

# MAKING THE TEACHER EXPERIENCE IN ANDALUSIA



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	BEFORE SEPT	SEPT	OCT	NOV	DEC
DOING					
THINKING & FEELING					
EXPERIENCE					
OPPORTUNITIES					

## 1. Preparing



- Where and how do you advertise for teachers? What message does this give about your LTO (Language Teaching Organisation)? How do you know? Have you asked current teachers?
- What information do you send the applicant before the interview? What impact does this have? How do you know? Does it include:
  - Description of courses offered?
  - Details of who's who in the school?
  - A clear outline of teacher's duties?
  - Syllabuses?
  - Details of admin and how it's carried out? Etc.
- How do you contact previous candidates you have kept on file?
- Do you have a video presentation of your school for new applicants to watch online and what about the town/city?
  - Do you have a very clearly mapped out recruitment process?
  - Do you have an automated application form which is GDPR compliant?
  - How and when does the interview take place? What are the surroundings like?
- Do you stick to fixed interview questions or do you go with the flow according to how the interview goes?
  - What division do you have between teaching focussed questions and personality discovering questions?
  - Do you have teacher testimonials? Written or video? Do you allow applicants to get in touch with current teachers?
  - How and when do you contact the candidate post interview? Do you have standardised or personalised emails/messages?
  - How do you reject teachers? Do you refer them to the ACEIA website to check out other schools? Do you give them advice on how to improve for the future?
- How do you keep in touch with new teachers over the summer?
- How do you ensure new teachers are given all the information they need to become as effective as possible as quickly as possible?
- How do you avoid information overload?
- Do you have online induction teachers can do over the summer that you can monitor?
- Do you meet teachers on arrival in Spain or your town/city?
- Do you pay for transport to Spain or within Spain?
- Do you provide accommodation for a few days on arrival? Do you pay for a hotel or is a flat included with the post?
  - Do you provide a welcome pack on arrival? Map, leaflets, list of flats to view, forms to fill in for paperwork, food and drink for the first few days, bottle of wine etc.?
- Do you have someone who acts as welfare officer or buddy to accompany the teacher while viewing flats, sorting out paperwork etc.
- Do you have a planned induction procedure? Is this done as a group or individually? Are teachers given a tour of the building(s); training in the use of software, equipment and resources?
- What do you do with returning teachers? How do you include them in induction?
  - Are there any specific settling-in procedures for new teachers e.g. observing returning teachers, having a 'buddy' to confide in etc.?
  - What team building activities do you include in the first term?

## 2. Savouring



- What are the main points of contact during the year?
  - Training in using the coursebooks
  - Formal observations
  - Team meetings
  - Weekly input sessions
  - Professional Development Programme
  - End of term school bash?
  - One-to-ones with DOS
  - Cheeky Friday drinks?
  - Emails / Whatsapp / Facebook group etc.?
  - Appraisals / Professional Development Interviews etc.
- Do you have a clear observation policy and procedure which everyone is aware of with shared observation criteria?
  - Do you have a post observation chat in comfortable surroundings with a focus on helping the teacher develop? Is there a written record of the observation with clear action points the teacher has identified?
  - Is there a clear link between issues identified in lesson observation and internal training?
    - How else do you help your teachers develop? Does your development programme take into account more and less experienced teachers, those that teach YLs, Exams, use a variety of technology, want to head towards DELTA etc.? Are all topics focused only on teaching or do you also include sessions on welfare and personal development e.g. Voice training, stress and time management etc.
  - Does your school pay for all teachers to come to ACEIA and other conferences? What other forms of external input do you provide?
  - Does your LTO pay for or subsidise courses for teachers e.g. DELTA?
  - Does your LTO subscribe to any ELT publications? Are you aware of all the alternative ways to keeping up to date with ELT today and do you share?
  - Are communication channels clear for the teachers? Do they know who is responsible for what in your school?
    - Is there a course calendar with frequent reminders of things coming up? Do teachers have a clear view of the academic year early on in the year?
    - How do you ensure your current teachers are happy and how do you confirm they are planning to stay next year? How do you make each year different for returning teachers? Have you planned this?
  - Do you give training and guidance in report writing and/exam writing if teachers need to write their own exams?
  - Is there a clear discipline procedure for students?
  - Is there a clear grievance policy for teachers?
  - Do you know the teachers' birthdays? What do you do?
    - If they are ill do you get in touch to ask how they are doing? What extra help do you offer them?
  - Is there a clear substitution system if teachers are ill or do they feel guilty if they are off sick?
    - Do you introduce teachers to interest groups, clubs and organisations to help them integrate more (if they want to)? How often do you tell them about new events and what's on in town or in Andalusia?
  - Are you available for everyday issues and do you keep an open door policy?

## 3. Aftertaste



- How do you ensure your current teachers are happy and how do you confirm they are planning to stay next year?
- Do you have an end of year appraisal/professional development interview/end of year review?
  - If so, where does this happen and when? Is the setting threatening or neutral?
  - What is the focus of this discussion? Is it purely developmental?
  - Are all teachers clear on what factors are involved on whether they are accepted back or not?
  - If a teacher decides to move on do you ask for feedback on the school?
  - Are you happy for a teacher who decides to move on even if it is to a direct competitor?
  - Do you continue to offer developmental suggestions for the next stage in his/her developmental process?
  - Do you offer to be a referee and ask them to stay in touch?
  - How many ex-teachers are you still in touch with?
  - Have you had teachers return to your school after some time away?
  - If a teacher would like to stay what guarantee do you give them that their current working conditions will not change? How do you provide this?
  - Do you give teachers the opportunity to give anonymous group feedback about different aspects of the school?
  - Do you act upon the suggestions and advice given in this feedback?
  - When and how do you communicate the action taken to teachers?
  - Do you have an end of year get-together to say thank you for all the hard work over the academic year?
    - When do returning teachers get informed of the changes made for the following academic year? How are they informed? Are there any last minute surprise changes? Are you open and transparent about the reason for the changes? Do you welcome any kind of question to clarify any doubts and avoid gossip mongering?
    - If a teacher has a birthday or special event over the summer do you get in touch to congratulate them or wish them all the best?
    - Do you ask returning teachers if it is possible for them to be contacted by prospective new teachers in case they have questions?
    - Do you provide any ways that new and returning teachers can be in touch to help forge a team even before they meet e.g. facebook groups, moodle chats, whatsapp groups etc?

Sources of interest for creating a better employee experience:

- **Oleg Vishnepolsky** - Global CTO at Daily Mail Online and Metro.Co.UK
- **Sumantra Goshal** - Professor of Strategic and International Management at the London Business School
- **Professor Frances Frei** - Harvard University
- Article from IATEFL Leadership & Management SIG published in ELT Management Newsletter, number 18, June 1995: *101 THINGS TO CONSIDER AS A DIRECTOR OF STUDIES* – by **Helen Mattacott**
- [www.thepdexchange.ca/blogs-category/language-program-management](http://www.thepdexchange.ca/blogs-category/language-program-management)