



# Guide to Teaching at Dublin Cultural Institute

Version 2.8

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Dublin Cultural Institute

34A Bachelors Walk

Dublin 1

March 2026

Dear Teacher

I would like to welcome you to Dublin Cultural Institute and look forward to working with you.

This guide answers many of the frequently asked questions about teaching, learning and assessment at our school. It is intended as a companion document to your employment contract, job description, Employee Handbook and syllabus as well as notes from your new staff induction session. It should be used as reference throughout your career at the school.

Please take the time to read it fully as a clear understanding of policies and procedures and their rationale will empower you as a more effective teacher during your tenure at the school

As the programmes are continuously evolving and improving, the Guide will be regularly updated and the latest edition should always be available on the Shared Drive with an updated personal copy available upon request.

Yours,

Jonathan Duignan

Academic Director

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## INTRODUCTION

### MISSION STATEMENT & TEACHING PHILOSOPHY

We teach English to adults with a wide range of goals – employment and career promotion travel and recreation , further education and training, or building a new life in Ireland. Because learners often face real pressures such as work, finances, and accommodation our approach focuses on practical learning, steady progress, and achievable steps.

We treat adults with respect while maintaining the structure, boundaries, and expectations necessary for productive learning. A friendly, positive atmosphere – supported by humour and good relationships – is balanced with clear standards when behaviour or motivation slips.

Motivation is central to our teaching. We actively support learners to stay engaged, organised, and forward-moving, even when life challenges make consistency difficult. We place strong value on helping learners set goals and understand their own progress.

We map language development against the Common European Framework of Reference (CEFR) and use regular goal-setting, benchmarking, and assessment to guide learning, celebrate progress, and ensure progress is measurable and meaningful.

Cultural education – especially Irish and European contexts – is an essential part of our practice, helping learners integrate socially, professionally, and personally.

Overall, our philosophy combines respect for the individual, cultural awareness, a belief in effort and reward, a commitment to continuous improvement, fairness through valid and reliable assessment with the aim of empowering learners with the English language competence to achieve their personal goals.

## SECTION 1: PROGRAMME OVERVIEW

### 1.1 LIST OF PROGRAMMES

We currently offer General English, English for Business Communications, and IELTS Preparation programme leading to our own internal assessment and/or one of the following external examinations:

- Cambridge General (PET/FCE/CAE)
- Test of Interactive English (TIE)
- IELTS (Academic version)

General English is available at levels from A1 to C1. Upon enrolment a new learner takes the Placement test in Reading, Writing, Use of English and Spoken Interaction. We offer General English from A1 to C1 in the mornings and A2 to C1 in the afternoons. For IELTS, a learner needs to be at least B2 level. Learners are advised to enrol in IELTS for between six and twelve weeks. To commence Business Communication a learner will need to have a strong B2 level.

## 1.2 TIMETABLES

All our programmes are full time, comprising 15 hours per week. The times of the classes are as follows:

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### 1.2.1 GENERAL ENGLISH (MORNINGS)

Monday to Friday:

Session 1 (Teacher A): 9am to 10.30am

Session 2 (Teacher B): 10.45am to 12.15pm

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### 1.2.2 GENERAL ENGLISH (AFTERNOONS)

Monday to Thursday:

Session 1 (Teacher A): 1pm to 3pm

Session 2 (Teacher B): 3.15pm to 5pm

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### 1.2.3 ENGLISH FOR BUSINESS COMMUNICATION

Monday to Thursday:

Session 1 (Teacher A): 9am to 10.30am

Session 2 (Teacher B): 10.45am to 1pm

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### 1.2.4 IELTS PREPARATION

Monday to Thursday:

Session 1 (Teacher A): 9am to 10.30am

Session 2 (Teacher B): 10.45am to 1pm

## 1.3 LEVELS

The question is often asked: how long does it take to learn English? The answer depends on many factors such as motivation, location, first language, lifestyle, resources, quality of teaching, aptitude for language acquisition and so on. However, on average we can say a typical learner takes an average 240 hours of guided learning to improve by one CEFR level.

The DCI level system is divided into the six main CEFR bands. Each level is delivered over two cycle of six weeks' duration each comprising a total of 240 contact hours (12 weeks by 20 hours per week, which including guided self- study.) The progression is based on the Cambridge ESOL guided learning hours of A2, 180–200; B1, 350–400; B2, 500–600; C1, 700–800, and C2, 1,000–1,200.

The rationale for breaking the 240 hours into two shorter (120 hour) courses over two 6-week cycles has several benefits. Firstly, it provides not one, but two assessment points, from which learners ready to progress to the next level have the opportunity to do so. It maintains learner motivation with more immediate horizons as they accelerate though the lower levels or navigate the intermediate plateau. Importantly the system serves the school's commitment to minimised disruption caused by frequent teacher turnover. We are committed to ensure momentum by keeping the same two teachers teaching the same group uninterrupted for one entire cycle. Operationally this is reasonably achievable over a six-week cycle, less so when extended to 12 weeks.

It is understood that progression is not always as orderly as frameworks indicate. A level framework serves to guide reasonable expectation for progression. Actual progression depends on the variables mentioned above. At the end of each cycle, a learner has the opportunity to demonstrate their readiness for promotion to the next level.

The learning outcomes of each level are determined by 10 sets of 'Can Do' Statements in the areas of Spoken Interaction, Spoken Production, Written Production, Language Strategies, and Quality of Language. The performance indicators are based on the 'Can Do' statements from the 11 sets of EAQUALS/ALTE European Language Portfolio descriptors.

It is expected that every week, a learner is completing at least five hours of guided study outside the classroom in the form of homework, assignments, and guided reading etc. *Table 1* below shows the indicative hours at each level.

The CEFR level refers what the learner can do at the end of the course, not the beginning. Not all levels are offered at one time. It should be highlighted that class groups are always aggregates of approximate levels as learners will rarely have identical levels across all skills.

Table 1.3

Duration (hours)	Level	CEFR
240-400	Advanced	C1
240-375	Upper Int	B2
240-375	Intermediate	B1
240-375	Pre Intermediate	A2
240-375	Elementary	A1

## 1.4 SYLLABUS

### 1.4.1 METHODOLOGY

The approach to teaching at DCI is best described by highlighting its principal characteristics as follows:

1. It uses a **dual approach** requiring inputs from the teacher and outputs from the learner;
2. It is **integrated** whereby the four skills and systems overlap are not taught in isolation;
3. It is a **revision/extension syllabus** in which key language areas are revisited throughout the levels at an increasingly advanced register;
4. Lessons prioritise **communicative skills** over systems, but not at the expense of grammar exposition;
5. Classroom activities are **learner-centred** in so far as much emphasis is placed on personal expression, inductive learning, and both real and simulated communicative activities;
6. **English is the medium** of instruction and use of first language is neither required nor desired;
7. **Regular assessment**, both summative and formative, plays an important part in the methodological approach.

### 1.4.2 THE ROLE OF SYLLABUS

A major challenge for syllabus writers is to provide a roadmap to guide the teacher across the relevant language areas but does not restrict them from responding to the immediate needs of a particular group of learners. Effective language teaching cannot be fully scripted, so in our syllabus design, flexibility exists to allow teachers a degree of editorial license. For example, a teacher may need to give a quick revision lesson on one area before proceeding to another

area prescribed in the syllabus. All such deviations are discussed and agreed with an Academic Manager.

Another challenge is to ensure that the syllabus is supported, not subsumed, by the course textbook. This is particularly true for DCI as we alternate between Headway, (5<sup>th</sup> edition), and English File, (4<sup>th</sup> edition) and the Pearson Gold Series (2<sup>nd</sup> edition). It is important that the teacher's first point of reference when planning a lesson remains the syllabus document not the contents page of the textbook. To facilitate this, the syllabus contains only the minimum mandatory grammar, vocabulary items and skills to be introduced/practiced, rather than an over-ambitious and aspirational list. (See role of coursebook below)

### 1.4.3 DUAL SYLLABUS

The DCI syllabi outline the core language areas for each 6-week cycle.

Each syllabus is sub-divided into a weekly plan, expressed in terms of INPUTS and OUTPUTS. The inputs form the primary syllabus and detail what the teacher introduces and overtly "teaches". The secondary syllabus is composed of outputs, expressed in term of learner *can-do* statements. Therefore, the syllabus underscores the two chief components, -the teacher introducing language areas for analysis and the learners developing language skills for communication.

This dual approach is mirrored in the assessment approach. In the formative assessment of the Biweekly tests, learners are assessed in their grammar and vocabulary knowledge. While, in the end of cycle summative tests, learners are assessed in the skills of reading, writing, listening, and speaking skills.

### 1.4.4 SYLLABUS COMPONENTS

Table 1.4.4

Area	Description	Example
Situational or Lexical Area (First Teacher)	Acquiring the specific language to communicate within or about a social context or topic	<ul style="list-style-type: none"> <li>• Food &amp; Shopping</li> <li>• Staying Healthy/Going to the Doctor</li> <li>• Travel Experience</li> </ul>
Grammar (First Teacher)	Understanding the syntax and morphology (usually related to the functional area above)	<ul style="list-style-type: none"> <li>• Countable and uncountable nouns (<i>Food &amp; Shopping</i>)</li> <li>• Modals verb for advice (<i>Going to the Doctor</i>)</li> <li>• Present Perfect(<i>Travel Experience</i>) <i>Have you ever been to Venice?</i></li> </ul>

Written Composition (First Teacher)	Composing sentence, paragraph, and extended format within a variety of genres and register	<ul style="list-style-type: none"> <li>• Convert a sentence from active to passive voice</li> <li>• Compose an introductory paragraph to an essay on the Advantages and Disadvantages of Online Learning</li> <li>• Write an email to the airline lost luggage department</li> </ul>
Learning & Assessment Techniques (First Teacher)	Developing skills to assist in improved classroom experience, self-guided learning, and exam performance.	<ul style="list-style-type: none"> <li>• Keep a vocabulary notebook</li> <li>• Answering reading comprehension questions</li> <li>• Managing time in a 45-minute writing exam</li> </ul>
Functional English (Second Teacher)	Practicing specific language functions for everyday contexts using a variety of grammatical and lexical structure	<ul style="list-style-type: none"> <li>• Making a request</li> <li>• Seeking clarification</li> <li>• Telling the time</li> </ul>
Vocabulary Skills (Second Teacher)	Recognizing vocabulary patterns and organizing newly acquired language	<ul style="list-style-type: none"> <li>• Using suffixes</li> <li>• Compound nouns</li> <li>• Types of adverbs</li> </ul>
Extensive Reading (Second Teacher)	Managing comprehension of extended text, usually in the form of graded reader	<ul style="list-style-type: none"> <li>• Gulliver's Travels, a Level 5 Reader, is A2 in the CEFR framework and includes practice for the Cambridge KET exams. The longer text is made up of sentences with up to three clauses, more complex past and future tense structures, modal verbs and a wider variety of adverbs and pronouns.</li> </ul>
Media & Cultural Project (Second Teacher)		<ul style="list-style-type: none"> <li>• News Story in the newspapers and/or on TV or radio</li> </ul>

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#### 1.4.5 SYLLABUS DELIVERY

The delivery of the syllabus is divided between two teachers. The first teacher is responsible for the delivery of the Situational and Lexical Area, Grammar, Written Composition, Learning & Assessment Techniques, while the second teacher is responsible for Functional English, Vocabulary Development, Extensive Reading and Media and Cultural Project.

## 1.5 COURSE BOOKS

Every learner is required to have a hard copy textbook and a graded reader. Book issuance is handled by reception which collects €50 cash deposit.

If a learner returns the book in good condition before changing class, the school will exchange it for another book. Therefore, learners should not write in ink, and should erase all pencil marks before exchanging. Teachers should be vigilant for learners writing in ink during class.

Course books are used to assist the teacher in designing lessons to meet the learning outcomes. The *Headway* and *Gold* series both have a clear division between the Grammar and Vocabulary input component to be delivered in the first session, while the Skills (output) element are delivered in the second session. The *English File* series combine similar input and output sections within twin unit labelled A and B. This allows two teachers teach independently of each other, with no distinction between the focus or emphasis in the two different classes. You can see a list of current coursebooks in *Table 1.5*.

Table 1.5 Coursebooks

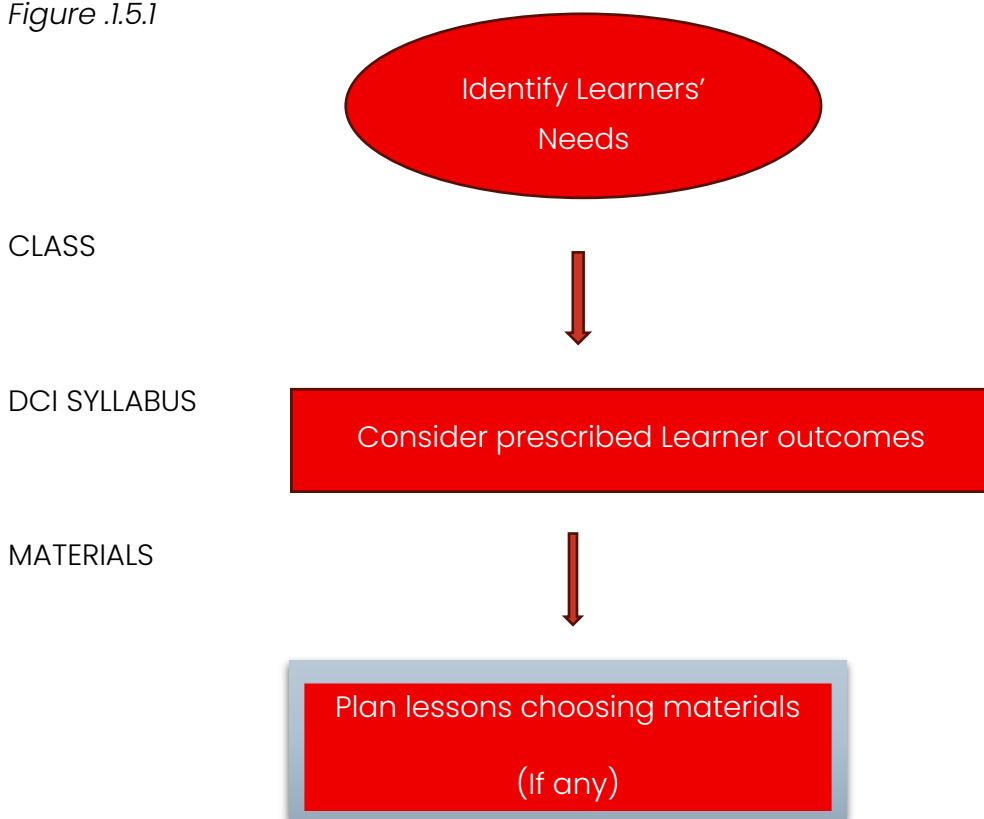
Level (GE)	Core Text	Alternative Core Text
A1	Headway Elementary (5 <sup>th</sup> Edition)	English File Elementary (3 <sup>rd</sup> Edition)
A1+	Headway Elementary (5 <sup>th</sup> Edition)	English File Elementary (3 <sup>rd</sup> Edition)
A2	Headway Pre-Intermediate (5 <sup>th</sup> Edition)	English File Pre-Intermediate (3 <sup>rd</sup> Edition)
A2+	Headway Pre-Intermediate (5 <sup>th</sup> Edition)	English File Pre-Intermediate (3 <sup>rd</sup> Edition)
B1	Headway Intermediate (5 <sup>th</sup> Edition)	B1+ First Gold (2 <sup>nd</sup> Edition)
B1+	Headway Intermediate (5 <sup>th</sup> Edition)	B1+ First Gold (2 <sup>nd</sup> Edition)
B2	Headway Upper Intermediate (5 <sup>th</sup> Edition)	B2 First Gold (2 <sup>nd</sup> Edition)
B2+	Headway Upper Intermediate (5 <sup>th</sup> Edition)	B2 First Gold (2 <sup>nd</sup> Edition)
C1	Headway Advanced (5 <sup>th</sup> Edition)	C1 Advanced Gold (2 <sup>nd</sup> Edition)
C1+	Headway Advanced (5 <sup>th</sup> Edition)	C1 Advanced Gold (2 <sup>nd</sup> Edition)
Level (IELTS)	Core Text	Alternative Core Text
B2	IELTS Expert 6.0	Cambridge IELTS Masterclass
B2+	IELTS Expert 6.0	Cambridge IELTS Masterclass
C1	IELTS Expert 7.0	Objective IELTS
C1+	IELTS Expert 7.0	Objective IELTS
Level (EBC)	Core Text	Alternative Core Text
Business B2	Upper Int Market Leader 3 <sup>rd</sup> Ed Extra	Business Results B2
Business B2+	Upper Int Market Leader 3 <sup>rd</sup> Ed Extra	Business Results B2
Business C1	Advanced Market Leader/ Exploring Strategy	Business Results C1
Business C1+	Advanced Market Leader/ Exploring Strategy	Business Results C1

### 1.5.1 BOOKS V SYLLABUS

. Confusion often arises about the extent of the role books play. Therefore it is worth considering the rationale for having books and their advantages and limitations

Judicious selection of material is key to successful teaching. When planning a lesson, the first question should always be: *What do I want my learners to learn?* The second question is: *How can this be best achieved?* Only then should we ask: *What (if any) supplementary materials do I need to achieve this?* The sequence is illustrated in Figure 1.5.1

Figure 1.5.1



Too often, when planning a lesson, the temptation is to begin with attractive material conveniently at hand and then justify its use afterwards. In reality most teachers work under significant time pressure, with planning, delivery, and review often compressed into a narrow window before the next class. Therefore, the syllabus and course book are provided to assist this process.

*Headway*, *English File*, and the *Gold* series have been selected as our core course books because, in both level and content, they closely match the relevant sections of the syllabus. It is important to remember the coursebook helps by suggesting appropriate material to deliver the syllabus aim, but it is not a replacement for the syllabus.

The prescribed Reader is different. It cannot be substituted for another reader insofar as the learner needs to know the unique plot, setting, characters of the title they will discuss at the End of cycle assessment.

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### 1.6.1 WHAT ARE GRADED READERS?

Graded readers are books specifically written or adapted for language learners. They use controlled vocabulary and simplified grammar tailored to different proficiency levels, allowing learners to build reading fluency without being overwhelmed by complex language. Many graded readers are based on literary classics or culturally significant stories.

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### 1.6.2 WHY USE GRADED READERS?

Graded readers play an important role in the DCI language syllabus. Their use supports multiple learning objectives:

1. Develop Extensive Reading Skills – Improves abilities to navigate large pieces of texts and encourages reading for pleasure and fluency.
2. Enhance Language Awareness – Builds vocabulary, grammar, and understanding of narrative structure.
3. Introduce Cultural Contexts – Offers insights into diverse cultures, societies, and historical periods.
4. Broaden Discourse – Moves beyond contemporary Dublin to explore wider English-speaking experiences.
5. Provide a Shared Narrative – Creates a common reference point for class discussions and activities.
6. Expand Speaking Skills – Helps learners practice recalling, describing, explaining, and narrating skills as opposed to opinion-based discussion.
7. Prepare for End of Cycle Speaking – Allows learners to prepare for otherwise unseen EoC speaking tasks.
8. Prepare for TIE Exam – Provides a choice of appropriate level books for those presenting for TIE.
9. Meet Cultural Requirements – At least 50% of selected readers are by Irish authors, fulfilling the Irish culture component required by ACELS.

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### 1.6.3 CAN A CLASS ACTUALLY READ A BOOK TOGETHER?

No. Reading is essentially an individual skill (unlike speaking). Teachers should not expect one homogeneous outcome from a group of different learners.

#### Reading as an Individual Skill

- Cognitive Process: Reading involves internal processes like decoding, comprehension, inference-making, and vocabulary recognition, all of which occur in the individual reader's mind.
- Pacing and Strategy: Each learner reads at their own pace and may use different strategies (e.g., skimming, scanning, re-reading) depending on their proficiency and purpose.
- Silent Reading: Most real-world reading is done silently and independently, making it a solitary activity by nature.
- Personal Interpretation: Readers bring their own background knowledge, experiences, and interests to the text, which shapes their reaction and understanding.

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#### 1.6.4 OK, SO WHY DO WE "DO" A CLASS READER TOGETHER?

In the same way a book club provides the impetus and shared support for an individual activity, a reading class is set up *around* the reading activity—not directly reading together.

##### Reading as a Social/Classroom Activity

- Shared Texts: Creates opportunities for discussion, clarification, and collaborative learning, and comparison of shared and diverse experiences.
- Discussion and Interaction: Talking about a text—summarizing, debating, or analysing characters—turns reading into a communicative act.
- Scaffolding: Teachers and peers can support weaker readers through guided reading, vocabulary pre-teaching, and comprehension checks.
- Assessment and Feedback: Reading comprehension is often assessed through group activities, presentations, or speaking tasks, linking it to other skills.

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#### 1.6.5 BEST PRACTICES FOR USING READERS IN CLASS

##### 1. Explain the Methodology

- Explain the purpose and value of extensive reading.
- "Sell" the virtue of completing a book and the sense of achievement.

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##### 2. Setting the Scene

- Introduce the book, author, and cultural background.
- Present the main characters and setting.
- Use visuals to build interest and context.

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### 3. Starting the Reading Process

- Begin with a short excerpt read by the teacher or a professional recording.
- Avoid excessive in-class reading aloud by students—it has limited value and can be time-consuming.
- Encourage students to read chapters independently (e.g., one chapter per night or every two days).
- Don't be thrown off by students who claim to have read the book before. If they have their workload will be lighter, and they can borrow an alternative text from the backup library at Bachelors Walk Reception.

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### 4. Keeping Momentum

- Champion those learners who are reading, rather than chasing those who are not. A successful class moves at the pace of its stronger performers.
- Allow time for students who have fallen behind to catch up. This includes students joining the class up to week 5.
- Share learners' reading progress with your co-teacher, who can reference it in the Bi-Weekly Report.

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### 5. In-Class Activities

- Speaking: Role plays, character interviews, retelling scenes.
- Listening: Audio versions of key scenes.
- Writing: Summaries, alternative endings, diary entries from a character's perspective.
- Vocabulary: Extract and review key terms from each chapter.
- Grammar: Highlight and practice structures used in the text.

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### 6. Preparing for Speaking Tests

- Focus on learners' ability to describe, explain, and narrate the plot.
- Avoid overemphasis on personal opinions unless comprehension is solid.
- Practice summarizing the story and discussing characters and events clearly.

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### 7. Additional Considerations

- Ensure learners become familiar with literary metalanguage: setting, character, plot, narrator, climax, ending, etc.
- Advise learners that they are unlikely to progress at the end of the cycle without mastering the reader.
- Avoid sharing any negative personal opinions about a book—teachers are significant influencers.

- Showing a full film version of the book can be engaging but should be used cautiously; it may reduce motivation to read or oversimplify the narrative.
- The primary goal is to develop learners' ability to independently process extended texts. The purpose is not storytelling *per se*.

## 1.7 CYCLE STRUCTURE

You will hear the term 'cycle' often during your time at DCI. A cycle is a six-week block of study in which a group will be taught by the same two teachers, with the same group, in the same room, covering half the units in a course book. At the end of a cycle, learners are assessed and placed in a new class for the next cycle. A learner is not expected to move up a level after each cycle, but they have the opportunity to do so..

The dates of the 2026 cycles are as follows:

Cycle 1: January 5th to February 13th

Cycle 2: February 16th to March 27th

Cycle 3: March 30th to May 8th

Cycle 4: May 11th to June 19th

Project Week: June 22<sup>nd</sup> to June 26<sup>th</sup>

Cycle 5: June 29th to August 7th

Cycle 6: August 10th to September 18th

Cycle 7: September 21st to October 30th

Cycle 8: November 2nd to December 11<sup>th</sup>

Project Week: December 13<sup>th</sup> to December 18<sup>th</sup>

## SECTION 2: LEARNER RULES & REGULATIONS

### 2.1 LEARNER CODE OF CONDUCT

Normally, language schools are enjoyable places where learners and teachers from different cultures come together and share views and ideas. However, sometimes misunderstandings occur, due to different levels of English, stress, tiredness, impatience and so on. We expect everyone to act in a respectful manner to staff and fellow learners. The following indicative guidelines are given to the learners as part of their induction:

1. Do not smoke or drink alcohol on the premises
2. Do not enter the school under the influence of alcohol or drugs
3. Do not carry weapons into the school

4. Be sensitive to cultural differences
5. Avoid excessive loudness and allow other learners to contribute
6. Refrain from bullying behaviour including mockery
7. Do not seek to dominate class discussion or to monopolise the teacher's attention
8. Avoid advancing excessively strong opinions on racial, political, religious, sexual, or gender issues
9. Be mindful of others' personal space
10. Do not bring beverages without a lid or food into the classroom
11. Do not wilfully damage furniture, fittings, equipment, study materials or other property.

## 2.2 LEARNER ATTENDANCE

To guarantee the achievement of the learning outcomes DCI requires 100% attendance on all programmes. Attendance is recorded daily by the teachers and monitored by an Academic Manager. Attendance is particularly important on the Academic Year programme. Visa requiring learners are required to demonstrate a minimum of 85% attendance in compliance with INIS regulations.

It is important to note that while the INIS allow a generous contingency of 15% of missed classes to account for unforeseen events, the school expects the learner to attend every lesson. Therefore, the 15% should be considered an additional holiday entitlement.

Attendance in a language course implies active participation in the lessons and a willingness to follow the teacher's instructions. Behaviours such as eating, sleeping, using electronic devices such as mobile phones, acting in a passive-aggressive manner, or other anti-social or distracting behaviour are unacceptable, and will result in the learner being asked to leave which will affect his/her attendance.

Learners arriving more than 15 minutes late will not be admitted to class and will lose their attendance for that session. Warnings are issued by email, so learners are required to check their email.

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### 2.2.1 LEARNER ATTENDANCE RULES

- I. An absence is defined as non-attendance for any reason.
- II. All absence needs to be explained to the teacher and Director of Studies by email to DoS@dublinci.com

- III. Each day consists of two sessions. There are 10 sessions a week in the Morning programme and 8 sessions a week in the Afternoon Programme. If you miss one session you will receive only 50% attendance for that day.
- IV. A one- or two-day's absence needs also to be explained in writing in the form of a note to the teacher on your return.
- V. An absence of three days or more requires a phone call or email during the absence, doctor's letter and a meeting with an Academic Manager upon your return.
- VI. If your total absence exceeds a cumulative 20% in any two-week period, you will receive a first written warning.
- VII. If you receive a total of three written warnings about your attendance with inadequate explanation or effort to improve, your course will be terminated.
- VIII. If, after receiving any warning, you are absent for ten consecutive days without explanation, your course will be terminated.
- IX. In the case of verified illness or emergency, the school may determine not to expel you but will report the attendance figures to the INIS.

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### 2.2.2 LEARNER ABSENCE & SICK LEAVE

All absence from class, including sick leave, must be explained by the learner to the school. The learner must both notify the school during the absence, and provide further explanation upon return. The learner must notify the school of his/her absence, or arrange notification of same, to an Academic Manager by emailing DoS@dublinci.ie on the day of absence and each subsequent day of absence. If sick leave extends for more than two consecutive days, a medical certificate is required.

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### 2.2.3 BACK TO SCHOOL MEETING

Learners who have been absent without explanation for an extended period should be referred to an Academic Manager before re-entering the class.

### 2.3 LEARNER HOLIDAYS & BREAKS

There are no holidays or breaks outside the published calendar for long term learners. Requests for extraordinary or additional holidays cannot be entertained. In individual cases personal circumstances may arise that make an enforced break from classes necessary. Examples include a court appearance or the serious illness or death of a close family member. In such cases the school will support the learner in every way possible but still must record the learner as absent for every day that he/she is away from class. It is important to stress that absence is a statement of fact. It is an unalterable record of lack of presence in the classroom, even if for

unavoidable reasons. Marking a learner as absent does not automatically confer censure. The school has no option but to record the statement of fact accurately. For this reason, the school encourages 100% attendance when possible as it allows for a generous 15% cushion of absence in the event of such unavoidable illness or absence. The learner must also inform the school of unavoidable absences when they occur.

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### 2.3.1 ACADEMIC YEAR LEARNER HOLIDAYS

Learners on Academic Year Programmes of 25 weeks are entitled to an additional 8 weeks of holiday. For every three weeks of studies they complete, they earn one week of holiday. For example, a learner who has completed 9 weeks of studies, has accrued three weeks of holiday. Learners should confirm holiday intentions at the beginning of their course. The minimum number of holidays is one week. Learners on courses which overlap with the Christmas closure must take three weeks of their holiday at this time.

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### 2.4.2 SHORT TERM LEARNER HOLIDAYS

With the exception of three weeks' Christmas closure, there are no scheduled holidays for learners on programmes for less than 25 weeks. A learner may apply to break their studies with a holiday week, once it is compliant with the rules governing their immigration status. For EU learner and non-EU learners on tourist visas of a maximum of 90 days, we recommend that they make two separate bookings to allow for free time between bookings.

## SECTION 3: CLASSROOM MANAGEMENT

### 3.1 PUNCTUALITY

All learners are requested to be in class at the scheduled time of commencement. Learners should not be admitted to class if they arrive more than 15 minutes late and will have to wait until the second session. This is a mark of respect to the teacher and the other learners. It is both a school rule, and for visa learners, an INIS rule. It should be noted that the 15-minute policy does not entitle learners to regularly arrive up to a quarter of an hour late.

Likewise, learners leaving the class more than 15 minutes before the scheduled end of class will be marked absent for the period. Learners who cannot remain for the entire session should not start the session.

Learners who leave the classroom for an extended period during the session, whether of their own accord or because they are instructed to do so by the teacher, will also lose attendance. It is not acceptable for learners to leave the classroom to make a cup of coffee.

### 3.2 BEHAVIOUR & PARTICIPATION

Our goal at DCI is to create an environment in which learners realise they are expected to behave respectfully towards others and to engage fully in the class activities. Teachers at DCI should feel empowered to exact high standards from learners. Support from the school manager is always available.

### 3.3 ABSENTEEISM

While the school management operates the attendance warning system, the teacher remains a critically important influence on a learner's attendance. You should be prepared to challenge absentees in whatever way you see fit to encourage attendance. Your reactions to absenteeism will establish what is deemed to be normal and accepted. For example, a learner who does not attend your class should either notify you beforehand or explain afterwards. A learner who does not submit homework on account of an absence should submit it at a later date.

### 3.4 THE LEARNER CONTRACT

#### 3.4.1 WHAT A TEACHER CAN EXPECT OF A LEARNER:

- Attend every day on time
- Explain any absence to the teacher (preferably in advance by email)

- Speak English in class
- Concentrate on the lesson
- Ask questions and not worry about mistakes
- Engage in pair-work and teamwork
- Be respectful to the teacher and other learners
- Complete homework and assignments
- Give honest feedback on the class when asked

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### 3.4.2 WHAT A LEARNER CAN EXPECT OF A TEACHER:

- Explain the plan for each session, week, and cycle in advance
- Correct appropriate speaking and written errors
- Actively include everyone in the lesson
- Issue and correct homework
- Give personalised feedback
- Make every effort to get the learner to next level

### 3.5 RECORDS OF WORK

These are to be completed daily along with record of homework. It is crucial that these are completed each day in case of a teacher substitution. You can refer to the class shared folder to find the following relevant documents in the following order:

1. DoS's Notes: important updates and messages from the administrator;
2. Syllabus and CEFR Can Do statements;
3. The Class list: completed and signed daily, making sure that a learner who misses more than 15 minutes of a session is marked as such. (Use a circle with a line through it.)
5. The Record of Work: details of learning outcomes, material covered (with page numbers and homework) to be completed daily;
6. Group Grade Sheet: this is the one-page document to be completed after each test;
7. Originals or copies of Individual Learner Reports.

If you wish to store other documents in the folder, please keep them at the back but be aware they will be emptied at the end of each week.

### 3.6 HOMEWORK

Learners should be issued homework every day. The homework should be designed to review important elements of the lesson or preview the next day's lesson. Homework and private revision should be part of learners' daily study routine.

This is an important tenet of DCI's approach for two reasons. Firstly, research indicates that learners have a significantly higher chance of retaining new information if they revise it within 12 hours. Secondly, learners need to supplement the 100 hours per level with study hours if they are expected to meet the prescribed learning outcomes. Homework should be issued after each session.

### 3.7 CORRECTING WRITING

The correction workload of teachers should not be over-burdensome. However, it is expected that the teacher will arrange for learners to submit at least one extended piece of writing per week, and that this will be returned with corrections, feedback and instructions to redraft.

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#### 3.7.1 PORTFOLIOS

Academic Year Learners are required to maintain a Writing Portfolio showing the improving scope and accuracy of their writing. Typically, a learner will have a binder of 25 pieces of corrected writing with 25 redrafts based on the correction and feedback. The learner will be introduced to the requirement at their induction and the portfolio will be monitored at each of the 12 feedback sessions over the course of the year.

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#### 3.7.2 ERROR CORRECTION SYMBOLS

The symbols in table 4 are used in order to train learners to recognise patterns of mistakes and develop their editing skills. The below is not prescriptive to you as a teacher and you should feel free to train your learners with what works for your teaching. However, it is advisable that both teachers for any given group remain consistent with each other.

## Error Correction Symbols

W.O.	=	Word Order
W.F.	=	Word Form
Art.	=	Article (the/a/an)
W.W.	=	Wrong word
//	=	Parallel structure
Sp	=	Spelling
(123...)	=	Uncountable noun
^	=	Word missing
R	=	Inappropriate register
Prep	=	Preposition
P	=	Punctuation
T	=	Tense
Agr	=	Agreement (e.g., You am a learner)
?	=	Meaning unclear

### 3.8 CHANGING LEVEL

A degree of fluidity exists in the level system. There is no standardised percentage score in the End of Cycle assessment which guarantees progression to the next level. Therefore, the assessment is competitive, whereby a learner's progression depends on the average score of the group.

Normally a learner only changes level at the end of a cycle, but exceptions can be made at the teacher's request after a Biweekly Assessment.

## SECTION 4: ASSESSMENT & FEEDBACK

## 4.1 PLACEMENT TESTS

On enrolment each new learner is assessed using a non-standardised placement test comprising Reading & Writing Skills, Grammar & Vocabulary knowledge, and Spoken Interaction. The results of the test determine which level the learner is placed.

## 4.2 BI-WEEKLY ASSESSMENT

There is a formative assessment point every two weeks. the purpose of the Biweekly Assessment is to share the teacher's estimate a learner's current level and progress and whether in their teacher's opinion they meet expectations in terms of organisation, engagement and homework. The teacher meets the learner's individually during class time (typically arranging two chairs outside the classroom.) The teacher shows the learner a completed form (Fig 4.2) and briefly highlights the main points asking the learner to countersign.

Fig 4.2



### Biweekly Assessment Report

Student:

Programme/Level:

Teacher:

Date:

	No Grade	Below Expectation	Meets Expectation	Exceeds Expectations
CEFR Level				
Organisation				
Engagement				
Homework				

Comments:

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Student's Signature:

There is a key difference between the first criterion and the remaining three. A learner has limited control over the first criteria 9(CEFR level) but full control over the other criteria.

B weekly feedback may be supported by a short test review of the grammar and vocabulary inputs of the previous two weeks. However this not included the report it may not be indicative or overall performance and ability.

In week 6, the test is formal, summative and assesses their writing, reading, speaking, and listening. The results of the week 6 assessment will determine the learner's next level in the subsequent cycle.

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#### 4.2.1 IN-CYCLE ASSESSMENT

- Level
- Organisation
- Engagement
- Homework
- Progress

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#### 4.2.2 COMPOSING FEEDBACK REPORTS

The following guidelines help you write effective feedback comments to learners every two weeks. Normally it is no more than two or three sentences.

- I. **Address the learner:** Begin the comment with the learner's first name, addressing the learner directly. The comment is contained within a larger report emailed to the learner by the DoS/Academic Director. Addressing the learner directly catches the learner's attention and makes it clearer it is your feedback.
- II. **Balance the content:** Start with positive feedback, e.g., highlight a learner's attribute or area of strength or improvement. Follow with constructive feedback: e.g., highlight an area needs immediate work. End with short positive feedback. (See Fig 1: *The Feedback Sandwich*.)
- III. **Provide tangible solutions:** instead of describing the problem, outline the steps for the solution. For example, instead of "You have problems with verbs tenses" you could write: "You need to learn the list of irregular past simple verbs on P. 124 of the book."
- IV. **Focus on the behaviour and not the person:** Consider the difference between: "You have difficulty following the listening at this level" and "I would like you to spend 10 minutes a day listening to audio book on Oxford Learners Bookshelf. "
- V. **Own the feedback:** Using the word I carry immediate impact e.g., "Carolina, I would like you to complete each piece of homework over the next two weeks."

- VI. **Avoid mixed messages:** Be careful of congratulating a learner who has less than full attendance. Consider the confusion caused by the following two comments in one email- *“Congratulations! Keep up the good work. You are really working hard.”* (Teacher) followed by *“Your attendance is unsatisfactory. This is a warning. Repeated absence may result in your expulsion.”* (DoS)
- VII. **Include every learner:** For no-show learners, it is helpful to write a short generic sentence such as “I have never met this learner” or “Lukas, you did not attend enough for me to make an assessment.”
- VIII. **Save time:** Feedback can often be recycled with only a few tweaks. Using predictive text in Excel allows you automatically repeat sentences. You will need to insert the learner’s first name after using predictive text (Predictive text is called Autocomplete in Excel (File/options/advanced/ Autocomplete)).
- IX. **Keep it Brief:** The main challenge is to provide short, meaningful feedback and doesn’t take you too time.

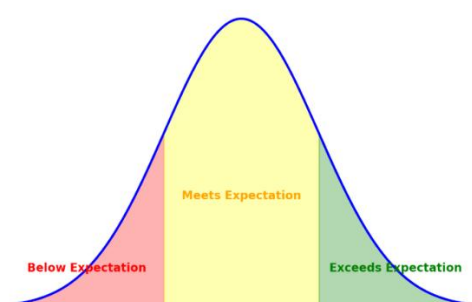
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### 4.2.3

It is important to keep grading consistent and not mislead learners about their readiness to move to the next level at the end of the cycle.

In an average class, we can generally expect most learners to **meet expectations**, while the number of those **exceeding** expectation is typically balanced by those who fall **below** it. In fact, this distribution follows the classic bell curve as illustrated below.

While there will often be exceptional groups—both high-performing and under-performing—keeping the bell curve as a reference helps ensure consistency in our grading.



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## 4.3 BIWEEKLY IN-CYCLE TEST

In addition to the Bi Weekly Assessment Learners are tested at the end of week 2 and 4. The purpose of these in-cycle tests is to:

- Check that the inputs have been understood and retained;
- Engender a sense of achievement/celebrate learner success
- Inspire less motivated learners to study harder;
- Identify any mis-placed learners at the wrong level
- Identify any blockages to learning
- Give quantitative substance to qualitative feedback

The Bi Weekly tests results are not included in the Bi Weekly Assessment Reports. Because the focus of Biweekly Assessment is concerned with performance and learner inputs more than what they know or can do. The latter is assessed at the end of the cycle.

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#### 4.3.1 IN-CYCLE TEST ADMINISTRATION

Broadly speaking, the Bi-Weekly test reviews the previous two weeks' learning. The purpose of the test is to check learning, motivate learners to revise, and provide a quantitative dimension to inform the teacher's qualitative feedback. Generally, learners value individual feedback from the teacher, especially when it includes practical steps which encourage further learning. Showing how each learner performed in relation to the class average is also beneficial.

Please note the follow steps required for the administration of the tests:

- I. Remind learners of the test in advance of Friday.
- II. Discuss the content of the test with the DoS planning a test of approximately 45 minutes.
- III. Ensure the tests are ready and stapled and each test is fronted by a colour cover sheet.
- IV. Use the time the learners are testing to correct writing or write up the Bi-Weekly tests
- V. After the test re-distribute the test papers so that learners are not correcting their own tests.
- VI. Give the answers and tell learners to give a mark for each correct answer.
- VII. Carry out some spot moderation and allow the learners to get back their scripts so they can check the scores were correctly calculated.
- VIII. Ensure the test is administered and results logged within the 90-minute session.

#### 4.4 END OF CYCLE ASSESSMENT

In week 6, the learner is assessed in the following areas using the format in table 4.4 below

- Reading (and Use of English)
- Writing
- Speaking
- Listening
- (Coursework)

Table 4.4

Level	CEFR Assessment	Coursework Assessment
A1	Reading and Writing: 60 mins, Spoken Interaction 8 mins speaking: 8-10 mins per individual learner	Project: 1 to 2 minute presentation prompted by a photograph Graded Reader: Questions and answers eliciting factual and descriptive responses commensurate with A1
A2	Reading and Writing: 60 mins, Spoken Interaction 8 mins speaking: 13-115 mins pair of learners	Project: 2 to 3 minute presentation Graded Reader: Questions and answers eliciting factual and descriptive responses commensurate with A2
B1	Reading and Writing: 90 mins	Project: 3 to 4 minute presentation And/or Graded Reader: Narrative summary of plot and follow-up discussion
B2	Reading & Use of English: 75 mins, Writing 80 mins,	Project: minute in class presentation with Q&A And/or Graded Reader: Narrative summary of plot and following discussion
C1	Reading & Use of English: 90 mins, Writing 90 mins,	Project: minute in class presentation with Q&A And/or AUTHENTIC Reader: Thematic discussion

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#### 4.4.1 RATIONALE OF END OF CYCLE ASSESSMENT

- I. To measure the extent to which learners have achieved the prescribed learning outcomes
- II. To afford an opportunity for learners to demonstrate their readiness for the next level
- III. To create achievable goals with which to motivate learners
- IV. To allow learner practice taking tests similar to the end of course exitexams
- V. To provide quantitative evidence with which to create new class groups.

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#### 4.4.2 END OF CYCLE ASSESSMENT ADMINISTRATION

The End of Cycle tests are administered in the same way as the Biweekly with the following differences:

- I. There are three in-class tests and a speaking interview.
- II. The test papers will be prepared for you in advance to collect before class.
- III. Time management is crucial in week 6 to ensure all learners in the school are fully tested. Use the time learners are testing to do correction, write up reports etc.
- IV. Ensure you have a device with which to play the audio.
- V. For the speaking paper, learners will be taken from the class in pairs to do an interview with two external assessors.
- VI. Feedback is conducted on the last day of Cycle 6. Please refrain from telling learners their next level. The final decision will be made by the DoS based on competitive test results.
- VII. The DoS posts the all the results and new class lists on the noticeboard early on the first day of the new cycle.
- VIII. The timings of the papers are below:

#### 4.5 EXTERNAL EXAMS

Until recently Stamp 2 visa permission students on 25-Week programmes have been required to sit an External Exit Exam in one of the following recognised tests:

- Cambridge Preliminary
- Cambridge First
- Cambridge Advanced
- LanguageCERT
- IELTS
- Test of Interactive English (TIE)

Registration will be handled by the school. We can also arrange exams for short-term learners who wish to sit an exam in Dublin.

The default Exit Exam in TIE. You will be introduced to the format of test at induction. It includes a mini-project and book report, which also form part of the DCI syllabus. As part of the International Education Mark, DCI has applied for the right to assess its own learners with a final exit assessment more suited to our syllabus.

#### 4.6 LEARNER FEEDBACK

At the end of every second cycle, learners submit feedback on all aspects of their school experience in the form of a questionnaire. Normally, a school manager arranges a time to distribute and collect the questionnaires in the class. The results of the questionnaire are processed and are available to the teachers if they express an interest in the feedback from their learners.

#### 4.7 REFLECTIVE PLANNING

The successful teacher will reflect upon his/her learners' performance in the assessment and on their feedback to plan for the subsequent cycle with a view to continuous improvement.

## SECTION 5: FACILITIES & RESOURCES

### 5.1 CLASSROOM MAINTENANCE

The rooms in Bachelors Walk are in almost constant use. Therefore, your cooperation is requested in ensure everyone has a clean and tidy environment in which to work. Please ensure the following

- I. No food is eaten in your classroom
- II. Any hot drinks in your classroom have a lid. Teachers should not consume hot drinks while teaching except for exceptional circumstances. (e.g., illness)
- III. Rubbish and unused hand-outs are removed.
- IV. The white board is cleaned.
- V. CDs are returned to the teachers' room in their cases.
- VI. Any new chairs brought into the classrooms are returned.

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#### 5.1.2 CLASSROOM HEATING

The teacher should be only person to operate the air-conditioning control in the classroom. 22 degrees Celsius is universally recognised as the optimum classroom temperature. Please don't allow learners to operate the AC control as if it were a heater by raising to the temperature to the maximum. The AC will not work properly if the window or door is open.

### 5.2 FIRE SAFETY

As part of your induction, you will receive a briefing from the Principal who is our Fire Warden. In the event of the alarm being raised, you are responsible for bringing your learners out of the building (without their belongings) and taking a roll call at the assembly point. There will be a fire drill every two months.

### 5.3 FIRST AID

There is a Fire Aid Kit on the fire escape stair behind the office. If you or one of your learners are injured, it should be reported to reception so it can be logged in the Incident Book.

### 5.4 TEACHING RESOURCES

Coursebooks and graded readers are the main resource material used in the delivery of the syllabus

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#### 5.4.2 CORE MATERIALS

Teachers are issued with their own copy of the course book and the prescribed reader for the duration of the cycle. In addition, there is a shared copy of the Instructor's Manual/Teacher's

Book, Workbook, and CDs (if published). Most publishers have moved away from CDs to digital audio files, which can be played on a classroom speaker via Bluetooth.

You can find an extensive collection of supplementary resource materials on the shelves in the teachers' room. The Academic Coordinator and Director can advise you on appropriate resources for your class.

You should not take books home (other than your own assigned copies) unless you have the permission of the Academic Coordinator. Please do not lend learners your course book or borrow additional copies from the inventory.

Each student is required to pay a €50 deposit for their copies and must bring them to class every day. It is not acceptable for learners to be given photocopies of the book in lieu of bringing their own copy. Likewise, students using pirated online copies is not acceptable.

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### 5.4.3 WHITEBOARDS & PROJECTORS

Every classroom is equipped with a whiteboard, markers, and a speaker. There is an overhead projector in Room 3 in Bachelors Walk and Room 1 in Abbey Street. In addition, there are two portable projectors which can be booked in the teachers' room.

If you wish for a particular resource book to be ordered, you may make a request to an Academic Manager/Academic Director.

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### 5.4.4 PHOTOCOPYING

Please photocopy responsibly, both in terms of quality and quantity. Dubious online materials should be avoided. If you feel the course book or workbook is inadequate for delivering part of the syllabus, it is best practice to first attempt to generate your own material. If you feel you do not have the time or confidence to do so, speak to the Academic Coordinator or Director.

Whenever possible, photocopy using both sides of the paper. Consider printing two handouts on one page or using the blank side of previously printed sheets kept beside the photocopier for that purpose.

Learners often complain of handout fatigue. Simple boardwork or dictation can be effective alternatives. As learners are required to bring a notebook to class, it is helpful to guide them in recording key language and classwork there.

## 5.5 LEARNER LIBRARY

DCI has a small but growing collection of graded readers, grammar revision books, exam practice materials, and DVDs available for loan. Learners can browse the Book Catalogue at

reception, choose a book based on level and personal interest, leave a deposit of €10 and return the book within 7 days.

A key goal for the school is to encourage more reading among learners. IN each cycle readers are issued with a new title to read over six weeks. Lesson plans and projects take place in the class and the learner is assessed at the end of cycle. Fast readers can borrow additional titles from the library collection. form the title or make a recommendation for a learner resource book, please speak to an Academic Manager or Academic Director.

## 5.6 SOCIAL PROGRAMME

DCI typically offers one social or cultural activity per week, normally on a Friday afternoon. We try to minimise the cost, if any. In the summer months, we offer weekend excursions. Periodically we present workshops such as CV Writing, Drama Improv, and Irish Cinema Club. If you have ideas or would like to become involved, please speak to the Academic Director.

## 5.7 CLASS EXCURSIONS

Learners are required to spend a minimum of 15 hours per week engaged in classroom-based learning. If you wish to bring your learners outside of the school building, it should be in addition to the 15 hours per week the learners are required to spend in the classroom. Any such excursions should meet prescribed learning outcomes of the level and be approved by an Academic Manager at least a week in advance. If the excursion does not meet a prescribed learning outcome but you believe it is still worthwhile, it could go ahead outside of class hours as an extra-curricular social programme activity open to learners in other levels. All learners brought outside on an activity need to sign an Excursion Waiver Form.

## 5.8 LEARNER HEALTH & PASTORAL CARE

If a learner is suffering for poor mental or physical health, he/she can arrange to meet with Our Customer Service Manager, who can advise on seeking professional help locally.

## SECTION 6: EMPLOYEE-RELATED

### 6.1 TEACHER CODE OF CONDUCT

Teachers are required to follow the same guidelines as the learners' Code of Conduct. In addition, teachers are required to observe some additional rules. Teachers should wear clean and presentable clothes when in school. Worn or dirty jeans, shorts, tank tops, hoodies, t-shirts, baseball hats, football shirts, usually constitute inappropriate work wear. The school appreciates clothing is a subjective area, so if in doubt about what to wear, please check with an Academic Manager or Academic Director. Secondly, intimate relationships with learners should be avoided. If in an exceptional case a relationship does develop, please inform the school management, so appropriate arrangements can be made to protect the integrity of the school. Finally, teachers should not enter into private teaching arrangement with the learners.

### 6.2 TEACHER PUNCTUALITY

Learners are encouraged to be in class on time. Obviously, learners will take their cue from the teachers, therefore it is important that you start, finish and restart classes in a timely manner.

### 6.3 CLASSROOM OBSERVATION

An initial observation forms part of the induction process. It is arranged to take place by mutual agreement within the first cycle. Subsequent observations are developmental in nature and are normally conducted by an Academic Manager or Academic Director. The observation consists of three parts: a brief discussion beforehand in which the general plan is outlined, the observation and the feedback session.

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#### 6.1.2 OBSERVATION CHECKLIST:

- I. What was the aim of the lesson?
- II. Were the aims of the lesson clear?
- III. Which skills/knowledge was taught? Why?
- IV. How did the lesson relate to the syllabus?
- V. Were the aims linked to previous and subsequent lessons?
- VI. Was the lesson commensurate with the level of the group?
- VII. How prepared was the teacher?
- VIII. Was there a warmer or hook to catch the interest of the group?
- IX. Did the group find the lesson interesting or relevant?
- X. Was the explanation/ exposition clear?
- XI. How was the lesson set up?
- XII. Where did the learning occur?

- XIII. Was there appropriate and varied use of focus? T-S/ S-S etc?
- XIV. How did the teacher monitor and check understanding?
- XV. How willing were the learners to ask questions?
- XVI. How did the teacher handle errors?
- XVII. How did the teacher handle questions?
- XVIII. Will the main learning be revised?
- XIX. What can the learners do today which they couldn't do yesterday?
- XX. How did the teacher manage/exploit the physical space and resources?
- XXI. How was the board used?
- XXII. Did the teacher use the materials effectively?
- XXIII. How was the copy quality of the materials?
- XXIV. How did the teacher class manage the group?
- XXV. Was there evidence of complementary homework?
- XXVI. Was there evidence of the four skills being consciously practised?
- XXVII. Was there evidence of learning skills?

## 6.4 TEACHER CONTINUOUS PROFESSIONAL DEVELOPMENT

The on-going development of teaching, learning and assessment is a core tenet of our school's mission. Alongside Curriculum Development and Improved Learner Communication, Continuous Professional Development (CPD) is an input of strategic importance in ensuring DCI can deliver on its commitment to provide a high-quality learner experience. CPD is categorised into three distinct strands- (i) Teaching Workshops, (ii) External Training, and (iii) the Classroom Observation Scheme.

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### 6.4.1 TEACHING WORKSHOPS

The theme of the Teaching Workshops is determined by considering a combination of factors, including the recommendations from the programmatic observations carried out by the Academic Director in December 2019, along with teacher requests arising out of discussions at the weekly planning meeting. We are committed to resuming the delivery of one paid workshop every cycle, normally on Friday afternoons for one hour's duration as the ongoing public health situation permits in 2022. The workshops are normally convened by the Academic Director, Director of Studies, or guest expert.

Below is a outline of workshops that were planned for 2020, listed here as a sample.

Cycle 1:	January	Assessing Writing
Cycle 2:	February	Curriculum Overview
Cycle 3:	April	Examination Overview
Cycle 4:	May	Managing Homework
Cycle 5:	TBA	Developing Listening Skills
Cycle 6:	TBA	Integrating Graded Readers
Cycle 7:	TBA	Teaching Vocabulary
Cycle 8:	December	Organising Learner Writing Portfolios

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#### 6.4.2 EXTERNAL TRAINING

DCI seeks to keep the teaching faculty abreast of the latest developments in the industry and actively encourages participation in external training. There is a fund to match funding for Cambridge DELTA, The school sends a delegate to the ELT Ireland's Annual Conference. Since the pandemic of 2020/21, there has been an exponential growth in online webinars. Particularly relevant webinars are highlighted by academic manager as they occurred but teachers are asked to keep a record of any webinars they avail of to suit their own needs and interest.

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#### 6.4.3 CLASSROOM OBSERVATIONS SCHEME

Our service standard is that each teacher is observed at least twice annually. Each observation consists of three parts: (i) a Pre-Observation: in which the teacher and observer meet to discuss the aims of both the observation and the intended lesson (ii) the Observation (iii) Feedback and Follow up. Five types of observations will take place at the school in the course of the year.

Table 6

Type	Rationale	When	By Whom
Programmatic	<ol style="list-style-type: none"> <li>To conduct a school wide needs analysis as a basis to plan faculty training;</li> <li>To provide an incoming academic manager an overview of the faculty's strengths and weaknesses.</li> </ol>	Annually	Academic Director or external consultant

Induction	<ol style="list-style-type: none"> <li>1. To check if a newly hired teacher is a competent classroom practitioner</li> <li>2. To align a new teacher's approach to the norms of the school's approach;</li> <li>3. To provide an informed basis for a discussion on best practice (part of induction).</li> </ol>	Commencement of contract	DoS or Academic Director or DoS
Developmental	<ol style="list-style-type: none"> <li>1. To ensure existing teachers are maintaining competent standard of teaching</li> <li>2. To consolidate good practice</li> <li>3. To identify weaknesses with a view to improvement</li> </ol>	annually	DoS or Academic Director
Peer Observation	<ol style="list-style-type: none"> <li>1. To allow teachers an opportunity for self-reflection with a view to continuous improvement;</li> <li>2. To engender a supportive and collaborative culture</li> </ol>	Occasionally	Another DCI teacher
Self - Observation	<ol style="list-style-type: none"> <li>1. To allow teachers an opportunity for self-reflection with a view to continuous improvement</li> </ol>	Occasionally	Electronic

## 6.5 TIME OFF

### 6.5.1 HOLIDAYS V LEAVE OF ABSENCE

1. The term "Holidays" refer to paid time off.
2. The term "Leave of Absence" refers to all other time off.
3. Holidays must be taken in periods no shorter than one week and no longer than four weeks.

### 6.5.2 HOLIDAYS

1. The holiday year runs from April 1<sup>st</sup> to March 31<sup>st</sup>.

2. You are entitled to holiday pay commensurate to 8% of pay of teaching hours delivered.
3. You are required to reserve at least three weeks holidays over Christmas.
4. For holidays outside of Christmas, please apply to your manager for holidays at one month in advance
5. Holiday pay is paid out in December and June by default unless otherwise requested. If specified, you can claim accrued holiday on a time more convenient to you.
6. Teachers are required to take at least one week's holiday outside of Christmas.
7. Holidays must be taken in units of a week. It is easier and less disruptive for learners to cover a teacher for a week than one or two days out of week and keeps the programme more cohesive.
8. Teachers can apply for two personal days (single days) per year. These are not normally granted around public holidays.

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### 6.5.3 LEAVE OF ABSENCE

1. If, in the case of an emergency, illness, appointment, etc, you require time off less than one week, you are required to provide notes on what should be covered in the lessons during your absence. You are not expected to produce full lesson plans, but either an Academic Manager or your cover teacher (if known at the time) needs to have been given a handover note at the least.
2. Where a leave of absence is required unexpectedly, it is your responsibility to inform the school as early as possible and provision will be made to arrange cover for that class. If you think there is a chance you may not be able to work, for example, the following day but are not sure, it is expected that the school is notified of the possibility so contingency plans can be made.
3. You must phone the DoS before 7.00am on the day of unexpected absence to notify the school of the situation.
4. Please note that if you are out sick for three consecutive days it is mandatory that you supply your employer with a Medical Certificate.

## 6.6 DECLARATION

I confirm I have read and understood this guide and completed a New Teacher Induction

Signature:

Date: