

TEACHING AT CRANBROOK SCHOOLS

The Cranbrook Schools encourage and seek diversity. The variety of attitudes, interests, backgrounds and abilities found in the members of our community opens the door to many exciting and exceptional educational opportunities. It is the quality of the relationships among teachers, students and administrators as we engage in our various responsibilities that turn these opportunities into realities. Our influence as educators on the young people in our care cannot be overstated. Accompanying this influence is a responsibility which requires a common set of principles guiding the life of the Schools.

An educator must maintain a delicate and healthy balance between his or her roles of friend and professional when dealing with students. Our lives and the manner in which we conduct them, particularly with a residential dimension, are open to constant scrutiny and serve as examples to students who are in the process of a formulating value systems and behavior patterns. Therefore, the adults in the community are responsible for setting both the tone for what happens in and out of the classroom, and the accompanying limits of acceptable behavior. Our manner, dress, conversation, and punctuality send messages to student observers.

As we encourage students to develop their intellect, bodies and social consciousness, we must be sensitive to and respectful of the differences inherent in our diverse population. Our words and actions must always reflect a high regard for the value of each student and a desire to encourage his or her growth in self-respect and self-confidence. Spending time with students is, an important way to better understand their needs and attitudes. It is important that the educator maintains a professional demeanor on all occasions, especially when the situation reflects on the integrity of colleagues, students or Cranbrook Schools. Cranbrook Educational Community policies on standards of conduct further describe expectations for professional conduct and can be found in the employee handbook.

Expectations of a Faculty Member

Faculty members are expected to follow these general guidelines in their capacity as professional educators:

1. Support the school's mission statement and guiding principles;
2. Achieve and maintain excellence in teaching in a given subject at a specific grade level;
3. Pursue continued growth of competence in a given area;
4. Establish and maintain good relationships with students;
5. Create in the classroom, the studio, the playing field and the dormitory an atmosphere conducive to learning;
6. Establish and maintain good relationships with colleagues;
7. Attend and participate in faculty meetings, in-service sessions and other designated school meetings;

8. Responsibly communicate with students, colleagues, administrators and parents in a timely fashion; and
9. Is an effective role model and ascribes to the highest professional standards.

Specific divisional expectations of faculty can be found in the faculty handbook.

The Mission of the School

Cranbrook schools are independent day and boarding schools that provide students with a challenging and comprehensive college preparatory education. We motivate students from diverse backgrounds to strive for intellectual, creative, and physical excellence, to develop a deep appreciation for the arts and different cultures, and to employ the technological tools of our modern age. Our schools seek to instill in students a strong sense of personal and social responsibility, the ability to think critically, and the competence to communicate and contribute in an increasingly global community.

Guiding Principles

Cranbrook Schools comprise a college preparatory day and boarding educational institution, early childhood through 12th grade, consisting of three divisions: a lower, a middle and an upper school. We are structured to recognize and respond to the developmental, cognitive and creative needs of boys and girls and are dedicated to excellence in all aspects of education.

The following principles guide us:

- We offer a college preparatory curriculum designed to inspire and promote intellectual curiosity, creativity, and individual growth, through the integration of academics, fine and performing arts, athletics, physical education and a variety of enrichment activities.
- We seek to attract, retain and enrich an outstanding faculty and staff who are dedicated to the teaching and development of students.
- We provide an educational environment which fosters teaching excellence, stimulates learning and facilitates communication and trust among students, faculty and parents.
- We seek to attract families and students of diverse background who value and support excellence in education.
- We recognize and benefit from the opportunity to be part of an exceptional educational community which integrates uniquely beautiful physical facilities with an unusually comprehensive educational program.

We expect to graduate young adults who have developed well above-average academic skills, are well-rounded and emotionally-maturing, and who have, as a

result of their Cranbrook experience, enhanced significantly their potential to make a meaningful contribution to society.

NAIS Principles of Good Practice

Teachers and Supervisors of Teachers

Entrusted with the education of children, the independent school teacher promotes the best interests of the child within the context of the school's philosophy. Those who supervise teachers are responsible for the quality of teaching and for promoting growth in those who teach. The following principles of good practice provide guidelines for teachers and for supervisors of teachers in their joint efforts to educate children.

Teacher

1. The teacher has a thorough knowledge appropriate for his teaching assignment and stays abreast of recent developments in the field.
2. The teacher uses a variety of teaching techniques suitable to the age and needs of the students and subject matter being taught.
3. The teacher establishes positive relationships with students, which, while recognizing the differing roles of adult and child, are characterized by mutual respect and good will.
4. The teacher collaborates with colleagues and the school's leadership in the design and implementation of curriculum within the context of the school's overall program and mission.
5. The teacher initiates growth and change in his/her own intellectual and professional development, seeking out conferences, courses, and other opportunities to learn.
6. The teacher is self-aware and self-monitoring in identifying and solving student, curricular, and school problems. At the same time, the teacher knows the mission and policies of the school and, when questions or concerns arise, raises them with appropriate colleagues and supervisors.
7. The teacher serves his school outside the classroom in a manner established by the individual school and consistent with the responsibilities of a professional educator. For example, teachers often serve as advisers, coaches, or activity sponsors.

8. The teacher participates in the establishment and maintenance of an atmosphere of collegial support and adherence to professional standards.
9. The teacher welcomes supervision in the context of clearly defined and well-communicated criteria of evaluation.
10. The teacher models integrity, curiosity, responsibility, creativity, and respect for all persons as well as an appreciation for racial, cultural, and gender diversity.

Supervisors of Teachers

1. The supervisor has thorough knowledge appropriate to her supervisory assignment and stays abreast of recent developments in the field. The supervisor also exemplifies in her own work with faculty members the qualities that he/she hopes to develop in the faculty.
2. The supervisor develops and administers a comprehensive system of hiring, consistent with the policies of the school, which results in the appointment of the best-qualified candidate and a well-informed match between school and teacher. Throughout the hiring and supervisory processes, the supervisor values racial, cultural, and gender diversity.
3. The supervisor ensures that faculty members new to the school receive orientation and support sufficient for them to work effectively and with confidence that they are carrying out the educational mission, policies, and procedures of the school.
4. The supervisor ensures that teachers are informed of both praise and criticism of their work and that useful support and assistance are available to each teacher to improve the quality of teaching.
5. The supervisor makes available to all faculty members on an equitable basis whatever resources the school can provide for professional growth and development, both inside and outside the school.
6. The supervisor encourages and challenges teachers to initiate curricular improvement by providing the necessary time and resources and by creating structures to foster faculty collaboration on curriculum development.
7. The supervisor leads faculty members in upholding high standards of professional behavior and responds immediately when behavior occurs that is harmful to children or harmful to the school community.

8. The supervisor evaluates and works to improve teaching through classroom visits, discussions with teachers, and other methods that are fair and consistent with the practices of the individual school. Evaluation is based on clearly articulated criteria that teachers have helped define and occurs in a context of respect for the teacher's professional knowledge and decision-making capability. The supervisor also monitors his/her own work by inviting suggestions and critiques from teachers.
9. When a faculty member's future in the school is in question, the supervisor devotes sufficient attention and resources to ensure that the situation is resolved or that the faculty member's departure from the school is handled with attention to due process and the dignity of the individual.
10. The supervisor ensures that all personnel policies are clearly articulated to faculty members and makes every effort to promote the establishment of salaries and benefits commensurate with the professional responsibilities of teaching.