



UKLC

Teacher

Handbook

2024

Our values:



1. Introduction

Dear Teacher,

What follows is a guide to help you in every aspect of your work with UKLC. Please read it through carefully. This handbook contains a section on Teaching and Learning, some general information for all UKLC team members, information regarding the testing procedure, the lesson plan for the first lesson and UKLC teaching policies. It contains important information about how you should conduct yourself in certain circumstances, as well as some useful advice about the programme you are about to be involved in. You are expected to have read all of this document by the time you attend induction, and yes, you will be tested on it! Your induction will be in three parts, the first focusing on UKLC's Operating & Safeguarding Procedures (see the separate document you will have received entitled "Operating & Safeguarding Handbook") then there will be a centre induction with the centre management team and finally a teaching induction with one of the Academic Managers.

2 The Academic programme

Given the lack of background information we receive on the students, it is difficult to specify an exact syllabus for each class. However, the UKLC academic materials have been composed in accordance with the Council of Europe's guidelines and present teachers with appropriate topics and language points to be covered. We would ideally wish everyone to follow these plans as much as they can but, upon approval, they can be supplemented by the individual teacher.

2.1 Syllabus Aims

To provide an enjoyable and worthwhile experience for the students and to equip the students with language skills.

To develop students' confidence in their ability to use and to understand spoken English, to revise and to consolidate latent knowledge and to improve students' oral skills, including work on both fluency and phonology.

To increase students' active use of lexis and to extend the range and usage of structural items.

We also try every year to listen to teacher feedback and introduce new ideas and materials accordingly. All the lesson plans will be presented to you at your induction and all materials are available from your Course Director.

2.2 How the programme works

At UKLC we know how important it is for each individual student to find their own path in language learning. According to their age and needs, students' motivation must be triggered differently, and this is why we have designed a tailored programme that will satisfy all students who study with us, from the young learners who want to have fun playing in English, to the most expert users who want to prepare for an exam or to apply for a university here in the UK.

This programme is based on three core elements:

- 1. Communication in context: TBL (task-based learning)**
- 2. Skills (Reading, Writing, Speaking, Listening) and Systems (Grammar, Lexis, Phonology, Discourse)**
- 3. CLIL (Content and Language Integrated Learning) & British Culture**

Communication in context:

FUN

This is the programme dedicated to our young learners, and it is designed specially to trigger motivation in children aged 8-10. Our UKL4 FUN lessons are highly communicative, and they offer a wide range of tailored material and activities that make games into lessons and lessons into games.

CONNECTION (A1 – C2)

This is the programme dedicated to our junior learners (11-14) and it aims at increasing the students' motivation to use English in order to connect with other people. Our UKL4 CONNECTION lessons are very interactive and use a variety of methods and media to encourage students to establish a connection, not only with their peers, but also with the English language and British culture.

ACTION (A1 – C2)

This programme is designed especially for teenagers who want to use their English and activate what they know. This does not mean that students will not learn anything new, on the contrary, they will be pushed out of their comfort zone in order to enhance their abilities and to get their English into some real action.

LIFE SKILLS (B1+)

This course is tailored on the needs of those older students (16+) who are thinking about their future after school. During these lessons, students will learn different skills that will make them more suitable for the professional world, like how to write their CV and their cover letter. Moreover, they will also work on presentations (preparation, delivery, attendance) and interviews. This course may count for Italian students as ASL (alternanza scuola-lavoro) hours.

Skills and systems:

These lessons are differentiated by level and aim to empower our students' linguistic awareness and capabilities by thoroughly working on all language skills (reading, writing, listening, speaking) and systems (grammar, phonology, lexis, discourse) as well as preparing them to take exams in English (PET, KET, FCE, CAE, TOEFL, IELTS, GESE)

CLIL & British Culture:

This part of our programme focusses on British culture and adopts a CLIL approach. During these lessons, students will learn about British history, geography, literature and culture and they will also have the chance to get to know more about the place and sights they will visit during their excursions.

All students at UKLC are required to participate in compulsory lessons. As a teacher, your responsibility is to ensure the delivery of these lessons in your main class. For more information and guidance on this, talk to your Course Director. Following is a breakdown of all compulsory lessons.

2.3 E-safety (compulsory lesson)

We are more aware than ever of our responsibility to safeguard the students in our care with relation to technology. Nearly every student will come with their own phone and will access to the internet. We also include IT sessions in our lessons. Therefore, we feel it is our responsibility to inform students as much as possible about the dangers of the internet, especially when they are away from home. To this end, we have developed an e-safety lesson that you must ensure **ALL teachers** cover early on in the course and we introduce students to **SIS, our safest internet student**. For more information, please speak to the Academic Managers.

2.4 Learner Independence (compulsory lesson)

At UKLC, we recognize the importance of learner independence in language learning. That's why we have incorporated dedicated lessons on learner independence across four proficiency levels. These lessons empower learners to take charge of their own learning journey, providing them with tools and strategies to become self-directed learners. Through activities like recording new language skills, students can actively monitor their progress and focus on areas that require improvement. By fostering learner independence, we enable our students to develop lifelong skills for successful language acquisition.

2.5 Resilience (compulsory lesson)

At UKLC, we understand the significance of resilience in learning, especially considering the impact that the COVID-19 pandemic has had on our students' lives. To address this, we have developed a special lesson focused on resilience. This lesson aims to equip students with the mindset and tools to navigate challenges and setbacks, both in language learning and in life. By emphasizing the importance of perseverance and adaptability, we empower students to overcome obstacles, such as remote learning or disrupted study routines, and maintain their motivation and progress.

2.6 Excursion Lessons (compulsory lesson)

Excursion lessons play a vital role in preparing students for upcoming excursions. These dedicated sessions provide valuable insights, knowledge, and practical information to enhance students' understanding and appreciation of the destination they will be visiting. By covering topics such as local customs, historical landmarks, cultural practices, and language essentials, excursion lessons equip students with the necessary tools to navigate and engage with the local environment effectively.

2.4 Town Trails

Most groups arrive on a Sunday, to start their course with the Placement Test on a Monday morning. However, some groups will arrive and depart on a Monday and this means it is necessary to catch up three hours' missed teaching. To avoid students spending six hours in the classroom on one day, our way of catching up this time is to organise a town trail. The Course Director and the Excursion and Activity Manager may involve you in the planning of this activity. You may also need to explain to students and Group Leaders that it is a practical lesson which will include a teacher. If there is a trail available from last summer, then it will need to be checked and updated as necessary. If there is not a trail available from last summer you may be asked to spend time before the students arrive to collect information and questions that can be used. Where a town trail is making up for a lesson it **must** be done in class groups and **must** last three hours.

3 Teaching and Learning

As a teacher, it is important to remember the aims of the UKLC summer school language course.

Aims of the course:

1. To develop students' confidence in their ability to understand and speak English
2. To provide an enjoyable and worthwhile experience for the students
3. To increase students' active vocabulary

It is very important for the students to have lessons which engage them in listening and speaking activities and that are designed to improve their fluency and their pronunciation.

3.1 Classroom environment – tables and boards

Make your classroom a pleasant environment for the students. Arrange the desks in a horseshoe or clusters so that students can move around and interact freely. Put posters on the walls with key lexis and phrases (regulations regarding putting anything on the wall vary, so please check the policy in your centre). As you plan your lessons, decide how you will use your white board. Control the information on it and **keep it tidy**. Write the date and draw a line down the right-hand side for a section for new lexis and keep adding to it. Ensure that you don't just give the students new lexis in isolation but you contextualise it and offer examples. Take time to look at your board and think "If I was to walk into this classroom now, would I be able to see clearly what the lesson has been about, what the students have learned?" **Write clearly and legibly!** Make time in the lesson for students to copy down any new lexical item or phrases.

3.2 Timetable

Below is a sample guide for a typical 2-week teaching timetable which includes a Project. We will be providing you with lots of ideas and materials for you to use. Please feel free to discuss any ideas with your Course Director who will give you advice on whether your ideas are viable.

Week One

Time	Monday	Tuesday	Wednesday	Thursday	Friday
09:00 - 10:00	Welcome Talk	TBL	E-Safety	TBL	TBL
10:00 - 10.15	Break	Break	Break	Break	Break
10:15 - 11:15	Test	S&S	S&S	S&S	S&S
11:15 - 11:30	Break	Break	Break	Break	Break
11:30 - 12:30	First Lesson	CLIL	CLIL	CLIL	Excursion Lesson

Week Two

Time	Monday	Tuesday	Wednesday	Thursday	Friday
09:00 - 10:00	TBL	TBL	E-Safety	TBL	TBL
10:00 - 10.15	Break	Break	Break	Break	Break
10:15 - 11:15	S&S	S&S	S&S	S&S	S&S
11:15 - 11:30	Break	Break	Break	Break	Break
11:30 - 12:30	CLIL	CLIL	CLIL	CLIL	Excursion Lesson

Please note that at some larger centres we will operate a zig zag programe. This is where there the students will be divided into two group and half will have lessons in the morning whilst the other half have activities and after lunch they swap. You will be given full details of this at induction.

3.3 Pace of lessons

Ensure that the class is engaged in a variety of purposeful activities. Activities should be timed and students should be told that they have n minutes to do a task. Stick to the timing and encourage the students to work at the pace you want. They will learn to speed up. Students should not be spending time waiting for others to catch up. It will lead to distracted, disengaged students who then start using their first language.

3.4 Assessment

Students will have placement tests to find their level at the start of the course but they will benefit from ongoing assessment. Review learning at the end of every lesson and encourage students to evaluate their own progress. Ideas for ongoing assessments are:

- ✓ *Pop quizzes* – these do not need to be written;
- ✓ *Self-assessment* – ask students how they feel about their learning at the end of a lesson. For lower levels use smiley faces or not to show whether they feel they have made progress. For higher levels, there is a self-assessment form which can be used at the start of the course, and then given back to them at various points to let the students fill more in;
- ✓ *Peer assessment* – put students in groups of three to talk about their progress.

3.5 Suggestions for Speaking Activities

Remember the following:

- ✓ *Personal response*: Give students tasks which are based on their own knowledge and interests – draw on their own experience of the world;
- ✓ *Work in pairs or groups*: Give students tasks in which they have to communicate with others to exchange information;
- ✓ *Variety of responses*: Give dialogues which require more than one set response so they have to use a combination of different language forms;
- ✓ *Less teacher talk time*: Aim for student participation from the very start of the lesson;
- ✓ *Balance accuracy and fluency*: Give students encouragement to express themselves and show interest in the content, not just the accuracy;
- ✓ *Different levels*: Give more advanced students practice at speaking at length – telling jokes or stories, giving presentations, summarising the plot of a film or doing some peer teaching; but equally, don't just focus on grammar and lexis acquisition with lower levels, those students deserve opportunities to practice their language too;
- ✓ *Prepare lexis and ideas*: Prepare well and consider carefully the language the students will be using.

3.6 Types of Activities

1. Information gap

Information gap activities provide a purpose to speak since the other person possesses some information that you need to know, e.g., tables of facts that are incomplete, maps that have places missing, drawings with missing parts. Timetables can be used to devise information gap activities. Spot the difference. 2 pictures - the same but with a few differences. Without looking at each other's, describe and find the differences.

2. Find someone who

Activities which focus on a structure and lexis area and involve the whole class, e.g. Find someone who can: play a musical instrument; cook Italian food; play chess etc.

3. Questionnaires

Students follow a plan and complete the questionnaire for their partner and then do the scoring, e.g. 'Are you shy or out-going?', or 'What would you do if ... a) if... b)' etc.

4. Role plays

Some students find a new persona liberating, others are embarrassed. Role plays maximise students' talking time and shy students can be supported in a situation they find less intimidating.

5. Peer teaching

They say the best way to learn something is to teach it. Use the students' own knowledge or provide information to them that they have to share with others.

6. Mime

This can be practiced in pairs or groups and then presented to the whole class. Useful to practise or revise structures or vocabulary.

7. Debates

Structured debates about issues that the students feel passionate about are always good for developing speaking skills.

8. Poems, Jokes and Limericks

Excellent for developing intonation and fluency while encouraging freedom of expression. Haiku work well at all levels, and make sure you keep all poems or limericks clean – 'There once was an old man from Nantucket' is not suitable! This poem by Edward Lear from *A Book of Nonsense* is fine to use:

*There was an old man with a beard,
Who said, 'It is just as I feared!
Two owls and a hen,
Four larks and a wren,
Have all built their nests in my beard.*

9. True or false

Write a series of sentences on the board using lexis or structures you want to illustrate and ask students to discuss whether they are true or false. For example, 'In Britain you have to pay a car tax if you own a car'.

3.7 Error correction

This is always a tricky one. Nobody likes to interrupt their students mid-flow and especially with young learners; you need to be sensitive to their feelings and their potential embarrassment in front of their friends. However,

if you have students who have been studying English at school for a few years already and they have persistent errors, summer school is a great time to get them on the straight and narrow.

So, what to do? Try keeping a piece of paper on your desk and note down the regular errors made in general by the whole group or specifically by a few students. After a few days, you may see a pattern emerge and decide to spend a lesson on prepositions or pronunciation. You could have a little quiz at the end of the class and write up "Errors made" on the board and in teams they have to try and correct them. One way of doing this is with a noughts and crosses board. Play the game once in two teams so they understand the concept and then put an error in each box.

Most importantly, think about the target language for the lesson. If you have given them some target sentences and you hear them making a mistake then point to the sentences on the board and ask them to repeat.

3.8 Summary

Whether a student makes progress during the course is dependent to a great extent on your skills and abilities. UKLC will provide you with comprehensive lesson plans, resources and equipment to enable you to deliver lively lessons to students. Your Course Director (CD) will provide you with ideas and will be observing your lessons to support your work and give you feedback. Please ask if you need any help or advice!

4 The First Lesson

On the first day teachers will invigilate a class of students taking the placement test. After the test teachers will teach the "First Lesson" (see attached plan, A1). This class will not be the class you will be teaching for the rest of the course, as students have not been sorted into their levels yet. During the First Lesson you will

1. ensure that they are taught on their first day and therefore receive their full quota of 15 hours per week.
2. complete their enrolment forms correctly with the relevant information.
3. assess oral proficiency levels and any issues with behaviour and provide the course director with feedback as part of the overall assessment process (see attached table, A3).
4. make sure that students understand Code of Conduct for Students.

5 Monitoring and Appraisal

You will be continually monitored and supported in your centre by your management team. The Centre Manager has overall responsibility for all the team and is available if you have any problems or feedback regarding the centre or your CD.

The Course Director will support you in all didactic aspects of the course. If you have any issues with the syllabus, the placement of students, the behaviour of students in your class or the materials and resources, you should go to him/her.

The Excursions and Activities Manager (EAM) is responsible for putting together the programme of visits and activities. You should make him/her aware of any suggestions or special skills you have and any activities that you particularly do, or do not, want to be involved in.

At the end of your contract, the Centre Manager will submit an appraisal form to Head Office about your performance. Whilst the form is confidential, you may ask to have a meeting with the Centre Manager before you leave to discuss how you feel you have performed and get any relevant feedback. We are always happy to provide references to team members who have satisfactorily completed their contract. An appraisal of your performance will be sent to Head Office at the end of the summer.

Poor performance during the course will be dealt with in the following way: an initial meeting with the Centre Manager where the concerns are raised and then if no improvement is noted a follow up meeting with a member of the Senior Leadership Team (SLT) will be arranged.

All contracts may be terminated by either party by means of one week's notice in writing.

5.1 Classroom observation

You will be observed at least twice during your contract and you may ask for feedback from the Course Director or Academic Manager if you wish. When preparing lesson plans, please take into consideration the following British Council criteria:

Knowledge

Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it and provide appropriate models of both spoken and written English.

Teachers provide clear explanations and relevant examples, suitable for students' level.

Teachers produce accurate models of spoken and written English.

Teachers are able to deal with students' questions about language.

Teachers produce accurate models of spoken and written English, appropriate to the aims of the lesson; provide clear explanations and relevant examples suitable for the students' level.

Examples of good practice

Models on the board include parts of speech, phonetic script and stress marks.

Models of pronunciation provided for individual words and words in connected speech.

Examples and explanations are: relevant; concise; memorable.

Teachers demonstrate awareness of register (written and spoken).

Teachers demonstrate awareness of L1 interference.

Content

The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account. Lesson plans contain or make reference to student profile sufficient to identify learning needs, learning styles and awareness of cultural backgrounds of students, and how to accommodate them.

Schemes of work to be displayed in the classroom.

Topics and materials selected are appropriate (think about the age and culture of your students)

Realistic timing in relation to level of students and lesson plans allow time for learning aim check.

Plans take account of class profile notes.

Examples of good practice

Detailed class profiles showing in-depth awareness of individuals' strengths and needs.

Evidence of sensitivity to learners' pace of learning and need for further practice.

Relevant additional activities provided to challenge able learners.

Written reinforcement included to meet visual learners' needs and account taken of non-Roman script learners.

Provision made for students with special educational needs.

For young learners, activities involving movement are included.

Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.

Clear set of activities around a single topic or one language point to be reinforced by several means. Clear link between activities and aims. An outcome is not the same as a teaching aim. "Students will be able to talk about their recent experience" (outcome) "To teach and practise the present perfect tense" (teaching aim)

Examples of good practice

Learning outcomes are clear, checked and noted.

Obvious movement from familiar to unfamiliar.

Potential difficulties identified and pre-empted.

Possibility of varying the plan is acknowledged.

Explicit link between student profiles and content/structure of lesson.

Lessons appropriately staged.

Warmers (if used) are relevant to learning aim or topic; for YLs warmers (if used) motivate and prepare students for learning.

Supplementary material provided to support core materials to give sufficient time and opportunities for practice.

Delivery

Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.

Teachers give clear instructions.

Teachers control learning environment and resources, including seating arrangements, and (where possible) heating and ventilation.

Teachers make competent use of any a/v equipment, including whiteboard and handouts where used.

Coursebook supports but does not dominate.

Examples of good practice

Teachers demonstrate expert management of resources through, e.g.: organisation of tables and chairs according to activity; use of wall space; confident and imaginative use of any technology to enhance learning; effective use of whiteboard, including purposeful use of colour; ability to bring coursebook to life.

Materials used are: appealing; clear; free from errors; professional

Students receive appropriate and timely feedback on their performance during the lesson.

Teachers use a range of correction techniques to support students and help them improve.

Teachers provide positive feedback to students.

Teachers monitor students' language during activities.

Teachers correct students' language and give useful feedback to all students on their 'performance' during the lesson.

Examples of good practice

Teachers demonstrate principled and consistent error correction.

Teachers make confident use of range of correction techniques including peer- and self-correction.

Evidence of appropriate use of marking codes in written work.

Teachers consider error correction as integral part of lesson planning.

Lessons include activities to evaluate whether learning is taking place.

Use of short tasks, relevant to the focus of the class, to give students chance to see how well they can perform.

This aim is made explicit.

Concept checking of understanding, reference to work covered in previous lessons.

Short assessment activities.

Examples of good practice

Evaluation tasks selected with clear reference to students' needs and background; different tasks set for different groups if significant differences in level or cultural background are identified.

Teachers demonstrate the ability to engage students and create a positive learning atmosphere.

Teachers engage and motivate all students.

Teachers provide clear instructions.

Teachers promote positive interactions.

Some attempt to involve/interest students in the activity rather than simply 'doing' it.

Teachers give clear instructions, and check students know what to do.

Nomination of students; maximising student talking time appropriately.

Bringing whole class in; pairing weak with strong; variety of mode and pace; using students as a resource – their knowledge and experience, their interests.

Personalisation of information, materials and activities.

Pairing and grouping shows sensitivity to students' competence and confidence.

'Listening' to students' contributions.

Teachers avoid cultural gaffes, belittling students, stereotyping students, culturally or politically insensitive comments, negative vibes/tensions.

Teachers use language that is comprehensible to students, at an appropriate level.

Examples of good practice

Teachers demonstrate awareness of, and ability to deal with, L1 needs.

Teachers mediate appropriately in potentially problematic cultural topics.

Styles of learning (visual/auditory/kinaesthetic) and special educational needs are dealt with.

Evidence of knowledge of individuals' lives and experience (teacher to student and student to student).

Teachers demonstrate good balance of student-student and teacher-student talking time; clear instructions; good checking; good voice projection; pacing; good awareness of learners; good use of pair work; good use of names/nomination.

Teachers have effective strategies for controlling use of LI.
Variety of activities in evidence.
Changing groups/interactions takes place seamlessly.

5.2 Teacher Absence

If you are going to be absent for any reason, please contact the Course Director or the Centre Manager as soon as possible. Any absence should, ideally be communicated by 8:30pm of the previous evening, or at the latest 7.30am on the day.

6. The Students

We work primarily with agencies in Italy, France, Spain, Russia, Turkey, Ukraine, China and a few others. Generally speaking, the students arrive in groups organised either by an overseas school or travel agency and are supervised by a leader during their stay. They are usually between 11 and 17 years old, however, we do sometimes accept groups with students aged 8 to 11.

Upon arrival, all students are given a folder containing a programme, a wristband, a map, an exercise book, an enrolment form and a pen. It is up to you to ensure that students' exercise books are used and kept reasonably neat. Please remember that these books will go home to the students' parents.

6.1 Student absences

All students enrolled on UKLC summer schools are expected to attend 100% of their lessons, activities and excursions, and must attend a minimum of 90% in order to receive their certificate for having completed the course.

Absence for any reason other than illness will not normally be accepted. Absence from lessons must be reported by the student's Group Leader to the Course Director who will then inform you. Absence from activities and/or excursions must be reported by the Group Leader to the Activity Manager.

Please complete your class register every day and point out any absences to the Course Director.

6.2 Student behaviour

To promote good behaviour UKLC team members will:

- Ensure that all students attend the initial "Welcome Talk" where the expected standard of behaviour is outlined

- Re-iterate the expected standard of behaviour through the Code of Conduct for students – covered in the first lesson
- Make their lessons, activities and sessions fun and interesting
- Praise good behaviour
- Initially ignore any minor attention-seeking behaviour
- Act as a role model with a smart, clean appearance, good manners and time keeping
- Explain why certain behaviour is unacceptable
- Promote core British values – a. Democracy, b. Rule of Law, c. Individual liberty, d. Respectful tolerance of different faiths or beliefs

In the case of unacceptable behaviour persisting, UKLC reserve the right to curtail any activity.

We operate a 'Ground rules' policy:

1. Talked to: If a participant misbehaves the Centre Manager can give them a first warning. This will take place in a brief meeting with the participant and Group Leader and will be recorded on an incident form.
2. Yellow card: If they seriously misbehave again then we organise a telephone call home to their parents and we ask for the Group Leader's support in this.
3. Red card: If this fails to work and the participant continues to misbehave then we will ask them to leave and contact their agent to organise their transport.

6.3 Student feedback and complaints

At the end of the course the students will be asked to complete an online student feedback form and you may be asked to supervise this as part of an IT session. The Centre Manager will feed back any relevant findings to the team as a whole. We do have a complaints form, but as our students are all minors and they all come in groups this form can only be filled in by a Group Leader. Please make the management team aware of any problems or feedback that you become aware of in class.

7. Resources

Depending on the Centre there will be different resources available to you. The minimum is that all classrooms are equipped with a whiteboard and you are provided with a teacher box containing all the stationery and resources you will need on a day to day basis. In most centres there is a computer and interactive whiteboard in the classroom.

All the textbooks and materials are kept in the office. Please use the materials but do not take them away from the office. They are there for everyone to use and should not find their way into teachers' rooms or homes!

7.1 Lesson resources

You are the students' greatest resource. As a native speaker, you will be able to provide students with opportunities to listen to correct intonation patterns and pronunciation. Use a wide variety of the UKLC resources provided imaginatively to engage your students. Try to make activities have a real context and purpose. Always ask yourself how students can use the language they are practising in the classroom. Ask yourself why they are doing an activity. If you want them to develop a brochure, ask yourself why. Who is going to read it? Can you create a real purpose? Your Course Director will provide you with ideas and advice.

7.2 Excursion Materials

We have some teaching materials related excursions available from your CD. They have been written specifically for students on UKLC courses and have been designed to be of use at different levels. At the lowest levels, you may need to do some additional pre-teaching of lexis or may decide that your group will only complete part of the worksheet. You are also welcome to pass on your feedback on these materials (positive as well as negative) via your CD as UKLC are keen to reduce the workload for teachers to enable you to work more efficiently.

7.3 Photocopying

You will have access to a photocopier but are asked to show restraint when copying. Please do not give students an excessive number of handouts as they often lose them. Make sure any work is attached to their exercise book.

7.4 Printing

You must be aware of the amount of printer ink that you are using. You need to limit the amount of colour printing you do, and you must not print out a whole class set of materials in colour. The Course Director is under instruction to monitor what the teachers are doing in terms of printing, and excessive usage will result in you not being allowed to print at all.

7.5 Copyright

We have a Copyright Licensing Agency license which allows us to make multiple photocopies for use in classes of up to 5% of a book or one chapter, or one article from a journal or periodical. We also have a Newspaper Licensing Agency license which covers us to photocopy from the following newspapers: Daily Mail, Daily Telegraph, Evening Standard, The Guardian, The Independent, News of the World, The Observer, The Sun, Sunday Express, Sunday Mirror, Sunday People, Sunday Telegraph, Sunday Times, and The Times. We do have an MPLC license for showing films but we do not have an Educational Recording Agency license and therefore cannot record any material from television or radio. Please adhere to the licenses above, and most importantly, acknowledge all sources on photocopies.

In most centres we will have access to computers and video/DVD recorders. If so, please incorporate these into your lessons. You will need to speak to the Course Director to find out how and when you may use these facilities.

7.7 Review and development of teaching and learning resources

We ask our teachers to provide us continually with feedback concerning our syllabus and materials. This is done through team meetings and team questionnaires. Any suggestions for new materials are given due consideration. It is the Course Director's responsibility in each centre to gather feedback and communicate any suggestions to the any member of the Academic Senior Leadership Team (Academic Director/Academic Managers). Each year we trial some new material and the Course Director will ask certain teachers to use the

material and then write a brief report about it. This information should then be passed to Head Office at the end of the season.

8. Project Lessons (Optional)

During the second week, the CLIL lesson may be replaced by a project lesson, during which students work together as a class to prepare a project that they will present to the other students at the end of the week. The aim is to allow them some ownership of the content of their classes. This can be something of a culture shock for some students but they usually adjust quite quickly. Some teachers find the student-centred approach difficult too. The knack is for them to think of themselves much more as a 'facilitator' than a traditional teacher. Ideally, you want the students to believe they have chosen their topic, whilst keeping them within the bounds of what is feasible on the site (i.e. in terms of the skills and equipment available). Their belief in their choice is a strong motivating factor in the effort students put in to project work, and so it is important that teachers do not overly reduce the options open to their class, whilst making sure they do not promise what cannot be delivered. It is a delicate balancing act. The projects should be collaborative efforts. This does not mean that one or two people take control and the others follow, or that each person has a task to do that does not involve them in communicating with other group members. Working collaboratively requires students to interact, negotiate ideas and meaning, and agree on the content and procedure.

Depending on the nationality breakdown in the classes there may be groups that are mono-lingual. This is not necessarily an issue, as the project classes, like some other lessons, are more about the product than the process. That means that as the input is in English, the material they are dealing with is in English, as is whatever work they produce, it does not matter if some of the discussion around their work is done in L1 (their mother tongue). In fact, some use of L1 can result in a higher level of English output as students discuss higher level concepts in their own language and then work out how to express that in English.

Encourage teachers to push their boundaries and try something new. Offer support to them and get team members to share good ideas. If this kind of teaching is new to you, feel free to discuss it with your Course Director. You can allow a project to be repeated with a new group of students, but it should be done by a different teacher. Below are some ideas suitable to the age range we are dealing with.

8.1 Some initial project ideas

- ✓ A video diary – one group last year filmed some of their activities and excursions, interviewed team members and added their own commentary to a film they then edited and showed at the presentation.
- ✓ A comparison of French/Spanish/British towns or cities – how is your Centre similar to or different from the places the students come from? The project could include maps, some history, famous people, landmarks, etc., as well as photos of the locations (taken from the web if necessary).
- ✓ Students could also look at the history of the towns or cities they will visit on their excursions and present their findings with or without any reference to their home town or country.
- ✓ The Romans or Vikings – in the week of or following the excursion to Chester or York, students may be interested in researching about Roman or Viking life and culture, especially if they come from a town with a Roman history. This could also have a practical element, such as making a Roman or Viking-style shield, depending on the availability of team members and materials.

- ✓ Sports – a project based on the different sports the students have participated in, covering the various rules and/or tactics; or looking at biographies of famous players. For 2012, this could be tied in to the London Olympics too.
- ✓ Drama or sketch – students write, direct and perform a short piece about any subject they choose. Elements of the life of the centre usually go down well, or there could be an attempt to produce a historical piece connected to the course or the excursions.
- ✓ Photo story – students plan, script, storyboard, photograph and then layout a photo story (as in teen magazines). We hope to have access to sufficient stills cameras to enable this to be possible for more than one group.
- ✓ A Centre newspaper – with news stories, sports write-ups, crossword, horoscope, lonely hearts ads, fashion page, etc. This could be done in the ‘traditional’ way on paper or possibly electronically.
- ✓ A Fashion Show – more popular with the girls, but the boys often do some dressing up too! Involves the selection of a theme, of outfits (put together from the clothes the students, or team members, have with them), together with choosing ‘models’ to wear the outfits, and a commentary to describe the models and the outfits being worn and music to accompany the show. This could then be publicised around the campus in preparation for the ‘show’ at the presentation.

9. Placement

All students will be placed in classes by the Course Director according to the results of their test. You must be very aware in the first few days of any students who appear to be in the wrong level. Students can often be homesick or tired when they take the test and not perform to the best of their abilities. If you feel that a student has been placed in a class by error then please inform the Course Director immediately. Alternatively, sometimes students copy the test from their friend and end up in a level that is too high for them. Once again be aware of this and let the Course Director know.

You will be involved in the placement testing and will be asked to supervise a group whilst they are doing it. Students will take an online test using their phones. If they don’t have a phone, they can use a paper test that will be provided. Make sure that you create correct atmosphere, we do not want to unnecessarily terrify young students on their first day but they must understand that speaking and copying are not permitted. Ensure that you gather the tests at the end and just before you do, spend some time to make sure that the names are legible!

You may be asked to help the Course Director correct the placement test.

10. Monitoring students

To monitor students’ progress, you will be asked to complete a report on each one. In this report, you need to highlight any specific difficulties that you have noticed, but also note the positive things. This is a simple process of circling A/B/C/D for each academic area and then handing this back to your Course Director.

11. Excursion preparation

Your management team will have information regarding each of the trips in the programme. It is essential that you include some preparation of the trips into your lessons. LACK OF INFORMATION REGARDING TRIPS IS THE MOST COMMON COMPLAINT FROM GROUPS. Please look at the information and work together to decide how to incorporate it into your lessons. Materials will be provided for all centres, covering excursion destinations but

we ask you to gather any information you think may be useful whilst you are out on excursions. Students will also be given a student journal. Within the journal there will be exercises for the students to complete during the excursions. It is important that this is checked by the teachers upon their first lesson back.

If you have students in your class going to different destinations then they should be split up into these groups and each group should work separately on their excursion destination. Usually all students will, at some point or other, visit the same places and so presentations by the different groups after an excursion can serve to give another information on where they are going and what there is to see there.

You may wish to compile some kind of exercise for the students to complete whilst on the trip. This can involve information gathering, interviewing people on the street, asking specific questions at the tourist information office and then using all this in class for presentations, project work, discussions, wall charts or comparisons between different destinations. Be aware though that many students will only complete such a task with supervision, and in wet weather anything involving making notes is very difficult, so it is a plan to use sparingly and always have a back-up plan for your lesson after the excursion in case the students do not have sufficient information to complete the task(s) you had planned.

12. Supervision outside of classroom times

As part of your contract, you will be asked to do some light supervision at break and mealtimes (and for residential team members, after evening activities). This will be organised on a rota basis and should only occur a few times per week. When you are on duty just make your presence known and walk around to keep an eye on things. When the students are not in class their Group Leader is asked to keep an eye on them but we like to have some UKLC team members on duty as well in order to support the leaders at this time.

If you are residential and you are asked to supervise after evening activities, it usually involves “herding” students towards their accommodation and ensuring that they make it safely inside with their leader ready to go to bed. Once all communal areas of quiet and there are no students outside of their residences, you can speak to the Management team and ask to finish.

13. GOLDEN RULES FOR UKLC TEACHERS

Most of these are obvious, but it never hurts to be reminded:

- Never be late for class! The students have precious little time in the classroom and it must not be wasted.
- Learn the students’ names.
- Wear your team uniform when you are on duty (lessons, supervision, activities and excursions)
- Make sure all the students are involved in the lesson. Don’t ask the whole class questions very often. Nominate students to answer when you do ask questions do not let certain students dominate. Never nominate students in a regular pattern i.e. going round the class.
- Organise your class well. Mix nationalities and sex. Monitor and encourage good study skills; note taking, lexis at the back of their books, lesson reviews.
- Plan your lessons and have a clear aim for every lesson. Tell your students what the aims of the lesson are and write them on the board.
- Review work at the end of every lesson and each week.
- Get students to self-correct and correct each other.
- Contextualise and personalise your teaching. Use your life and the lives of your students to provide contexts for the language that you are teaching.

- Teach language for communication. Never teach language forms in complete isolation or in very marginal contexts.
- When teaching new meanings of words provide and elicit real contexts and examples. Avoid questions such as *what does X mean?*
- Make your students laugh!
- Vary your teaching and maintain a good pace.
- Don't talk too much. Use gestures. Control your use of language, slow down and simplify according to level.
- Use grammatical terminology sparingly.
- Keep the register and the class record of work up to date each day and the class profile each week.
- When students are doing a written exercise go round and mark their books. Each book should have many comments and frequent feedback from you.
- Talk to your colleagues and your teaching partner/s to exchange ideas on what works and doesn't with different levels or nationalities.
- Make it fun. Your students are on holiday and are receptive to active communication activities and running round the classroom, etc. Make sure the aim of the exercise is always clear.
- Tell us if you have a problem, are finding it difficult, aren't coping or have any discipline issues. We want you to enjoy this experience and the management team is there to help and support you.
- Enjoy yourself!

14 Teaching – A brief summary of UKLC policies

14.1 Speaking

- ✓ For most students, speaking is the priority skill.
- ✓ New words or expressions should be heard and pronounced by students before they are read or written down.
- ✓ Immediate correction of mispronunciation is essential unless to do so would interrupt the student's flow. In this case teachers should write down any errors and correct at the end.
- ✓ The best speaking practice should bear as much resemblance as possible to real communication, whether it is an information gap, or a problem-solving situation and the whole situation should be set in context.
- ✓ For higher-level students, teachers can include presentation skills and organise early on in their stay a programme of presentations either individually or in groups.

14.2 Pronunciation

- ✓ Teachers should correct persistent pronunciation errors.
- ✓ Repetition and practice are acceptable techniques for pronunciation work.
- ✓ Teacher should not teach the phonemic script as a whole but individual sounds may be useful devices in correcting common errors. There are some pronunciation materials provided and teachers are encouraged teachers to use them.

14.3 Listening

- ✓ Exposure to different stimuli, authentic materials and the teacher's voice is important.
- ✓ Sections of listening text should be short.
- ✓ Students should be prepared for listening either through pre-teaching of essential vocab or through pre-questions.

- ✓ A variety of tasks should be set for students to accompany listening using guide questions, multiple choice or T/F questions, completion of a table or diagram, or completion of a text for low level students.
- ✓ Practice should be given in a range of skills, to generate the ability to listen for gist, and also for detail.
- ✓ There should be sufficient repetition to ensure understanding.
- ✓ The audio should sometimes be played in short sections to focus on accurate decoding skills.
- ✓ Transcripts should only be used for reinforcement of explanation.

14.4 Reading

- ✓ Reading means silent reading by the student – teachers should check that students do not sub-vocalise and therefore only read at speaking speed.
- ✓ Practice should be given in a range of skills, to train in reading for gist using skimming and scanning skills, and reading for details intensively, as well as generally improving the speed of reading.
- ✓ Exercises should give practice in prediction, in understanding implication, in judging the opinion of the writer, in analysing the structure of texts, and in vocabulary development.
- ✓ Teachers should bear in mind the classic reading lesson format of pre-questions or discussion, searching for information in the text, discussion of answers to questions on the text.
- ✓ Students should not normally read long texts aloud unless there is a focus on pronunciation.

14.5 Writing

- ✓ Students do a large amount of writing in their own countries and so teachers are asked to make sure the writing element is small. It is, however, still very important and should be included a few times a week.
- ✓ Successful teaching of writing skills needs a clear purpose – who are the students writing for? Some authentic writing can be created through writing letters for other students in the class or to produce a newspaper for the end of the course.
- ✓ All writing should be prepared through previous discussion, brainstorming, or teaching of vocabulary, and normally based on a model of some kind.
- ✓ The writing task should reflect a real purpose for which the students need to write in English.
- ✓ At lower levels the focus must be on spelling, punctuation and sentence structure.
- ✓ At higher levels, perhaps organisation of ideas and structure of text is more important.

14.5 Presenting new vocabulary

- ✓ New words should be presented orally and repeated several times by the students and then written clearly on the board.
- ✓ Teachers should contextualise vocabulary and ensure that students can use new words in context if this is part of the objective of the lesson.
- ✓ Meaning of new words must be clearly presented through one of the following:
 - Use of realia
 - Pictures or drawings
 - Facial expression, gesture or mime
 - Verbal definition using wordset, synonyms, antonyms, scales
 - A sentence or two using the word in a clear context
 - Ask students to check in their dictionary.

14.6 Use of grammatical terminology and the teaching of grammar

- ✓ Teachers should present grammar items in a context, with plenty of practice before teaching any rules.
- ✓ Teachers should not overuse metalanguage to describe the linguistic operations going on.
- ✓ There is a danger of giving grammatical labels and not teaching the use of the language.
- ✓ The lesson plans will indicate the kind of terminology appropriate.
- ✓ It is better if a student can discover a grammatical rule through use and experience of the language rather than having the rule presented first.

14.7 Testing and evaluation

- ✓ All students sit the placement test on their first day. Some groups insist on retaking the test at the end of the course and if this is the case you will be informed.
- ✓ Teachers must fill out a student evaluation form and a certificate for every student before they leave. Please keep the comments positive!

15 Team uniform

You will be issued with a couple of UKLC polo shirts which you are expected to wear when teaching, when you are involved in activities and when you go on excursions. In addition to your uniform shirt, for teaching you are expected to dress professionally. This means nothing too high above the knee (for men and women) and you should wear proper footwear, i.e. no flip-flops in the classroom. You may wear jeans to teach, but they must not be patched or ripped. Also, for excursions, we will provide high vis jackets to wear. Please make sure that you wear these as they are a safety precaution and extremely necessary for trips with large groups in busy venues.

16 Excursions and Activities (for Teacher/Activity Leader role)

As part of your contract, most of you will be supervising activities and accompanying students on excursions. These elements are as important as the teaching, and in the students' eyes, more important!

There should be a rota available each weekend for the coming week which will tell you all the afternoon and evening activities you will be supervising, which trips you are going on and what mealtime and bedtime supervision you are required to do. If you have any problem with the rota then inform the Excursion & Activity Manager or the Centre Manager immediately.

When supervising an afternoon activity, please get involved. Make sure you know what the activity will involve before you show up. Get any equipment ready and discuss with your colleagues how you are going to proceed. Look enthusiastic and prepare to motivate the students to participate.

If it is a sport then you do not need to be an expert to organise a tournament or get some competition going. This is the time to interact with the students outside the classroom and to really get to know them. Speak lots of English to them and make sure the different nationalities are mixing.

Use your common sense at all times. If an activity has run its course but there is still a lot of time left then think of something else to do. Speak to your colleagues and always have a few ideas up your sleeve.

For evening activities, there is often a lot of preparation to do to ensure it is a big success. Find out about the activity you are involved in and make suggestions. Dedicate some time to preparation to ensure that when the students arrive, all the members of the team know exactly what they are doing.

If you arrive at the start of an activity and there are no students there, don't just sit and wait. Be pro-active and go and find some students. Try and reason with them to just come and have a go and see if they like it. Find Group Leaders and get them onside to convince their students to come.

If you know what activity you are going to be supervising then publicise it in your classes. Make sure the students know how much fun it will be and tell them to tell their friends.

16.1 The Programme

On two or three afternoons a week (depending on the centre) there will be "Sports and Activity or English Plus afternoons". These are structured sessions divided into three slots (there may be occasions when a shorter session is implemented over four slots or longer sessions are implemented over two slots). These will need to be three one-hour sessions with a short break between that will start at 14.00 and end at approximately 17.30.

The EAM, with the help of the SC (if there is one in your centre), will organise the students into groups for these sessions and plan a rota of activities for each group. These activities are obligatory and registers must be taken. You must ensure that you have the correct register for all activities you are supervising, that you take it and that you return it to the EAM when the activity is finished. If a student fails to show for an activity after 15 minutes, you **MUST** let a member of the management team know!

After 17.30 students have free time until dinner. The time of dinner varies from centre to centre.

All students are given the choice of enrolling on a on an English plus course:

English Plus Multi-Activity

The "typical" summer programme consisting of a wide variety of activities and sports. Sessions are structured and are coached by our team. Sessions can include tennis, basketball, volleyball, swimming, photography workshops, dance, football, and drama etc. Students are moved through two or three activities on rotation in each session.

English Plus Dance

This course is designed for students with a passion for modern dance. Previous experience is not necessary, but a motivated attitude is! Each three-hour session will begin with a warm up and will include a well-needed break. The first part of the session will involve learning new techniques and steps and putting together routines. The second part of the afternoon will give students time to practice what they have learnt and rehearse any routines that will be included in the final performances. Styles covered include Street Dance, Modern Jazz, Contemporary and West End.

English Plus Drama

An excellent way for students to improve their English and grow in confidence. This course involves students of all abilities looking at various elements of acting, including improvisation, mime and role play. They will also study a chosen piece from a well-known play to perform at the final performance.

Leadership & Life Skills

This course is tailored on the needs of those older students (16+) who are thinking about their future after school. During these lessons, students will engage in different activities designed to develop their leadership and life skills, like how to take part in a debate, developing a marketing strategy, delegation and how to communicate as a leader. Moreover, they will also work on presentation design and delivery, UX design and what a 21st century leader is like.

English Plus Football

This exciting football course is aimed at players who have the goal of wanting to improve their knowledge of football and English and emulate their footballing heroes like Ronaldo, Messi and Bale. It includes sessions on tactics, playing systems and technical skills. Previous experience not necessary but motivation is!

Intensive English

Additional English lessons for those who really want to maximise their language learning during their stay in the UK. Students will build on their lessons through additional taught classes at a level appropriate to their achievement in the placement test. The lesson content will be a continuation of the UKL4 programmes as outlined in the Academic Summary in our brochure.

Afternoon sports for multi activity: Football, cricket, tennis, baseball, uni- hockey, team building, nightline, swimming, dance, lacrosse, tri-golf, ultimate frisbee, volleyball, handball, adventure solutions, badminton, basketball, netball, water polo, archery, caving, rock climbing, shelter build, raft building.

On English Plus Multi Activity, we may also want to offer some non-sporty options. It is a good idea to discuss these at induction with your EAM especially if you have any particular skills that you would be happy to use (musical instruments, arts, drama or specific sports).

Quiet afternoon activities for those who are not sporty can include: bracelet making, makeovers, videos, bingo, board games, drama, painting, or anything else you can think of!

Please note that we have excellent session plans for ALL English Plus activities. Ask your SC or EAM for them.

In our London centres we operate slightly differently and offer students the chance to go out on an excursion into London every day. The EAM will organise the students into small manageable groups and you will accompany them on the tube for their excursions.

For excursions, there is an information sheet. Make sure that you do some preparation and you know where you are going and what you are going to see.

17 Excursions

Half and full day excursions can easily degenerate into yet another visit to McDonalds and walk around Primark! This is inexcusable. To avoid this all members of the team should be fully briefed prior to the excursion. The day should be clearly structured and the students should know beforehand why they are going and what they are going to see. When taking the students out of the centre on a trip their safety is our first concern. Please ensure that you read the risk assessment that is relevant to the destination that you are visiting on an excursion. Please sign the Risk Assessment form to ensure that your EAM knows that you have read and understood the content of the risk assessment and that you are familiar with where / what you are going / doing.

Prior to the course all trips will have been researched and you will be given details of each destination and the proposed schedule for the visits. Make sure that you have any information necessary if you are accompanying students on an excursion.

17.3 Team Trip Information sheet

For each excursion there will be a minimum of two members of the team per destination. One of these will be nominated as the **Excursion Leader** and will be responsible for communicating with the coach driver/s and Group Leaders. This involves arranging meeting points and pick up times, taking a register and liaising with Group Leaders to ensure that all students are present (with wristbands on) and have understood the various meeting points and times and informing the coach driver/s of any pickups and the final departure time.

The other team member will be responsible for ensuring that all students and Group Leaders have been given the relevant tourist information and any worksheets or maps. They will also deal with any museum bookings, tours or other entrances that have been organised for the day.

Checklist:

Do you have...

- Packed lunches (if required)
- First Aid Kits
- Tourist info re the destination and the museum/attraction?
- A method of payment if one is required/ voucher / letter of authorisation?
- A letter confirming the booking with the relevant museum?
- The phone number of the coach company and of the driver?
- The phone number for your Centre office, Centre Manager, your mobile number and the emergency mobile number?

What to do if.....

The venue you are visiting has no record of your booking.

It sometimes happens that the person you encounter in a museum or attraction will not be able to find the record of our booking. It may have been misfiled or entered in the wrong date. If you have a confirmation letter this will usually resolve the problem. If not, keep calm and try and resolve the situation amicably. You can ask the person to ring your Centre Manager or just see if there is another time that they can fit you in.

There has been a mix up regarding payment

Most attractions will usually count the students in and then send an invoice to us. However, sometimes one person will agree to invoice over the phone and then when you get to the reception you are asked to pay. Never pay out of your own money! At this point you need to contact the Senior Leadership Team to sort it out and give them the address to invoice:

UK Language Courses Ltd, Unit 1d, Rossett Business Village, LL12 0AY

You have been delayed departing and you will arrive at back at the centre later than planned.

You must inform the Centre Manager of any delay especially as it will probably affect dinner. Please do this as soon as you can to avoid any problems with food once you return to site.

You are at the coach at the arranged meeting time and one student fails to show.

On the coach before letting the students go anywhere you must brief all students on what to do if they get lost. In this day and age of mobile phones, these matters are usually easily resolved with a phone call. However, if a student (miraculously) does not have a phone with them then they should try and find their way back to the

meeting point and wait. Any Group Leader missing a student should always return to the meeting point to find them.

Stress to students that they should always have the 24hr emergency number with them (on their wristbands):
00 44 1244 567 695

If the missing person(s) incident occurs in the morning or while visiting the first of two destinations in one day, the Excursion Leader should remain at the first destination and continue trying to find the student(s). If they turn up, all of you should make your way to the second destination to meet up with the rest of the group and the coach. If you will not make it to the other location before the scheduled departure time, call one of the other team members and arrange for the coach to come and pick you all up on the way back to the Centre.

Whatever happens, if a student is lost and you are being significantly delayed (over an hour), then you should leave an adult (either the Excursion Leader or another member of the team or a Group Leader if they speak good English and they have another leader / a member of the UKLC team to take over the rest of their group) at the departure point. Make sure they have all phone numbers and enough money to get themselves and the student home, then accompany the rest of the group home.

On return to the Centre an Incident report Form should be completed. The Excursion Leader (and/or a member of SLT) should then liaise with the relevant Group Leader to notify the parent(s) of the missing student(s).

Depending on the extent to which missing the deadline was wilful, the student(s) participation in further excursions may be restricted. This will be evaluated by the SMT.

A member of the excursion is injured and has to go to hospital:

If a student requires hospital treatment, a member of the team AND a relevant Group Leader should accompany the injured person to the hospital. The SLT must be notified too. The team member should ensure that they have a working mobile phone.

On return to site, an Incident report Form should be completed. The Excursion Leader (and/or a member of SMT) should then liaise with the relevant Group Leader to notify the parent(s) of the missing student(s) if this has not already been done. Please keep receipts for any expenses you may incur in order to travel back to the centre.

A student is arrested or detained by the Police (i.e., for shoplifting or a public disorder offence):

Depending on the time of the incident and the expected timescale involved for the Police to process the case, it may be necessary for the Excursion Leader to send the coach back to the Centre. If this happens, s/he must retain the Emergency money to enable return to the Centre. The Group Leader should remain with the Excursion Leader to help with any translation issues. In the event that the student will not be released on the same day, the SMT must be contacted and the Group Leader should be liaised with in order to notify the parents.

On return to site, an Incident report Form should be completed.

The student(s) concerned may be sent home or banned from further excursions, depending on the severity of the offence.

There are not enough packed lunches.

This is a classic! The best thing is to check and double check before you get on the coach that you have enough lunches for the number of people on your coach. Never give the students the packed lunches before they get on the coach as they will just eat them and create mess. When you arrive at your destination it is vital when giving out lunches that no one takes two. Obviously, this is difficult and so if you end up with some students who have no lunches then you can tell them to go and spend up to £3 on lunch and **keep their receipts**. They will then be reimbursed by the Centre Manager when you return. Do not start giving out money; if they do not have any then they should borrow from their Group Leader. If you absolutely have to spend money then **get receipts! No money can be reimbursed without receipts.**

For some reason a Group Leader decides that she doesn't want to visit the museum that has been arranged.

Sometimes the Group Leaders will try and take over the day. You must insist firmly but politely that everything has been booked and paid for in advance and that no changes can be made. If they are not satisfied with the visit then they must speak to the Centre Manager when they get back. Remind them that they had time to talk to the Centre Manager before the excursion and should have asked for any changes to be made then.

It is a difficult juggling act. You must always be polite with Group Leaders and try to accommodate them as much as possible. After all they are the client. However, you cannot let one Group Leader who is being particularly demanding ruin the day for everyone. Remember that there is always someone on the duty mobile or the Senior Leadership team can be contacted. If you are in a difficult situation then ring and ask advice.

You feel that the students are at risk.

Everyone's awareness of risk is heightened today especially when European cities are vulnerable to terrorist attacks. If you feel that the students you are accompanying are at risk in any way then you must act. In stressful situations people will often panic and it is more frightening if you are in a foreign country. So, whether it be a group of drunken football fans who suddenly appear or a bomb scare you must try as much as possible to take control of the situation. Walk the students towards the nearest public building, and keep checking that they are all there. Call the police if you feel it is necessary and call the coach driver to come and pick you up. Please also call your Centre Manager immediately if you need advice. We expect teachers and activity leaders to act with common sense and responsibility in the face of any risk to students.

A final note: On excursions your role is to guide and assist. You are not expected to be the fountain of all knowledge regarding the history and age of buildings etc., but you are not expected to say "I dunno, I've never been here before!" either. Members of the team who are not involved in teaching should also be familiar with what content has been covered in the lessons so that they are in a position to help students with any worksheets they may have. You will have plenty of opportunity to research the excursion beforehand and you will be responsible for the smooth running of the day.

Try to mix with the students as much as possible and talk to them about what they are seeing. Let them try their English out on you and answer their questions.

There will always be some free time on excursions where the groups go off to have a look around or a shop and during this time you can relax and have a break.

17.4 London Excursion procedure

If you are working at one of our London centres or visiting London and using public transport, then there is an extra procedure to follow.

Students should be divided into smaller groups of approximately 20 students accompanied by their Group Leader and be assigned a member of UKLC team to guide the excursion.

Departure times for groups will be staggered in order to prevent more than one group at a time getting onto tube trains.

Getting on and off the tube:

The procedure for getting the group onto the tube is that the Group leader should get on first followed by the students and the UKLC team member should get on last after ensuring that everyone else is on board.

When disembarking the same applies but in reverse with the UKLC team member getting off last once everyone is off.

Potential problems:

If not all the students make it onto the train in time, the UKLC team member will remain behind with those left on the platform. They will then get on the next available correct train. The Group Leader on the train will continue to the destination station if direct and await the rest of the group.

If the journey involved a change then the Italian Group Leader should wait at the station at which they were meant to change trains, on the platform with their students (in this scenario they need to pick a lead student to get off first and the Italian leader should get off last). They should then all wait for the remainder of the group with the UKLC team member to meet them.

If only one student is ever left behind at a station on their own, then we operate a **STAY PUT** policy. The student should not move from where they have last been seen until a member of the team comes to get them. The UKLC team member would get off at the next stop and return to where the student was left. The rest of the group carries on as above to either the final destination or change station and waits there for the missing student and UKLC team member to join them.

If it is the Group Leader who fails to get on the train then they should catch the next correct train to join the group who will wait for them at either the destination station or the change station.

In all these scenarios where part of a group have gone ahead and are waiting for someone to catch up, they should wait for a maximum of 45 minutes after which time they need to come out of the tube station and call the Centre manager.

It is very important for UKLC team members and Group Leaders to exchange telephone numbers when out and about on trips.

For London sites:

All our trips around London will be using public transport. It obviously requires a good deal of organisation to get large groups on and off trains. It is essential that you:

- 1) Are **always** on time as you will need to get for specific trains
- 2) **Always remember your own Travel card! You will be issued with one but if you lose it then you must buy another one.**
- 3) **High vis jackets are a must in and around London – you must wear them, carrying them is not enough!**
- 4) Please be respectful of commuters and the general public and ask your students to be, especially at rush hour.

- 5) Get ready in your groups before you get onto the platform so that you can get on different doors.

18. Residential team members

As a residential teacher, you are part of the closer community of the centre. This means that you must make sure you know all the Group Leaders and that they know you. They are our clients and we want to keep them happy. Plus, if they know you and have a good relationship with you then they will moan to you less!

After evening activities are over you should encourage students back towards their boarding houses. Then you are off duty. Please be discreet if you decide to go out at this time and let the Centre Manager know.

If you are disturbed by students during the night then you must wake the Group Leader. Please be calm with them but point out the simple fact that if they expect you to get up and teach a good quality lesson to their students then they must help you get a good night's sleep.

You will be very involved in the centre, as you will spend 24 hours a day there. Be sure to use your time off wisely. Go for a walk, go into town or have a sleep. Make sure you keep rested so that you can keep going.

Hopefully you will feel like part of a team and so therefore please be aware that sometimes you may be asked to volunteer for things. We like to create a positive and informal atmosphere and our policy is that if you need anything we will try and help. Obviously, we expect the same in return.

Please make sure to insure your belongings. It is best not to keep anything of any value with you, as often the doors do not lock in the residences. You may use the safe if you need to. We cannot be held responsible for anything that goes missing.

18.1 Alcohol

UKLC are aware of our responsibilities and encourage team members to be sensible when it comes to alcohol.

If you are residential then it is obviously up to you what you do with your time off, however, you will probably be accommodated near students so we ask that you are responsible and sensible. We do not mind teachers having a quiet drink if you are off duty but any drunken behaviour or turning up for work 'worse for wear' will not be tolerated and will result in disciplinary action being taken. You need to remember that you are responsible for setting a good example to young people. **Also, it is forbidden to consume alcohol whilst out on an excursion with students, even if you have some free time during the day!**

18.2 Signing in and out

Please be discreet if you are off duty and you go out at night. As you can imagine, we need to know from a fire safety point of view who is and who is not on site. So, your CM will create a Fire list what's app group where team members must check in and out if they are leaving the premises at night. This is to avoid trying to find you if there is a fire and not a checking mechanism for what time you came in!

19. Safeguarding and Child Protection

At UKLC we are committed to safeguarding the students in our care and we ask all our team members to commit to this fully. You will have completed a Level One Child Protection course online before taking up your position with us and we offer further training in this at induction.

Please read the safeguarding and child protection policies in our "Operating and Safeguarding Handbook" (OSH) and make sure that you know who to go to if you have any concerns.

Safeguarding / Child Protection Statement:

UKLC is committed to providing a safe and secure environment for the young people in our care.

The way we ensure this is by:

- Operating a rigorous recruitment process and thoroughly vetting all team members (Appendix 19 **Recruitment policy**)
- Having a clear Safeguarding Policy (this document) and clear procedures for protecting the students in our care and keeping them safe
- Having a clear Child Protection Policy and clear procedures for its implementation.
- Ensuring that all our team members, accompanying Group Leaders and subcontractors (e.g. homestay providers) are aware of and conversant with the relevant areas of our Safeguarding Policy, that all team members are trained in it (see induction procedures) and that all team members are invited to complete an online **Safeguarding Basic awareness*** course and submit the certificate to head office and that all team members and Group leaders agree to adhere to the Code of Conduct for Adults (Appendix 7)
- Having a clear Behaviour Policy in place and procedures to ensure that our centres are free from bullying, harassment and extremism (see Behaviour Policy).

*Safeguarding Basic Awareness Course

Please also read this code of conduct and adhere to it:

Code of Conduct for Adults

We are committed to establishing an atmosphere of trust between the students in our care and all adults they come into contact with. This document describes the standards of conduct and practice that UKLC employees and Group Leaders should follow. Our aim is to protect all young people and adults connected with UKLC.

Terms

Young person:	Any student or young person enrolled on a UKLC course
Adult:	Any UKLC Team member, Group Leader, Employee of hosting institution

- All students and adults must be treated with respect.
- In all activities, UKLC team members and Group Leaders are required to be aware that physical contact with a young person may be misinterpreted. It is especially important to note the different cultures present at a UKLC course. Whilst we understand that in some other cultures physical contact may be

viewed differently, we ask all adults on our courses to understand that we are operating based on British culture and we expect them to also.

- Any physical or manual touching required should be provided openly and if this is in a sporting situation, it should be in accordance with the guidelines provided by the appropriate National Governing Body.
- All adults are expected to dress appropriately at all times. For UKLC team members this means wearing their uniform when on duty, but for off duty team members and Group Leaders we would ask you to be considerate to the sensitive age of our students and avoid revealing too much flesh (low tops / shorts / miniskirts). This is especially important for residential team members in accommodation with students.
- In all lessons and activities, UKLC team members should recognise that special caution is required when discussing sensitive issues with young people.
- In all lessons and activities, feedback should be constructive rather than negative.

In all dealings with young people, adults should never:

- play rough physical games or sexually provocative games
- share a room with a young person
- enter a young person's room unless it is absolutely necessary and if entering a young person's room must do so accompanied
- allow or engage in any form of inappropriate touching
- be alone with a young person
- allow young people to use inappropriate language without challenging it
- make sexually suggestive comments even in jest
- reduce a young person to tears as a form of control
- allow allegations made by a young person to go unchallenged, unrecorded or not acted upon

In all dealings with young people, adults must:

- always set a good example for the young people in our care
- behave appropriately at all times and maintain professional boundaries
- ensure that their own behaviour is beyond reproach
- promote core British values
- be vigilant and act immediately if they become aware of any behaviour that gives cause for concern
- be sensible with regards to technology e.g. text, emails, digital cameras, videos, web-cams, websites and blogs.
- avoid giving personal contact details to young people, including their mobile number, home phone or personal e-mail address
- not use internet or web-based communication channels to send messages
- be sensible during any time off, especially with regards to socialising and alcohol consumption and especially when returning to sleep in accommodation where there are students lodged

20. Feedback

We are committed to improving our courses every year and so UKLC value your feedback and suggestions. You will be asked to complete an online team questionnaire before the end of your contract but also to contribute fully in team meetings and give us your opinion as the course is happening. If your Centre Manager does not give you the link to the form then please ask for it as we want to know what you think!

Have fun!

First Lesson

[C1] COMP 1

Focus	Welcome Packs, Enrolment Forms, Speaking Assessment.		
Materials	Attachments (Code of Conduct).		
Aims of the lesson	1.	By the end of the lesson, Ss will have filled in and handed in their enrolment forms	
	2.	By the end of the lesson, Ss will have been assessed in their speaking skills.	
	3.	By the end of the lesson, Ss will know about the Code of Conduct.	

LESSON PLAN

Phase	Time	Activity	Total time
First 30 minutes			
1	30'	Welcome Packs and Enrolment Forms. Liaise with your Course Director (CD) and Safeguarding and Welfare Coordinator (SWC) for this.	30'
Second 30 minutes			
2	10'	<p>Introduction. Ask each student to think of a question they would ask somebody when they meet them for the first time, as long as they are willing to answer the same question themselves!</p> <p>In turns, each student asks you their question, but before you answer it, they have to answer it themselves. Ss are not allowed to ask a question that has already been asked by somebody else. Write these on the board.</p> <p>Make sure the list of questions includes basic questions about name, age, nationality, family, likes and dislikes. Add as many questions as needed.</p>	40'

		This activity will help you generate speaking prompts and quickly identify the Ss you might have to focus on during the assessment phase.	
v 3	20'	<p>Speaking Assessment. Split the class into small groups and ask each group to work at a different desk cluster. Ask each group to discuss in which order questions on the board should be asked to somebody you are meeting for the first time. Give Ss about 3 minutes for this. Then instruct the Ss to ask each other the questions.</p> <p>As Ss speak, monitor and fill in the speaking assessment sheet (attachment 2). Ask Ss any extra questions if you need to.</p> <p>There should be enough time for you to assess all the Ss. However, if a group has finished long before the other groups, ask them to come up with questions they would NEVER ask somebody when they meet them for the first time. Tell Ss you will answer them later if they are not too embarrassing!</p>	60'
Last 30 minutes			
3	30'	<p>Code of Conduct game. Split the class into groups. Give each group 2/3 slips of paper a with a Code of Conduct rule written on each one (attachment 1). Ask each group to invent a short scene to represent each of their rules. Give Ss 7-8 minutes for this.</p> <p>Next, ask each group to perform their first scene in front of the whole class. Ask the rest of the Ss to guess what the rule might be. You can turn this into a game and award points to the groups who guessed right.</p> <p>After every group has performed their first scene, ask Ss to guess what the remaining rules might be. Finally, ask</p>	90'

		<p>groups to perform their second scene and ask the rest of the class to guess again.</p> <p>As a conclusion, ask the whole class to tell you the whole list without looking at their slips of paper. Now Ss may look at the Code of Conduct in their welcome packs.</p> <p>Remind Ss of the Ground Rules policy (from the Welcome Talk). Show Attachment 2.</p>	
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UKLC Code of Conduct

1. **BEHAVIOUR.** Make your parents, teachers and country proud!
2. **TOLERANCE.** In this school there are students from different countries and cultures. We're all different, and that's great!
3. **RESPECT.** Be nice to your friends, teachers and group leaders! Say "Please" and "Thank you".
4. **SAFETY.** Stay with your friends or your group. Wear your lanyard and wristband ALL THE TIME!

(Every time you don't, **you will pay £1**)

5. **HEALTH.** Eat well, drink lots of water, wash your hands regularly, wear a face mask on excursions, and a good night's sleep.
- 6.
7. **ENGLISH.** You are here to learn English. Speak it as much as possible!
- 8.
7. **GET INVOLVED.** There are many activities organised for you. Join in and have fun!
9. **TIME.** Always be on time for lessons, activities and excursions.
- 10.
10. **INTERNET SAFETY.** Do not give any personal information online. Protect your identity and do not speak to people you do not know IRL (In Real Life).
- 11.
11. **FEEDBACK.** Tell us what you think. Your opinion is very important to us! Speak to your Group Leader or a member of the UKLC team.
- 12.
11. **TRUST.** If something is not right, tell us! Your UKLC team (especially the **SWC**) are here to help you!

Extra for older students (14+)

11. **SMOKING.** Please, do not smoke indoors. You can only smoke outside in the designated areas.
12. **DRUGS AND ALCOHOL.** Please, do not buy or consume alcohol or drugs.

13. **NIGHT TIME.** Please, do not go into other people's bedrooms after 11 p.m.

14. **STAY LEGAL!** Please, do not buy anything that is illegal or dangerous for you or other students.

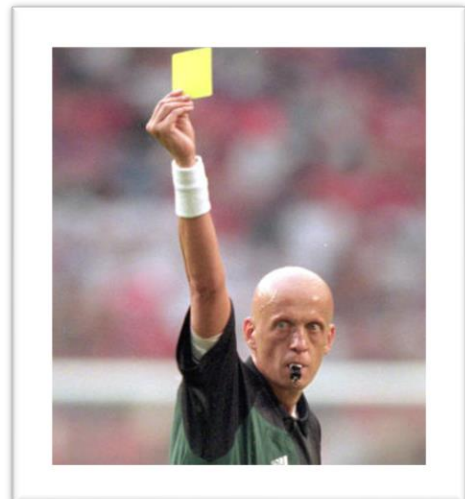
15. **THINK!** Do not do anything that could be sexual harassment: do not make any comments or jokes, do not share pictures of other students, do not make unwanted physical gestures, do not make anyone feel uncomfortable.

16. **PRIVACY.** Do not give personal information to anyone you do not know

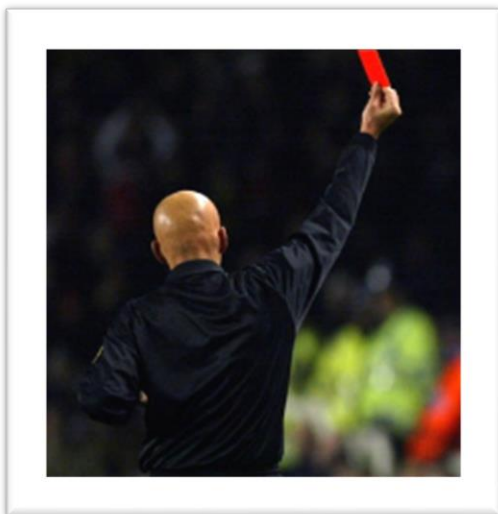
UKLC Code of Conduct



1. **Meeting.** If you misbehave, you will get a first warning.



2. **Yellow Card.** If you misbehave again, we will call your parents.



1. **Red Card.** If you misbehave a third time, you will have to leave.

Attachment 3

Speaking Assessment Form

TEACHER						
CLASSROOM			How well can you make out what Ss are saying?	How easily can Ss speak without stopping?	How many grammar mistakes are they making?	
NUMBER OF STUDENTS					How broad is their vocabulary?	
			Pronunciation	Fluency	Accuracy	
SURNAME	NAME	✓	Marks: 1 (worst) to 4 (best)			

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