

ETC Company Handbook

Welcome to E.T.C. International College!

Mission Statement

ETC is a team of highly-motivated individuals working together to supply high quality courses in many areas of English language teaching. ETC's strengths are generated from our commitment to our student clients, and we are dedicated to meeting student needs in all areas of teaching and welfare.

ETC's client-centred policy ensures that all students are assessed before being assigned to a teaching group where progress is monitored to assist each student to achieve their potential. ETC is dedicated to the provision of additional facilities where students can develop the skills acquired in the classroom.

ETC is committed to the recruitment and selection of staff who are qualified and experienced, possessing the necessary skills to maintain quality student learning that reflects ETC's successful examinations record.

ETC provides all staff with the opportunity to enhance and develop their skills and operate a policy that encourages open communication and exchanges of ideas. ETC recognises the importance of the individual and their role in the success of the whole organisation.

Message from the Director

I would like to welcome you to the staff of ETC.

We are a friendly team whose aim is to provide a quality service to all of our clients, whether they are students on courses at the school, their sponsors, their parents or indeed agents who work with us.

At ETC, QUALITY is the watchword, so please help us to deliver exactly that.

As an employer, ETC aims to support and develop its staff, since you are the most important resource that we have: periodically, you should have the opportunity to take part in in-service training, and we will arrange meetings for internal communications.

I hope that we will be able to build a strong and efficient working relationship, and to this end, I would invite you to consult with your Line Manager whenever you have a query relating to your role or responsibilities at ETC.

Last but not least, my doors is always open.

Whenever possible, I would like to maintain contact with you, to ensure that we are all able to pull together as a team.

Thank you for choosing to work at ETC!

Kambiz Parandian, Director.

Company aims and objectives:

The express aim of ETC International College is to provide a high standard of language teaching to all our clients.

Students should:

Learn how people in the English-speaking world communicate with each other, in a study environment suited to the development of their own communicative skills.

Be given opportunities to assimilate new language through clear presentation, meaningful practice and production of vocabulary, grammatical forms, pronunciation and discourse. (Needs analysis should be carried out to enable the design of a scheme of work relevant to their requirements, and methods and teaching materials suited to those requirements).

Develop skills in reading, writing, speaking and listening.

Be encouraged to use English at all times, throughout the school premises (and beyond).

Be encouraged to use a multi-media approach to learning (by using the library, newspapers, the cinema, TV, radio, the internet, host families, classmates, the general public, school social events, etc. as useful language resources).

Joining the staff / Payment / Recruitment Procedure

Payment is made on a two-weekly basis, and is subject to the prevailing tax and social security conditions. Your salary will be paid directly into your bank account so please supply relevant account details.

On joining the staff of ETC, you should submit your P45 or other applicable forms and your financial details, to your line manager.

If you have not worked during the current tax year or have not received a P45 yet, ETC will require you to sign a P46 form.

In addition, you must supply / show:

- proof of your ID (sight of an original form of photo ID is best – eg. up-to-date passport, full birth certificate, photo card driving licence, etc, plus one other form of ID, such as a bank statement or utility bill).
- your current address (and subsequently advise us of any changes to your contact details).
- your date of birth.
- your emergency contact details of a family relative or friend (who can be contacted in the event of an emergency).
- significant medical conditions and medication taken that have an impact on your day to day responsibilities.
- your National Insurance number.
- your bank details (so that payment can be made directly to your bank account).
- the contact details of at least 2 professional referees. References will be taken up and we must receive at least 2 references that are acceptable to ETC International College.
- a completed and satisfactory Self Declaration form.
- you will be required to undergo an enhanced DBS (criminal records) check.
- your qualifications (relevant to your post). For teachers, this will include a degree (ideally in a relevant subject) plus Cambridge CELTA or Trinity College CTESOL (minimum). If you have applied to teach other specialist courses, you may need to show evidence of other qualifications and experience, as appropriate.

Your line manager will explain which documents we need to see / have on file for you.

Once you have joined the ETC staff, you will undertake some mandatory recruitment courses as a part of our safer recruiting policies. These include a New Staff Induction, Level 1 Safeguarding and, for academic staff, Teaching Juniors Training.

Data Protection Statement

Your personal information will be held and used in accordance with the Data Protection Act 1998. ETC International College will not disclose such information to any unauthorised person or body but where appropriate will use such information in carrying out its various functions and services. The local council and certain government agencies may also request access to your personal data in connection with the prevention or detection of fraud or other crime. Statutory inspection bodies such as the British Council / Accreditation UK and the ISI (Independent Schools Inspectorate) also require access to certain aspects of your personal data.

The person appointing a new member of staff must collect key documentation and create a Staff File for the new recruit and provide the HR department / Payroll Manager with the new employee's:

- rate of pay.
- holiday pay entitlements.
- sickness pay entitlements.

For full details of how we handle your data, please refer to ETC's Data Protection Policy (which is reviewed on an annual basis).

Overtime

Claims for overtime hours must be authorised by your line manager IN ADVANCE and submitted for payment no later than two weeks after the event.

Appearance

The appearance of our staff is important for projecting a professional image to our clients and students, many of whom are professional people who expect certain standards from the staff and the school. Please wear suitable smart, modest clothing.

Dress code for all staff:

SMART PROFESSIONAL DRESS; teachers in particular should be neatly turned out as befits their profession.

For example:-

- A stylish shirt or blouse
- Elegant skirt/dress or trousers
- Dress shoes only- no trainers
- No jeans or dungarees
- No T-shirts/polo shirts

Employees should dress in ways which are appropriate to their role and this may need to be different to how they dress when not at work.

Employees who dress in a manner which could be considered as inappropriate could render themselves vulnerable to criticism or allegations. Employees should wear clothing which:

1. Is appropriate to their role.
2. Is not likely to be viewed as offensive, revealing or sexually provocative.
3. Does not distract, cause embarrassment or give rise to misunderstanding.
4. Is absent of any political or otherwise contentious slogans.
5. Is not considered to be discriminatory and is culturally sensitive. For example, some cultures find body / facial piercings and tattoos offensive.

Identity Pass – for security purposes

You will be required to wear a photographic ID security pass in order that you are instantly identifiable as an ETC staff member. This is to protect our junior and vulnerable adult students, as

well as ETC staff members. Please wear this ID security pass at all times when you are on ETC duty and on ETC premises.

Hours of work / attendance / timekeeping

All staff should be on the premises before the school opens for business, or where they work to different timetables, at their official start time, ready to commence work. Teachers should arrive in good time for class and keep to the specified timetable, including breaks, and should not leave the building until all admin has been fully completed.

Please note that there is no bell at ETC and teachers must keep accurate timekeeping for scheduled breaks.

If Academic Staff anticipate being late or cannot attend work for any reason - please contact the Senior Teachers / Director of Studies on the phone number issued to you as soon as possible and, before 8 am on the day of absence (ideally earlier –by. 7 am). Please note that text messaging is preferred.

Teachers should inform the school as soon as possible, day or night, so that a cover teacher can be found. You should also ensure that you have recorded the work that you and your students have completed in class and as homework, so that cover teachers can prepare suitable lessons in your place.

Other staff members (ie. those not working in the academic department) should call the main ETC phone number / their line manager's mobile phone to let their line manager know that they will be unable to attend work.

You should phone or text in every day for the first 3 days; but you need only phone in every 3 days for longer periods of sickness absence after your line manager has been made aware that you cannot come in to work.

Failure to advise your line manager of your inability to attend work on a particular day by 8am on that day at the latest may be considered a disciplinary matter.

All staff members will normally be asked to complete a Return to Work form following an absence of more than 7 consecutive days.

Entry to the school and parking.

Please enter and leave the Reception area via the front door – NOT via the back door. The Reception area is where business may be transacted with students, agents and members of the public. It should not be used for socialising by staff. Teachers must not enter the reception working area or use the reception back door or corridor between room 3 and the Reception area as this must be kept clear for the administration staff.

Please note that there is limited on-site parking for staff: Please see Reception staff to obtain a parking permit. Please note that some spaces are reserved for Directors and clients of ETC. There is also a cycle-park in the rear courtyard.

Hygiene

Other than a bottle of water, neither students nor teachers should consume food or drink in the classrooms, unless a particular classroom has been designated for this purpose. At no time is chewing gum allowed on ETC premises.

Refreshment facilities

The café is located behind the school building, where you can purchase refreshments / lunches. There is a staff room for teachers located in Residence 5 with a water filter and an overspill

teachers' room in 53 in no. 2 Durley Road. Both teachers' rooms have coffee making facilities. There is also a water dispenser for the use of all admin staff in the photocopy room adjoining Reception. Staff discounts are available in the ETC café.

Health and Safety Policy / Fire Safety

Please make sure that you are aware of the ETC Health and Safety Policy (see the separate policy document) as well as the procedures to follow in the event of Fire. There are regular spot checks and ETC runs periodic fire drills to ensure that staff and students are capable of reacting calmly and safely in an emergency situation.

Please note that teachers must re-register a class in the event of a fire evacuation and mark 'F' on the class register by each student's name.

The school operates a no-smoking policy in all buildings and smokers must use the designated smoking area outside.

You also need to know how to contact a First Aider and how to deal with incidents. This is covered in the level 1 Safeguarding Training, which is a mandatory course for all staff at ETC. These details can also be found in the Health & Safety Policy document and the Notification Procedures.

Fire Procedures

Please make students aware of what to do in the event of a fire. This will normally be every week on a Tuesday with the new intake of students. Please make sure you know where the fire escape exit points are from your classroom. These are all clearly marked around the buildings. Please be aware that there are two Assembly points A + B - depending on where the students are on the premises.

Please leave the classroom / the office where you are quickly and calmly upon hearing the alarm and teachers should take registers with them.

Once you have reached your designated Assembly point, teachers should re-register their class and make the Fire Marshalls aware of anyone missing. Please mark your registers with an 'F' next to the date of the fire drill / emergency.

Full details of the fire procedures can be found on the back of each classroom door, in the ETC handbook, the ETC Health and Safety policy and is covered in the New Teacher induction session.

Fire escape doors (for example in room 18) must never be opened, even during the busy hot summer season. Please use the air conditioning system or the fans provided to keep your room at an ambient temperature.

The external fire escapes should not be used unless there is an absolute emergency and it is unsafe to use the internal stairways.

Student Orientation

Information to provide to new students in the Adult Student & Junior Student Welcome Packs, at the Induction session on their first day and throughout their course:

Enrolment and registration (on the first day) procedures.

Accommodation details.

Do's and Don'ts when staying with a host family (under 18s and over 18s)

Course information – timetable, course duration, levels, etc.

Map of Bournemouth.

Activities programme.

Information on local transport services.

Cultural guidance – information to help students fit into the life of the school, the town and the country, including safeguarding information as well as an ETC photo ID card being produced. What to do / what not to do.

Student Supervision

Information for all staff dealing with junior students (including Group Leaders; new GL Induction given each week), Activities Organisers and Teachers accompanying groups of students from overseas).

General student supervision guidelines

Please note that while in charge of students in class or when accompanying students on group activities, you are legally responsible for their safety and well-being. According to European law, a junior is anyone under the age of 18. There are now quite strict laws about how we must supervise juniors. The following information is intended to clarify your responsibilities and explain certain welfare procedures in place at ETC.

The overriding principle is that students must always be attended by a responsible adult when on an activity (or in class!). Juniors should only return to their host family accommodation when it is known that a responsible adult will be there. (A responsible adult should always be present when juniors are at home).

Together we must ensure that there is always adequate supervision of all activities.

Supervision Ratios

For all scheduled activities both on-site and off-site, staff must ensure that there is sufficient adult supervision, taking into account the nature of the activity, age, sex and needs of the students.

The 1998 DfEE publication 'Health and Safety of Pupils' advises the following:

1:6 (under 8 years old)

1:10 to 1:15 (8-10 year olds)

1:15 to 1:20 (11+ year olds)

It is the providers' responsibility to exceed these ratios if the safety and welfare of the students require it. There should be enough supervisors to deal with an emergency. These supervision levels are for guidance only; providers should staff activities in line with the level of risk identified in their risk assessment.

These ratios can include overseas group leaders, as long as those group leaders are fully-aware of their responsibilities and agree to take an active role in supervision of their own students ONLY.

Junior students will be expected to attend all leisure programme activities organised for them, unless ETC has a signed agreement from a parent or guardian allowing the student to absent him or herself from it.

Proper provision for health and safety will be made for all on-site and off-site activities. Sporting activities will be under the direction of a nominated, responsible person who has the appropriate qualification, experience and training.

Please note that outside visits and excursions must be authorised in advance by the Director / Principal / Business Manager and adequately covered within our existing insurance policy. If you are planning to run any off-site excursion, you must produce a carefully-considered risk assessment (please ask the Business Manager for assistance with this).

Where Junior Courses are concerned, there are clear rules about what students may do outside scheduled activity times. Please refer to the document “Student Accommodation Guidelines” or the “Junior Student Welcome Pack” for details of student curfew times for 16-17s, etc.

It is essential that the organisation is aware at all times of the agreed whereabouts of any child or who is supervising them. Supervisors should carry a mobile phone or other device so that they can stay in contact with each other and with ETC.

All student supervisors will be issued with an ETC photo identity card which they must carry at all times.

All students must be supplied with the school emergency number, which is currently + 44 (0) 7966 380973. This is a 24-hour telephone service, but should only be used in the event of genuine emergencies.

During office hours, please call the normal ETC phone number: + 44 (0) 1202 559044.

Please note that the ages of all students are indicated on the tutorial cards (generated via the Class Database).

Students' Identity Card

All students under the age of 18 will carry an ETC Identity Card marked “Junior”.

In accordance with UK Safeguarding legislation, ETC International College has a clear policy regarding the safety and well-being of all students who are under 18 years for what they may do outside the scheduled lesson or activity times and without supervision.

Definition of a responsible adult: For the purposes of the definition of “responsible adult”, a person who is of or above the age of 18 years and who, in relation to a minor, belongs to one or more of the following classes of persons is, in relation to the minor, a responsible adult for the purposes of this policy:

- a. A parent, step-parent or legal guardian of the minor.
- b. A person who is, for the duration of the minor’s stay at ETC, in loco parentis to the minor.
This includes designated ETC staff members, host family parents and group leaders (known to and vetted by the provider).

Junior students who do not use the door-to-door minibus service must return to their host families or Residence by 6pm unless otherwise agreed by a responsible adult.

Junior students who are 16 or 17 years old may leave their accommodation unsupervised until 10:00pm, providing that the ETC parental permission form has been signed and agreed by the parents prior to the student starting a course at ETC. Host families must regularly ask the students for their plans, details of where they are going, who they are going with and have telephone contact details for the students.

Younger junior students (ie. under the age of 16) are not permitted out in the evenings if they are unaccompanied by an authorised group leader or ETC activities organiser.

A responsible adult (known to and vetted by the provider) will always be present overnight and when students under 16 years are at home.

Under-16s should not be left unsupervised at any time.

If the junior student is out on an activity in the care of an ETC staff member or group leader, the host family will be informed by the ETC staff member that they have permission to come home later, but not after 10:00pm.

Junior students without this permission (issued by parents or guardians in advance) will not be accepted onto courses at ETC.

Student attendance

At ETC International College, we monitor students' attendance closely. Every week, we check the registers to ensure that students have a minimum of 80% attendance. If their attendance is lower than 80%, the student will then be put onto our checklist, to monitor their attendance regularly. The warning steps we take are as follows:

- Verbal warning
- 1st attendance warning letter
- 2nd attendance warning letter
- Final attendance warning letter
- Expulsion

Between each step we allow students a 2-week period to demonstrate an improvement in their attendance.

We are also concerned about the welfare of our students, and for that reason, if any student is absent for 3 consecutive days, teachers report this to the Academic management team so that we can check where the student is, find out if there are any welfare issues behind their absence and ask them to come back to school.

There are overriding procedures for handling junior attendance – please see the document “Junior Student Registration and Attendance Records”, available for download at the foot of the Junior courses page.

What happens when a student receives a warning letter

When a student receives a warning letter, there should be an immediate improvement in her / his attendance. Unless there are special circumstances which are accepted by the academic management team, a student who receives a final warning letter must attend 100% of his / her lessons over the next 2-week period. If not, he / she will normally be expelled. Students must maintain an average attendance of 80% or higher after that 2-week period.

Academic Information & Attendance Officers

Whenever students under the age of 18 are studying at ETC, an Academic Information & Attendance Officer will be appointed to register their arrival for classes. This is over and above the standard class registration procedure and is designed to help ensure that students are accounted for at all times. This Academic Information & Attendance Officer will generally be a delegated, responsible member of the ETC staff.

The Academic Information & Attendance Officers keep a register exclusively comprising junior students together with information relating to:

- which classroom the student is studying in.
- which course programme (ie. Lessons timetabled) the student is following.

Designated Junior Monitors will supervise junior students throughout any breaks in tuition (particularly at break times and during the lunchbreak).

If a student fails to arrive for classes, the Academic Information & Attendance Officer will contact the student's Host Family/Group Leader/Agent/Parents to ascertain their whereabouts and inform

the Director of Studies of the student's absence. Please refer to the 'ETC Policy on Junior Student Curfew Times' and the 'ETC Missing Student Policy'.

UK Visas – unaccompanied minors entering the UK

We have to be extra careful with minors entering the UK because we need to ensure their wellbeing at all times. Entry Clearance Officers and Immigration Officers both record information on who the parents are, who is responsible for the child in the UK and where they will be staying.

We recommend that all students under 18 years of age should carry with them the following documents when they travel to the UK:

A letter from their parents or guardian(s) giving permission for them to travel and indicating any limits to this.

The name, telephone number and address details of the person with whom they are staying (homestay or residence).

Confirmation of enrolment letter from the school.

The name of the Principal / Director / Director of Studies of the school.

The name of the taxi firm / driver (and a telephone number) that is collecting them from the airport.

The ETC emergency telephone number.

Security

Please report any strangers, intruders or unusual objects e.g. bags that no-one recognises, to the administrative staff IMMEDIATELY. All ETC staff members should be wearing a photographic security ID pass so that you should be able to identify them easily.

Please refer to the ETC International College document "**Prevent Policy and Procedures**" for details of how we aim to prevent people from being radicalised or drawn into terrorism.

Any visitors should report to Reception and be issued with a Visitor ID pass, which they must wear at all times. They should then surrender this Visitor ID pass when they leave ETC premises.

Your personal belongings are your responsibility and should not be left in the school unattended.

Lockers are provided in the teachers' staff room for safe storage of teaching materials, and small personal items. You will be given a combination code, which you should keep private and confidential. Coats may be hung on the coat hooks provided, but no other items should be left in either the teachers' rooms or in classrooms.

Suggestions

ETC is committed to continuous improvement in all areas of its operations, so we would be grateful for any suggestions that might assist us in this. For instance, you may feel that a particular course book or resource would prove a useful addition to the ETC library.

We also welcome suggestions from all staff for social / leisure activities for the students, to enhance their stay and their appreciation of English culture and lifestyle.

Suggestions and comments can be handed to the Principal, the Director of Studies, the Registrar or a Senior Teacher. If you prefer to remain anonymous, you may make your suggestions, comments or complaints known via the school suggestions boxes, which are located on the ground floor next to rooms 4 and 25.

Conflicts of interest

ETC employees are not permitted to accept or solicit work from students, agents and representatives of ETC either during their contracted hours of employment or at any other time, unless this is with the express permission of the Director. ETC employees are also not permitted to make private arrangements of a commercial nature with ETC students. Any such action will be

considered gross misconduct.

Guidance notes on Overtime Hours

In the event that you are asked to work extra hours above those stipulated in your contract please follow the procedure as stated below. Typically, the rate of pay will be as per your standard terms and conditions, unless a different amount is agreed with you.

Having agreed in principle to working extra hours with the Principal or the Director (or in the case of teachers, with the Director of Studies), please submit a timesheet to your line manager detailing the extra hours you have worked. At this stage you should indicate how you would like to be compensated for the overtime you have worked. The choices available to you are:

- Extra time off matching the extra hours that you have worked. (This does not apply to teachers.)
- An extra payment to be added to your salary.

Please provide any supplementary information, if available, such as a phone log book if you are manning the emergency phone.

The line manager will inspect the timesheet. It is important that the line manager meets with the Principal or Director to have a clear indication of what has been agreed with the staff member in question. eg. Maximum number of overtime hours agreed.

The timesheet should then be passed on to the Director of Studies/ Senior teacher (for academic staff) or to the Department Manager (non-academic staff) for processing.

Please note that overtime hours will not be paid unless either the Principal or Director has agreed to your working these hours.

Rules on the use of Mobile Phones

Please keep private phone calls to a minimum. Teachers should switch their mobile phones off during class.

Notes for Teachers

Rules, advice and suggestions for teaching staff

Introduction

The teacher is a key component in the teaching-learning team. The success of your teaching, and of the students' learning, depends to a large extent on the planning that you do in advance of your classes and the way you manage the learning environment. With well-organised materials you can make the best use of the time available to you and provide more and better direction for yourself, your colleagues and for your students.

These notes are designed to guide you through the systems and recording processes at ETC and provide you with some key reminders of good teaching practices.

Remember that if you are ever in doubt about what you should be doing in class, which books you should be using, or if you would like some advice on relevant activities for your students, the Director of Studies (DoS) or the Senior Teachers will be happy to help you.

Induction

On your first day

Please fully complete a starter form with your next of kin, your bank details & P45 /P46 to the Director of Studies or a Senior Teacher (academic staff) or to your Line Manager (other staff) so that payment can be made using the BACS system in timely fashion.

The DoS or another recruiting manager will need to take a copy of your original photo ID (eg. passport, driver's licence, etc), proof of address, proof of NI number and right to work in the UK, DBS check, CELTA or equivalent, CV & Degree certificate prior to your employment at ETC.

ETC Teacher Daily, Weekly, Monthly Administration Checklist

Daily

All teachers must have an ETC ID badge visible at all times whilst they are on ETC premises.
Check urgent notices on the urgent notice white board in the staff room. Please note that your class may combine (for example, if teachers are sick) and so you may be asked to teach another class at short notice. There may also be last minute room changes
Complete attendance within the first 5 minutes of class. Accurate record keeping is one of the teachers' critical responsibilities: you and the school generally are legally responsible for keeping accurate attendance records. Failure to keep accurate records is a disciplinary matter and potentially a criminal offence!
Laptops, IWB classrooms and Computer room must be booked using the booking system. The library may not be booked on a Monday all day because of testing. Room 0 is also unavailable on a Monday & Friday due to new student testing.
Fill out the 3 day absence forms for adult students who have not been to your class for 3 days or more (all teachers of that particular student). It is our legal duty to warn persistent absentees and in extreme cases report them to the UKBA and / or expel them. ETC will treat failure to report student absences as a very serious matter and it may be necessary to deal with this through the ETC Disciplinary Procedure.
Fill out a separate junior absence form for each absent junior student writing the family name in CAPITAL LETTERS AS WRITTEN ON THE REGISTER and report all junior absences immediately to the Academic Information & Attendance Officer. The Academic Information & Attendance Officer should visit all classes that have under-18s in the TT1 & TT2 timetables. Please note that when the Academic Information & Attendance Officer can identify the junior, he/she may not come into class but will look through the glass panel instead. It is our legal duty to warn persistent absentees and in extreme cases report them to the UKBA and / or expel them. ETC will treat failure to report student absences as a very serious matter and it may be necessary to deal with this through the ETC Disciplinary Procedure.
Inform a Senior Teacher immediately if a name on class register/ tutorial card is and send the student to reception (adult students only; junior students should remain in class). Only accept students in your class if they are on the register and they have a tutorial card!
You must never leave your register unattended or give a register to a student. This is regarded as a very serious issue because it can give students access to confidential personal data that is not theirs (breaks confidentiality and data protection regulations) plus it also provides students with the opportunity to change their attendance records. This would result in a clear failure to provide accurate attendance records, which is a legal requirement. Following an investigation into reports of registers being left unattended or students being in possession of a register if the investigation is discovered to be founded, it could result in disciplinary action being taken – potentially leading to dismissal and criminal prosecution.
Make sure your tutorial cards are always in alphabetical order (by surname).
All students (Adult & Junior) who have disabilities , significant medical conditions or other significant special considerations will have a GREEN tutorial Card . The disability or special consideration must not be recorded on the green tutorial card as this is a confidential matter, meaning teachers will be informed on a 'need to know' basis. It is therefore the teachers' responsibility to ask the Senior Teachers or DOS what the special consideration or disability is for the student in your class so that you can make reasonable adjustments to your teaching to meet the students' needs. Usually, an information sheet on the problem will be stapled to the tutorial card.
You can only mark a student / (present) or A (absent) . Only the DOS / Senior Teachers have the authority to excuse a student, to mark sick or to mark holiday. Please write in comments but DO NOT AMEND the register sheets.
If an adult student informs you of a date that they will not be in class, or are absent – please inform them that they will only be excused if they have 'evidence' of medical appointments, which should be provided to the Senior Teachers. Please note that bank appointments, flat / house

viewing appointments are not considered excusable appointments as these can be done in the students' own time.
If a junior student informs you of a date that they will not be in class, you must inform the Academic Information & Attendance Officer or a Senior Teacher immediately. Junior absences are not permitted without the express permission of the parents and, in the case of illnesses, without the notification by the host family or group leader.
Records of work must be completed at the end of each lesson. You must write the page numbers from the student book (or write the name of the material you used) as well as a description of what work you completed in class. Homework must be set each lesson (up to about 1 hour's worth, as a rule of thumb) and recorded in the record of work.
Expect new students in your class every day and welcome them in. Remember that every student that comes to ETC provides a job for a teacher.
Students (adult or junior) who wish to move down a level because the class is too difficult for them, can be moved down immediately so please report to Senior Teacher as soon as you can. Sometimes the student requires a 'silent period' and may, in fact, be better than they first appear. However, should the student still wish to move down a level, the teacher must still fill out the student transfer form and have both teachers sign the form as well as recording valid reasons for the transfer request.
Students (adult or junior) who wish to move up a level outside of the Proficiency test (mid-term and end of term), both teachers must fill out the student transfer form and give it to a Senior Teacher. If the teachers do not agree that the student is ready to move up a level but the student disagrees with their decision, they will usually be asked to take a separate level test. Please do not be offended! This is simply to provide the student with a definitive idea of their CEFR level. In most cases, the teachers' recommendations are correct, and in other cases 'spikey' profiles emerge.
Teachers must be in class , ready to teach for the start of the lesson. It is not acceptable to be late for your class, to come out of the class during the lesson or to let your class out early. Please start the class immediately and do not wait for latecomers to come in. There are no bells at ETC so please synchronise your watches with the staffroom clock. Please remember that you should set an example to the students.
Adult students who are late to class will be refused entry by the teacher after 5 minutes of the class starting unless they have a note from an ETC staff member explaining why they are late. Junior students must always be accepted into your class, regardless of what time they arrive. Please use creative positive motivational techniques to encourage good behaviour in class. However, if a junior student is late to your class on a regular basis, please inform the Junior Courses Coordinator (JCC) to arrange for warning letters / sanctions to be initiated according to ETC procedures.
If you are going on holiday , you are sick or have an appointment , please complete a detailed weekly plan with page numbers for the teacher who will be covering for you. Please hand in your teacher's book, student book, workbook, CDs and any other relevant material to a Senior Teacher before your scheduled day off.
Incorporate the Individual Learner Portfolios (ILPs) into your teaching and mention learning outcomes on a daily basis. Ensure the students know the aims and outcomes of each lesson and show them the CEFR descriptor(s) that it relates to. This helps the students to see for themselves how they are making academic progress within their level, and what they need to achieve in order to progress to the next level.
Free tea / coffee for teachers during the break time. Please make sure that you have one in order to refresh for your next classes!
ETC offers parking spaces to teachers on a first-come, first-served basis. Please obtain your parking permit from reception.
Please learn the official name of your classes and please be very careful to ensure that you pick up the correct register for your classes.

Monday

Please **do not disturb DOS / Senior Teachers** as they will be busy with new student intakes – Only urgent issues will be dealt with on a Monday, please think carefully whether your issue is urgent or if it can wait until later on in the week.

Expect some new students in your class who have moved from other levels or combined classes.

Expect a possible classroom change.

On the **Record of Work**, write the FULL names of the teachers for the class, the official class name, the week commencing and the name of the class book.

Tuesday

Expect new students in your class – up to **18** students in total in your class during peak times.

Go through the **Fire** procedures with all new students. Show the students the pictorial image at the front of your register and ensure that they are aware of the muster point for the classroom you are in. Teacher ticks Fire Induction box and dates and signs it. Please also ask the student to sign their names next to the box. In other words, both the teachers and students sign the fire induction box.

Remind all students (for the benefit of new ones) of **ETC's rules and your expectations**. Remind adult students that 100% attendance is expected, that students with less than 80% attendance will not get a certificate and that the UKBA may be informed.

Remind junior students that they must have 100% attendance without exception and if they are sick to ask their host families to telephone reception as soon as possible so that we know where they are.

Complete the **tutorials** on the tutorial cards for new students (adults and juniors).

Wednesday

Timesheets Your timesheet should be collected first thing in the morning. They must be completed and returned to a Senior Teacher immediately. Please do not write any 'time or numbers' on the timesheets but use words instead. For example: planning, staff meeting, INSET (if applicable), Lesson Observation Feedback (if applicable), Proficiency Marking (if applicable). Any late submissions, missing plans or pay claims will result in a minimum 1 week delay of your salary until the required documentation has been submitted.

On the **weekly plan** remember: Ink only (pencil not acceptable), class name, teachers' names and surnames, week commencing date (Monday), the name of the book plus a page number for each day of the week from the student book as well as a description of the main class activities.

A page number must be written for each day for homework. Please do not write 'as appropriate' or TOM (Teachers' own Materials) as this is not acceptable and you will be asked to write the plan again. Any plans not completed properly will need to be rewritten.

Thursday

Weekly Plans must be handed in to the "weekly plans" pigeon hole **before your first lesson of the day** Weekly plans are required for all classes (TT1, TT3, INT and TT2).

It is crucial that you liaise regularly with your colleagues who may also be teaching students in your classes. (Students sometimes have morning and afternoon lessons with two different teachers).

Friday

Teachers' Meeting will normally begin promptly at **12:30 hrs (normal finish = 1 pm)**. Attendance is mandatory as urgent notices and timetabling changes will be given out by the DOS.

Course Questionnaires are distributed in envelopes every 6 weeks. Please help the students with vocabulary before they complete the questionnaire and please **do not look** at the questionnaires that the students complete to keep student anonymity. Rather, a class monitor should be entrusted with the envelope.

Completed questionnaires must be back in the envelopes ready for collection by one of the Academic Information Officers by 10:00am. Student feedback results are issued by the Senior Teachers to the

teachers on a regular basis through informal meetings.

AcademicTutorials for **Adult** students must be completed twice a term.

In the case of short-stay students (ie. students whose course will run for 1, 2 or 3 weeks), please ensure that you carry out a tutorial after the student's first week.

Tutorials for **Junior** students must be completed once a week by Friday (even if they are in an adult class).

For students who attend the **Mosque** on Friday, please write 'Mosque' in the comments section of the register. Please also remind the students that they must sign at Reception to say they are going to the Mosque in order to be excused.

Monthly / Twice per term

Mid-course & End of Term Proficiency Tests must be marked and recommendation forms completed before the deadline set by the DOS. Late or incomplete proficiency tests are not acceptable. Remember to write every student in the class alphabetically by surname on the recommendations sheet. Only use arrows to show up / down / horizontal movements in the recommendations.

Comments must be completed for every student regardless of up / down / stay. Comments must be reflective of ILPs and constructive using the CEFR descriptor criteria. Comments such as 'excellent, making good progress, obnoxious, working hard' = NOT constructive!

A good example of a comment for a student staying at the same level is: "Needs to learn third conditional and unreal past / wish. More work needed on formal writing styles and sentence stress in appropriate position".

Please remember to write the student's overall percentage on their tutorial card with the date of the test.

Please remember that it is not acceptable to **recommend** that a student stays at the same level during the week of the proficiency test and then sign a student transfer form for that student the following week to go up a level! Before completing the recommendation sheet, please confer with your partner teacher on each student and come to a unanimous decision as to whether or not they should be transferred to a different level.

Tutorials on the tutorial card must be completed within the first week of a student's stay, twice per term thereafter for adult students – after each proficiency test. Tutorials must be completed every week for junior students (even if they are in an adult class).

Monthly **INSET** sessions on a Friday from 1-2pm (paid). This is a part of the ETC professional development programme. Please eat your lunch beforehand and do not bring food or drink to the INSET. Please bring a pen and some writing paper and arrive in good time.

If the **Fire** Alarm sounds (drill or real), please take your students to the Fire Muster point for your location. In the register, please write "F" (for "Fire") in the comments section for each student with the date so that we know you have re-registered your class outside.

The Senior Teachers are the line managers for all teachers. Please see a Senior Teacher if you have general problems, concerns or issues or wish to discuss things about your students or your classes.

All complaints or other serious issues from teachers should be emailed to your line manager. The line manager will always follow up your email with a face-to-face meeting at a mutually convenient time.

All complaints are dealt with in confidence and in line with Safeguarding and Data Protection Laws.

Holidays

If you want to take a holiday, you must complete a holiday form a minimum of one month prior to your holiday date. Holidays must not be taken in the summer months (June, July and August) as outlined in your contract. Please have a look at the academic staff holiday board for when would be a mutually convenient time to take a holiday. The Academic Department Policy is that normally, no more than 2 or 3 teachers can be on holiday on the same day / week. Remember, the earlier you put in your holiday request, the more likely it is to be approved.

Sickness on the day – for Academic Staff

If you are unwell or cannot attend work for any reason, please text the Director of Studies or Senior Teachers on mobile phone: **07767115093**. Please text (if possible) as soon as you know you cannot come in, usually prior to 7 am and certainly before 8 am. Keep this number confidential, please do **not** give it to students under any circumstances. When you text the phone, please state; who you are, why you cannot come in to work, what classes need covering, whether cover teacher should follow the plan or do an alternative lesson. You will normally have a return to work interview with your line manager when you next come back to work. (Please see the Sickness Absence Policy document for further details).

Timesheets

- Teachers who teach TT1 AND TT2 classes (6 hours per day) can claim for 1 hour for planning per week.
- Teachers who teach TT1 + INT classes or INT + TT2 classes (4.5 hours per day) can claim for 3/4 hour for planning per week.
- Teachers who teach TT1 (3 hours per day) can claim for 1/2 hour for planning per week.
- Teachers can claim 1/2 an hour for the teachers' staff meeting on a Friday.
- Teachers can claim 1 hour for attendance at the Continued Professional Development INSETs. Please claim the week that the INSET takes place. Backdated claims will not be accepted.
- Teachers can claim 1 hour for marking the Proficiency tests. Please claim the week that the Proficiency test takes place. Backdated claims will not be accepted.
- Please ask a Senior Teacher to explain the claiming policy for TT3, TT4, ESP courses or other specialist courses (such as the Business Studies Course or the University Foundation Programme).

Interactive Whiteboard & Laptops

Laptops for interactive whiteboard use must be pre-booked on the Laptop booking form in the staff room. Room swaps for interactive whiteboard use must also be pre-arranged with the teachers of the classes involved in the swaps and must also be pre-booked on the IWB Room Swop booking form in the staff room. You will also need to inform a Senior Teacher or a Director of Studies about this for reasons of safety and being able to account for every person on site. If you move your class for IWB purposes, for computer suite purposes or for any other reason, please ensure to let the 'swopped teacher' know where your class is and please also put a sign on the door. All signs that are put up on doors must be taken down by the teacher who put them up in a timely fashion as they expire! Otherwise this causes confusion. Please be aware that it is not just the academic department that needs to know where you are – Memos are issued to students on a daily basis

from Activities, Finance, Admissions, Accommodation, Reception as well as the Academic Department.

Safer Recruiting Policies

All teachers and administration staff are required to undergo a DBS check. In addition, all new staff at ETC are required to undertake the mandatory Safeguarding Level 1 Training Session organized by the Lead/ Acting Lead Safeguarding Officer. All academic staff are required to undertake the mandatory Teaching Juniors INSET training session regardless of whether or not they are teaching junior classes. The reason for this is because junior students who are 16 and 17 years old are placed into adult classes during the off peak season. Please be aware that it is your responsibility to be fully conversant with the ETC Academic Guidelines for Teachers of Junior Students.

Students' Tutorials and Progress Reports

Student Tutorials should follow tests to enable students to discuss their progress, the school and the teaching, as well as their relationships with other students. You may be asked to provide a report of the students' progress: please refer to the guidelines on report completion. Certificates (issued by the Academic Information Officers and authorized by the DoS/Senior Teachers) should also be signed by the first teacher then presented at the end of the final lesson at the end of students' courses. Please make sure you know when your students are leaving and advise the Senior Teachers of any changes.

Textbooks / Student Needs

The textbooks in use at ETC have been chosen with care to ensure that they provide students with the kind of syllabus and activities that give them the sort of language practice that they need. However, this does not mean that you may not use materials that you have developed yourself or that you have researched from other sources. In fact, most course books can usually be enhanced, by selective editing: feel free to omit, replace or modify activities suggested in the course books, as long as your editing is appropriate to students' needs and their course framework. Please refer to the syllabus/ CEFRs designed for your class' level.

Necessarily some short courses will have to be carefully designed to provide students with a selection of activities suited to intensive language work and rapid development of study skills. If you are teaching an exam course or an English for Special Purposes course, it is paramount that you make sure that you have been given the relevant ETC course description (including a brief syllabus) so that you know what students are expecting from their course.

Your methods and materials should be suited to the aims and needs of the students that you will be teaching, so make sure that you carry out an effective needs analysis at the beginning of the course (usually in the first lesson). There is an appropriate ETC needs analysis questionnaire available for your use; ask the Senior Teachers for a copy if you do not already have one.

When you have finished with them, please make sure that you return all academic materials (books, teachers books, CDs, DVDs, etc) to the library. If you fail to do so, we will need to charge you for these items.

Use of the Library

The library is normally open from approximately 8.30am to 5.00pm, Mondays to Fridays. It is managed by the Operations and Facilities Manager / Librarian. Please note that the library is be used for testing new students on a Monday morning.

Teachers

Course books, teachers' books, workbooks and CDs can be borrowed for as long as the course lasts. Please notify the librarian of the approximate duration of the course, when you sign for them. You are responsible for returning them to the librarian at the end of the course or at the end of the

duration of your teaching. Teachers are responsible for the care of all items in their possession and will be asked to pay for any loss or damage to books or CDs held by them. Do not pass items on to other teachers under any circumstances - you must always return them to the librarian so that he/she can keep tabs on who has borrowed which items.

Reference books (including games, tests, photocopiable activity books, books on Business, Medicine, Tourism, etc) – may be borrowed for a week at a time. They must be renewed, if required, at the end of that time. CD Roms and other multi-media resources are loaned by arrangement with the librarian.

There is a wealth of resources in the teachers' room available for your use. Please do not remove "reference only" books from the teachers' room.

Students

Students may borrow a course book on payment of a deposit, but only if their course is of 3 weeks' duration or shorter. Students on courses of over 3 weeks' duration are expected to buy a course book. When borrowing a book, students must not write in it, as it must be returned, undamaged, to the library on completion of the course. The library has a stock of resources available to students, as reference or for loan. Students should be encouraged to read as widely as possible and make use of the resources room. Materials available include text books, dictionaries, CDs, CD-Roms, reference books and graded reading books, as well as web-based resources.

Alternative training venues / Educational visits

If teachers wish to make use of alternative teaching rooms, such as the IWB/ Smart TV rooms: students generally are not permitted to have classes anywhere apart from designated teaching rooms. Special permission and a completed risk assessment will be required for all major changes to the regular programme (including off-site activities). Educational classes off-site require a detailed risk assessment (please obtain from the Director of Studies), a detailed lesson plan (which includes a rationale as to why the lesson should be off-site). This must be submitted to the Director of Studies a minimum of 7 working days prior to the off-site lesson taking place for approval. Approval must come from the Director of Studies and Principal or Director.

It is unlikely that any off-site activities will be permitted if your class contains any student(s) under the age of 18.

Authorisation for off-site visits can only be given by the Director, the Principal or the Director of Studies and the Director of Studies must always be kept informed so that the academic team is aware of the whereabouts of all students during regular school hours.

Security of materials

Please do not leave teaching materials (books, CDs, etc) in classrooms. There have been incidents of theft/loss and you are responsible for the safe return of all materials, in good condition, to the library. We also recommend that you do not leave your own possessions in the classroom, and that you dissuade students from leaving their belongings around the school. **YOU MUST NOT LEAVE CLASS REGISTERS UNATTENDED IN CLASSROOMS!**

Photocopying

You may only photocopy items for which ETC has the relevant permission, which are copyright free or your own home-made materials. Certain books in the library are photocopiable, and where this is the case, this is clearly indicated on the book itself. One of the Senior Teachers will give you a code to use the photocopier – Teachers are given a 150 sheet copy maximum limit per week so please be judicious with the materials you photocopy.

Lesson planning

Lessons should always be fully prepared in advance. Lessons should be prepared with

consideration of timing, activity types, variety of student interaction, changes of pace and appropriacy of your methods to your aims.

Lesson Plan forms are available from the Staff Room. Each individual lesson should fit into a Weekly Plan (Scheme of work). You should try to anticipate the kind of difficulties that learners may face in any given lesson. Lessons may be prepared in a free classroom, in the library, or in the Staff Room.

Please set about one hour's worth of homework for every evening, whatever kind of class you are teaching. Homework is an important part of every ETC course, and gives students the opportunity to practise at home what they have studied in class, to review new structures, consolidate their knowledge and develop skills.

Classroom management / student monitoring / student feedback

To maintain harmony in the classroom, you will need to be aware of cultural factors and learner styles (see below): it is important to be an effective people manager.

In addition, you should make sure that you are sensitive to the dynamics in each class that arise from the range of student personalities, and make good use of the classroom and its furniture to enhance the learning situation. For instance, try to avoid pairing students of the same nationality wherever possible, and be aware that even in a seemingly homogenous class, the students will probably have a wide range of linguistic abilities. On occasions it may be necessary to seat certain nationalities, personalities, or students of differing levels together or apart; the activity will determine the furniture layout and seating in class.

Make sure your board work is clear and large enough for all students to see, wherever they are sitting in the classroom.

When presenting a new language item, make sure that your explanations, illustrative contexts and concept checking are clear and that your meta-language is appropriate to the level and background knowledge of your class.

When you set up a pair-work or group activity, remember to monitor supportively (but not too obtrusively) and provide feedback at the conclusion of each activity.

Motivate your students!

You may find that taking notes as you monitor is a useful way of remembering how well the students perform and helpful when you give feedback. (You can even make your notes the basis of a lesson on corrections, where students might be asked to identify and correct their own mistakes).

Remember to keep a note of successful communication and correct usage as well as errors that students make.

When you correct students, be sensitive to personalities and students' expectations. Be systematic in your use of correction marks / symbols in students' written work. Judge when it is appropriate to stop and correct students' spoken mistakes: in a free practice activity it is better to correct afterwards so that you do not break the student's train of thought or hamper the communicative process. On the other hand, when presenting new target language, a firmer hand is generally required from the outset so that students do not learn the use of said language incorrectly.

Culture and learner styles

Learning to communicate like a native-speaker involves much more than just learning to

manipulate the forms and conventions of the language. The students must be aware of how British and American cultures organise reality, how this organisation may differ from that in their own culture and language, and just how much of their own linguistic intuition can be transferred from their own language to the learning of English.

Learning probably takes place best when the learner is aware of the reasons for doing the activities that he or she is engaged in and is both comfortable and stimulated.

Please be sensitive to the norms, values and beliefs of your students; an EFL classroom is a great breeding ground for social misunderstandings if you do not keep a careful eye on the relationships developing between your students. Try to keep abreast of international current affairs and be aware of the history of countries, especially conflict between nations, and steer clear of potentially sensitive topics or activities if you are not sure how your class members will react. We like to maintain a harmonious atmosphere inside the class, and if possible, build a caring “study team”.

In addition, try to be aware of the different learner styles that your students may have adopted; certain students will prefer certain kinds of activities and it is sometimes difficult to please everyone. With students of B1 level and above, you may find it helpful to negotiate some of the content and activities employed. Students will almost certainly respond well to you and your teaching if you involve them in the selection of activity types, although this does not mean that you should not prepare or allow them to dictate to you!

If you ask them what they would like to do too often, they may lose confidence in you since they will probably imagine that you have not prepared adequately.

Lateness

Students should arrive in advance of their classes. Any adult student arriving more than 5 minutes after the designated time should not be allowed to enter the room (unless they have a valid reason or have a note from an ETC staff member) but sent to Reception and told to wait until the start of the next lesson. This is to prevent the rest of the class being disturbed by late arrivals.

Junior students should always be allowed to enter the class for safeguarding reasons: we need to know where they are at all times!

Try to encourage students to arrive on time in a diplomatic manner. Equally, teachers should arrive well ahead of their first class of the day to check the urgent notice boards in case there have been any last minute changes due to sickness for example.

If none of your students have arrived for lessons within 10 minutes of when classes should have begun, please report to the Senior Teachers for further instructions. It is likely that you will be given some admin work in order for you to receive remuneration for this period.

Change of class requests

If a student requests a change of class, please follow the ETC student transfer policy. Do not make any class changes yourself under any circumstances: it is important that the Academic Management team are aware of where all students are at all times for a variety of reasons, particularly for reasons of fire safety .

Student problems

If a student has a serious problem, an appointment can be made with the Reception staff to see the Director of Studies, Senior Teachers, Safeguarding Officers and Accommodation & Welfare Officer.

Disruptive behaviour

Students who disrupt the class or behave inappropriately should be reported to the Director of Studies immediately. Try to encourage suitable behaviour in a diplomatic and positive manner.

School affairs / confidentiality

School affairs should not be discussed with students, and any complaints, problems or difficulties should be communicated to the appropriate person. Do not be drawn into gossip about students, your fellow teachers or other members of staff.

Employees need to be aware of the need to listen and support students BUT they must understand the importance of not promising to keep secrets. Neither must they request this of a student under any circumstances.

Concerns and allegations regarding students or colleagues should be treated as confidential and reported to your line manager without delay.

Treat information received about students or colleagues in a discreet and confidential manner.

Any actions which could be misinterpreted, any significant misunderstanding, accidents or threats must be reported to your line manager.

Confidentiality means that information is kept between yourself and the line manager ONLY. Disclosing and discussing confidential information with anyone else is viewed as a very serious issue and may result in disciplinary action.

Allegations

- Take **ALL** allegations or concerns seriously.
- **ALWAYS** be honest about what you must do.
- **NEVER** question what is said or investigate the matter further yourself.
- **NEVER** agree to keep what is said a secret.
- **NEVER** offer rescue statements i.e. "Things will get better".
- **ASAP** pass the concern on to your line manager or Safeguarding officer.
- **DO NOT** discuss the allegation with anyone at all. This includes colleagues, family members and friends. If you tell one person, they might tell another person who in turn might tell another person so that in the end, everyone knows. Chinese whispers are dangerous!
- Make an accurate record of what has happened (date, time, place, what was said and by whom).

Gossip can and has killed people. Be mindful that if an allegation turns out to be false or a misunderstanding, that irreparable damage can occur to the person / people concerned (and their relatives).

Student – teacher relationships

Please be very careful regarding student – teacher relationships. Be courteous and approachable at all times. If a problem arises relating to student discipline, please deal with the matter in a reasonable and pragmatic fashion. If you have any significant difficulties or if you are worried about your relationship with any of the students, please speak to your line manager as soon as possible. Above all, please aim to maintain a professional approach to your work and relationships.

Private teaching arrangements

Please do not enter into private teaching arrangements with ETC students: the company has invested heavily in marketing and recruiting its students. We may be able to offer additional classes or 1:1 lessons that meet the student's needs.

Communication, training and development

INSET training

ETC runs periodic in-service teacher development sessions, run by the Training and Development Director. These are for your own benefit and should help you to keep up-to-date with the latest practices and thought within the ELT sector. If you are able to give a presentation on a particular area of ELT or ESP teaching, please contact the Director of Studies and we may ask you to lead one of the sessions (for which you would be paid).

Lesson observations

From time to time, either the Director of Studies, the Training and Development Director, the teacher trainers or the Senior Teachers may ask to observe one of your lessons; this is a part of ETC's safer recruiting policy for new teachers and also a routine check on the standard of tuition and there will be an opportunity for feedback afterwards, at which time the observer will give you constructive criticism of your teaching technique, as well as commenting on the points for consideration from the previous observation.

Teachers will also be issued with "points for consideration" following the lesson observation. This process is for the monitoring of performance and identification of any areas for improvement or development; it in no way implies that your teaching is below standard. Please refer to the ETC Lesson Observation & Guidelines for Teachers document for further information about the lesson observation process and ETC Teacher expectations of standards.

Qualifications

ETC is keen for teachers to extend their qualifications.

Extra Curricular Activities

It is possible to book excursions at Reception at break times. You should encourage students to attend school activities and the students would like to see you attend some school activities yourself (adult student activities only, unless you are specifically asked to help run a junior activity and have the necessary DBS check and permission to do so). During peak summer, the Activities programme includes a weekly welcome party and several sporting events as well as a number of other activities.

Apart from the busy summer term, teachers are involved in a variety of clubs such as Reading/Writing/Film/Drama/Music/Knitting/Tea @ 3/Lectures/Board Games/Quiz Evenings/Cultural Presentations.(for which teachers are paid).

We would be grateful if you could suggest additional suitable social and sporting activities, Please consult the Director of Studies if you think you have a good idea for an activity.

ETC International College Professional Development Information for new teachers

Learner Portfolios

At ETC we operate a system of 'Learner Portfolios'. These Portfolios are intended to be used as ILPs, (Individual Learning Plans). They are presented to learners when they arrive, usually in their welcome pack, and are mentioned in the Learner Induction. The Portfolio is theirs to keep and they write their names on the front. As they progress and change class, they update the information on the front. Please encourage learners to refer to their portfolios every day in order to plot their development, organise their learning and become more autonomous.

1. When to focus on it

Although the Learner Profiles are part of the ETC Student Induction, you will need to use them on a daily basis so that the students quickly understand how valuable a learning tool they are; show them how useful they are and how they should be used. (See point 6) Although we have tried to make the language as learner-friendly as possible please help them with any linguistic challenges as you go through it.

2. Levels

Page two contains an outline of the ALTE (Association of Language Testers in Europe) levels and how they relate to the CEFR (Common European Framework of Reference for Language) descriptors.

3. What is the Common European Framework of Reference (CEFR) and why are the descriptors so important to ETC?

The Common European Framework provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively.

The description also covers the cultural context in which language is set. The Framework also defines levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis.

The Common European Framework is intended to overcome the barriers to communication among professionals working in the field of modern languages arising from the different educational systems in Europe.

It provides the means for educational administrators, course designers, teachers, teacher trainers, examining bodies, etc., to reflect on their current practice, with a view to situating and co-ordinating their efforts and to ensuring that they meet the real needs of the learners for whom they are responsible.

By providing a common basis for the explicit description of objectives, content and methods, the Framework will enhance the transparency of courses, syllabuses and qualifications, thus promoting international co-operation in the field of modern languages.

The provision of objective criteria for describing language proficiency will facilitate the mutual recognition of qualifications gained in different learning contexts, and accordingly will aid European mobility.

Adapted from: http://www.coe.int/t/dg4/linguistic/cadre1_en.asp

4. Why not just follow the coursebooks?

Many contemporary coursebooks are discarding the traditional terms: Beginner, Elementary, Pre-Intermediate, Intermediate, Upper Intermediate and Advanced, in favour of the CEFR descriptors. In the opinion of ETC, this is sensible and long overdue. However, it is a transition period and many books are including both titles at the moment. Unfortunately, amongst publishers there is no agreement as to what each 'level' should contain as the coursebooks are still generally topic-based. The ETC Learner Portfolio is intended to act, not only as a syllabus, but also as a bridge between the coursebook and the CEFR descriptors.

We are not in any way 'anti-course-book' but we want our teachers to **focus on the needs of their learners** with regard to the CEFRs for their particular level, rather than 'page-turning' a particular coursebook, dealing with topics chosen for anonymous learners by detached authors. Although the CEFR does not separate its 'can do' descriptors into discrete areas of language and skills, ETC has done this. Once again this is intended to help the learners to focus on particular areas. We have based our descriptors on the language and skills necessary to be successful at

internationally recognised levels of achievement; namely the Cambridge suite of public examinations. (KET, PET, Cambridge First, FCE,) and CAE.)

5. Needs Analysis

Pages 2 and 3 of the portfolio contain a 'Needs Analysis Questionnaire'. We suggest you ask your learner to complete this in the first week so that you gain an insight into their individual motivations and requirements. You could treat it as a classroom activity, helping them complete the information or working on it together, learning about each other.

Although not mentioned overtly, section five is intended to assist you in noticing whether your learners have a particular 'learning preference' either visual, auditory, or kinaesthetic. ETC encourages its teachers to vary the way they contextualise language, using all the senses. Refer to this in tutorials, every six weeks maximum.

6. A quick guide as to what to do if you are adapting the coursebook

Page 4 to 15 are divided into 'Can do' target areas for each level, from A1 to C1/2. The procedure is this.

- Look at the page in the book
- Now make a quick assessment of what it's about and whether it's interesting for your learners.
- Is it skills, language or vocabulary based?

Skills based?

- OK. Is it...
- Receptive or Productive?
- Receptive?
- Reading or Listening?
- Reading.

What to do

- Look at CEFRs for 'reading' at that particular level and it should tell you what to focus on.
- How you teach it is up to you, as usual.
- How you contextualise is up to you.
- The difference is that you are becoming more conversant with what the learner is 'supposed to be able to do' (can do) at that internationally recognised level.
- The more you become familiar with the CEFRs the less you will need to refer to them, but you'll have a clearer idea of what you're trying to achieve.

Language based?

- So...What is the language? Is it structural? Functional?
- Quick look at the CEFR.....
- Oh dear....it isn't here
- Don't worry. Do it anyway! If it's interesting for the learners.
- At the moment there is no consistency between the books as to what should come in each 'level'
- Either the learners have come across it in a previous level, or they'll come across it at the next! It'll be in the portfolio somewhere, and if it isn't, we'll put it in!
- Just make sure you make a note in the record of work!
- However.....there will be other things in the 'grammar section' of the CEFRs which the material is dealing with inadvertently and if you're aware of these, why not draw the learners' attention to these?
- Like I say, the more you get to know roughly what's expected at each level, the more you'll be able to inform the learners.

Vocabulary

knowing a lexical item

- OK... So...check the CEFRs. Which will all be pretty much the same.
- What can you know about an item?

- How it's spelled
- The number of syllables
- The number of phonemes
- Which syllables are stressed
- Which stresses are stronger or weaker
- What part(s) of speech it is
- Grammatically related forms (e.g. past tense of a verb)
- The basic 'core' meaning (e.g. table)
- Other meanings
- The 'semantic space' it occupies (where the meaning of one word ends and the other begins: e.g. fence/wall/hedge)
- Metaphorical language (e.g. water: drowning in debt, cash flow etc.)
- Connotation (drug user, smack'ead)
- Appropriacy for certain social situations, contexts etc. (call a job interviewer 'mate')
- Restrictions on meaning
- Immediate collocates
- Collocational field
- Common chunks, phrases, idioms it appears in
- False friends
- Translation
- True friends
- Lexical families
- Lexical sets
- Synonyms
- Homonyms
- Homophones
- Opposites
- Antonyms
- Suffixes that can be added to the word
- Prefixes that can be added to the word
- The visual image people typically have for this word
- Personal feelings about this word
- Mnemonics (things to help you remember the item)

And finally...is it for ACTIVE OR PASSIVE USE ?

- **And as with all lessons, don't just plan for learners to understand the language, plan for them to use it.**

This is standard EFL teaching, whether you're using a course book or not; our CEFRs just break it into more manageable chunks.

7. Targets and language opportunities

As you can see, using the Portfolio gives the learners a set of tangible targets and the teachers the opportunity to be creative and not feel tied to the book. Nobody assumes this will be easy. If you're used to using a coursebook, don't worry, you're still 'using a coursebook', but if you are more confident that what you are doing is achieving the aims of the 'can-do' descriptors. you will feel less 'guilty' about pursuing 'language opportunities' as they arise,

8. Refer to the portfolios often

The back page of the portfolio contains a chart cross-referencing the CEFR with public examinations, including Trinity College and UCLES. Please use this when advising learners who want to take an exam.

There is also a copy of the phonemic chart, which we expect teachers to be fluent in and have taught their students before they leave.

The feedback so far has been very favourable, but we need all new members of staff on board. If you have any questions, come and find me or email me at john@etc-inter.net I will be only too willing to help.

(John Kay)

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