

# Cultura Inglesa

## Teacher's Manual

# ÍNDICE

-	VISÃO, MISSÃO, CRENÇAS E VALORES.....	03
-	A CONSTRUÇÃO DE UMA COMUNIDADE EDUCATIVA CORRESPONSÁVEL.....	04
-	RESPONSIBILITIES OF THE SCHOOL TO THE TEACHERS .....	05
-	GENERAL RESPONSIBILITIES OF THE TEACHER TO THE SCHOOL .....	06
-	ADMINISTRATIVE MATTERS.....	12
-	ACADEMIC MATTERS.....	17
-	PEER OBSERVATIONS .....	25



## VISÃO

Empresa líder de mercado na preferência do consumidor de serviços relacionados ao aprendizado da língua inglesa.

A CULTURA INGLESA é uma empresa de serviços relacionados ao aprendizado da língua inglesa que busca ser líder de mercado em rentabilidade, qualidade de ensino e atendimento pautado pela ética e respeito a todos.

## MISSÃO

A CULTURA INGLESA é um centro de serviços educacionais da língua inglesa que se destaca pela busca contínua da excelência de seus serviços pedagógicos e culturais, visando atender às necessidades de mercado e posicionar-se como a principal referência de qualidade onde atua.

## CREENÇAS E VALORES

- comprometimento com a satisfação do cliente.
- permanente estabilidade econômico-financeira e lucratividade da empresa.
- comportamento pautado no profissionalismo regido pela ética e nos princípios de honestidade e respeito a todos.
- desenvolvimento contínuo da nossa competência técnica e tecnológica.
- comprometimento com resultados satisfatórios para a empresa.
- comunicação interna em Inglês frente ao cliente externo

- compromisso com o trabalho em equipe.

## A CONSTRUÇÃO DE UMA COMUNIDADE EDUCATIVA CORRESPONSÁVEL

A CULTURA INGLESA investe na permanente construção de uma comunidade educativa, onde cada setor assume funções importantes e responsabilidades complementares:

**O corpo docente** é constituído por uma equipe afinada de professores que passaram por um processo de capacitação e autocapacitação lingüística internacional (mínimo Cambridge Advanced - CAE), tendo adquirido o grau básico de nível acadêmico (CTTC/ CELTA/ CertTESOL). Eles revelam um forte compromisso com a instituição, que se expressa em disponibilidade de horário, envolvimento com atividades extra-classe / eventos / treinamentos, e respeito para com as normas institucionais.

O efetivo empenho profissional do corpo docente se traduz em envolvimento com associações de EFL (participação em congressos, workshops, seminários, etc.), sigilo profissional, atitude ética, auto e continuo desenvolvimento, facilitador e agente ativo na integração da relação professor-aluno-escola, respeito aos colegas de trabalho / alunos e incentivo aos mesmos, e conhecimento gerais atualizados inclusive da cultura britânica.

**Os colaboradores do atendimento** viabilizam o primeiro contato do cliente com a Escola e assumem grande responsabilidade no processo de integração cliente interno-externo e instituição.

**A diretoria** viabiliza a visão e missão da escola, dialogando com todos os setores da instituição e oferecendo um respaldo eficiente para o funcionamento saudável de cada um deles.

**Os alunos**, enfim, se constituem no principal centro de atenção de todos os demais setores da Cultura Inglesa, são a própria razão de ser da instituição. No respeito à integralidade de seu ser - inteligência, sentimento e emoção - busca-se estabelecer com eles uma relação de troca, numa experiência e oportunidade de aprendizagem, onde nas palavras do grande educador Paulo Freire "todos se educam em comum".

## TEACHERS WORK PROPOSAL

### **RESPONSIBILITIES OF THE SCHOOL TO THE TEACHERS**

Cultura Inglesa teachers are treated with respect and consideration by the Directors at all times, paid punctually and enjoy a number of important benefits and incentives. Among these are:

- Dignified working conditions;
- Periodical teacher-training, both in-house and at centres where top-level courses for teachers are offered;
- Scholarships and/or travel assistance for attendance at conferences and/or courses outside Recife, for experienced teachers, at the discretion of the Directors;
- A salary that is above the local average, with an improvement factor commensurate with the professional qualifications on the part of the teacher. That is, a progressive salary scheme that reflects the teacher's *effort* to develop him/herself as in career plan scheme; (see appendix 1 for career plan)
- One month's holiday each year (July or January), paid in advance and with a 33% bonus (in accordance with current Brazilian labour legislation);
- Career planning assistance, letters of recommendation, and assistance with applications for scholarship grants;
- A calendar of school events which includes all national or local holidays that the school will observe, beginning and ending dates of each semester where the teacher's participation is either expected or recommended, and a timetable for procedure and examinations for each level/stage the teacher will teach, so as to suit the teacher's ability to plan his/her time accordingly.
- Direct help from and availability of the Director of Studies and his/her assistants in all matters related to the teacher's work class, when necessary;
- An opportunity to work in an atmosphere of serious educational endeavour;
- A properly equipped staff room and teacher's resources centre which includes a library of up-to-date teaching English as a Foreign language material as well as periodicals of the ELT profession;
- Well maintained and workable technological resources for lesson preparation and execution;

## GENERAL RESPONSIBILITIES OF THE TEACHER TO THE SCHOOL

### **COMMITMENT TO CUTURA INGLESA**

---

Teachers are expected to give priority to their duties at Cultura Inglesa over any other concerns with which they may be involved, be these other teaching activities or courses they themselves may be attending.

### **TEACHING METHOD**

---

Each Cultura teacher is considered to play a vital role in ensuring that the school is fulfilling its leadership mission by delivering a standard of teaching that is compatible with the leading EFL centres around the world.

### **REQUIRED TEACHING PROCEDURES**

---

All teachers are required to observe the "minimum requirements" in their planning and execution of the lessons. These are contained in the METHODOLOGY SECTION in the Academic appendix.

### **LESSON PREPARATION**

---

Teachers are required to prepare/plan each lesson carefully to offer not only a variety of skills and activities (video, multimedia, songs, readers, etc) but also reflect the target group interests and needs. Lesson plans may be requested to be seen by the DOS /Branch Managers at any time.

### **SYLLABUS**

---

Teachers are provided with a plan of units, academic calendar and core language for each level to ensure that all the units of learning for each level will be properly covered. The plan of units should be followed during the semester as set out. However, the plan should be seen as a guide and not as a straightjacket. As long as the material described is taught and the core language is covered by the date of the tests, teachers are free to choose the activities and the order in which they will be presented.

### **STAFF MEETINGS**

---

The teacher is responsible for attending all staff meetings announced on the calendar or two days in advance and held at the time and place generally agreed on. Any decisions made by consensus at these meetings require the compliance of those absent.

## **TEACHER TRAINING AND DEVELOPMENT**

---

Teachers are required to attend general orientation meetings held two days before classes start at the beginning of each semester (where the calendar allows). Attendance at these meetings is compulsory. Teachers are expected to be present at all training workshops and planning sessions (which usually take place on the first Friday of each month), attendance at these meetings is not compulsory but attendance at these sessions is considered as part of the progressive salary scheme. Any decisions made at those meetings are binding on absentees. In the event of some teachers not taking part in these sessions as a result of duties connected to their own studies, the teacher is responsible for getting the information missed at the earliest possible opportunity.

The full training/development calendar for the semester will be distributed at least a fortnight before the beginning of term and teachers are requested to observe the dates selected for in-service developmental schemes, multimedia update workshops, planning sessions and general admin/pedagogical meetings.

## **DRESS CODE**

---

It is very important that teachers maintain themselves neat and clean in their appearance and dress. Very informal clothing, transparencies, low cut blouses, mini-skirts/dresses and beachwear are not permitted in the school.

## **PROBLEMS RELATED TO STUDENT'S ABILITY AND DISCIPLINE**

---

The teacher is seen as the person with primary responsibility for providing pedagogic support for his/her students, irrespective of problems that may arise due to different degrees of ability between students. The teacher must take all appropriate actions to resolve the problems. However, as is the case with problems with discipline, the teacher is advised to approach the Branch Manager / DOS in cases where he/ she feels the situation may be getting out of control.

## **ABSENTEEISM**

---

### Last minute illness

Labour legislation procedures will be followed concerning sickness. The teacher who is absent must provide a certificate from a medical doctor upon their return. This certificate must be handed to a Branch Manager. Cultura Inglesa reserves the right to deduct the cost of any substitution from the teacher's paycheque if a suitable medical certificate is not offered.

### Major personal problems

Teachers are encouraged to advise the Branch Manager at least twelve hours in advance, if possible, in case of any absence. Lesson plans and books should be sent to the school with instructions to the substitute teacher.

In case of absence for reasons other than illness, it is the teacher's responsibility to get approval from the Branch Manager and to find and pay a substitute teacher (payment should be made at the school pay rate for substitution lessons). It is the right of the school to refuse to entertain frequent requests

for absence and dismiss teachers who are absent without prior knowledge and permission of the Branch Manager of the school.

### Lesson plans in the case of absence

Teachers who are not able to attend their lessons due to illness/ personal problems must inform the relevant secretaries about the lessons for that day. This includes: unit, page and question numbers, special features of the class and, where possible, the slides to be used and photocopies.

### **PUNCTUALITY**

---

Teachers are required to be present in the school **at least 15 minutes before the lesson**, in order to make sure that all the material is ready and the classroom equipment is functioning correctly. He/she should also start and finish the lesson on time. Any delay in starting the lesson or early dismissal of students will badly reflect on teacher's appraisal and may cause him/her to lose groups.

Teachers should make their way to their classroom 5 minutes before class (at the first bell) in order to greet students as they arrive.

### **RESPONSIBILITIES WITH THE STUDENT**

---

#### Students' Academic Development

Teachers are responsible for the learning development of the student. Students' progress should be checked at all times. In the case of students with learning difficulties, teachers are required to give extra work to the student and coaching. This may be through reinforcement classes, use of the academic monitor or assignment of extra work to be done at home by the student. Feedback on his work/progress must be carefully given to all involved (ss/parents and DOS/BM) and correction of all the extra- work done in a timely manner.

#### Keeping parents informed

Teachers are responsible to keep parents informed of the students' progress at all times. Weak students need special attention and teachers should involve parents by making them aware of the child's need to study and do extra-work. All contact between students/ parents and the teacher should be recorded in the 'follow-up' on the Sponte system.

### **PARENTS & TEACHERS MEETINGS**

---

Teachers are required to participate in ALL events promoted by CULTURA INGLESA for parents. If personal duties or illness prevent a teacher from attending the event, a document should be handed in to the BM to justify the absence, and alternative arrangements will be made for the teacher to meet the parents.

### **SOCIAL AND CULTURAL ACTIVITIES**

---

Teachers are encouraged to attend/take part in the organisation of socio-cultural events which are promoted by CULTURA INGLESA from time to time.

## **HOMEWORK**

---

The setting of homework of one form (workbook) or another (composition, extra – exercises etc.) is obligatory and should be set at the end of the second lesson each week. Students should be encouraged to note down the details of the set assignment and the teacher should make a brief note in the relevant section on the Sponte system and Google Classroom.

Correction of homework and extra-exercises should not be done in class under any circumstances. Class time must be devoted to maximise practice of students' oral skills. Teachers should set a deadline for students to hand in homework and he/she should not spend more than one lesson without handing back the work properly corrected.

Parents should be immediately informed if students are not doing their assignments. Teachers should also make a brief comment on the page of the homework stating each time it was asked for and not done. This record should also be noted in the 'follow-up' on Sponte.

## **LESSON OBSERVATION SCHEME**

---

- a) DOS -Teacher Observation: All teachers will be observed for development purposes. Every semester, teachers will be observed as part of the developmental programme. The main focus of this scheme is to encourage opportunities to learn, develop and grow as professionals.
- b) Branch Manager Observation: Each semester, Branch Managers will observe all teachers in their school. The main focus of this is to guarantee school standards are being met and teachers' practice reflects school requirements.
- c) Peer Observation: All teachers are encouraged to observe at least two colleagues every semester.

## **APPRAISAL SYSTEM**

---

Once every year individual teachers will meet with the Executive Directors &/or Director of Studies &/or Director of Operations &/or their Branch Manager to discuss their group performance, grades, successes and areas for development. The schedule for these meetings will be agreed upon amongst the relevant parties. Feedback from students and the teacher's general professional standards will be discussed during the appraisal. The following criteria will be used to determine the renewal of the teacher's contract or the number of groups given to each teacher on a performance/merit basis:

- Attendance and participation of meetings, planning sessions and In-service sessions.
- Presentation of workshops at in-service sessions and conferences.
- Self-professional development.
- Contributions in the area of testing – classfits and written exams (at least 3 exams per semester).
- Contributions in the area of material development / design.
- Contributions to innovations, going the extra-mile.
- Participation in events and extra activities.
- Ability to inform and encourage students to attend events and extra-activities.
- Compliance with teachers' duties as stated in this contract.  
(punctuality in starting and ending lessons, setting homework / collecting it/ correcting and grading it, etc)

- Use of resources such as songs, at least once per month.
- Use of Visual Aids – good use of WB & visuals to illustrate lessons.
- Evidence of planning – ability to show lesson plan upon request.
- Ability to maintain good rapport with students.
- Ability to give dynamic lessons – creative, energetic, in tune with students' interests and needs.
- Evidence of involvement with the selling of Cultura Inglesa products, enrolment campaigns, etc.
- Maintenance of Sponte and G-Classroom systems with relevant information about students and lesson plans.
- Maintenance of 85% of students from one semester to the other.
- Keeping in touch with parents about students' progress.
- Language and teaching qualifications.
- Range of levels teacher can teach.
- Availability.
- Average number of groups taught at Cultura per semester.
- Students' satisfaction survey results.
- Evidence of materials' upload to Banco de Aulas.

## **CODE OF ETHICS – CULTURA INGLESA POLICY**

---

- Teachers will hold confidential all matters pertaining to the schools which, if disclosed, would needlessly injure individuals or the school.
- Teachers will uphold and enforce all rules, procedures and regulations pertaining to Cultura Inglesa to see that it is well run. Desired changes shall be brought about only through legal and ethical procedures.
- Teachers shall not undertake any private student for the purpose of teaching English which he/she has met at Cultura Inglesa. Except if the student has not been studying at Cultura for the past two consecutive semesters. Any students showing interest in private (one to one) tuition should be offered the Cultura One to One course.
- Teachers are expected to be honest in the use of time, telephones, stationery, and pedagogical teaching material used at Cultura (text books should not be used for private students the teacher may have).
- Respect and consideration for others should always be shown.
- Compliance with all responsibilities and duties of a teacher as stated in the Teacher's manual.
- Teachers will not contact students with private telephone numbers at any circumstances.
- We do not encourage teachers to post content with students on social media.

## ADMINISTRATIVE MATTERS

### 1. ATTENTION TO NOTICES AND INFORMATION

Teachers are required to familiarise themselves with all notices, schedules and calendars. Vital information for the teachers themselves or their students will be posted on the Teacher's Group (Google Chat) and on the staff room bulletin board, and teachers will be held responsible for checking the board daily and sign their acknowledgement when requested.

Teachers should also check their lockers every day since memos, photocopies, student's extra material and other types of handout will be left in there.

### 2. STAFF ROOM

The staff room is provided as a place for the preparation of lessons and the storing of teacher's material. It is the teachers' responsibility to keep all material in order and to return it to the right place in due time. Remember a fellow colleague might need the material as well.

### 3. LOCKERS

Teachers must keep their teaching material, bags, etc in their lockers. No personal property should be left on the table and the school accepts no responsibility in case of loss and theft. Teachers are required to keep their lockers tidy, and to check them for any messages. Each teacher will have one locker. In case the teacher has more than 7 groups and there are lockers available, he/she may use more than one.

### 4. USE OF CLASSROOMS

Teachers are assigned classrooms at the beginning of the semester and must not change classrooms unless there is a very strong reason to do so. If a classroom must be changed, the teacher should talk to the Branch Manager before making any decision.

All equipment should be turned off unless there is a class following immediately.

Upon leaving the classroom, chairs must be left in an orderly arrangement and the board must be left clean.

In case of parties or any other event and before the bell rings, teachers should ask students to help clean up the room and to leave it tidy (this procedure should be seen as part of our role as educators and students must be made aware of simple acts of courtesy towards others). Teachers must, also, contact and warn the cleaning person before the class to make sure that the room will be checked immediately after the class is over.

### 5. POWER FAILURES

Should these occur, teachers are responsible for maintaining good order in their classes. If they occur at night, the teacher should wait for 30 minutes before cancelling the class. Arrangements with the students should be made for compensatory classes.

## **6. SCHOOL PROPERTY GIVEN TO TEACHER**

---

Teachers will receive all the necessary material at the beginning of each semester. Books and any other given material must be returned at the end of each semester and the teacher will be held responsible for material not received and not returned. Material must also be returned if a teacher leaves the school. This material should not be used outside the school for private as the teacher may have.

## **7. STUDENT ABSENCES AND/OR STUDENTS WITH LEARNING DIFFICULTIES**

---

Teachers are required to keep track of student's absences and mark them on the system. They should then send a 'Keep in Touch' message to a secretary. If a student hands in a doctor statement or letter from his/her company justifying their absence, they will be excused from paying any fees related to missing a test. (Registers must be kept updated since DOS or BM will be checking them periodically.)

### **Keep in Touch**

The teacher should try to contact a student who is absent at the earliest opportunity after the class. This will demonstrate to the student that the teacher is genuinely concerned about his/her English learning and wellbeing. If the teacher is having difficulty in contacting a student, then the assistance of the DOS or BM should be sought.

A notification must be given to any student (or the parent of the student) who is struggling behind and is in danger of failing and the DOS or BM should be notified.

## **8. STUDENT ILLNESS**

---

Should a student fall ill during the course of a lesson or require emergency medical attention, the DOS or BM should be informed immediately.

## **9. NOT REGISTERED STUDENTS**

---

If a student, whose name is not on your class register, shows up for a lesson, please make sure you report this information to the front desk.

## **10. Monitoring and Retrieval of Drop Out Students**

---

The teacher plays fundamental role in the student's "stickability" and therefore must maintain ADOS and BM informed of any likely cases of dropouts before they occur whenever possible. High dropout rates will be investigated.

At the end of the first month of each term (February and August), each teacher will receive a list of his/her students who may not have returned to the new semester in order to try to establish a personal contact (via phone) with him or her. The purpose of this contact is to find out why he/she has not yet returned and encourage him/her to come back. This action will demonstrate to the student that you care and is worried that he/she should not quit but continue his/her language development.

In cases where you find out that the reason for not returning is financial difficulties student should be encouraged to come to the *horários* off peak (where he/she will have a 20% discount) or seek the BM advice in order to negotiate a better plan for the semester till things get better financially. The SBCI will reserve a private area with free telephone access for this exclusive purpose.

Any student wishing to dropout must be contacted by the DOS or BM before leaving.

## **11. SALARY**

---

Teachers are paid on an hourly basis. The rate per hour takes into account the qualification of the teacher as described in the teachers' career plan. It does not vary according to working shifts or days of the week. One lesson at CULTURA is 75 minutes long. The salary is calculated according to the following formula:

# of hours per week x 5,25 (weekly rest included) x level rate (see appendix) = monthly salary

## **12. RECESS**

---

During the months of January or July teachers who are not on holidays during those months will be requested to work the same amount of hours they do so during regular class period. The work may vary from actual teaching to placement test or material development (pedagogical planning, teaching short courses).

A placement schedule will be posted in the teacher's room in June and November with the number of hours they have to work during recess. Teacher giving classes in July and January will do so on a rotating basis.

Besides allocating a limited number of hours per month for substitution of colleagues on unexpected leave (e.g. Sickness or law-regulated benefits), recess hours may be deducted by doing the following jobs during the semester in accordance and upon approval of the ADOS / BM:

- Conversation lessons
- Substitutions
- Reinforcement lessons (strictly done only for very especial cases – students with learning difficulties)
- Parents/teachers meetings
- Demonstrating lessons (chocolate factory, ice cream, friends day)

The precise negotiation of the recess-period work may be made with the ADOS.

## **13. ONE TO ONE / In Company**

---

CULTURA offers one-to-one classes as well as group classes. One to one classes are paid according to the number of hours taught and contracted by the student. For example: If the student bought just one hour lesson, the teacher will receive after the taught lesson. If the student bought a block of 10 hour-lessons the teacher will receive as soon as all the lessons of the block is finished and so on.

## **One-to-One Administrative Procedures**

**Cultura in Company** (Class given by teacher Outside Cultura)

**Company in Cultura** (Class given by teacher INside Cultura)

<b>Payment*</b> .	Cultura in Company - R\$ 30,00* per hour taught Company in Cultura or Flexi course or one to one - R\$ 20,00* per hour taught N.B. Classes cancelled within 24 hours can be charged. Classes cancelled more than 24 hours in advance cannot be charged. (In practice, many teachers are flexible, not charging for cancellations on the previous day, but this is up to the teacher.) *Please keep abreast of any changes in the rates – to be posted accordingly.
<b>Class length.</b>	Flexible, but pay is proportional
<b>Tax.</b>	1.5% deduction
<b>Day(s) of payment.</b>	Teachers will be paid at the end of each taught lesson or block of lessons in accordance with the contract of number of hours contracted per month by the students or company.
<b>No. of classes.</b>	It varies and it is totally up to the company or student to decide.
<b>Register ('chamada').</b>	In every box for the dates of the classes given the teacher should note the length of the class and ask the student to initial each box at the end of each class. Classes cancelled within 24 hours (to be charged) should also be noted and signed. Classes cancelled before 24 hours should <b>NOT</b> be shown on the register. At the end of the month the teacher should total the number of hours and write this in the appropriate space and then ask the student to sign for the month. The teacher should also sign the form and forward it to reception Cultura Inglesa. (The form can be faxed). It is absolutely <u>essential</u> the form be handed in order for payment to be issued. N.B. Teachers must pay careful attention to the above points to avoid administrative problems and consequent delays in payment. Teachers are responsible for keeping their own record of class content.
<b>Class Management</b>	All discipline problems and other classroom management problems (such as disorderliness, malfunctioning equipment, etc.), should be reported to the member of staff responsible for assisting the teacher with these problem (both at the Cultura premises or at the Company premises).  Classes must start punctually and students should not be left out of class early. It is the teacher's responsibility to ensure that all equipment is functioning prior to the class.  A <u>conscious effort</u> should be made to conduct all communication with the students in English, both in and out of class, thus creating a positive, communicative English-learning atmosphere at the Cultura Inglesa.
<b>Administration.</b>	Changes in the times or location of the classes must be reported to reception Cultura, in order to keep records up-to-date. Changes in times for Company in Cultura classes must also be informed to the reception of the respective Cultura to check availability of rooms, etc. New students should be asked to complete a registration form in the first class. When teachers learn of changes in the student's position in the company, phone number, etc., these should also be communicated to reception Cultura. It is important that teachers communicate changes as these may affect pay.

Please remember that although they are a relatively small number the One-to-One students require a lot of administrative work. Therefore it is necessary that all involved do their best to make this

going smoothly. We must also remember that the companies One-to-one students work for are an important source of students for the regular groups and so we need to show competence, a professional attitude and efficiency both in the administration and in the teaching of these 'showcase' students.

Any doubts should be directed to the ADOS /BM.

## 14. CONTRA CHEQUE

You should pick up your contra cheque level, groups, salary and discounts at the 5<sup>th</sup> working day of every month at the accounting department.

Make sure to sign the original and return it to the accounting department immediately upon receipt.

## 15. GROUP DISTRIBUTION

At the end of every semester you will be sent a form to be filled out indicating the times and preferred levels for the following semester. The ADOS/BM responsible for the renewal of the contract with the teachers and distribution of groups will try his best to fulfil your needs.

However, the criteria below will be used for such distribution:

- Attendance of meetings, planning sessions and In-service sessions.
- Presentation of workshops at in-service sessions and conferences.
- Contributions in the area of testing & material design.
- Participation in events and extra activities.
- Compliance with teachers' duties as stated in this contract.
- Use of varied resources in lessons.
- Maintenance of class registers with relevant information about students.
- Maintenance of students (minimum of 85%)
- Ability to handle problematic students and contacting parents appropriately.
- Qualifications.
- Range of levels teacher can teach.
- Availability – preference will be given to teachers who are available to teach Saturdays, Fridays and at night shifts.
- Career full-time teachers.
- Attitude (social interactive skills/ emotional balance/ etc).
- Results of Students Satisfaction Survey.
- Results of appraisal.

It is not always easy to fit everyone's schedule to please **both** the teacher and CULTURA needs. As a result, there might be times in which your schedule will not be ideal as far as levels or numbers of groups are concerned.

Teachers willing to teach five or more groups must also be willing to teach on Saturdays.

Days of classes: Mon/Wed – Tue/Thurs. – Fridays and Saturdays.

Working Shifts: mornings (7am to 12 am) afternoons (2pm to 6pm) evenings (6pm to 9:30pm)

## 16. PAYMENT OF OTHER TYPES OF SERVICE

CAMBRIDGE ORAL EXAMS: Examiner's flat fee paid according to number of hours worked.  
Payment not included in the contra cheque.

## **17. GROUP WITH FEWER THAN 5 STUDENTS**

---

These groups shall be called “alternative groups”. It is not registered as a regular group due to lack of sufficient number of students to make it lucrative. The contract is set as a ‘contrato por tempo determinado’ which means that the monthly pay for these is similar to the payment scheme set for regular groups with the exception that teachers does not receive the 13th salary or holidays.

It is ultimately the teachers’ choice to refuse or accept this type of group. However, if the teacher accepts to keep it and later it becomes a regular full group with at least 5 students, the teacher will be paid the regular salary for the group from that day on.

## **18. CAREER PLAN**

---

Check career plan document in the appendix.

## **19. HOLIDAYS**

Payment of holidays is made according to CLT.

Teachers have either January or July for holidays. Teachers may negotiate with DOS or BM the month which suits both the school and his/her needs.

## **20. SUBSTITUTIONS**

---

The DOS /ADOS or BM shall fill in the form for extra pay and turn it in to the Administrative manager by no later than the 25th of each month.

Illnesses: Teachers who fall ill must call the school in due time so that a substitute teacher takes the group(s); even if it is a last minute problem, the teacher must make sure that the school knows about it. Substitute teachers will receive a fixed amount which is above the one set by the career & salary plan for substituting classes.

Should the teacher need to miss a class for reasons not covered by CLT, he/she should find a substitute for the day(s) he/she will be away and pay the person him/herself.

Whatever the reason is, the school must be informed of the date and time(s) teacher will not come, as well as who the substitute teacher is. It is the right of the school to refuse to entertain frequent requests for absence for reasons other than illness.

## **21. PHOTOCOPIES**

---

Copies of handouts can be provided within at least 24 hours. Last minute requests will not be accepted for it disrupts the smooth running of the school.

## **22. PENS AND KEYS**

Teachers must make good use of e-board pens and keys for rooms. They should retrieve this material at teachers’ room and put it back in the same place after use. Teachers should also turn off all equipment and lock doors when leaving a room.

## ACADEMIC MATTERS

### 1. Preparation of material and equipment for lessons

Teachers are expected to assemble their material & equipment in advance, thereby avoiding the need to leave the classroom during the course of the lesson. This is not something the teacher should have to do. Any repeatedly signs of this will badly reflect on teacher's ability to show planning and organisation.

### 2. Homework assignment

- The setting of homework of one form or another is obligatory and brief details of the assignment must be noted in the class register booklet. The homework will serve either as a reinforcement of what has been done or as a preparation for the next lesson.

All homework should be duly checked and marks and grades must be entered in the class register for every student each month as this affects the money back guarantee. (Please see job design for detailed procedures)

### 3. Teacher's Class Register

Every semester teachers will receive a class register containing the register for the course. Teachers are responsible for detailed, accurate and prompt completion of all the sheets in the register. The register should be available for academic and administrative matters and should therefore NEVER leave the school.

The class register provides a permanent record of the attendance and work done in class. It is of most importance that accurate and clear records are kept of what was given in each class and what homework was assigned. The school reserves the right to ask for class registers at any time.

### 4. Additional material for lessons

Teachers are encouraged to contribute to the teacher resources by leaving copies of Lesson plans and extra-material which has been designed for a particular unit of the book. If all contributes we shall have a very rich data bases for immediate and future reference, thus making life easier for all involved.

### 5. Written Test

Students should not see any test ahead of time. They may be told the test sections and what grammar points will be tested.

Rigorous efficiency and punctuality is required in the administration and grading of tests and their compilation and the return of the results to the appropriate staff member.

**It is not the responsibility of the school to provide ready-made tests for teachers to use. Preparation of classroom tests is considered to be a duty and responsibility of the classroom teacher.**

A constant assessment, independent of formal examinations, should be made of the students' progress in order to assure that there is continual improvement.

A teacher is expected to design a minimum of two tests per semester, which should be handed in to A.D.O.S a month before the exam is due. (Please see Testing making –guidelines for orientation on how to design a test)

Teachers are responsible for preparing drafts of the written tests as assigned and to give/send these drafts (typed – file via e-mail) to the D.O.S. or the A.D.O.S for approval and photocopying. Teachers of the same level/stage should work together to prepare tests jointly.

Formal examination timetables will be circulated during the semester and should be strictly observed. Any exceptions must be approved by the Directors of Studies.

Examination grades must be entered both in the class register and in the computer proper file and form as scheduled on the course calendar and timetable. Teachers should try to meet this dead line so that the report card is issued and delivered to students on time.

### **Oral Assessment**

Marks awarded for oral progress are based on a process of continuous assessment and one formal oral test. Teachers must give the students adequate opportunities for oral performance. In the case of children's courses there are 2 formal oral tests. It is suggested that the oral marks given to a student should represent a measure of the degree to which each student has made a sustained effort to improve his/her performance.

### **6. Disciplinary problems**

Should a teacher feel that he/she is faced with a problem in class which is beyond his/her control, then the DOS/ADOS/ or BM should be approached without delay for the appropriate action to be taken. Under no circumstances should an unsatisfactory situation be allowed to continue without positive action being taken.

Great care must be taken to be polite at all times with students, however rude or aggressive they may be.

After teacher talks to the DOS/ADOS or BM he/she will call the parent to meet at Cultura with the teacher. If the parent cannot be reached by phone, a letter form will be sent stating the problem areas.

### **7. Early detection and action concerning student learning and placement problems**

Teachers must endeavour to detect learning problems and possible misfits and take action without delay. If, after due observation and random testing during one or two lessons, the teachers comes to the conclusion that a student is either too weak or too strong for the class in which he or she has been placed, action should be taken without delay, and the Dos consulted. This may result in

reinforcement classes (see below) or the student being moved to another level, if a class is available on a suitable timetable. This may not always be the case. The above remarks apply equally to students who appear to be too weak for the class and those who appear to be too strong for it. Particular attention should be paid to the latter category, which is sometimes ignored, to a great loss of the students and the class.

One of the most difficult decisions a teacher has to make concerns whether or not to recommend a student to change class. Caution is advised, although it is important for the decision to be made without delay, it is not always possible to form an opinion after only one, or even two lessons. Furthermore, a teacher should try not to be influenced too much by students' expressed desires to move from one level to the other. Students are not always the best judges of their own capacity and performance. The question which the teacher has to answer is: Will the students really benefit from moving up/down? If the answer is YES, the students should be moved straight away.

## **Feedback to student**

The teacher will take responsibility for giving the students regular feedback on their progress and is seen as a front-line/liaison person to contact their parents when this is made necessary. On Parent's & Teachers meetings and Final Report days, the teacher's participation is considered indispensable.

## **8. Reinforcement classes**

If students have missed a class due to illness and the teacher feels he would benefit from coming to an extra class, he/she must sign him up for an extra class in one of the others similar group which has not yet covered the content of the missed lesson (for example Saturdays or Fridays groups). The forms are available at the teachers' room and should be filled out by the teacher discriminating the day and time of the class. He/she should also inform the teacher of the group that the student is come to sit in for the lesson. This procedure is subject to the size of the group students are recommended to sit in for.

Reinforcement classes for weak students are only recommended if the student has proved to be taking part on the learning process by performing his studies duties. (For example, doing all the homework assigned, coming to all classes, etc). In such cases recess time may be used by the teacher to give this extra support to the student. This procedure, however, should be agreed upon and approved by the ADOS /BM who controls the use of recess time.

## **9. Goals and objectives + core language**

Goals and objectives for each level can be found in the class-fit. Make sure to get acquainted with the goals and objectives for all levels you teach.

## **10. Grading system**

Check the document binder for more details.

## **11. FLEXICOURSE /One to One / In company**

Individuals come to CULTURA looking for exclusive classes, often for specific purposes. As a result, the teacher has to plan and teach those lessons according to student's needs, which should be analysed in the first session.

## **12. Methodology**

CULTURA INGLESA follows modern principles of teaching and learning with emphasis on ss' oral production.

Teachers are expected to plan lessons according to these principles. The textbooks adopted are meant to be used not as a manual. Teacher may adapt and change as long as goals and objectives are achieved by the end of the semester. CULTURA teachers adopt a democratic approach to their classroom role, acting mainly as planners, organisers, researchers, classroom managers, and a phrase Carl Rodgers coined, 'facilitators of learning'. However, they are also required to observe the following 'minimum requirements' in their planning and execution of lessons.

1. Portuguese is to be used judiciously. The use of English is important in the language of classroom management, as this is often the most authentic language use students will be exposed to in the classroom.
2. As part of the essential oral component, every class provides the students with ample exposure to the authentic sound of the spoken language partly from the teacher but also from video and audio recordings.
3. As oral proficiency is not enough, students should be given opportunities to practice all the skills in a balanced manner every class.
4. Every class is planned based on the premise that the students have to be helped to learn the language as a means of communication and not study it as an academic discipline. Except in classes specifically designed to prepare **students** for formal public examinations. Valuable lesson time must not be spent on grammatical analysis or homework correction, nor students punished or made to feel guilty for improper use of the language. The emphasis is firmly on learning to use the language as a tool for obtaining information, exchanging ideas and expressing oneself.
5. Teachers plan their lessons, phase by phase, ensuring that due attention is given to all the points mentioned above. Teachers should feel free to use the plan format they are comfortable with. All principles are valid. It depends on how one views learning.

## **13. LATECOMERS (SS who misses the tests)**

- Any student who misses a formal test, must have a second chance on the dates and times established by the school by paying a fee of R\$15,00 to do it. (this fee is not applicable if the student has a justifiable reason for having missed it. i.e. health problems)
- The dates for latecomer SS will be on established dates. Available times with the BM.
- Procedures:
  1. Please take note of the names of the ss who missed the test at the time you are doing tests with your students
  2. Teachers contact parents immediately after the test to find out the reason why the ss missed the test and inform the day for the second sitting and the fee the ss has to pay..
  3. Separate the tests you want your latecomer SS to do, fill in with the ss name and group and put them in the plastic bag with your name. Put this plastic bag in the appropriate basket in the teacher's room.
- All left over tests should also be put in its appropriate basket in the T's room.
- Please, don't forget to follow those procedures. We need to be careful and organized with those tests so that everything is fine.

## **14. SECOND SITTING FOR WEAK SS**

- All those **students who got mark under 7,0 (mid term)** will have the right to sit for another test. The date and time is set by the Cultura, usually on a Friday. The Cultura will not offer remedial classes and ss should be encourage to study at home and come for another chance to get a better mark.

#### How:

##### 1) Procedures:

SS who miss the second sitting won't have another chance to do it and the mid term mark will be the one given on the first exam.

1) teachers should separate the test for the ss (a different version from the one done for mid term), write the ss name on the testand **HAND IT IN TO the ADOS UNTIL the given deadline in a plastic bag with your name and the form filled in**. After the Remedial Exam, **the best mark will be the one considered for mid term**.

2) SS under 18 – Parents should be contacted by the teacher about the need for retaking the exam. If necessary, set up some time to talk to them and inform what the ss should concentrate his studies on.

#### When:

Times and dates available with the secretaries.

## 7. TEST PREPARATION

Teachers are required to prepare test for the levels they normally teach. The number of tests requested depends on the number of groups the teacher has and the needs of the school. For each stage two tests should be prepared – version A and version B. These should be of the same level of difficulty, with the same style of questions. Care should be taken so that questions/answers cannot be copied by students doing the different versions.

Tests should be prepared strictly according to the core language for each (half) semester and the questions must be chosen carefully to test students' ability and knowledge effectively.

It is essential that deadlines are met as all the teachers will be doubled-checked by the ADOS and DOS before photocopying. Any delay in test preparation therefore delays the rest of the process. When requested by the ADOS/DOS changes to the tests should be made as soon as possible.

Any difficulties, doubts or requests for help the teachers may have regarding test preparation or content should be communicated to the ADOS early on, so as not to affect deadlines.

Listening tests should also be prepared (version A and B) with the material recorded (3 times for ST1, 2 times for other stages) on the cassettes supplied by the ADOS. Teachers should check that the quality of the recording is good enough for classroom use. A copy of the answers and a well-elaborated marking scheme must be included.

The tests should be prepared and saved on the formatted diskettes, supplied by the ADOS and following guidelines regarding font size, type, headings etc.

The tests should be separated into 1) Listening, 2) Writing, 3) Grammar, vocabulary and reading.

Where possible the test should be prepared to occupy the minimum number of pages (to reduce costs).

In the same way that teachers ask students to check their work before handing it in, the teachers should re-read the tests they have prepared to check for typing mistakes etc. They may like to ask a colleague to proof-read it for them.

Teachers should remember that the tests (and marks) are very important to the students and their impression of the quality of the service the provides, and they should consequently do their very best to respect deadlines and design the test well, testing what should be tested in the best way possible.

## **8. RESULTS**

Are given to students by the teacher on schedule dates. Work on that date is required.

## **9. IN-SERVICE MEETING**

In-service meetings are held at the beginning of every semester (two days one week, intensive) and at the average rate of once every month. These are a vital part of our staff development and are required.

## **10. TEACHING MATERIALS**

At the beginning of every semester teaching materials are loaned to teachers according to the levels they are responsible for teaching. These materials belong to Cultura Ingresa and must be returned at the end of every semester, except under special permission by the ADOS.

## **11. REPORT CARD**

- Are given to SS twice times a semester
- Deadlines must be followed
- Constructive and coherent comments are necessary
- Every RC must be checked by the ADOS before being typed into the system.
- Under no circumstances will a blank RC be signed.

## **12. EXTRA-CLASSES RESOURCE**

### **E-Campus**

---

This is our new and exclusive online service for Cultura Ingresa students with the objective of support and follow up the English the student is learning in class. The activities and games are organized by distinct areas such as: listening/speaking, reading/writing, grammar, vocabulary, pronunciation. The greatest advantage of the site is that the students can monitor their own progress in the activities.

Each Cultura Mirassol teacher is a registered E-campus user, free of charge. This service is rendered so teachers can use that resource for their own language development and maintenance and so teachers can encourage students to use this service (although not free of charge for them), by using it in Multimedia lessons or by directing them to the sight for specific extra practice. Any questions regarding this service should be directed to the Multimedia leader.

## **Use of Technological Resources**

The ethos that the Cultura as an organisation will strive to establish among its staff members is one where they feel comfortable and confident when using technological applications in the work environment. Teachers are therefore encouraged to maximise the use of videos , OHPs, data show and other presentation devices and especially computers. Teachers are expected to give at least 2 multimedia lessons each semester. At the end of term, a questionnaire will be passed around the school to gather data from students about their impressions regarding the school's utilisation of the above-mentioned resources. Feedback from these questionnaires will be considered a confidential matter but will compromise as an integral part of the teacher's performance assessment.

## **Multimedia**

---

The MM is an excellent resource for self-study and for extra-classroom lessons. While teachers are welcome to use the room for their personal businesses, they are requested to make sure no student is unattended while a teacher is using a computer. To make sure that room is put to a minimum of good use and to draw students' attention to that resource, at least 2 lessons per semester should be carried out in the MM.

## **Reading rooms (YOUNG)**

---

For the same reasons as above, at least twice students must be taken to the Reading Room, either for an extensive reading activity or for checking out books to read at home.

## **Conversation club**

---

This has increasingly been a much sought-out extra-class, free of charge, activity. Students are to be encouraged to take part, at least as listeners. Payment for teachers is made at the rate of R\$20.00 (twenty reais) a session, and selection of teachers is made by invitation.

## **Online Help**

---

Cultura Inglesa offers this service free-of-charge to students. They can email the with their doubts and questions, who will in turn either email them the answer or address them to a source online where they can find their answer. As our first-line contact to students, teachers are expected to inform students of this service and to encourage them to use it.

## **Lesson Observation**

---

**Teachers may be observed at any time by one of the Directors or their deputies or A.D.O.S(Assistant Director of Studies). They may also request to be observed and to receive comments on their performance. Observations are purely developmental and their feedback is confidential. They also provide useful data which future training sessions are developed. Peer Observation is highly recommended**

## **Peer Observations (Recommendations)**

The ***peer observation*** process is of great importance, both for our work culture and for our own individual growth as professionals. “Observees” are encouraged to view your ***peer observers*** as mostly ***PEERS*** (with less of an emphasis put on “*observer*”).

Here are some recommendations as to how to proceed **before**, **during** and **after** your peer observations. These should help you in your task:

1. **Before going into the classroom**, ask the teacher what aspect he/she would like to have observed / commented on, to have as clear an idea as possible of the teacher's specific needs.
2. Before starting the lesson, teachers should introduce observers and tell Ss observers are there to observe THEM, not Ss.
3. **Going into the classroom**, try to sit in a place where you can see everyone and be the least noticed.
4. HAVE A PLEASANT EXPRESSION ON YOUR FACE ☺
5. Avoid participation in the class – you're there to observe, and that might interfere in your task.
6. Make notes!!! They will be precious to the teacher being observed.
7. **After the lesson** -- or after one hour, if you wish – smile, say a general “thank you” to everyone, and leave discretely.
8. Arrange at least half an hour for feedback (soon!): Prior to that, the teacher is required to write some notes on his/her own feelings about the lesson.
9. **During the feedback**:
  - a. Let the teacher talk first. LISTEN, LISTEN, LISTEN, QUEST, QUEST, QUEST, and see if your impressions match.
  - b. *Compliments* come FIRST!
  - c. *Critiques* are better than criticisms. (Ex.: At 2:34 you did *this*. The consequence/result was *this*. How could things have been different?)
  - d. Ways to suggest:
    - Have you ever tried...?
    - Why don't you try...?
    - Maybe you could...
    - Did you notice that...?
10. REMEMBER to
  - a. Finish the feedback with lots of (honest) compliments and encouraging words, AND agreed plans of action for future lessons.
  - b. Make a copy of the observation feedback sheet for the teacher to keep.
  - c. Remind the teacher to arrange a time with the DOS to talk about his/her experiences.