

Other students, in contrast, might fully recognise the pedagogical value inherent in the communicative approach and will be expecting a focus on pair-work and opportunities to speak rather than an over-emphasis on linguistic forms and structures.

9. Promote language learning as a forum for intercultural learning. Encourage respectful discussion of the similarities and differences in cultural norms, and make use of local events and places of interest to provide opportunities for our students to extend their learning beyond the classroom, as well as experience the unique environment and culture of Dublin.

10. Atlas students expect...

- engaging, purposeful lessons
- well-prepared, clear explanations and examples
- a safe space to try new language, make mistakes, and learn from those mistakes
- a sense of progress
- regular assessment and feedback
- daily homework and weekly writing homework
- warning if they are falling behind the class / unlikely to change levels at the end of term.

## Things to Note Down

School Reception (phone):  
**01 4782845**

Teachers' room door code:

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**Ensure the door is locked if you are last to leave.**

Staff wifi password:

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Photocopy code:

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In case of absence, phone:

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## Guidance Notes for a Newly-Appointed Teacher

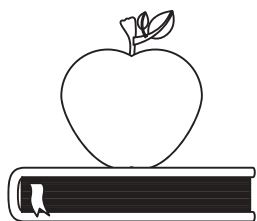


## Routine Tasks

Every day... write your lesson plan *before* class, and make sure the Weekly Plan of Work is updated at the end of the lesson to reflect what was actually covered in class.

Every week... complete your Weekly Plan of Work in the Course Guide for the coming week on Friday (i.e., in advance). Select and order the coursebook material that you think appropriate for your students and bring in some engaging additional supplementary material.

End of Week Wrap Up... attend the teachers' meetings at on Fridays and use the checklist in the Course Guide to ensure you have completed all weekly tasks before leaving.



## Qualities of a Successful Teacher at Atlas

- 1.** Be passionate about the job, the students, the language. It is a challenging job that requires creativity and a wide range of people skills. Show students that you care about teaching them to say things better. Show students you enjoy it.
- 2.** Learn, develop and be as familiar and as knowledgeable as you can be about the workings and uses of English and teaching methods. But don't expect to know everything. There are many things that you might not know about the English language and teaching. If a student asks a question that you can't immediately answer, be humble enough to say so and offer to teach it in the next lesson.
- 3.** Be knowledgeable about the students. It is very important to quickly learn and remember their names, and then learn about their individual strengths and the areas they need to work on. Also, recognise them as individuals outside class. Show them you care about them and their progress.
- 4.** Be clear. Tell your students what the intended learning objectives of the lesson are. Your lessons should be easily understood, and your instructions should be manageable.
- 5.** Be patient. ELTs require patience. Be there to answer students' questions and guide them to success. Students may make the same mistakes over and over again, or you may be teaching the same lesson for the 100th time (obviously to different classes).

But you should have the same patience as if it were the first time. You also need to give students time when they are practising new language. Allow wait time. Give them time to think before they share.

- 6.** Make lessons learner-centred and communicative. Language acquisition is more successfully achieved through active communication, interaction and participation in real-world scenarios. Encourage students to participate actively in class.
- 7.** Teach the students, not the coursebook. The coursebook is not the course. Don't just step through the coursebook tasks. Encourage students to construct texts - story-telling, extended dialogues, presentations, etc. Work with the language that emerges from your students themselves, responding to their mistakes with corrective feedback to help them say those things even better.
- 8.** Be aware of cultural differences in your classroom, especially the divergent expectations that students from different countries and cultures may have of the teacher, the teacher's role and what constitutes good teaching and learning. Students from one culture may, for example, not enjoy or want to fully participate in group work in class (i.e., information gap tasks, role-plays and group discussions), and might tend to view such a teaching approach as time-consuming and ineffective.