



## Academic Map: teachers

This document aims to provide teachers with everything they need to know about their work at ECS. Please read it carefully and ask if you have any questions.

### Key documents

Before arriving at the school please read the following documents:

- **Notes for Staff** containing essential employment information that everyone needs to know.
- **Child Safeguarding Policy**.
- This **Academic Map** providing further information specifically for teachers.
- For teachers of all age groups, **Workshop Planning Notes**

Please let us know if you have not received any of the other above documents. It will also be helpful if you browse through our web site at [www.countryschools.co.uk](http://www.countryschools.co.uk) to gain an overview of our courses.

### Induction

Induction will take place online before the course plus a two-day physical induction before students arrive: see <https://www.countryschools.co.uk/courses/staff-induction> The aim is for staff to meet each other, ensure everyone understands the aims and ethos of ECS, to explain the systems we use and try to help everyone to understand their job and responsibilities.

### Summer 2024

We will have two age groups this summer, children 8 – 12 and teenagers 13 – 17. All age group will do workshops. At the time of writing all pupils will do lessons in the morning and sports in the afternoon: see the daily timetable at the end of this Map. If numbers justify it we may revert to the zig-zag timetable we used pre Covid, with children doing lessons in the morning, teens doing lessons in the afternoon. We divide the day into morning, afternoon and evening and will expect you to work for two of these sessions per day except during your day off.

### Staff arrival

We don't have a lot of time for face-to-face induction so please make sure you are able to start promptly at 10am on 5 July. If your contract states a later arrival date we will pay you for a half or full day depending on when you arrive; and we will of course provide your board and lodge.

### Student arrivals / departures

During student arrival and departure days you will either be helping at the airport or planning and helping at the school.

#### At the airport:

In general we try to send people to the airport at the start of the course who have been with us before but we may also need help from new teachers. If you do not help at the airport at the beginning of the course you will probably do so on changeover days and / or at the end of the course. Advice on airport duties will be provided during induction.

#### At the school:

On arrival days the main body of students will arrive by coach from the airport in the late afternoon / early evening. Some children will also arrive with parents from about midday, possibly earlier. When

students start arriving in any significant numbers you will be expected to help out generally, showing them to their houses and assisting activity staff in occupying them.

## Student placement

Our tried and trusted procedure for placing students is as follows:

1. We will provide you with assessment tests for the pupils in your class.
2. Pupils assemble and the Academic Manager allocates pupils to preliminary groups by calling out their names. Take your group to your classroom.
3. Conduct assessment with the pupils allocated to you.
4. If assessment finishes early, find some way to occupy the class until the timetabled end of the period. You can play a game but it's best not to start 'get to know you' activities at this stage as students will almost certainly find themselves with other pupils when assessment is complete.
5. At the end of the assessment period take students to the break area and return to the staffroom.
6. Follow instructions to mark the tests and give feedback for the students in your class.
7. The Director of Studies will then collate the results and allocate students to new classes, taking into account parental preferences with regard to age and ability. Assist with this if possible or assist non-academic staff in helping to supervise and occupy the students while this takes place.
8. Everyone then re-assembles, students are allocated to new classes: go with your new class to your classroom for your first lesson together.
9. During your first period together you must do an induction tour of the school that we will provide. If you have time at the end of the tour keep your group together for some fun 'get-to-know you' / icebreaking activities until the scheduled end of the lesson.

During the course we try to avoid moving students between classes. We have to maintain maximum class sizes and moving one child sometimes means having to move others through a disruptive knock-on effect. However, if you feel that a student has been mis-placed please talk to the DOS who will visit your class and make a decision with you, the child and his or her parents.

In 2024 we may experiment with online placement testing if this proves practical.

## Academic syllabus

There is a separate course book for each level. The first teaching session of the day for each age group is from the course book. This ensures that content is well thought out, attractive and stimulating and focused on the right age and level for the pupils. It also ensures that input includes grammar and pronunciation and practises a range of reading, writing, listening and speaking skills. The second lesson for all age groups should build on / extend the theme of the first lesson. So to some extent the syllabus is guided by content of the course book. The third session for all pupils is a teacher-led workshop.

## Day to day

It is compulsory for all pupils to attend classes and educational workshops. On a day-to-day basis you will be expected:

- To plan lessons appropriate to the age, interests and academic needs of your pupils.
- To teach from the course book for at least one of your teaching period daily.
- To be punctual for lessons and encourage punctuality in your pupils. If a pupil is missing from class after the first five minutes of the lesson the teacher must inform the Academic Manager.
- To provide appropriate feedback and correction to pupils and ensure that due attention is paid to grammar and pronunciation.
- To assist pupils in developing learning strategies. This implies explaining to your pupils why you are asking them to do various things in your lesson such as note taking, pair and group work, research, memorisation, guessing from context, identifying their moods and feelings, etc. A simple way to ensure the inclusion of learning strategies is to provide time at the end of each morning for pupils to reflect on what they have learnt. Ask them what they thought the main point of the lesson was, what they learned from the lesson, which exercise / activity helped them the most / least and what they found easiest / most difficult.
- To ensure that wall displays are attractive and up to date and that your pupils leave the classroom tidy.
- To ensure pupils keep a comprehensive, tidy file of work to take home at the end of their stay.
- To ensure that you attend staff meetings punctually and that your classes start and finish promptly.
- To complete weekly academic reports for each student in your class and workshop.

## Core activities

We have identified the following core activities that pupils enjoy and which, if included in a typical teaching week, ensure variety and interest for pupils:

- an out-of-class teaching activity
- a music-based lesson
- a debate or discussion leading to a piece of writing (depending on the students' ability)
- a literature-based lesson (including, at primary level, stories)
- an IT-based lesson
- a DVD or other visual media based lesson
- Excursions must also be prepared and followed up in class.

We provide a table to help you record your core activities and teaching resources to support each of the activity types. Some of the activity types may already be included in the lessons you teach from the course book. There may be areas with which you are unfamiliar, for example out-of-class teaching activities. We will support you and you should regard this as an opportunity to extend your professional skills.

## Primary classes

Classes for the youngest children also need to try to include the core activities but teachers will need to be flexible in implementing them, for example allowing more time for songs, art and crafts, movement, games, stories. We provide filed material arranged into topics suitable for the younger age group. We have good course books for primary classes and encourage teachers to use them.

## Teaching materials

Teaching materials consist of a variety of resource books, coursebooks and filed materials including workshop materials. There is also an abundance of materials on the Internet.

## Coursebooks

Course books are as follows:

- 7 - 10 year olds: **Our World**. See <https://eltngl.com/digital/global/our-world-2e/>  
**Incredible English** is also available for primary teachers to use if they wish. OUP provides online support for Incredible English, including complete syllabuses, at <http://tinyurl.com/a3324y4>
- 11 - 13 year olds: **Close Up**. See <http://www.elcloseup.com/>
- 14 - 17 year olds: **Perspectives**. See <https://eltngl.com/sites/perspectives/home>

We advise you to take time to explore the online course book information for your age group using the above links and the information in our resources database. During the course, work systematically through the course book from the beginning. This is important because:

- Pupils attend for between 2 and 5 weeks, with new pupils arriving during the course. Pupils attending for more than 2 weeks must not find themselves repeating the same course book units.
- We sometimes rotate teachers between classes. A teacher taking over your class will need to know where you are up to in the course book so that s/he can take up where you left off.

## Resources database

Our database at <https://countryschools.infomanaged.co.uk> contains information and resources to help with planning teaching, workshops and sport and social activities. Please ask for log in details. The database has a search facility that aims to help you quickly find resources on a particular theme for the age and level of your class. There is a tutorial at <https://www.countryschools.co.uk/files/planning.mp4>

## Resource Books

We have quite a large collection of resource books containing teaching ideas. You can view the collection for each age group by clicking the 'Library' heading in the left menu bar of the resources database. Books

are indexed in the database by age, level and theme. This should help you to find the materials you need from our books on our shelves.

## Files

Filed materials have been developed by various people and are in differing states of preparation and readiness. Some files simply list materials by subject and theme - eg. 'Pets', 'Families', 'Knowing Me, Knowing You', 'The World Around Us', 'World Issues', etc. Filed materials also exist to support each of the core activities and the academic workshops.

## Internet sites

The internet provides an abundance of materials. Useful sites suggested by our staff include:

- <https://www.teachingenglish.org.uk/>
- <https://www.britishcouncil.org.br/en/programmes/english/resources-teachers>
- <http://www.bbc.co.uk/learningenglish>
- <http://www.cambridgeenglish.org/teaching-english/resources-for-teachers/>
- <https://en.islcollective.com/>
- <http://busyteacher.org/>
- <http://www.onestopenglish.com/>
- <https://www.linguahouse.com/>
- <https://eslibrary.com/courses>
- <http://www.eltbase.com/>
- <http://www.teachitlanguages.co.uk/resources-elt>
- <http://supersimplelearning.com/songs/>
- <http://www.yummy.pl/en/>
- <https://gianfrancoconti.wordpress.com/2015/06/15/how-to-exploit-the-full-learning-potential-of-a-target-language-song-in-the-mfl-classroom/>
- <https://www.shortoftheweek.com/>
- <http://english-e-books.net/>
- <https://www.tes.com/teaching-resources>
- <https://animoto.com/>
- <https://quizlet.com/>

The following blogs also contain interesting ideas and materials:

- <http://www.cristinacabal.com/>
- <https://eltplanning.com/>
- <https://www.teachertoolkit.co.uk/the-5-minute-lesson-plan/>
- <https://onthesamepageelt.wordpress.com/>
- <https://www.lessonplansdigger.com/>

Please [tell us](#) if you know of other good resources that we should add to this list.

## Lesson planning

### Before ECS

You will have had a conversation with the Director of Studies and will know which level and age group you will be teaching in your first week. Use the course book links above to get a good idea in advance of arriving of the style and content of the book that you will be using. Also check our resources database for additional information. For example you will find course book 'contents' pages that will tell you which subject / theme you will be teaching in the first week. You can then search the database for other materials related to this. You will also have some time for planning before pupils arrive, but the start of the course is busy and you will have a lot to take on board, so we suggest getting a head start before you arrive.

### At ECS before your first lesson

- Check the welfare and academic notes to find out if any of your pupils have specific needs that you should be aware of, for example if any are dyslexic, diabetic or whatever.
- Visit the classroom and think about how you wish to organise it. Check that there is space on noticeboards for student work, that technical aids such as interactive whiteboard are working and that you have sufficient stationery. Check for any obvious risks such as trailing wires; make sure

you know where the nearest fire exit is and that it is clearly signposted for foreign language pupils.

### Course book lesson

Look carefully at the course book content that you will be teaching, using the teachers book for guidance on using the materials. Some teachers have an aversion to course books, but these books are created by highly professional ELT specialists and help to give structure to our programme. Please give them the benefit of the doubt: your pupils will enjoy the lesson far more if you do too!

### Supplementary lessons

Remember that your supplementary lessons as well as relating to the content of the course book should cover one of the core activity types (music-based, out-of-class, etc - see 'Core activities' above) described above.

The materials database will help you with this. For example, if you wish to find materials about 'family' do a 'quick search' (top left) for 'family'. Then refine the results according to the level and age of your pupils (we will show you how to do this). This will tell you what is available both in documents in the database and in the books on our shelves. Note that each item in the search result has an 'activity type' description: 'out of doors', DVD / video, song, etc. This will help you to fulfil the requirement for different core activity types that we specify.

If a particular search term does not yield useful results try changing it slightly: for example try searching the plural of words - 'families' / 'countries' etc. As you research content refer to the Lesson Planning Table and try to include as many of the weekly Core Activities as you can. Do also talk to your colleagues and search the internet for additional ideas and materials.

### Weekly Lesson Planning Table

As you plan your classes for the week use the Weekly Lesson Planning Table to organise your content into lessons. This will help you to see if you have covered the Core Activities for the week. It will also help you in summarising the content of your class for the week for your weekly reports; and it will assist any teacher taking over your class as a result of class rotation.

### Individual lesson plan

As well as knowing what you will be teaching on a given day and making sure you cover the 'core activities' each week you will also need to think about the content and purpose of each lesson. Different teachers write lesson plans in different ways but here are some things to think about when you write your plan:

**Aims:** What do you want your students to do by the end of the lesson? For example:

- *By the end of the lesson students will be able to use three ways to ask permission: Can I? Could I? May I?*
- *By the end of the lesson students will have learnt vocabulary around the subject of food and will have learnt to follow a recipe.*
- *By the end of the lesson students will have learnt to ask for and answer directions and how to ask for things in shops.*

**Resources:** What resources can you use in your lesson? Remember that 'resources' can be many things – you, your students and their world, books, the internet, the physical world, your storytelling or diagrams and pictures on the board, etc.

**Stages:** How can you help your students practise all four skills in your lesson? How can you ensure variety? Think about a warmer, teaching new language, time for students to practise, time for reflection and revision.

**Purpose:** Think about the purpose of the different stages of the lesson. This will help you to explain to your pupils why you are asking them to do different things.

**Interaction:** Look for a balance between you at the front working with the whole class as well as individual, pair and group work to provide variety.

The above can all be expressed in a simple table such as the one at the end of these notes. You can find it in the materials database if you wish to use / adapt it.

## Rotation of classes

Most teachers rotate between classes weekly. This means you will be teaching a variety of levels within the age group in which you are working. The exception is at primary level where it is sometimes better for teachers to get to know their young pupils for longer. Rotation ensures that pupils benefit from a variety of teaching styles and abilities. It also provides variety for teachers and will help you to get to know more pupils on the course, making it easier to get along with them outside class. Rotation also however risks fragmentation of teaching. We need to ensure a level of continuity throughout the teaching programme. At the beginning of each week you therefore need to ask yourself:

- Is this a brand new class (eg. in the first week of the course), your own established class (eg. if you are teaching the same class for a second week), or an established class you have taken over from another teacher?

If it is a brand new class you will need to be thinking about consulting the students to find out their motivations and interests. If it is a class "inherited" from another teacher, it is important to talk to that teacher and find out pupils' strengths and weaknesses (both individually and as a class) and to find out what has been done in the preceding week. Importantly, you need to ensure that you are not repeating material that has already been used with the students unless this is as part of an ongoing project. If this is a continuing class (eg. your second week with the same class) you will need to consider language areas they have had particular success or difficulty with in the past week. Is it possible to recycle these elements into the next week's material?

## New students

Occasionally students might arrive in your class on non-standard dates and since 2021 we have welcomed a limited number of Ukrainian child refugees who attend for up to two weeks during weekdays. Please talk to the DoS about the best way of integrating these students into your class.

## Academic workshops

For all age groups the third teaching period is a 90-minute workshop in things like digital photography, films, drama, poetry writing, cookery, grammar and pronunciation, writing a course journal. There is also usually a Trinity GESE workshop. Students choose a different workshop each week. This enables them to focus on specific interests and areas for improvement while improving their general and academic English. Please see the separate document, 'Workshop Planning Notes'.

## Observations

You can expect to be observed briefly during the first week of teaching. Often this will be no more than the DOS dropping in for a few minutes to gain a general impression of how classes are going. During the second or third week of teaching you will be observed for at least 30 minutes. Observations may be unannounced or agreed in advance with teachers. The advantage of unannounced observations is that teachers have to make no special preparations for the observation and are less likely to get nervous. Talk with your DOS as to which you prefer - though this will not preclude unannounced observations if your academic manager wishes to do these. After observation, your teaching manager will provide feedback that should be supportive and constructive. We are very happy for teachers to learn from each other through peer observations. Talk with your academic manager if you wish to do this.

## Sport / Social activities

Working on a summer school is about more than just teaching. Hopefully the opportunity to mix more generally with pupils on the course is part of your motivation for working with us. With regard to activities:

- Make sure that activity staff know your preferences and particular skills – for example you may prefer to help with arts and crafts, countryside walks, drama, dance or music rather than sports. However, don't expect to always do what you want and do be willing to assist with activities outside your comfort zone if asked to.
- Each day make it your job to find out whether you are helping with the afternoon or evening programme for that day and what this involves.
- Attend the afternoon or evening activity briefing session and make sure you understand your role in the activity.



- Be punctual for meetings and for the start of activities.
- Wear appropriate clothing to activities so that you can join in.
- Please note your role in activities will not normally involve planning: everything you need should have been prepared in advance but you will be consulted if you are offering a particular skill such as musicianship. Your job is to assist or, in some cases, to help to run the prepared activity.
- Assist activity staff in helping to group students. Take charge of a group if asked to.
- Activity staff are not always experienced in giving instructions to foreign children / teenagers. Please help with this: talk slowly and clearly, use simple language, explain in stages, check understanding and wherever possible demonstrate the activity. This can sometimes be done by 'relaying' the instructions for a game from the activity organiser to smaller groups via teachers.
- Be positive and upbeat. Avoid standing or sitting on the sidelines talking with other members of staff. Provide a positive role model by being interested and involved. No one expects you to be an expert in the activity but we do expect you to be willing to have a go. Children and – especially – teenagers will be looking to you for a lead.
- Safety issues will be covered in the session plan and in the briefing: please make safety your priority while activities are in progress and report any concerns immediately to the organiser.
- When the activity is over, assist with tidying the activity area and putting away equipment. Help house parents by escorting students to their houses.
- Afternoon duty does not end at the end of the afternoon activity. Evening duty does not end at the end of the evening activity. You will be expected to continue supervising pupils in the afternoon until the evening meal or in the evening until the children are in bed.
- Above all, enjoy the opportunity to mix with the kids outside the classroom. Have fun (always observing professional standards of behaviour) and help them to get the most from their holiday at an important time in their lives. It's true that, as the old saying goes, the more you put in, the more you will get out.

## Duties

Teachers will be expected to assist with duties on a rota basis. Duties consist of things like helping with sports and crafts, assisting with the social programme, supervising students around the school in free time and assisting with putting them to bed at night. Please make sure you consult the duty rota so that you know when you are on duty. Experience suggests that it is in the area of duties that we find most variation between teachers. You cannot do duties sitting in the staffroom. Please be punctual and assiduous and assume your fair share of responsibility. House parents and activity staff will be consulted on your contribution and this will form part of your overall appraisal at the end of the course.

## Staff appraisal

### Appraisal 1

There will be an appraisal during the first week of teaching to try to uncover any problems and to identify a professional development target for the course. For example, you might decide to learn how to use songs better with your students, how to better use the interactive board to support your lessons. etc. We provide some materials that you may find useful for your ongoing professional development. You can find these by clicking the 'Teacher development' tab in our online database. When you have identified a development target your teaching manager will discuss ways of achieving this with you and will agree a date for a follow-up meeting to discuss progress.

### Appraisal 2

Towards or at the end of the course you will have a second performance appraisal meeting with your academic manager. Your academic manager will sign the appraisal form; a copy will be kept in the office for reference and you will be given a copy to take away.

## Student feedback

Just as we ask teachers to comment on students, so we ask students to comment on teachers. Every Friday students are given a slip of paper on which they anonymously tick whether they think the lessons for that week have been 'very good', 'good', 'OK' or 'bad'. This takes only a few moments during which the teacher leaves the room. Results are given to the DoS, helping to assess performance at each teaching level. The process is quick, simple and works well. It is not intended to be threatening and forms only a part of a teacher's overall appraisal which also depends on lesson observations, their ability to get on with colleagues and their performance on the course as a whole.

## Employment Reference Form

At the end of the course the Course Manager, in consultation with academic, activity and postoral staff will complete an Employment Reference Form for you. This will be used for any future employment reference request that we may receive for you.

### **Staff development sessions**

We try to organise one or two staff development meetings during the course. This could for example be a 'bring and share' meeting: bring a teaching idea which has worked for you and which you'd like to share with other teachers. Finding a time when all teaching staff can be at a meeting together is not always easy. Sometimes meetings take the form of a 'working lunch' in the staff workroom. Alternatively your academic manager might organise meetings with half the teachers at any one time. There is an abundance of professional development ideas and materials in the 'teacher development' section of the materials database.

### **Reports**

#### **Settling in reports**

During the first 3 days of his or her stay each child must complete a settling in report. This should be done in the IT Room during class time. Go through the report with your students first, to ensure they understand what they have to do. Each child will log in at <http://www.countryschools.co.uk/reports> using the unique code (booking number) that we will provide.

#### **Weekly report**

At the end of each subsequent week teachers and workshop leaders write an online weekly report on each child's performance. Each report should consist of a standard paragraph describing what the class / workshop has done that week, plus a sentence or two describing the individual child's performance. The Director of Studies checks each report and, if it is OK, signs it off. An email is then delivered to parents informing them that their child's online report has been updated and is available for viewing. In the last week of a child's stay, activity staff and house parents also add to the report. Finally, the Course Manager / Directors add a comment and it is signed off for parents to view. Altogether this adds up to a quite comprehensive description of each child's behaviour and progress on the course.

**Teachers** should log in to create weekly reports at:

<http://www.countryschools.co.uk/CRM/login.php>

Enter the username and password that we will provide. Then click 'Student Reports', select a course and a student. Complete the report and enter your name, then click 'submit'. This will send the report to the DOS for approval, then to the parents.

Please note students who attend for two weeks **irrespective of when they arrive** will require reports for weeks 1 and 2. Students who attend for four weeks will have reports for weeks 1, 2, 3 and 4. In other words, no report form for a child should have gaps in weeks 1 or 2. Please try to remember this as our software looks for reports that should be completed by a given date.

### **Student departures**

The days or two before student departures can be busy. Please make an early start on reports especially if you are due to help at the airport. Each child's report is a collaborative effort and it is frustrating when it can't be sent because one person has failed to complete their section on time.

#### **Student feedback**

Towards the end of the course each student should complete a feedback form so that we know what they think of the course, how we can improve it, etc. This is completed online and needs timetabling so that every class has the opportunity to give their feedback. In the busy end of course period teachers sometimes overlook student feedback. Please make sure it is done.

### **Classrooms**

On the last day of lessons please bring all stationery, books and posters belonging to ECS from your



classroom. Check the classroom for any signs of damage (eg. graffiti) that might have been caused by ECS students and notify your academic manager. Return furniture to where it was at the start of the course and make sure your classroom has in it the equipment that it started with.

### **Review**

Before changeovers pupils often take part in an end-of-course review. This provides an opportunity for them to showcase what they have been doing in workshops such as drama and photography. Each class will normally also take part, performing a sketch or song, for example. We have a file called 'Ideas for skits and games' that you might find useful. You will be involved in preparing your pupils for their performance. Liaise with activity staff, try to keep things technologically simple and allow a maximum of five minutes (and preferably less) for the final performance.

### **Finally**

We hope that working at ECS will be a great experience for you and that you will wish to return in subsequent summers. At any stage if things are not going to plan or if you have questions or ideas please talk to us. We very much look forward to having you with us this summer.

Christopher Etchells  
ECS 2024

### ECS Student Weekday Timetable 2023

	8 to 13 yr olds	13 - 17 yr olds
08:15	Wake up	Wake up
08:30		
08:45	Breakfast	Breakfast
09:00		
09:15	Free time	Free time
09:30	Lesson 1	Lesson 1
09:45		
10:00		
10:15	Break	Break
10:30	Lesson 2	Lesson 2
10:45		
11:00		
11:15	Snack break	Snack Break
11:30		
11:45	Workshop	Workshop
12:00		
12:15		
12:30		
12:45		
13:00		
13:15	Lunch	Lunch
13:30		
13:45	Free time	Free time
14:00		
14:15	Meet in Centenary	Meet in Sports Hall
14:30	Sports 1	Sports 1
14:45		
15:00		
15:15		
15:30	Snack Break	Snack Break
15:45		

ECS Student Weekday Timetable 2023

16:00	Sports 2	Sports 2
16:15		
16:30		
16:45		
17:00	Free time	Free time
17:15		
17:30		
17:45		
18:00	Evening meal	Evening meal
18:15		
18:30	Free time	Free time
18:45		
19:00	Meet in Grosvenor	Meet in Prichard
19:15	Evening Activity	Evening activity
19:30		
19:45		
20:00		
20:15		
20:30	Return to house	Return to house
20:45	Free Time	Free time
21:00		
21:15		
21:30	Bedtime 8 - 13	
21:45		
22:00		Bedtime 13 - 17