

Onboarding: sharing values through tiered interviews, peer support and mentoring

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1. The challenge
2. The solution
3. Procedures and documents
4. Set up and application
5. The result



The challenge:

- **To recruit academic and non-academic staff**



The school:

A small, well-established school in northeast Italy. Most of the core staff have been with the school long term and are on indefinite contracts. The school is an accredited member of AISLI and EAQUALS.



Impara con
L'INGLESE

in presenza, anche presso

SCRIVICI

FAI I



The main problems:

- Fitting in with the team
- Managing expectations
- Building a lasting relationship
- Understanding and sharing institutional culture
- Aligning with company values

Corporate culture and identity aims to

- **guide, facilitate and support each individual learner in an inclusive, equitable, dynamic and professional environment;**
- **put learners at the heart of learning and offer learning opportunities beyond the classroom;**
- **guarantee our qualified, professional staff are offered indefinite contracts and paid continuous professional development;**
- **ensure continuous monitoring both internally and from external bodies, and to be open to new challenges, new research, innovation and improvement;**
- **to continuously learn, listen, reflect and develop;**
- **to reach out beyond the school boundaries and positively impact teaching and learning at a local, national and international level**

Step 1: to collect useful information:

Feedback from both satisfied and unsatisfied staff

Feedback from management

Feedback from administrative and academic staff

Feedback from students and course coordinators

Appraisals


N.B. All feedback is valuable and all forms of feedback welcome



Step 2: Create an interview procedure

[Hiring Procedure - Template.pdf](#)



 Appendix 2A Follow-up interview (Focus on role) and discussion of task - DoS/ADoS/QA Manager	
Suggested Questions	Academic Post:
Interviewer:	Date:
Candidate name:	
<ul style="list-style-type: none"> Review and discuss task – See box below table What are your strengths? What would you like to develop? What do you consider to be the high points of your career? Which levels or types of courses do you prefer teaching and why? What age group do you prefer teaching? What differences do you consider when teaching adults, teenagers and children? How do you approach a General English course and in what way is it different to Business English course? 	<ul style="list-style-type: none"> What do you think is the role of technology in the classroom? Can you describe how you use different technologies in your lessons? What do you know about flipped methodology? What do you know about CLIL? What are your computer skills like? What tools do you use? (Examples) How much time do you currently spend preparing lessons? Why is planning important? Have you ever been observed? What kind of feedback did you get? What areas do you feel you need to work on?



include in future planning. She found the script useful to help her keep TTT down and would continue to think about what she planned to say when giving instructions etc.

- What are your strengths? What would you like to develop? What do you consider to be the high points of your career?
Strengths: communication skills, always prepared, likes to give accurate information so makes sure she understands things well, good listener. Would like to work on reducing TTT/increasing STT, eliciting and providing accurate models

High point: Teaching Practice 4 during CELTA was when she realized she was doing a good job and all her previous experiences were contributing to her approach.

- Which levels or types of courses do you prefer teaching and why?
Has taught A2 and B2. Possibly preferred A2 as she felt like she was helping them more and introducing new things rather than revising things they'd done before. However, enjoyed the fact that she could engage and communicate more with the B2 class.
- What differences do you consider when teaching adults, teenagers and children?
Teens: most challenging because they are going through a difficult time in their lives. Need to enter their world, set boundaries and rules, keep them engaged and make them feel useful. YL: she's never taught young learners but would really like to. Thinks you need a range of skills to teach and manage the class, keep learners.

technologies in your lessons? What do you know about flipped methodology? What do you know about CLIL?

She integrated technology during CELTA, she's also seen some interactive activities such as quizzes and games. She always projected something on the board to engage. She thinks technology is important and in future would consider using mobile phones in class in some ways.

She wasn't familiar with the flipped classroom approach but was able to identify some advantages and disadvantages and consider how it might need to be managed. She was aware of CLIL methodology and thinks it is an effective approach because learners need to use the TL in order to reach a different goal – good for communication skills.

- What are your computer skills like? What tools do you use? (Examples)
Pretty good – able to use office programmes without any difficulty (word, ppt, basic features of excel). Uses internet and knows how to use CMS
- How much time do you currently spend preparing lessons? Why is planning important?
Currently too much time and knows she needs to decrease it – we talked about how and what kind of evidence of planning is required at TLS.
- Have you ever been observed? What kind

Step 3: Agree an induction procedure and create the documentation needed

Icon	File Name	Date	File Type	Size
📁	CEFR Induction	20/06/2021 08:24	Cartella di file	
📄	ethical_code_en_TO_PROOFREAD	20/06/2021 08:24	Documento di Mic...	21 KB
📄	Formal Observation Plan	20/06/2021 08:24	Microsoft Edge PD...	104 KB
📄	Guida introduttiva a Dropbox	20/06/2021 08:24	Microsoft Edge PD...	1.107 KB
📄	Handbook Yle agg. 240718	20/06/2021 08:24	Microsoft Edge PD...	1.379 KB
📄	Lesson Plan	20/06/2021 08:24	Microsoft Edge PD...	94 KB
📄	lesson planning essentials	20/06/2021 08:24	Microsoft Edge PD...	85 KB
📄	links	20/06/2021 08:24	Microsoft Edge PD...	9 KB
📄	LISTA NUMERI EMERGENZA	20/06/2021 08:24	Documento di Mic...	30 KB
📄	New Teacher Induction Timetable	20/06/2021 08:25	Microsoft Edge PD...	72 KB
📄	New Teacher Welcome Pack	20/06/2021 08:25	Documento di Mic...	444 KB
📄	Peer Observation (YL)	20/06/2021 08:25	Microsoft Edge PD...	89 KB
📄	Peer Observation	20/06/2021 08:25	Microsoft Edge PD...	88 KB
📄	Self-evaluation	20/06/2021 08:25	Microsoft Edge PD...	85 KB
📄	Setting up your computer to print at T...	20/06/2021 08:25	Microsoft Edge PD...	539 KB
📄	Staff Handbook 2018 2019_1	20/06/2021 08:25	Microsoft Edge PD...	843 KB
📄	STUDENT HANDBOOK as2018_2019 a...	20/06/2021 08:25	Microsoft Edge PD...	1.092 KB
📄	tis managemst system quickstart gu...	20/06/2021 08:25	Microsoft Edge PD...	1.158 KB

Step 4: carry out an inclusive induction

Mon 3 Feb	10.00-12.00			Overview of weekly schedule	20 minutes
				1st Guided Lesson Planning	100 minutes
Mon 3 Feb	13.30-15.30			Overview of weekly schedule	20 minutes
				1st Guided Lesson Planning	100 minutes
Tue 4 Feb	13.30-14.30			Ethical code and school mission	20 minutes
				Online management system (questionnaire)	40 minutes
Wed 5 Feb	14.00-15.30			2nd Guided Lesson Planning	90 minutes
Thu 6 Feb	17.30-18.30			Staff and school services	30 minutes
				Completing registers and end-of-course reports	20 minutes
				Internal and external communication	10 minutes
Mon 10 Feb	19.00-20.00			Observation of senior teacher (adults)	60 minutes
Tue 11 Feb	12.00-13.00			Observation of senior teacher (YL)	60 minutes
Wed 12 Feb	16.15-17.15			Observation of senior teacher (YL)	60 minutes
Wed 12 Feb	19.00-20.00			Observation of senior teacher (adults)	60 minutes

Lesson plan check list

Aims – linked to CEFR Can do statements.	Why? Where will I find them?
Aims should be just challenging enough.	How do I know if they are?
Not too many new language or vocab items.	How many? Why do you need it?
Aims should consider level, needs, interests, age, numbers etc.	What will tell me that I have done this?
Lesson fit and rationale.	Where, why. How does it fit into the syllabus?
Timing + flexitime.	How do you know you've planned enough time for the activity? What kind of activity would you plan in your flexi-time stage? Where will it be? Have you built in feedback time?
Stage aims.	How are they linked to the main aim? Do they support the aim? How?
Transitions.	How are the activities linked to one another? Scaffolding.
Interactive activities.	Which skills are you working on? Why?
Teacher or learner centred? (TTT)	Who is doing the task? Who is talking? Where is the teacher? Pair work, groupwork, individual? Why? Are you picking up on useful new language and lexis? Do you have an area on the board dedicated to this?
Board work.	How are you using the board to support what you are teaching? If using the IWB, how can you make it interactive? Are the learners copying?

LESSON PLAN

Teacher: ^{test}		Date:	Time:	Length:
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Lesson Aims:				
Skills: Reading Writing Listening Speaking		Systems: Grammar Lexis Discourse Pronunciation		Homework:
Timing	Interaction	Stage	Aims	Procedure
				Materials

What examples of good classroom management do you see?

Give specific examples and make notes about how and why the classroom management was effective. Think about dealing with behaviour, organising student interaction, giving instructions, use of voice/gesture, etc.
Aim to make at least three points.

- Pre lesson Giulia lays out their names in a seating plan to prevent too much chat.
- Use - Uses their names to keep them engaged - "Remember Julia?"
- Asks them individually for different vocab.
- Keeping them engaged with different activities keeps them interested so their attention doesn't wander for too long.
- When they speak in Italian Giulia replies in English.

[List of documents and training packs.pdf](#)

What are your impressions of the activities?

This may include things such as the effect the activities had on the students (including student engagement), how they fed into achieving the aims of the lesson, and what learning outcomes you observed.

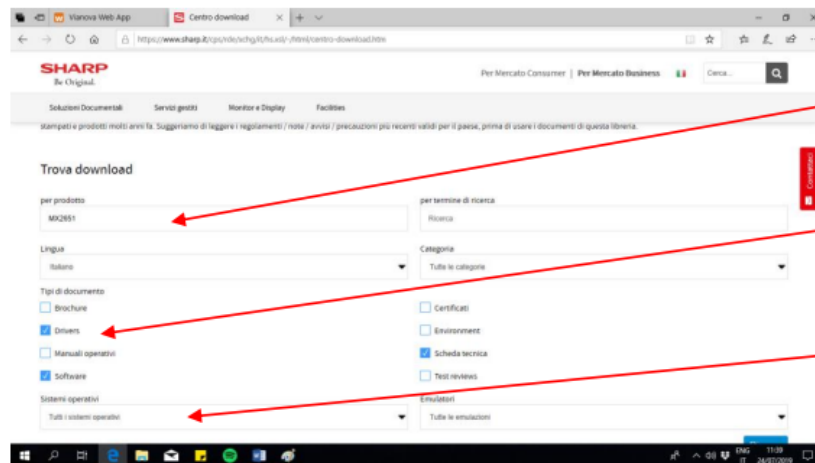
- Starts by reintroducing HUNGRY CATERPILLAR and elicits the story from them
- Uses the picture to elicit meaning from them - helps them remember the content from the last class
- Acts out the story - kids love it!
- Places of different fruits around the classroom -> they have to find different fruit and bring it to Giulia - they love it!
- Asks them to close their eyes - takes away one of the pictures - what's missing?
- Shows the fruits up from behind the board - they say what it is using.
- Colour the butterfly activity while listening - asks them to colour number 1 orange, number 2 ... ^{vignol for practising colours and numbers and word recognition}



Setting up your computer to print at The London School

DRIVERS

1. Go to the Sharp download centre at <https://www.sharp.it/cps/rde/xchg/it/hs.xsl/-/html/centro-download.htm>



2. Input the product details (MX-2651)

3. Select "drivers"

4. Select your operating system

5. Search, download and run the installer



Benvenuto in Dropbox!

Step 5: Collect Feedback

Collect
feedback
from Core
staff

Collect
feedback
from new
staff member

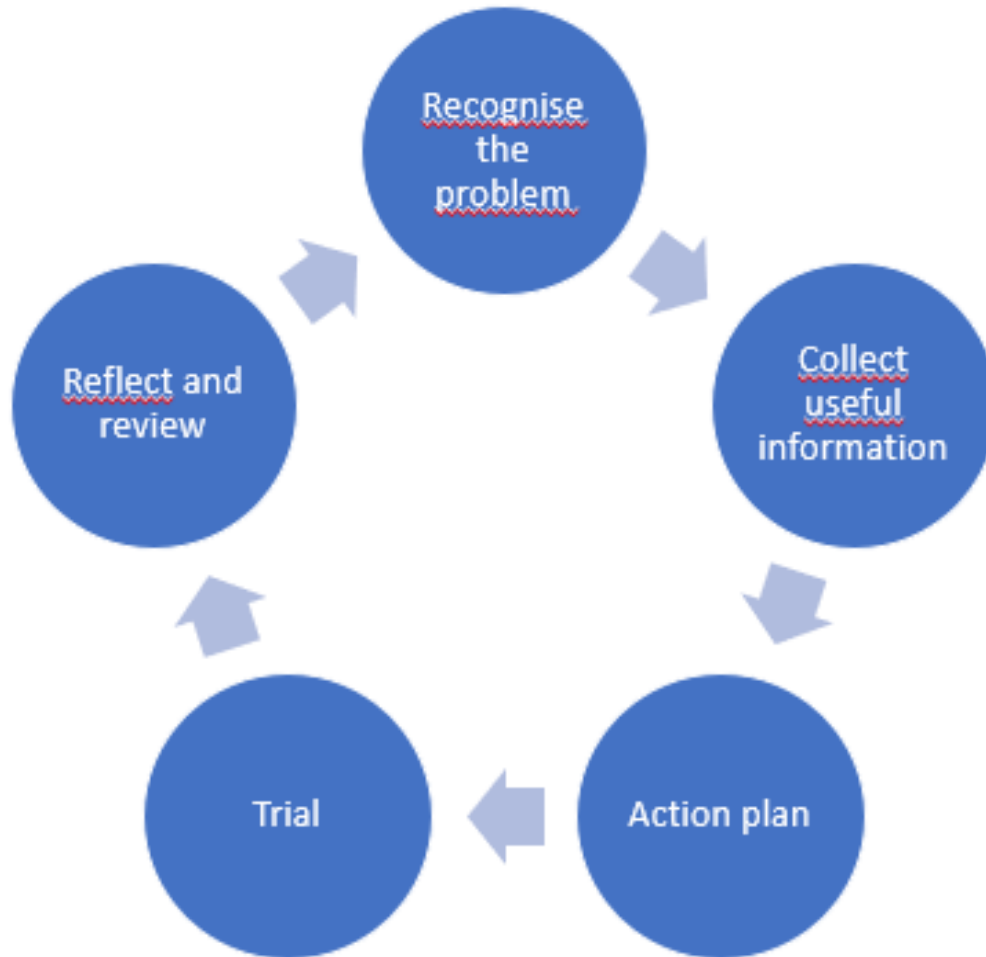
Monitor
closely
during 30 day
trial period

Positive outcome

- Agree an annual CPD plan
- Include new member in onboarding after 6 months

Negative outcome

- Exit interview
- Terminate employment





QUIZ

Welcome to The London School!

To get to know our school, read the Student's Handbook and find the answers to these questions:

- (1) What do you do if you hear three long whistles?

- (2) What do you do after an earthquake?

- (3) What is the *Communicative Approach*?

- (4) What are the components of a course?

- (5) Are they all essential for you to be successful?

- (6) What does the "self-study" part involve?

I'm all ears!



Thank you for listening and sharing your experience

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