



Academic Map: teachers

This document aims to provide teachers with everything they need to know about their work at ECS. Please read it carefully and ask if you have any questions. Before arriving at the school please read the following key documents:

- **Notes for Staff** containing essential employment information
- **Child Safeguarding Policy**
- This **Academic Map** providing further information for teachers.
- **Workshop Planning Notes**

Induction

This will take place online before the course plus a two-day in-person induction before students arrive: see <https://www.countryschools.co.uk/courses/staff-induction> The aim is to help staff mix, understand ECS's goals and values, learn our systems, and clarify job roles and responsibilities.

Summer 2025

We will have two age groups, children 8 – 12 and teenagers 13 – 17. Both age groups will do lessons and workshops in the morning and sports in the afternoon: see the daily timetable. We divide the day into morning, afternoon and evening and expect you to work for two of these sessions per day except on your day off.

Staff arrival

We don't have a lot of time for in-person induction so please be there for a 10am start on 4 July. If your contract starts later we will pay you for a half or full arrival day depending on when you arrive.

Student arrivals / departures

On student arrival and departure days you will be helping at the airport or assisting at the school:

At the airport: We try to send returning staff to the airport at the start of the course but we may also need help from new teachers. If you don't help at the airport at the start of the course you will probably do so on changeover days and / or at the end. We'll provide further advice before airport days.

At the school: On arrival days most students will arrive by coach from the airport in the late afternoon / early evening. Some will also arrive with parents from about midday, possibly earlier. You can help by showing them to their houses and assisting activity staff in occupying them.

Student placement procedure is as follows:

1. We will give you assessment tests for the pupils in your class.
2. Pupils assemble and the Academic Manager allocates pupils to assessment groups.
3. Take your group to your classroom and conduct assessment.
4. If you finish early, find some way to occupy the class until the timetabled end of the period. You can play a game but it's best not to start 'get to know you' activities yet as students will probably find themselves with different classmates when assessment is complete.
5. At the end of the assessment period take students to the break area and return to the staffroom.
6. Help mark the tests and give feedback for the students in your assessment group.
7. The Director of Studies will allocate students to new classes, taking into account parental preference on age / ability.
8. Everyone then re-assembles, students are allocated to new classes: go with your new class to your classroom for your first lesson together.
9. During your first period you'll probably do an induction tour of the school. We'll provide info on this.

If you have time at the end of the tour do some fun 'get-to-know you' / icebreaking activities until the scheduled end of the lesson.

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

Academic syllabus

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

Teaching expectations

It is compulsory for all pupils to attend classes and educational workshops. We expect you to:

- Plan lessons appropriate to the age, interests and academic needs of your pupils.
- Teach from the course book for at least one teaching period daily.
- Be punctual for lessons and encourage punctuality in your pupils. If a pupil is missing from class you must inform the Academic Manager promptly.
- Provide feedback and correction to pupils with due attention to grammar and pronunciation.
- Help students develop learning strategies by explaining the purpose of note taking, pair and group work, research, memorisation, guessing from context, identifying their moods and feelings, etc. At the end of each morning, give students time to reflect on the lesson: what they learned, which activity helped them most or least, and what they found easy or difficult.
- Ensure that wall displays are attractive and up to date and that your pupils leave the classroom tidy.
- Ensure students keep a comprehensive, tidy file of work to take home at the end of their stay.
- Attend staff meetings punctually and start and finish lessons and workshops promptly.
- Complete weekly academic reports for each student in your class and workshop.

Core activities

We've identified core activities that students enjoy, which add variety and interest to a typical teaching week:

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

We provide a table to help you track core activities and teaching resources for each activity type. Some activities may already be part of your course book lessons. There may be areas you're unfamiliar with, like out-of-class activities, but we'll support you and this will help to expand your professional skills.

Primary classes for younger children should also include core activities, but teachers should be flexible, allowing more time for songs, art, movement, games, and stories. We provide materials organised by topic for younger age groups and have good course books which we encourage teachers to use.

Teaching materials

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

Course books are as follows:

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

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

- Pupils attend for between 2 and 4 weeks, with new pupils arriving during the course. Pupils attending for more than 2 weeks must not find themselves repeating the same course book units.
- We sometimes rotate teachers between classes. A teacher taking over your class will need to know where you are up to in the course book in order to continue where you left off.

Resources database

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

Resource Books

We have quite a large collection of resource books containing teaching ideas. You can view the collection for each age group by clicking the 'Library' heading in the left menu bar of the resources database. Books have been indexed in our database indexed by age, level and theme. This should help you to find the materials you need from our books on our shelves.

Files

Filed materials have been developed by various people and are in differing states of completion. Some files list materials by subject and theme - eg. 'Pets', 'Families', 'The World Around Us', etc. There are also filed materials to support each of the core activities and the academic workshops.

Internet sites suggested by our staff include:

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

The following blogs also contain interesting ideas and materials:

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

- <https://onthesamepageelt.wordpress.com/>
- <https://www.lessonplansdigger.com/>

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

Lesson planning

Before ECS you'll have discussed your level and age group with the Director of Studies. Use the course book links above to familiarise yourself with the book's style and content. Also, check the resources database for additional information, like the course book's contents pages, which show the subjects or themes for your first week. You'll have some planning time before students arrive, but since the start is busy, we recommend preparing in advance.

At ECS before your first lesson

- Check the welfare and academic notes to find out if any of your pupils have specific needs you should be aware of such as dyslexia or diabetes.
- Organise your classroom by ensuring there's space on noticeboards for student work, that tech like the interactive whiteboard is working, and that you have enough supplies. Check for safety hazards like trailing wires, and know where the nearest fire exit is, making sure it's clearly marked for foreign language students.

Course book lesson

Review the course book content you'll teach, using the teacher's book for guidance. While some teachers may not prefer course books, they are created by experts and help structure our program. Trust the material—it will make your lessons more enjoyable for both you and your students!

Supplementary lessons

Your supplementary lessons should align with the course book and cover one of the core activity types. Use the materials database to help. For example, if you want materials on "family," use the "quick search" for "family" and refine by your students' level and age. This will show what's available in the database and on our shelves. Each search result includes an "activity type" (e.g., "out of doors," DVD/video, song) to help you meet the core activity requirements.

If a search doesn't give useful results, try altering the search term, like using plurals (e.g., "families" or "countries"). While planning, refer to the Lesson Planning Table and aim to include as many Core Activities as possible. Also, talk to your colleagues and search online for more ideas and materials.

Weekly Lesson Planning Table

Use the Weekly Lesson Planning Table to organise your lessons. It will help you cover the Core Activities for the week as well as summarising content for your weekly reports and helping any teacher taking over your class.

Individual lesson plans

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

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

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

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

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

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

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

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

Class rotation

Most teachers rotate between classes weekly, teaching various levels within their age group. The exception is at primary level, where teachers may stay longer with their students. Rotation gives students exposure to different teaching styles and offers variety for teachers, helping you connect with more students outside class. However, it can risk fragmentation of teaching. So to maintain continuity, at the start of each week, ask yourself:

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

For a new class, find out students' motivations and interests. For a class inherited from another teacher, speak to that teacher to learn about students' strengths, weaknesses, and what was taught the previous week. Make sure you don't repeat material unless it's part of an ongoing project. If it's a continuing class, review what language areas students struggled with or succeeded in the previous week, and see if you can incorporate those into the next lessons.

New students

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

Academic workshops

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

Observations

You'll be briefly observed during your first week, usually just a quick visit from the DOS to get an impression of your classes. In the second or third week, you'll be observed for at least 30 minutes, either with prior notice or unannounced. Unannounced observations can be less stressful as there's no extra preparation needed. You can discuss your preference with your DOS, though unannounced observations may still occur. Afterward, your teaching manager will give constructive feedback. We also encourage peer observations, so speak with your academic manager if you'd like to do this.

Sport / Social activities

Working at a summer school is more than just teaching - it's about interacting with students outside the classroom. Regarding activities:

- Let activity staff know your preferences and skills (e.g., arts and crafts, walks, drama, music, etc.), but be open to helping with other activities too.
- Find out each day whether you're helping with the afternoon or evening program.
- Attend activity briefings to understand your role.

- Be on time and wear appropriate clothing.
- Your role usually doesn't involve planning, but you'll assist or help run activities.
- Help group students and take charge of a group if needed.
- Support activity staff in giving instructions to foreign students—speak clearly, use simple language, and demonstrate when possible.
- Be positive and involved—avoid standing on the sidelines.
- Safety is a priority; report any concerns to the organiser.
- After the activity, help tidy up and escort students to their houses.
- Your duty doesn't end with the activity; you'll continue supervising until meals or bedtime.
- Most importantly, enjoy spending time with the students and help them make the most of their holiday. The more you put in, the more you'll get out!

Duties

Teachers will assist with duties on a rotating schedule, including helping with sports, crafts, the social program, supervising students during free time, and helping them get to bed. Be sure to check the duty rota so you know when you're on duty. Duties are where we see the most variation among teachers - it's not about sitting in the staffroom. Be punctual, responsible, and share the workload fairly. House parents and activity staff will provide feedback on your contribution, which will be part of your final evaluation.

Staff appraisal

Appraisal 1: There will be an appraisal in the first week to address any issues and set a professional development goal, such as improving your classroom management or using technology. We offer resources under the 'Teacher development' tab in our online database. After setting your goal, your teaching manager will discuss how to achieve it and schedule a follow-up meeting to check your progress.

Appraisal 2: At the end of the course, you'll have a second appraisal meeting with your academic manager. They will sign the appraisal form, keep a copy in the office, and give you one to take with you.

Student feedback

Just as teachers give feedback on students, students also give feedback on teachers. Every Friday, students anonymously rate the week's lessons as 'very good', 'good', 'OK', or 'bad' on a slip of paper. This takes just a few moments while the teacher steps out. The results are reviewed by the DoS and help assess performance. It's a quick, simple process that's part of the overall appraisal, which also considers lesson observations, teamwork, and overall performance. It's not meant to be threatening.

Employment Reference Form

At the end of the course, the Course Manager, along with academic, activity, and pastoral staff, will fill out an Employment Reference Form for you. This will be used for any job reference requests we receive.

Staff development sessions

We aim to hold one or two staff development meetings during the course, like a 'bring and share' session where you can share teaching ideas that have worked for you. It's not easy to find a time for all teachers to meet, so sometimes meetings happen during a 'working lunch' or in smaller groups. You can find many ideas and resources in the 'teacher development' section of the materials database.

Reports

Settling in reports

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

Weekly report

At the end of each subsequent week, teachers and workshop leaders write an online report on each child's performance. This consists of a standard paragraph about the class or workshop activities, plus a few

sentences on the child's individual performance. The Director of Studies reviews and signs off on the report, then parents are emailed to say the report is waiting. In the last week, activity staff and house parents also add to the report. Finally, the Course Manager adds a comment, and the report is signed off for parents to view. This provides a detailed summary of the child's behaviour and progress.

Teachers should log in to create weekly reports at: <http://www.countryschools.co.uk/CRM/login.php>

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

Please note students who attend for two weeks irrespective of when they arrive will require reports for weeks 1 and 2. Students who attend for four weeks will have reports for weeks 1, 2, 3 and 4. Please remember this to avoid our software misreporting whether a report has been completed.

The days before students leave can be busy, so make sure to allow enough time for reports, especially if you're helping at the airport. Since reports are a team effort, it's frustrating when they're delayed because one person hasn't finished their part.

Review

Before departures, students often do an end-of-course review where they showcase their work from workshops like drama and photography. Each class usually performs a sketch or song. We have a file called 'Ideas for skits and games' that may help. You will help prepare your students for their performance. Work with activity staff, keep things simple, and aim for the final performance to last no more than five minutes.

Student feedback

Near the end of the course, each student should fill out a feedback form to share their thoughts on the course and how we can improve. The form is completed online and needs to be scheduled so every class can give their feedback. In the busy final days, teachers sometimes forget this, so please make sure it gets done.

Restore classrooms

On the last day of lessons, gather all ECS stationery, books, and posters from your classroom. Check for any damage (like graffiti) caused by ECS students and inform the academic manager. Return furniture to its original position and ensure the classroom has the same equipment as when the course started.

Finally

We hope your time at ECS is a fantastic experience and that you'll want to return in future summers. If anything isn't going as planned or if you have questions or ideas, don't hesitate to reach out. We're really looking forward to having you with us this summer!

Christopher Etchells
ECS 2025

ECS Student Weekday Timetable 2024

	8 to 12 yr olds	13 - 17 yr olds
08:15	Wake up	Wake up
08:45	Breakfast	Breakfast
09:00		
09:15	Free time	Free time
09:30	Lesson 1	Lesson 1
09:45		
10:00		
10:15	Break	Break
10:30	Lesson 2	Lesson 2
10:45		
11:00		
11:15	Snack break	Snack Break
11:30		
11:45	Workshop	Workshop
12:00		
12:30		
13:00		
13:15	Lunch	Lunch
13:30		
13:45	Free time	Free time
14:00		
14:15	Meet for sports	Meet for sports
14:30	Sports 1	Sports 1
15:00		
15:15		
15:30	Snack Break	Snack Break
15:45		
16:00	Sports 2	Sports 2
16:30		

ECS Student Weekday Timetable 2024

16:45		
17:00	Free time	Free time
17:15		
17:45		
18:30	Evening Meal	Evening meal
18:45		
19:30	Evening Activity	Evening Activity
19:45		
20:00		
20:15		
20:30	Return to house	Return to house
20:45	Free Time	Free time
21:00		
21:15		
21:30	Bedtime	
22:30		Bedtime