

Through this conference, the home and the school work together to attain the same academic and personal formation goals.

Consultation with Teachers

The tutor also takes into account data that the other teachers give him about his tutee either informally or in meetings of teachers. At times, the tutor talks to the teachers for an exchange of impressions in order to determine criteria for action in some concrete cases.

Silence of Office

The professional silence of the tutor means that data from the chat will be used only by persons who have been professionally entrusted with the formation of the student, i.e. his teachers, school officers, and his parents. Moreover, if the tutee wishes that something be kept confidential, the tutor is obliged to respect the tutee's desire. Matters of conscience (those that pertain to the student's spiritual life and his struggles) are covered strictly by this rule. In some cases, the tutor could propose the advisability of bringing up the matter to others (e.g., parents, school officers, teachers). If he volunteers to do it himself, he can do so only with the student's expressed consent. The rule on silence of office, however, is rescinded when the information involved poses a danger to the tutee, others or the common good.

Topics for Chat

Tutoring is done above all through a private conversation where the following concerns are brought up:

- resolutions from the last chat
- duties as a son: love for parents and siblings, obedience, household chores, acts of service, role as big brother
- duties as a student: learning, listening in class, note-taking, studies at home, homework, preparations for college, extra-curricular involvement/outreach
- duties as a son of God: Sunday Mass, regular confession, daily prayers
- relations with classmates, teachers, friends: acts of service, charity of speech
- practice of the VOM in school and at home; struggle to live other virtues

Special Concerns in Tutorials

The following are concrete points of struggle that tutee and his tutor can tackle in the course of the tutorial dealings:

- struggle in fortitude through daily study hours, doing difficult things, conquering yourself, fight against *señoritismo*, independence from maids, busy weekend
- sobriety in food, drink, leisure and entertainment; allowance and savings
- generosity with God and others, especially the needy
- good manners: greeting people, saying "please" and "thank you," table manners, blowing one's nose discreetly, not spitting, not picking one's nose in public, gentlemanly attention to ladies
- urbanity: clean nails, clean shoes, buttoned shirt, tucked in undershirt, handkerchief
- order in one's belongings: school materials, bag, uniform

Tutorial Policies and Praxes

Frequency and Length of Chats. A chat normally lasts for half an hour and ends with concrete resolution/s that the student will work on until his next meeting with his tutor. The tutor is required to meet his tutee at least twice a month or twenty times a year. Chats are held in the chat hut or any place in campus that is conducive to a private conversation.

Schedule of Chats. Students can have tutorial chats any time during class hours. They are allowed to miss a class for a tutorial chat. If a student wishes a chat re-

scheduled because of a quiz or a test, he could advise his tutor of his preferred time. Normally, the tutor goes to the classroom of the tutee to call the tutee out. A student can request for a chat any time he feels it necessary; he does not have to wait for the following scheduled tutorial chat.

Academic Tutorials. The personal formation tutor cannot be the academic tutor. Having this dual role blurs in the tutee's mind the purpose of the tutorials. The tutor can give advice but to sit down beside the student, go over his notes and drill him are services not given by a personal formation tutor. If the tutor is the student's subject teacher at the same time, he may extend such help in the form of a remedial class that he gives to all the students who need it.

IV FORMATION OF TEACHERS

The formation of teachers is probably the single most important task that any school desirous of achieving quality education should undertake. Below are some guidelines on how Westbridge carries this out.

A. BASIC CHRISTIAN DOCTRINE COURSE

For New Teachers, It is the policy of the school, as part of their Christian and cultural formation, they should attend a course on Basic Christian Doctrine (BCD). The school believes that such an activity has direct bearing on their effectiveness as an agent of personal formation and a source of sound teaching. It is for this reason that the school urges them to treat the BCD course with seriousness of purpose and professionalism. Other school concerns such as chats with parents, class activities or practices should not be a hindrance to their punctual attendance at the sessions.

The BCD classes are held once a week in one of the classrooms.

B. RECOLLECTION and RETREATS FOR TEACHERS

Recollections are organized in the school on a monthly basis. Teachers are highly encouraged to attend this means of personal formation. This is to emphasize the supernatural aspect of education and of our work.

The school encourages you to partake in courses which foster your human and spiritual development. Retreats and seminars come under this heading. The school considers that the services you provide are enhanced by attendance at courses which foster the enrichment of the individual, particularly in the spiritual area.

Any retreat approved by the Catholic Church is recognized by the school. Your request for subsidy for a retreat should be cleared in writing with your Department Head and the school's Associate Director for Personal Formation. You should get the concurrence of your immediate superior to avoid multiple absences at a given time.

The school chaplain comes out with the schedule of the retreat and seminars to be conducted by priest of the Prelature of Opus Dei. The school organizes retreats required for all teachers at least once every three years.

C. FACULTY DEVELOPMENT SEMINARS

There are two types of Faculty Development Seminars (FDS). The first is held during the summer break which promotes a review of different kinds of teaching strategies as well as a review of the previous strategies employed during the previous school year. The second is the monthly FDS sessions held mostly on the last Friday of the month during school days. The students during these days are dismissed at midday.

D. FACULTY MEETINGS

Faculty Meetings are held at least twice a month. Your Department Head presides over this meeting.

A part of the meeting is always spent for announcement, in particular, those that will affect the coming week.

Another part is reserved for explaining memoranda or policy statements and answering questions related to these matters.

Here, you are encouraged to give your reactions and suggestions to the body, but never to question policies. The last one is better done in private or in writing, addressed to the Management Committee.

Disciplinary problems or any problem which you encounter in your teaching are also brought up. You may mention evaluations and results of analysis of students in danger of failing or repeating the year. Information on communications from parents are also discussed in the meeting.

To ensure speed and efficiency, the meeting should start promptly by your punctuality and preparation with reports, questions and opinions you might want to make.

E. GET-TOGETHERS

These gatherings of teachers are held daily. It forms an integral part of your school community life. These are occasions to relax, to get to know more about your colleagues and keep abreast with on-goings in the school, especially anecdotes about our teaching and insights on people and situations. The range of topics for these gatherings is so wide so let good taste dictate the flow of banter which is conducive to camaraderie and personal enrichment.

Given the premium the School places on this activity, kindly foresee and request leave from your immediate superior not to attend the get-together should a certain concern prevent you from attending it completely.

The get-together was established in the school for definite purposes. It would be good to remind ourselves of these purposes so that we may benefit maximally from them.

1. It is an opportunity to render service to our peers, thus, making their lives pleasant. It is a good opportunity to show fraternity among ourselves thus;
 - a. Know how to listen.
 - b. Allow and encourage people to talk and participate.
 - c. Give suggestions which could improve the family atmosphere of a get-together

- d. Help others feel relaxed
- e. Have the initiative to offer wholesome anecdotes, stories, which could be formative/or informative

2. It is intended as a moment to unwind from tensions and pressures; therefore each one should help the others to relax at that moment. Conversations should be light, hearty, happy and positively charged. We should:

- a. Avoid discussions lacking of charity and consideration. A good gauge is to think about his reaction if the person concerned were actually present.
- b. Avoid engaging in unwholesome jokes and stories that are improper for Christians or for persons who are engaged in tasks of formation or who are active agents of formation.
- c. The tone should always be positive. We should avoid talking about huge problems or if problems are mentioned, we always try to see the positive side.

3. It is intended as means of formation to gain better insights or knowledge as learned from our peers. Thus we should avoid talking about base or frivolous topics, for example, entertainment gossip.

4. We should remind ourselves of the need to live silence of office with regard to the often personal matters that come up in our course of dealings with students and parents. This criterion covers both positive and negative information.

F. OUTSIDE SEMINARS DURING THE SUMMER

1. A teacher may attend a seminar sponsored by an outside organization in lieu of the usual Teacher Summer formation program, if the seminar will achieve school objectives drawn up for the teacher's formation in that particular summer.

2. If a teacher wishes to join an activity which will not achieve the particular objectives drawn up for the teacher's formation, but which will, in the judgment of the Academic Director or Department Head and Management Committee, contribute significantly to the teacher's personal development, then the teacher should request for a rescheduling of his vacation leave so that he may attend the activity.

G. MENTORING

The original purpose of which mentors were appointed was to provide an outlet and source of advice for teachers with problems hindering them in the good performance of their work. In the course of years, the mentor has become a clarifier of the school spirit. He is, in addition, a teacher trainer of sort.

The mentor is not a channel of observations, objections, or complaints. He should not be expected to “act on” what is told him on conversation. He may be expected, however, to give advice about what to do or whom to speak to in case one has observations or complaints.

In conversations with mentors, there are 4 standard topics:

- a. difficulties in performing work well;
- b. policies or praxes difficult to understand or appreciate;
- c. persons difficult to work with; and
- d. professional plans insofar as these affect one’s future in Westbridge.

Needless to say, mentors observe the rule of silence of office on matters taken.

Teachers and employees on their first year should be seen by their mentors once a quarter.

Conversation with mentors normally take half an hour. They may be easily shortened or prolonged.

A teacher or employee on his first two years in the school normally has his immediate superior as his mentor.

Mentors are appointed by the Management Committee from among teachers.

A teacher may always request for a change of mentor from the Associate Director for Personal Formation.

A teacher or employee has the right to talk to a mentor and should therefore inform his superior officers when his mentor sees him irregularly or not at all.

It is hoped that through conversations with mentors the following are avoided:

- a. accumulation or complication of problems resulting in poor or inefficient work;
- b. misunderstanding policies or praxes;
- c. disliking policies or praxes without knowing how to handle one’s dislike;

- d. grudges against or ill will towards co-employees or superiors;
- e. discontent with one’s work or oneself as a professional insofar as reasons for this may be resolved.

H. PROFESSIONAL CORRECTIONS

We view professional corrections as means of formation for all Faculty and Staff of Westbridge since they give criteria to both the recipient and giver of the correction as to the proper conduct of a Westbridge formator. Below is the Norms of Conduct for Professional Corrections.

1. In principle, Westbridge peers never correct one another on professional matters, much less do subordinates correct superiors. Correction may be made only by the superior officer of the erring person.
2. If you feel a peer or superior officer should be corrected, you should see the superior officer of the person to be corrected. You should leave the matter in the hands of that officer and accept any decision he may make. If you feel the decision of the superior officer is wrong, then you may bring the matter up to the superior officer of that officer.
3. You may correct the person in charge of doing you a service, e.g., janitors, repairmen, painters, purchasers, if that person deals with you. This is preferable to communicating with the person’s superior officer with regard to jobs which have meticulous instructions. Nevertheless, you must send a note to the officer of the erring person on the matter.
4. In any committee (including the policy making committees of the school) the chairman may correct committee members on matters directly related to work of the committee.
5. Committee members correct the chairman of the committee through the most senior member of the committee. In the case of ad hoc committees, the most senior committee member is he who has worked longest in the school.
6. In policy-making committees of the school, the most senior committee member may also correct other committee members. The initiative for doing this may come from either the chairman or the most senior committee

member itself. In any case, he should not correct anyone without first consulting the chairman.

7. In Management Committee, ordinarily any MANCOM member may correct another member. A Board member may also give the correction. In the latter's case, anyone who would like to correct the MANCOM should send confidential notes to the member of the Board personally.
8. In any ad hoc organization (e.g. Foundation Day, Christmas Program), the officer in charge may correct the persons under him in matters related to the work of the organization, unless the erring person has a higher rank than he in the school organizational structure; in which case he channels his corrections to the superior officer of the erring person.
9. Corrections should always be in private and preferably personal. They may be orally or in writing, and sometimes it may be advisable to make them both ways.
10. If you have any objections about a correction made to you, you should certainly express them, although not necessarily to the correcting officer. In the latter case, you should address yourself to the superior officer of the person who corrected you.

I. TEACHER OBSERVATION AND POST OBSERVATION CONFERENCES

One of the most "dreadful" experiences in Westbridge is having your Department Head or Academic Director sit-in your classes to observe the way you teach. The may-I-sit-in-your-class question is usually enough to send most new teachers into panic. "What is he going to do in my class? Will I lose my job if I don't live up to his expectations?"

These are some questions which usually race through the mind of a new teacher once he is informed that his ADAF will observe him. The fact that somebody, who happens to be your boss, is going to watch you conduct your class is not exactly an idea that you would relish.

But fear not, because everything in life has a purpose — even observations. Though difficult at first to accept, these observations may actually turn you into the teacher that you are capable of being.

As a new teacher, you have to bear in mind that much of what is learned in any profession, of which teaching is one, is derived from structured observation and constructive criticism. Your Department Head or Academic Director observes you because they want to provide you with feedback which are always beneficial to your professional growth as a teacher. Sometimes, observation is done by someone from another PAREF School.

Let's face it , we are all very busy people. Our job, as teachers, is to communicate subject matter content to students and ensure, through question and answer, coaching, seat work, homework assignments, test and quizzes, that what we teach is learned. All of these happen everyday.

The time during a normal class period or school day in Westbridge hardly allows us to evaluate the teaching that we do. The simple truth is that we are not always conscious of the way we teach such that we would need objective observations from others to see our strengths and weaknesses, to help us solve instructional problems, or maybe, even receive suggestions on alternative instructional practices that we may employ. In general, these observations make us more aware of the way we teach.

With all these reasons in mind, what should you expect from these observations? Well, for one thing, your Department Head or Academic Director will be there to help you achieve your goal of making your students learn. In order to do this, he will be looking at certain aspects of your teaching and will try to help you become a good teacher. One aspect which he will observe would be your punctuality in starting and ending classes. He will try to take note of the way you instill order and discipline in the classroom. This includes keeping the classroom neat and ready for classes and making sure that your classes proceed with minimal class disruption.

The bottom line here would be coming up with a class atmosphere which is conducive to learning. He would also want to see how well you have prepared for class in terms of clarity of exposition, giving directions to students, teaching according to the level of the students, using examples, illustrations, demonstrations and employing various ways of repetition of the lesson.

He will also observe how you vary the activities of your class. In short, what your Department Head or Academic Director will be doing is to help ensure that learning is taking place in your classes.

All of these concerns of teaching can be attended to if you prepare your classes well. This includes making lesson plans for each and every class that you handle.

The Post Observation Conference will be held to review the observations made by the observer. This is to ensure that proper adjustments are communicated in order to improve the teaching and learning environment in class.

V. NORMS OF CONDUCT AND DISCIPLINE

A. THE FACULTY ROOM

The Faculty Room is a place of work. It is not a lounging room, nor a visitors receiving area, nor for students to stay in. The Faculty Room is the place where a teacher can work in order at all times. Since we are role models of order, we should practice what we preach.

The rules and regulations inside the Faculty Room should be strictly observed at all times.

NORMS OF ORDER IN THE FACULTY ROOM

- loud or prolonged conversation within the work area should be held outside the faculty room;
- no stereo or radio should be played during work hours;
- items should be returned properly to their respective places after use: a) library books; b) typing supplies; c) common teaching aids;
- request for repair or supplies and complaints regarding lack of supplies (e.g. chalk, eraser, etc.) are to be addressed to the Business Manager.

B. GUIDELINES ON FILM SHOWINGS IN THE SCHOOL

While there is nothing wrong about watching films in our school, it is good to keep in mind the following guidelines to ensure that the formative aspect of the activity is duly taken into account:

1. A teacher could view a film for the purpose of getting ideas for his classes after seeking leave from the Associate Director for Personal Formation

(ADPF). The ADPF should be given at least one week to come up with a definitive evaluation of the film. In the absence of the ADPF, a teacher may seek leave from the Academic Director or from the Executive Director.

2. The procedure above also holds true for teachers who intend to show films to their students. Teachers may not give hints nor promises to students as regards viewing the film before its moral soundness is ascertained by the ADPF.
3. For a teacher who sees the need of showing films to the students as aid for instruction, it is best to check first the availability of these films in the Library. Since the moral soundness of the films in the library has already been evaluated and approved, teachers may borrow them after a go signal from the ADPF. Films not found in our inventory have to be approved for viewing by the Personal Formation Director. Only films that can help students achieve goals written in the syllabi may be viewed in the classroom. Thus, the educational objectives for watching certain films should be clear to the students beforehand.
4. Requiring students to watch films in the theaters or in videos should also follow guideline # 1. This is to ensure that all the films we recommend the students to watch are also morally and doctrinally sound.

C. PRAXIS ON EDUCATIONAL FIELD TRIPS

One educational tool used to supplement the learning in the classroom is the Educational Field Trip. Teachers are encouraged to plan these field trips if they enriched significantly the learning of the students with regard a particular subject or a group of subjects. However, they should take note that in the case of some subjects, the advantages of a field trip are minimal in helping the child gain the needed knowledge and skills. It would therefore be more practical to do actual paper work and lecture in the school.

When a teacher accompanies a group or a class to such field trips, the following pointers should be kept in mind:

1. The main objective of the trip is educational and the students and teachers are actually holding classes but off-campus. Therefore, there should be no waste

of time taking side trips, engaging in frivolous conversation, playing around, etc...

2. There should be a lesson plan for the field trip itself. The teacher should know exactly what things to emphasize to the students. The students should know what things to look out for during their field trip. The lesson plan should be submitted to the Department Head or the Academic Director at least one week prior to the field trip date and should contain the following:
 - a. Objectives of the field trip
 - b. Subject matter
 - c. Schedule of activities
 - d. Proposed post-field trip learning activities
 - e. Other pertinent information (e.g. monetary contributions per student, transportation arrangements, venue and contact person, proposed teacher escorts, etc.)
3. Teachers accompanying groups on field trips should leave their lesson plans or exercises of their other classes for the day with the Department Head of the classes he is teaching, so that these may be turned over to the substitute teachers. These should be ready the day before the field trip to give the substitute teachers some preparation time.
4. Teachers should avoid promising field trip which have not been previously cleared with the Department Head or the Academic Director. This is to prevent any misunderstanding and frustrations.
5. Pre-visit to field trip site may be necessary in order for the teacher to evaluate the potential of the place, and to make the proper arrangement with the authorities, ensuring the safety of the students. Sending students out to make pre-visits on schooldays is not allowed.
6. The following reminders are made before the class proceeds with any field trip:
 - a. To listen attentively to the guide or the speaker
 - b. To address adults with "Sir", or Ma'am
 - c. To line up or wait for ones turn when being served food
 - d. To avoid making unnecessary remarks or comments

- e. To avoid tinkering or touching items on exhibit or for Demonstration Talks
- f. To say "thank you" to the hosts
- g. To applaud properly
- h. To avoid rushing in and out of the bus or from any mode of transportation for the field trip
- i. To avoid littering

7. Normally, students and teachers wear their class day attire whenever they go to field trips.
8. All rules and sanctions in the school apply during field trips.

D. GUIDELINES FOR EXAMINING AND EXPRESSING DISSENT

These guidelines are meant for the faculty and staff of Westbridge. The term faculty includes school directors.

1. The dissent referred to in the title has as its object decisions, policies, and actions of school officials (academic and non-academic) and official bodies (School Board, Management Committee, Academic Committee, etc.)
2. In general, we should be very clear about the object and bases of our dissent. Only in that way can we judge whether or not our dissent is worth pursuing.
3. If a part of these bases are facts, we should verify the truth of those facts. An elementary point to keep in mind is not to speculate on the relation of the distinct facts, regard the supposed relation as true, and object on the bases of a supposition. There may, in fact, be no relation at all.
4. Sometimes, ignorance of the intention behind a decision policy or action could be the reason why a decision, policy or action seems objectionable. In that case, the dissenter should talk to the official or head of the body to know the intention. We assume that the intentions of all officials and bodies are noble. If it should be clear, however, that in fact they are not, then certainly the intention of a policy, decision or action could be grounds for dissent.

5. It may happen that not all the reasons for a particular decision may be revealed. This is no sign of hidden malice. It may simply not be prudent for a superior officer to reveal to his subordinate the reason for his action. Certainly, he should reveal them to his own superior officer so a visit to the latter may be helpful. This does not mean that the latter will reveal reasons, but he can at least assure the subordinate that the subordinate's immediate officer is not guilty of capriciousness.

6. Sometimes, while recognizing the intrinsic rectitude of an intention, we may disagree as to the means to realize it. We should then remind ourselves of an important dictum: THERE ARE NO DOGMAS IN EDUCATION.

One opinion may be just as good as another, but in that case the dissenter should not insist his opinion prevail. It is the right of a person in authority to choose among available legitimate options, and must presume that a person in authority chooses with a lot of prudence.

7. There are other reasons why a policy, decision or action may seem objectionable. Perhaps it violates the moral law, ethics, or the law of the land. Perhaps there are attendant circumstances that make the policy, decision or action objectionable. Whatever the reason is, we must determine what it is with precision.

8. We should not be surprised to discover that there is no real basis for our dissent or that the basis is petty. Sometimes it is our temperament, disposition of the moment, or even personality that makes us object spontaneously to certain types of decisions, policies, actions. Time and experience will eventually come to our rescue. Sometimes the object of our dissent is a creature of imagination. We discover this by letting time pass after the original surge of passion and going back to whatever it was that irked us.

9. When there is a real basis for objection, then one should communicate with the superior officer of the official responsible for the objectionable decision, policy or action or with a body superior to that responsible for the object of dissent. The communication itself, whether oral or written, should be dispassionate, objective and clear. We gain nothing through impassioned rhetoric.

10. Patience is needed while the superior officer or superior body acts. If nothing happens after a prudent length of time, one should go up to the

organizational chart, and keep on going up until one reaches the Board of Trustees.

11. It may happen that we do not agree with the action on our dissent. If that action is legitimate, we should accept it. If we cannot, the nobility dictates that we resign.

12. We should avoid:

- a) Slander — the utterance or false charges or misrepresentations which defame and damage another person's reputation;
- b) Backbiting — saying mean or spiteful things about others;
- c) Rash judgments — judgments marked by or proceeding from undue haste or lack of deliberation or caution;
- d) False accusations;
- e) Dissension — partisan and contentious quarreling;
- f) Gripe sessions — meetings of persons who complain with grumbling

E. CRITERIA: ON DEALING WITH PARENTS

1. **BE VERY TACTFUL** — By this we mean that we should tell the truth without hurting. This doesn't mean that we water down criteria, principles, or the truth of the matter by using euphemisms or ambiguous terms or making things appear trivial when in fact they are serious. Gently but with fortitude could be a key word as far as tactfulness is concerned. (i.e., Hitting the nail with the hammer wrapped in velvet.) Examples:

- a. Your son is disorderly.
- b. Your son is a slob.

This could be said in a manner that doesn't sound so insulting or aggressive. Examples:

- a. Your son could fight more on the virtue of order.
- b. Cleanliness is a virtue on which your son can improve.

2. KNOW HOW TO EMPATHIZE —

- a) We should know how to put ourselves in the shoes of the parents. When breaking to them strong and frank news or indications, let us give it in a manner we ourselves would have wanted it to be told to us.
- b) We should realize that no parent wants to deform his/her children; rather because of their concern for their children, they may overlook the harm they may bring about with their children in a specific manner, a defect which we could easily fall into in their place.

Many times it is embarrassing for parents that someone else points out their defects in parenting, especially when that person is not himself a parent. This commonly puts them on the defensive, provoking some negative, even critical, reactions.

3. WE HAVE TO BE HUMBLE — This doesn't mean we have to sound apologetic. We should realize that humility is truth. By this we mean we cannot be "Mr. Know-it-all". Please bear in mind that as teachers/tutors, we collaborate in the formation of their children. We don't dictate nor impose our criteria which is not to say we shouldn't be firm in matters of faith and morals. The latter must be defended because the Philosophy of the School as a whole rests on it. Furthermore, humility does not imply timidity or being a "Yes-man". We say what has to be said prudently, tactfully, cheerfully, steadfastly with elegance but without any trace of arrogance. We say what we know; otherwise we refer the matter to other competent persons if the need arises.

4. WE SHOULD KNOW HOW TO LISTEN — This is very much related to the virtue of patience. We misinterpret what we hear because we have not listened well; we fail to listen either because we are full of preconceived ideas or simply because we are formulating answers in our minds at the expense of listening.

5. SMILE: BE CHEERFUL — Oftentimes, a smile can defuse tension before it explodes. Cordially often is a natural consequence of meeting someone with a smile. A stern long face creates an air of hostility which can make the other party defensive, and expecting an attack. Furthermore, it can bring about a negative disposition in which others can block communication.

6. BE SERENE: For every action, there is always an opposite and equal reaction. Even if parent's approach is hostile, this is often neutralized by the serenity of the receiving party.

7. BE CONFIDENT: You know what you are. You are in a business in which parents do not have the competence, i.e., you are a teacher/tutor of their son.

8. DO NOT FAKE INFORMATION: If parents inquire of matters beyond your knowledge, accept the fact that you do not know. It would be good to defer an answer to further study the matter rather than giving wrong information.

9. DO NOT CONTRADICT SCHOOL, POLICIES/PERSONS EVEN IF YOU DON'T AGREE WITH THEM: It is not ethical to put other teachers, school officials or, the philosophy of the school in a bad light just to accommodate parents' ill-will or negative criticism. Remember that an ounce of loyalty is better than a pound of cleverness.

10. BE SINCERE AND BE SIMPLE: Simply say what you mean and mean what you say. Artificially or duplicity cannot be disguised.

F. THE DRESS CODE

During class days, the school attire is polo *barong* or *barong* Tagalong or shirt (long sleeves) with tie; dress shoes with socks are *required*.

On Saturdays when teachers wish to report for work, casual attire may be worn. T-shirts with collar and casual pants (not rugged jeans) should be worn.

Elegance, neatness and good taste in one's attire and grooming should always guide teachers in choice of colors, style, cut of attire.

Teachers will be notified as to their attire for special occasions like faculty lunches/dinners and other school activities outside of school hours.

As agents of formation, teachers can teach their students order and temperance in the manner they dress . . . elegantly and simply.

E. WORKING HOURS

1. CLASS DAYS

On Class days, the work-day begins at 7:30 a.m. with the Flag Ceremony on Mondays or the Class Advisory Period on other days. Warning bell for assembly is rang at 7:35 a.m. Students are assigned to lead the school assembly in singing the National Anthem and the “Panunumpa sa Watawat”. Office hours should be observed strictly

For School Days:

7:30 a.m. to 5:00 p.m. (Mon. to Fri.)

For Summer Days:

8:30 a.m. to 4:30 p.m. (Mon. to Fri.)

Saturday work for teachers are optional while those from the administrative staff is a must from 8:00 a.m. – 12:00 n.n. Saturday work for teachers is replaced by the days wherein all members of the Faculty will make themselves available to attend special meetings, consultations and other activities outside of the regular Monday to Friday, 7:30 AM – 5:00 PM schedule.

2. ABSENCES

- Teachers are urged to call the school whenever they cannot report for work due to sickness or emergencies.
- Upon his return, he accomplishes a leave form, and submits it to his immediate superior, usually the Department Head. The Department Head in turn, signs this form after determining whether the absence of the teacher should be considered excused or not excused. The accomplished form is forwarded to the Business Office for filing and recording.
- If a teacher can foresee his need to be absent for personal reasons which are sanctioned by the school, a seminar, retreat, etc., he accomplishes the form for LEAVE OF ABSENCE and presents this to the Department Head. The Academic Director along with the Department Head will determine whether reason for leave is valid. The Department Head has the option to deny request for leave, especially if this request for leave will negatively affect the efficiency of the Department.

- When filing a Leave of Absence, it behooves and becomes the person to facilitate and arrange for foreseen substitution. He plans his workload and tasks, and attaches this documented plan to the leave form. The signature of the immediate Superior is necessary for the approval of the documented plan.
- If the leave of absence is granted, the teacher should prepare the assignment or seat work for his classes, so that learning is least hampered by his absence from school.
- A medical certificate is required for proof of sick leave. The absence of a medical certificate may be basis for an assessment of leave without pay whether or not it is excused or not excused.
- Absences due to school sanctioned school related activities should be clarified among all parties concerned: teacher, Department Head/ManCom and Administrative Officer. Adequate preparation and arrangements should be made for substitutions and the like.

3. ON LEAVES

Rationale: Every employee is required to perform his duties in Westbridge regularly and punctually. Thus, an employee is expected to be at his workplace on time and to start promptly. Justice demands that the working hours be used productively in the performance of his duties. He shall avoid being absent or tardy in reporting for work.

Every employee is entitled to a leave benefit. Professionalism dictates that the employee informs his immediate head of his whereabouts during his absence. When filing a Leave of Absence, it behooves and becomes the person to facilitate and arrange for foreseen substitution. He plans his workload and tasks, and attaches this documented plan to the leave form. The signature of the immediate Superior is necessary for the approval of the documented plan. Failure to properly endorse a class lesson(s) may be ground for the Department Head/ManCom not to approve a Leave or excuse an Absence.

PRAXIS

- a. Scheduled leaves - leaves that are foreseen ahead of schedule, e.g., attending a wedding, seminars, retreat, etc. All employees should file permission for scheduled leaves at least one week before the

intended date of his leave. The merit of Leaves filed less than the one (1) week grace period will be deliberated by the immediate Superior and the ManCom. These may be considered as unscheduled leaves upon deliberation.

b. Unscheduled leaves are not related to sickness, but for a valid reason, where the filing of a request according to ordinary praxis was not possible e.g., sudden death, calamity, force majeure.

c. Unauthorized and not excused absences:

c.1 extending authorized leaves without seeking prior approval from immediate superior

c.2 on unscheduled leaves, for no valid reason, failure to notify immediate superior of absence and of the reason within the first day of absence

Penalties:	1 st violation	verbal reprimand
	2 nd violation	written reprimand
	3 rd violation	1 day suspension
	4 th violation	3 days suspension
	5 th violation	5 days suspension
	6 th violation	Dismissal

d. Unfiled leaves:

d.1 failure to file a scheduled leave at least one week before the intended leave and reason given is evaluated to be invalid

d.2 failure to file an unscheduled leave within the first day he reports back to work, and reason being invalid

Penalties:	1 st violation	verbal reprimand
	2 nd violation	written reprimand
	3 rd violation	1 day suspension
	4 th violation	3 days suspension
	5 th violation	5 days suspension
	6 th violation	Dismissal

e. Unauthorized and not excused absence from work for one half day (1/2) or at most two (2) days shall be considered as a simple case of absence. In these cases where the unauthorized and not excused absence from work extends for two and half days but not more than four and a half consecutive working days, these shall be considered as excessive.

Penalties	1 st violation	Verbal Reprimand
(Excessive absence)	2 nd violation	written reprimand
	3 rd violation	1 day suspension
	4 th violation	3 days suspension
	5 th violation	5 days suspension
	6 th violation	Dismissal

f. Unauthorized and not excused absences from work for five or more consecutive working days shall constitute abandonment of work.

Penalties:	1 st violation	Dismissal
------------	---------------------------	-----------

g. The Department Head shall decide, upon the recommendation of the immediate Superior, whether to excuse or not to excuse an absence from work.

h. Excused absences shall be charged against the Sick Leaves. If there are no sick leaves available, it shall be considered as absences with permission but without pay.

i. A not excused absence shall be sanctioned and should not be charged against his sick leaves. Thus, corresponding salary deduction shall be applied.

j. The infraction of Tardiness (reporting for work) applies to employees who fail to report to his workplace following official time. Similarly, departure before normal time shall be referred to as under time, which must be authorized by the immediate superior.

k. An employee is allowed 23 days of vacation leave, 7 days of sick leave and 7 days of paternity leave. Vacation Leaves can only be availed during non-class working days, i.e. summer, semestral and Christmas breaks.

- 1. Forced leaves are those occasions when the School mandates the faculty for a common time for vacation. These will be counted against the set days of vacation leave.

4. TARDINESS:

A teacher is LATE if he reports for work after 7:40 a.m.

The Bundy Clock will be the basis of the teacher's time-in record. In case the machine is out of order, the security guard countersigns the time-in of the teacher in the time card provided for this purpose. Latecomers should explain to their Department Heads or to the Associate Director for Academic Formation the reason for their tardiness.

Salary deductions will be imposed according to the number of minutes a teacher is tardy. Computations for this deduction will be based on his Basic Salary.

Praxis:

- a. A not excused tardiness for three times (not consecutive) and which do not exceed an accumulated total of 30 minutes, shall not be treated as a serious offense. Thus, a violation is committed only in the 4th tardiness; this constitutes a single and separate violation within one calendar month.
- b. The following are considered as excessive tardiness. Each constitutes a single and a separate violation within one calendar month:
 - B.1 not excused tardiness of 3 times which exceeds an accumulated time of 30 minutes
 - B.2 an accumulated not excused tardiness of 60 minutes committed once or twice
 - B.3 not excused tardiness for three consecutive times regardless of accumulated number of minutes

Penalty

(Excessive tardiness)

1 st violation	verbal reprimand
2 nd violation	written reprimand
3 rd violation	1 day suspension
4 th violation	3 day suspension
5 th violation	5 days suspension
6 th violation	Dismissal

5. ON LEAVING CAMPUS

No teacher should leave the campus during office hours without the express consent of his Department Head, or in his absence, any Management Committee member.

It is clear from the above provision that express consent of the superior is needed before an employee may leave campus during office hours, whether for personal reason or on account of routine duty.

Without such consent, the absence shall be charged against the employees pay for the period.

6. ON SUSPENSION OF CLASSES AND WORKDAYS

- a. Class days in Westbridge are under the jurisdiction of the Department of Education. Thus we observe announcements calling off classes coming either from the Director's Office or the Office of the Regional (Region VI) director.
- b. In cases where the holding of classes is left to the discretion of the school, Westbridge shall opt for classes, unless the contrary is indicated by the Management Committee.
- c. Workdays for faculty and staff, however, are governed by rules promulgated by the school as a private entity. Thus only when a work suspension cancellation announcement explicitly includes employees of the private sector shall the school deem itself covered.
- d. When typhoon signal no. 2 is raised, teachers need not come to school unless specifically requested.
- e. In cases of an impending strong typhoon or when notice of a transportation strike is given, it is recommended that teachers foresee the situation and bring home some materials for work or study.

- f. The reckoning of absences on these days will be done by the Management Committee on a case-to-case basis.

7. BREAKS

All faculty and administrative staff are entitled to a sixty minute lunch break. The administration should see to it that the Business Office is manned at all times to ensure uninterrupted service to parents and students throughout the day. The school management, should set-up and maintain staggered scheduled for lunch and other breaks as the need arises.

VI TERMS OF EMPLOYMENT

Parents for Education Foundation (PAREF) recognizes that people are its most important asset. In recognition of the valuable roles they perform toward the achievement of the foundation goals and objectives, PAREF sees to it that it hires the best personnel available.

A. HIRING PROCEDURES FOR TEACHERS:

1. Evaluation of the job application credentials;
 - a. Formal letter of application
 - b. Transcript of Records/Diploma
 - c. Curriculum Vitae
 - d. Other supporting papers
2. Testing. The school may administer an attitude inventory or similar tests to determine the suitability and readiness of the teacher applicant for a teaching position.

3. Preliminary Interview by the Department Head or the Associate Director for Academic Formation. The interview will determine whether the applicant can be considered for the position in accordance with the standards of the school.
4. A classroom demonstration will be scheduled for those who pass the preliminary screening. A member of the Management Committee as well as the Department Head and/or the Academic Director should be the ones to assist in the evaluation of the applicant.
5. The final interview (depending on the need and availability of the Management Committee) and decision to hire will be made by the Management Committee.
6. The successful applicant will then sign the PAREF's Statement of Principles as a concurrence to adhere to the Mission and Vision of Westbridge.

B. HIRING PROCEDURES FOR ADMINISTRATIVE STAFF:

1. Evaluation of job application credentials.
2. Performance examination to be given by the school. (Optional)
3. Initial interview to be conducted by the head of the unit who is in need of a staff member.
4. Based on the result of the examination and initial interview, a final interview should be conducted by at least two members of the Management Committee.

C. GENERAL HIRING POLICY:

- A. All applicants will be duly notified on the status of their application.

A successful applicant will be asked to report to the unit head concerned, for briefing and orientation.

Before the formal appointment, the candidate shall be advised of his obligation regarding the educational mission and philosophy of PAREF, and the rules and regulations existing within the respective PAREF schools.

B. PROBATION

As a general rule, a teacher shall be employed for a probationary period of two years but not to exceed three years while administrative staff shall be on probation for six (6) months up to one year. The probationary period shall be counted from the date he starts working as a probationary employee. However, upon employment, a contract between the school and the employee for a period of one school year for teachers and six months for the administrative staff be furnished.

The contract of teachers with probationary status is renewable at the end of the school year for the succeeding years. Teachers may be requested to submit their Letter of Intent by February of each year to enable the school to plan their faculty line up for the succeeding school year.

A probationary employee who has rendered satisfactory service in accordance with the norms and criteria of the school and who has demonstrated commitment to its philosophy and objectives through the faithful implementation of its program of education and its policies and regulations, shall gain regular status at the end of this probationary period.

A probationary teacher who has rendered a consistent GOOD in his overall performance for two consecutive years is nominated for permanent status by the academic coordinator. The Management Committee decides - judging from the work of the employee - to award permanency status or not

A probationary employee whose over-all performance is unsatisfactory and whose contract shall not be renewed in the period following the term of his appointment, shall be notified accordingly in writing at least one month before the expiration of the contract.

C. MISREPRESENTATION AND CONCEALMENT

All statements made by the employee in his application forms, which become an integral part of the contract of employment, must be true and correct. It is hereby understood that any misrepresentation or concealment by the employee in such statements shall be deemed as a just cause for nullifying the position or employment of the faculty member concerned at the time that such misrepresentation or concealment is discovered.

D. LEVELS OF PERSONNEL IN THE SCHOOL:

1. Management Committee (ManCom): This includes all the school directors and directress, Assistant Director or Directress for Academic Formation, Assistant Director/ Directress for Personal Formation, the Business Manager, and any position defined by the School Board as an ManCom position.

2. Faculty Staff: This includes all the teachers and academic personnel.

General Classification of Faculty:

a. Full-time Teachers - Includes all teachers who work eight hours per day during school days. They shall not work for any other person, company or entity-part-time or otherwise, without consultation and written consent by the school's Management Committee.

b. Part-time Teachers - work a maximum of four (4) hours per school day or not more than twenty (20) hours per week. This teacher reports only for his teaching periods plus whatever remaining time he may have to spend in school to meet the required number of hours.

Employment Status

a. Senior Teachers - five (5) or more years

b. Junior Teachers - three (3) to (4) years

c. Probationary Teachers - those undergoing probation for a period of three (3) years

3. Administrative Staff: This includes the accounting and other office staff and personnel.

4. Auxiliary Personnel: This includes all the other employees not enumerated in nos. (1), (2), and (3).

E. EMPLOYMENT CATEGORY:

There are two categories of employment - regular and casual

a) Regular Employee: They are the persons hired for a regular position in the company. Their status as a regular employee may be probationary or permanent and

either as a part-time or full-time. b) Casual Employee: They are persons hired for a fixed period of time on a contractual basis.

PROBATIONARY EMPLOYMENT:

1. Faculty members undergo a probationary period of a minimum of two (2) years and a maximum of three (3) years. After the probationary period, the Management Committee upon the advice of the immediate superior may grant permanent status or terminate the service of the teacher depending on performance.

2. A regular employee in the administrative and auxiliary level undergoes a probationary period of six (6) months. Assuming a satisfactory performance, that person becomes a permanent employee.

PERMANENT EMPLOYMENT:

The school shall appoint to permanent status all employees who have successfully passed the probationary period.

F. TEACHER RETENTION/TERMINATION/SUSPENSION

If a teacher is rated POOR in the Teacher Evaluation Component at the end of his first year, his contract with the school is terminated. Likewise, if his first and second year both rated FAIR, his contract is terminated. If the teacher is rated FAIR after his first year and then he was rated GOOD after his second year, he is given another year to perform and receive a GOOD rating at the end of his third year. With ratings of FAIR, GOOD and GOOD, the teacher is granted PERMANENCY.

Some teachers may be granted permanency after two years of teaching upon the recommendation of their immediate superior if they have received at least two consecutive GOOD ratings.

Other Reasons for termination:

- a) frequent absences and tardiness for classes which grossly hamper learning and efficiency of the school's various concerns/ activities; frequently leaving school before the workday is over without permission;
- b) grave professional misconduct [e.g. leaking exams, allowing cheating in his classes, immoralities (e.g. pornography, homosexuality, other sexual immoralities), striking a student in anger or impatience];
- c) gross negligence in carrying out his duties (e.g. comes unprepared for his classes; no lesson plans; continued poor classroom management despite corrections and warnings);
- d) backbiting, indulging in public criticism of school policies and praxes
- e) conviction of a crime, or an attempt on, or a criminal act against the life of any school official, personnel, or student, or upon the property or interest of the school;
- f) Notoriously undesirable;
- g) Negligence in keeping school or student records, or tampering with or falsification of the same;

G. ON SUSPENSIONS

Suspension of any school personnel may be preventive or punitive:

Preventive Suspension not to exceed thirty (30) days may be imposed on any school personnel pending investigation of the charge against him if his continued presence poses a serious and imminent threat to the school and its property, or to his life, the life of pupils, students or school personnel.

Punitive suspension is the imposition of a penalty on erring school personnel after conviction for an offense or misconduct committed.

Due Process: In all matters that may result in the imposition of sanctions against school personnel, administrative due process shall in all instances be observed.

VII SALARY ADMINISTRATION AND OTHER BENEFITS

A. SALARY ADMINISTRATION

Salary Administration -- broken down into General Compensation Policy and the specific details on the compensation are outlined below. Each Westbridge faculty member is encouraged to know these clearly.

B. GENERAL COMPENSATION POLICY:

In line with its personnel policies, the PAREF schools pay compensation in accordance with performance. Specifically, the school provides its faculty with a compensation system that:

- a) Incorporates internal equity that is commensurate to the duties and responsibilities of each person.
- b) Is competitive with the salaries in the top private school industry and based on the schools ability to pay; and
- c) Rewards meritorious exceptional performance

C. COMPENSATION:

The school pays its personnel twice a month. The compensation cut-off dates shall be on the 10th and 25th day of the month, or other dates decided upon by the Management Committee which means that working period starting on the first day to the 15th day of the current month, the working period starting 16th to the last day of the month.

Whenever the 10th or the 25th day of the month falls on a non-working day, the working day preceding such non working day shall be the schedule of the payday for monthly paid employees.

The substitute teacher gets an additional pay based on the substitution rate decided upon by the Management Committee.

D. FACULTY BENEFITS

- Health Insurance

The school provides a free health insurance coverage for all its employees. This entitles them to free consultations to accredited doctors, hospitals and clinics. Discounts for hospitalization and dental care are also provided in this coverage.

- Vacation Leave

The School grants annually vacation leave with pay of 23 working days. This is to provide faculty members a period of rest and relaxation and thereby promote their health and well being.

- Sick Leave

An annual sick leave of 7 class days is granted to a Faculty member. The sick leave is used in case of personal illness or injury. If the 7 Sick Leaves are not applied for during the school year, these can be converted to cash depending on the teacher's daily rate.

- Salary and Emergency Loan

Salary loans are for emergency purposes only. Request for loans are first approved by the Management Committee who determine the validity of the reason.

- 10th Year Award

A trophy and cash reward is given to faculty members who have reached their 10th year of service.

E. SSS BENEFITS

1. Sickness Benefit

Sickness Benefit is a daily cash allowance paid to a member of the number of days he is unable to work due to sickness or injury.

2. Disability Benefit

It is a cash benefit paid to a member who becomes permanently disabled, either totally or partially.

3. Retirement Benefit

This is cash benefit paid to a member who can no longer work due to old age.

4. Death Benefit

The death benefit is cash paid to the beneficiaries of a deceased member.

5. Funeral Grant Benefit

The funeral grant benefit is given to the deceased member's beneficiaries or to any person who actually shouldered the burial expenses of the deceased member or pensioner.

6. Educational Loan

It is a loan intended to help pay school expenses of the member himself or his spouse, or his children, or his brothers and sisters.

7. Housing Loan

To promote home ownership, financial assistance in the form of SSS Housing loans are extended to SSS members.

F. TYPES OF LEAVES

1. VACATION LEAVE:

All regular employees and faculty members who have rendered at least (1) one year of continuous service are entitled to (23) twenty three workdays of paid vacation leave.

Vacation leaves of non-teaching personnel are to be planned at the beginning of each school year by each employee in consultation with the immediate superior, to ensure smooth flow of school schedules. For faculty members, it should be a policy that vacation leaves should be availed of on non-class days or student break periods during the year.

The student break periods (Christmas break, summer break, and Semestral Breaks) are regular workdays for teachers, office and auxiliary personnel of the school.

The Management Committee of the school may declare a forced-leave for teachers during these break periods. This is to take into consideration that the work of the teachers like studying, preparing lesson plans, or checking of test papers, can be done outside of the school premises. Needless to say, as responsible individuals, the teachers are expected to fulfill their responsibilities/ obligations whether they are on the school premises or not. This forced break however, does not apply to the non-teaching staff whose work requires their physical presence in the school.

Procedures:

(1) The faculty and staff personnel shall fill out in duplicate copies of the Leave Form in consultation with the immediate superior.

(2) The employee shall submit the accomplished forms to the Business Manager once approved by the immediate superior.

(3) The business office gives a copy to the employee concerned and the other copies kept in the employee's 201 file after noting it on record.

2. SICK LEAVE/EMERGENCY LEAVE:

All Administrative personnel who have rendered at least one year of continuous service shall be entitled to seven (7) working days sick leave and /or emergency leave for every calendar year within the school months, that is, from the date of return to work set by the Management Committee after the summer vacation leave, until the month when classes end. All Teachers shall be entitled to seven (7) class days sick leave and/or emergency leave.

Sick leave may be availed of only when the employee is actually sick. It is the prerogative of the Management Committee to investigate and verify any illness and, if found that the leave is not justified, refuse the payment of the same.

Emergency and sick leaves may be allowed for any of the following reasons:

- a. illness or accident involving employee.
- b. Serious illness or accident of any immediate member of the employee's family.
- c. Death of a member of the employee's immediate family.
- d. Other matters the Management Committee considers justifiable.

Sick leave granted after an employee has already served of his work schedule for the day shall be computed on an hourly basis. The employee must therefore inform the school about his sickness within the morning of that day.

Procedure:

- 1) The employee must inform the immediate superior of his sickness within the morning of his return to work. Otherwise the absence will be considered as leave without pay and correspondingly deducted from his salary.

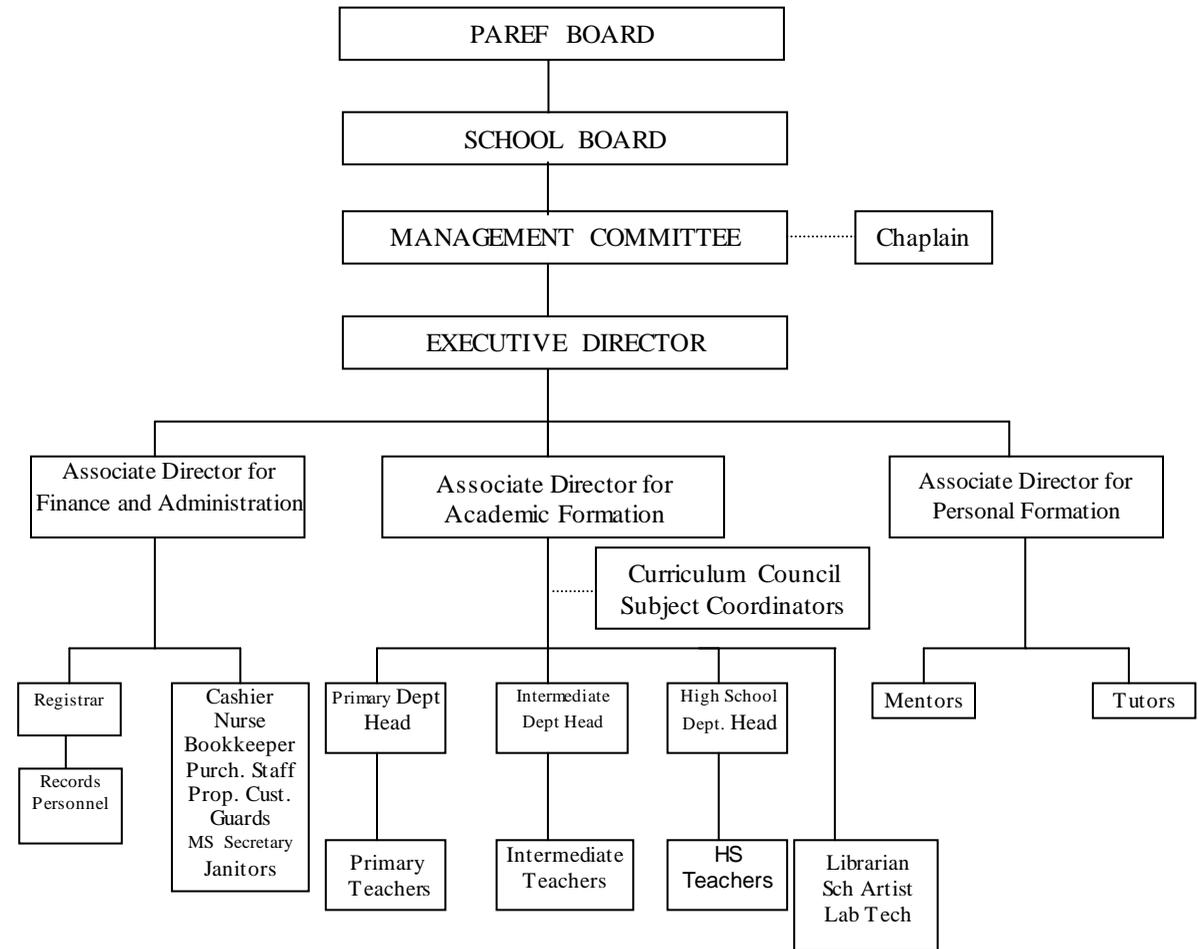
- 2) The immediate superior makes a report to the Management Committee, specifically addressed to the business manager.
- 3) The employee may be asked to produce a medical certificate stating the nature of his sickness.
- 4) The employee then follows the procedure mentioned in applying for a vacation leave.

3. PATERNITY LEAVE:

All faculty members and employees who are expecting an addition to the family shall be eligible to take a paternity leave with full pay based on their regular or average wages. The leave is not chargeable to accrued vacation leave or sick leave credits unless the leave exceeds seven (7) days. The paternity leave with pay shall be granted to all school personnel who have rendered an aggregate service of at least six (6) months.

VIII APENDIX

A. PAREF-WESTBRIDGE ORGANIZATIONAL CHART



B. THE TEACHER PERFORMANCE APPRAISAL SYSTEM:

I	Evaluation Rates:	Excellent	-	93 – 100%
		Very Good	-	86 – 92%
		Good	-	79 – 85%
		Fair	-	70 – 78%
		Poor	-	69% and below
II	The 3 components of the Performance Appraisal System of Westbridge:			
1.	Teacher Evaluation	-		70%
2.	Unity to School Spirit	-		20%
3.	Leadership	-		10%
				100%

A. TEACHER EVALUATION

1. Teacher Evaluation pertains to the following areas:
 - a. Teacher Qualities in the Classroom
 - b. Teaching Skills
 - c. Classroom Management
 - d. Teacher Preparations
 - e. Student Evaluations
2. Teacher Evaluators:

a.	Academic Director	-	30%
b.	Department Head	-	70%

B. UNITY TO SCHOOL SPIRIT

1. Unity to School Spirit pertains to the following areas:
 - a. Daily Attendance/ Tardiness
 - b. Attendance to Formative Activities of the School
 - c. Consistency in abiding to the PAREF Corporate Culture
2. Evaluators as regards Unity to School Spirit

a.	Personal Formation Director	-	30%
b.	Department Head	-	70%

C. LEADERSHIP

The rating each teacher shall obtain under leadership shall be based on the following areas:

- | | | | |
|----|------------------------|---|-----|
| a. | Department Head Rating | - | 50% |
| b. | Peer Rating | - | 50% |

C. FREQUENTLY ASKED QUESTIONS (FAQs)***What are the PAREF schools?***

Westbridge is under the jurisdiction of the Parents for Educational Foundation, Inc. (PAREF), an NGO composed of ordinary citizens. Its philosophy of education is that parents are the children's primary educators and the school is a collaborator in this development. The other PAREF schools, among others, are: Southridge and Woodrose in Alabang, Northfield and Rosefield in Quezon City, Rosehill in Antipolo City and Springdale and Southcrest Schools in Cebu City.

Who can be admitted to PAREF Schools?

PAREF schools are open to families who accept PAREF's philosophy of education and agree to make themselves available to the means of formation for parents, especially the tutorial chats. It is understood, however, that the heads of these families

are Catholics who are married in Church, or non-Catholics validly married in their religion, or guardians of good moral standing who have legally-adopted children.

The parents who are admitted to the school are those who have a family situation consistent with the school's parent-intensive philosophy and its moral formation based on the natural law and the Magisterium of the Catholic Church.

Children who do not see their parents living in consonance with these teachings will be confused and find it extremely difficult to benefit from the PAREF educational system. It may be traumatic for the child. In these situations, other schools may best serve their specific needs.

Departure of Parents. The Westbridge family has as its mission to continually help the parents strengthen their family and aid them to collaborate with the school. When the parents find themselves in a situation not in consonance with the PAREF admission criteria or with the PAREF Statement of Principles which they signed upon entry, or when they cannot cooperate with the school, the school has the right to deny readmission of the family the following school year.

How is Opus Dei related to Westbridge?

Opus Dei is a personal prelature of the Catholic Church whose mission is to spread the doctrine that all men are called to holiness.

The connection of Opus Dei with Westbridge can be summarized as follows:

- a. The founding parents of the school were inspired by the teachings of Saint Josemaria Escriva, the founder of Opus Dei. Thus, a lay spirituality is followed.
- b. The school has a Chaplain who comes from the Prelature who provides spiritual formation and the sacraments. The Chaplain is a non-voting member of the Management Staff. The Prelature, however, has no jurisdiction over the running of the school.

Why isn't Westbridge listed among the Catholic schools when in fact you teach the Catholic religion?

The founding parents are composed of ordinary Catholics who wanted their children to grow up in the same religion. However, it is not accurate to call Westbridge

a Catholic school because the phrase is a juridical-technical term referring to schools officially and legally under the direction of a bishop or a religious order. Westbridge is under the jurisdiction of the Parents for Education Foundation, Inc. (PAREF), a group of ordinary citizens of the country with no official functions in the Church. Thus, the Westbridge family is like any normal, faithful Christian family.

Most schools founded the last twenty years are co-educational. In fact, most schools in Iloilo City are co-educational. The notable exception is Westbridge School. What is the reason for this?

We believe that mixing boys and girls together is good only at the preschool and university levels. Boys and girls are so different physically, emotionally, intellectually, and psychologically. They also develop at different paces. A 15 year-old boy and a 15 year-old girl do not have the same degree of maturity. Boys and girls do not have the same motivations or the same degree of motivation. Those in favor of coeducation at the high school level cite some benefits, some of which we believe can be better achieved by some other means and in some other time and setting. An example is the socializing benefit.

Other benefits are exaggerated, such as the claim that a setting fosters better mutual understanding of the sexes. The one who would know the psychology, mind-set, emotional make-up, motivations, etc. of boys would be someone who would know it from within, another male, but with the advantage of adulthood and the wisdom that it brings. The same would be true for girls and women. Boys would learn from men what it means to be a man and a gentleman; girls would learn from women what it means to be a woman and a lady.

Another advantage of an all-male staff could be that they, albeit to a limited extent, fill in the gap that we would find in a typical Filipino family, where the father has limited presence and influence. Boys need good male role models, who would normally be their father, an older brother, or a teacher, not entertainment or sports figures.

Yet another advantage is for the tutorial relationship which sometimes calls for discussion of intimate matters, such as something on the child's conscience, something about relations with the opposite sex. Our experience is that this is best done with someone of the same sex.

C. SCHOOL HYMNS

Hymn of the Magnificent Splendor

Westbridgenis, Mater Amabilis
 Offshoot we are of your noble aim
 Sojourning brood of the Highest Order
 Generous hands, joyful hearts, upright minds,
 Intense zeal with determined will
 To You, are our pledge, our oaths, our vows!

Family of parents, mentors and the young
 Tri – star builder of the living home!
 Passersby that leave behind furrows of goodwill
 Launching into the deep of the End Divine!
 Forgers of the nation towards a perfect union,
 Beacon of truth to this Land and to the world.

Children, we are, of your magnificent splendor!
 Westbridge, O amiable, Our Alma Mater.

(Picture – Gaudeamus) - Background

Gaudeamus Igitur

Gaudeamus igitur, juvenes dum sumus;
 Gaudeamus igitur, juvenes dum sumus;
 Post jucundam juventutem
 Post molestam senectutem
 Nos habebit humus, nos habebit humus.

Vivat academia, vivant professores!
 Vivat academia, vivant professores!
 Vivat membrum quod libet
 Vivant membra quae libet
 Semper sint in flore!
 Semper sint in flore!

Westbrigensis floreat quae nos educavit!
 Alma mater floreat, quae nos educavit!
 Caros et commilitones
 Dissitas in regiones,
 Sparsos congregavit,
 Sparsos congregavit

PAREF – WESTBRIDGE SCHOOL, INC.

Private School for Boys

Magsaysay Village, La Paz, Iloilo City

Tel. Nos: 320-7441, 508-6891

Telefax No. 320-7442

E-mail: wbridge@mozcom.com

Web Site: www.westbridge.de.vu