

P5-PP-MGS **ELICOS Educational Resources**

1. **Purpose and Scope**

This policy covers the management of educational resources within the ELICOS Faculty of MGS.

It deals with the requirements of:

- National ELICOS Standard P5: ELICOS educational resources
- NESA Guidelines, Requirement 4.1.6: ELICOS educational resources

2. **P5 Resources for Student Use**

Educational resources requirements for each course are specified within the course documentation; this includes a list of resources. MGS commits to keeping this list up to date and ensuring that resources are available in line with this list. For example, if a second class at a particular level is opened, the list will be reviewed to ensure that sufficient resources are available for the new class, and extras will be purchased if necessary.

Care is taken during curriculum writing and development to ensure that resources are appropriate to the course and all levels within it. MGS will ensure that all teachers of these courses have access to these materials. In general, each course will have a specified course book, which each student will purchase. Supplementary material will be available for teachers to photocopy, and class sets of books will be made available where it is likely that photocopying could go beyond the limits allowed by a CAL Education Licence.

Resources will cover a range of media (audio, visual and computer-based) to ensure that all macro-skills (listening, speaking, writing and reading) can be practised in a way that reflects how students would encounter language in the real world. Having variety also ensures that the learning experiences of students are diverse and engaging, and that a range of needs can be met.

An important consideration in the design of MGS's ELICOS HSP courses was that teaching/learning activities are varied, relevant (to both the students' interests and their needs) and cater to a variety of learning styles. Resources to support the courses are thus going to be varied and will reflect a range of currently respected methodologies that focus on learning by doing – that is, learning to communicate in English by communicating in English.

Initially, resources will be proven, commercially available materials, mostly from the major international ELT publishers. Teachers are however encouraged to develop their own materials, partly as part of their professional development, partly as an outlet and way to encourage enthusiasm and motivation for ELT, and partly to allow materials to be closely matched to the needs of particular students and groups of students. Further, teachers are free to substitute materials specified in the course for materials of their own choosing, as long as the outcomes specified in the course are met and the materials are appropriate and relevant to the students. All materials used in the course should address the specific needs of the students and the course outcomes as specified in the course documentation (those specified in the syllabus document were chosen with these points in mind).

Materials should also reflect new developments in TESOL theory and practice, as well as changes in course offerings and student profiles. This will happen through a number of processes:

- On-going expansion of resources: In addition to the minimum requirements specified in course documentation, MGS will acquire further resources on a continuous basis. This will enable courses to keep up with developments in available ELT materials, to further increase diversity of instruction, to ensure that lessons can easily be adapted to meet the specific needs of the students, and to ensure that materials remain up-to-date. Over time, acquisitions will enable teachers at the college to easily access a steadily widening range of resources. The procedure for evaluation of potential future resources appears in Section 5 of this document.
- The normal course evaluation and review processes, described in P3.4-PP-MGS ELICOS Course Review, which will inevitably result in materials being changed and new materials being added.

This process should also include self-access resources (see P5 below) and teacher resources (see P5 below).

Published educational resources will be kept in the teachers' room. Each will be labelled according to the course and the level it applies to, and shelved accordingly. It is important that teachers don't use materials that are not labelled for the course they are teaching, in case students transfer between courses.

Also, a filing cabinet, divided according to level and section of the course, will be allocated to teacher-generated materials.

It is also important that teachers replace resources on the correct shelf as soon as possible after use. This will ensure that others can easily find them. Damaged materials should be reported to the Academic Manager, who will arrange for their repair or replacement, as appropriate.

3. P5 Rooms, Equipment and Self-Study Resources

Equipment, mostly electronic, such as computers with DVD players and projectors, will be readily available to all classes.

MGS will ensure that adequate equipment for the number of enrolled students is available at all times to support teaching, consistent with the range of media which the school uses as it changes with the introduction of new technologies and the superseding of old ones, and with regular review and improvement of the courses. At a minimum, this will consist of:

- One ceiling-mounted data projector controlled by a computer capable of playing DVDs and CDs through the projector in each classroom. This computer will also be able to access the internet for display of web pages. These computers will also be connected to the central server.
- One computer room to allow access by pairs of students to their own computer.
- An area which students may use for self-study, which may be homework and project activities or use of the self-access resources.
- The Staff Common Room will house each teacher, with one desk per full-time equivalent. This Staff Common Room will also host the teacher resources (see P5 below) as well as IT facilities to allow the creation of worksheets and other materials, connection to the internet, recording of student assessment results and the administrative tasks that the teachers are required to carry out.

Self-study material is listed in the resource lists mentioned in P5 above. These materials are labelled to indicate level and macro-skill, to facilitate student use and teacher advice, and they will be presented to facilitate access and independent use by students. They are to be reviewed

and updated in the same way as teaching/learning resources. The self-study area will be accessible by students at the times indicated in the timetable.

Damaged equipment should be reported to the Director of Curriculum and Compliance, who will arrange for their repair or replacement, as appropriate. Sufficient surplus equipment will be kept so that there are always spares available in the event of breakage.

4. P5 Resources for Teachers

In addition to the resources that students will use, a range of materials will be held for teachers to use. These fall into two broad categories – teacher reference materials such as grammar references, and up-to-date professional development resources including books and journals which reflect current knowledge of the theory and practice of TESOL. The resources list in section P5.1 above gives a current list of these resources; materials will be updated in the same way as teaching resources (see P5 above). They will be kept in the teachers' room for easy access.

5. Evaluation of Potential Future Resources

MGS considers it important that educational resources are up-to-date and consistent with the needs and interests of the students. Keeping up with new developments and being open to introducing new materials is important for achieving this aim. Course review (see policy P3.4-PP-MGS ELICOS Course Review) will also mean that new resources will be needed from time to time.

The school will keep up to date with industry developments regarding educational resources in the following ways:

- The Director of Curriculum and Compliance will maintain contact with publishers' representatives, who will be invited to visit the school and inform teachers of new materials.
- Subscriptions to publishers' email alerts will be maintained. This will ensure that MGS is informed of new materials as they become available.
- Subscriptions to ELT periodicals will also help with awareness of new products as they are advertised.

Should a teacher find materials that they feel will be beneficial to the school, they should add them to a wish list kept by the ELICOS HSP Teacher and discuss with the Director of Curriculum and Compliance when required, with an explanation of how it will be useful. Decisions to purchase will be made with regard to the results of the course review process (document P3.4-PP-MGS ELICOS Course Review), the relative merits of other materials on the list and the budget for material purchases. Where possible, this will be carried out in consultation with other teachers.

Where a change of course book is contemplated, this should be considered as part of a course review (again, see P3.4-PP-MGS ELICOS Course Review). In most cases, this will involve piloting of the proposed book under the supervision of the Director of Curriculum and Compliance, ensuring that it doesn't disturb normal operation of the course. Feedback from students and teachers using the new course book will be sought during this process.

6. Revision History

Version	Date	Description of Modifications
1	29 Mar 2015	Original Draft
1.1	21 Mar 2016	Roles and Procedures
1.2	18 Mar 2018	Roles and Procedures reviewed
2.0	27 Mar 2023	Reviewed Policy