

## P6-PP-MGS **ELICOS Management & Staffing Policies and Procedures**

### 1. **Purpose and Scope**

This policy and procedure document specifies the management structure of MGS's ELICOS operations. It also deals with ELICOS teacher staffing: recruitment, professional development, performance management, and the requirements for ELICOS counselling staff.

It deals with the requirements of:

- National ELICOS Standard P6: ELICOS Specialist Staff
- NESA Guidelines, Requirement 4.1.7: ELICOS Specialist Staff

In this document, TESOL (Teaching English to Speakers of Other Languages/as a Second or Other Language), TESL (Teaching English as a Second Language) and ELT (English Language Teaching) are considered equivalent terms and will be used interchangeably.

### 2. **Responsibility**

The **Director of Curriculum and Compliance** will be responsible for the overall structure and leadership of academic management within ELICOS. The PEO/Headmaster will be responsible for appointing staff and the Director of Curriculum and Compliance for the induction of the ELICOS Staff.

The **Director of Curriculum and Compliance** will be responsible for all other matters within this document.

### 3. **ELICOS Academic Management Systems**

This section relates to National ELICOS Standard P6 as well as NESA Guideline 4.1.7.

#### ***a) Clear organisation-wide leadership of ELICOS***

The PEO/Headmaster of MGS is in overall charge of the educational and welfare processes within all divisions of MGS, including both the High School and ELICOS.

The Director of Curriculum and Compliance, reporting to the PEO/Headmaster, holds overall responsibility for the academic leadership and student welfare, with the assistance from the Director of Welfare and Operations within the ELT Faculty of MGS.

#### ***b) Coordinated and effective approach to developing, implementing and reviewing and curriculum***

The initial curriculum was developed by an experienced HSP teacher and Faculty Head. It will continue to be reviewed and developed in line with P3.4-PP-MGS ELICOS Course Review and Revision Policy.

The Director of Curriculum and Compliance will have overall responsibility for curriculum implementation and development, and will ensure that this is carried out in a coordinated fashion.

#### ***c) Management of Educational Resources***

The Academic Manager will coordinate the management of educational resources. Please see P5-PP-MGS ELICOS Resources Management Policy and Procedure for the processes to be used.

#### ***d) Provision of Guidance to Teaching Staff***

The Academic Manager will ensure that appropriate guidance is provided to teaching staff in accordance with the other areas of this policy document. Some of the processes detailed below, including teacher induction and mentoring and professional development will assist with this.

#### **4. Qualifications and Experience of Senior Academic Management**

This section relates to National ELICOS Standard P6.2 as well as NESA Guideline 4.1.7.

The Teaching Staff will have qualifications and experience that meets or exceeds the requirements of the ELICOS National Standards for senior academic leadership, which are currently the following or equivalent:

- a university degree;
- a postgraduate qualification in TESOL; and
- appropriate educational management and TESOL teaching experience.

For the purposes of the postgraduate qualification, Applied Linguistics, English Language Teaching or similar are deemed equivalent to TESOL. It is preferred that the postgraduate TESOL qualification be at Postgraduate Diploma level or above, as this will meet the criteria for NEAS Quality Endorsement should that be applied for. Further, 'appropriate educational management' will be taken as the long-standing convention within the industry including some time in Australian ELICOS and with a substantial amount of time with high-school aged students. The ELICOS Staff will meet the criteria including requirements for teacher accreditation in Australia.

All qualifications must be recognised in Australia.

#### **5. Professional Development for Senior Academic Leadership Staff.**

This section relates to National ELICOS Standard P6 as well as NESA Guideline 4.1.7.

The Director of Curriculum and Compliance and ELICOS Staff keep abreast with industry developments, and increase knowledge and understanding of the international education industry in general and English Language Teaching.

Example activities include (several should be undertaken):

- reading industry newsletters and magazines, such as the *EL Gazette*, *NEAS News*, *PIE Weekly*, *BOSTES Bulletin* and the ASQA and AEI newsletters;
- attending conferences, such as the annual NEAS and English Australia (EA) conferences;
- taking advantage of opportunities for involvement in industry forums;
- attending relevant sessions organised by government departments and agencies relating to education, immigration etc, or by industry organisations such as NEAS and EA; and
- researching and preparing papers for publication and/or presentation at conferences.

## 6. ELICOS Teacher Recruitment, Including Qualifications and Experience

This section relates to National ELICOS Standard P6 as well as NESA Guidelines 4.1.7.

### **Overview**

The PEO/Headmaster is responsible for teacher recruitment and the Director of Curriculum Compliance for guidance, support and development.

Every effort will be made to ensure that ELICOS teachers at MGS are highly skilled and knowledgeable, and perform to a high standard. This will be achieved initially through careful selection of new teachers, then through thorough professional development and support of current teachers along with regular performance reviews. Throughout, an active and supportive approach to working with the teachers will be taken.

### **Encouraging Applications**

The School will advertise for ELICOS and relief teachers through the PEO/Headmaster and the Director of Curriculum and Compliance. Steps will be taken to make MGS known to ELICOS teachers, including informing teacher training institutions such as those offering CELTA, DELTA, Graduate Diploma (TESOL), MA (TESOL) and/or MA (Applied Linguistics) courses about the school, so that MGS can be added to any lists of ELICOS employers that these institutions give to their graduates.

Consideration will also be given to applying for NEAS Quality Assurance and/or membership of English Australia (EA), both which will allow the school to appear on lists of ELICOS providers that are publicly available, and thus available to teachers seeking ELICOS employment.

### **Teacher Recruitment Policy**

All teachers must meet or exceed the minimum criteria for qualifications and experience specified in the ELICOS National Standards, currently:

- a degree or diploma of at least two years full-time or equivalent;
- a suitable TESOL qualification or teaching qualification that contains TESOL as a method;

In the absence of guidance in the ELICOS National Standards about what a 'suitable' TESOL qualification is, the NEAS criteria will be used. Currently, these are:

- it must have a minimum of 100 contact hours or equivalent in distance education programs, with a content focus on English language, language learning and TESOL teaching;
- a practical component including at least six hours supervised and assessed practice teaching in TESOL; and
- approved/awarded by a university, approved by government, or a recognised TESOL program such as the Cambridge CELTA.

In addition, current accreditation to teach in Australian secondary schools is highly desirable.

In the initial phase of operations only experienced ELICOS teachers will be employed. Mentoring of newly-qualified teachers will undertake a mentoring program while at the school.

Records will be kept of each teacher employed, including their qualifications and experience.

## Teacher Recruitment Procedure

Generally, the following procedure will be used for teacher recruitment, from the PEO/Headmaster through the Director of Curriculum and Compliance and may make adjustments as circumstances dictate. It is critical that qualifications and Working with Children Checks of all teachers are verified before they begin teaching.

1. When CVs are received, they are given an initial screening; CVs indicating that the person does not meet requirements will be rejected at this stage.
2. Where an applicant meets requirements, the applicant will be invited to come to the school for an interview.
3. Demonstration lessons may take place either with a regular class or (preferably, where possible) with a group of students who volunteer to stay behind outside regular classes for a lesson. Demonstration lessons with regular classes will be kept to a minimum, confined mainly to teachers whose CVs indicate previous experience with similar classes, and spread around the classes (when there's more than one) to minimise impact. The regular teacher on the class will be informed of the demonstration lesson at least a day in advance (preferably three days) to ensure minimum disruption to the teacher's plans. Demonstration lessons will be observed by the Director of Curriculum and Compliance or a highly experienced teacher nominated by the PEO/Headmaster. The observer will record what happens, file the lesson observation record sheet with the applicant's CV, and hold a debriefing session with the applicant.
4. Qualifications of all applicants who pass the interview stage will be verified. This will involve sighting either original certificates or copies signed by a JP as true copies. A copy of the qualifications will be kept on file, signed and dated by the PEO/Headmaster (or a delegate in his/her absence) to state that an original or true copy of the original was sighted. Should there be any doubt over the veracity of a qualification, the issuing institution will be contacted. Where the qualification was obtained overseas, a statement of equivalence from AEI-NOOSR (tel: 1800 020 086) should be sighted and a verified copy kept on file.
5. Statements of Service/References should also be checked before employment is offered. Working with Children (WWC) checks should also be verified in accordance with 024-PP-MGS-Working With Children Check Policy. Verified copies of statements of service, a brief note of what is said during a reference-checking conversation and evidence that the WWC check has been verified will be kept on file with the applicant's CV. Only teachers who have undertaken the WWC and been cleared to work with children will be able to work at MGS.
6. In many cases, teachers who have been successful in the application process will be entered onto the relief teaching register, to be called up for relief teaching, (either emergency, to cover sudden illness, or planned, e.g. to cover annual leave) before being scheduled on to a regular class.
7. Priority for regular teaching work will generally be given to teachers who have performed well while undertaking relief teaching with the school.

However, it is acknowledged that in some circumstances, a teacher with verified qualifications, at least a year's experience and (if there's time to check them) good references may be called in at short notice to conduct emergency relief teaching. A Relief Teacher List will be maintained, listing teachers suitable for relief teaching.

## 7. Teacher Induction

This and the following two sections relate to National ELICOS Standard P6.

Effective staff induction is a high priority. MGS appreciates that spending time on a thorough induction not only saves time later by improving efficiency, but also contributes to the provision to students of an education service of consistent quality.

The Director of Curriculum and Compliance is responsible for ensuring that all new ELICOS Teaching Staff receive a thorough induction.

Induction consists of the following:

- **Prior to or immediately upon commencement of employment:**
  - Work Health and Safety issues, including location of first aid facilities and an introduction to the person to whom incidents should be reported in the first instance
  - An overview of specific tasks, such as forms that must be completed (Tax File Number Declaration, superannuation, bank details etc), pay claim procedures
  - A tour of the premises
  - Introductions to people significant to the person's role
  - Where to find information of immediate importance
  - The location of the policy and procedure manual
  - Provision of a copy of the Staff Handbook: ELICOS operations
  - Facilities such as the photocopier and IT usage, such as file locations on the network
  - Copyright regulations, CAL licence requirements etc.
  - An overview of the aims and objectives of the course being taught
  - Where to find information, which should explain where the class is up to and, for relief teachers, should have a basic lesson plan for the day already prepared
  - Information about specific students in the class: specific needs, etc
  - How to use the school's intranet system to find assessments and other student details
- **During the Induction Period** (first month of employment), teachers:
  - are expected to read and familiarise themselves with all policies and procedures (a list of these will be given at the beginning of the induction period, to be signed off as they are read and handed to the Director of Curriculum and Compliance once completed);
  - will be introduced to all other staff during one of the regular meetings
  - are encouraged to familiarise themselves with CRICOS requirements, the National Code and the ELICOS National Standards;
  - where possible, will be given the opportunity to observe other classes in the school
- **At the End of the Induction Period**, the teacher will:



- meet with the Director of Curriculum and Compliance, to discuss any questions
- be observed teaching as part of the professional development program (see below)

The Director of Curriculum and Compliance will be on hand to answer questions, especially during the first few days. Teachers will be strongly encouraged to discuss their lesson plans with more experienced teachers. Special attention will be paid to teachers new to the profession (see next section).

## **8. Mentoring and Support for Newly-Qualified Teachers**

This section, the previous section and the following section relate to National ELICOS Standard P6 and NESA Guidelines 4.1.7.

Experienced ELICOS teachers will be employed. However, when MGS's ELICOS Faculty reaches full capacity, there may be times when a teacher with relatively little experience is employed. Where this happens, the teacher will be allocated a mentor, in order to ease the transition to the school and provide a formal channel for easy access to assistance. This does not detract from the role of the Director of Curriculum and Compliance in assisting the new teacher; rather, it allows the new teacher to hear a different perspective, and provides an extra channel of communication. The roles of the mentor and of the Director of Curriculum and Compliance in the induction of new teachers are complementary.

Mentors in general will have at least two years' experience in ELT, significant experience in Australian ELICOS, and familiarity with MGS's operations. In some cases, it may be appropriate for the mentoring role to be shared between more than one teacher.

The intention is that mentoring will be a positive experience for all. Experienced teachers may be reinvigorated by the mentoring experience; for example they may see current teaching practices in a new light when explaining them to others. Note that teachers with prior ELT experience will also be allocated a mentor, but with a different emphasis: see the Professional Development section below.

The workload of a mentor is not intended to be onerous; as mentioned, the Director of Curriculum and Compliance will be available to assist.

The mentor's roles will include, as appropriate:

- assisting with lesson planning
- sharing of lesson ideas
- being available to bounce ideas off
- discussing lessons taught
- talking through any problems
- explaining policies, procedures and teacher duties at MGS
- providing background information about the students and the college
- any other assistance that may help the new teacher
- liaising with and providing informal feedback to the Director of Curriculum and Compliance

- Should it appear that any of these tasks might take significant time, they should be referred to the Director of Curriculum and Compliance

The Director of Curriculum and Compliance will monitor closely the development of the new teacher, and will be available to answer questions. This role may also involve any of the mentoring activities listed above, plus regular lesson observations followed by feedback sessions, with an emphasis on development of teaching skills. The lesson observations form part of the regular professional development program (see below).

All experienced teachers are encouraged to provide support to the newly qualified teacher; a cooperative and helpful atmosphere is to be encouraged.

## **9. Teacher Professional Development**

This and the previous two sections relate to National ELICOS Standard P6.

This section applies to all ELICOS teaching staff.

The aims of the teacher professional development program are to:

- ensure that English language tuition at is of the highest standard
- ensure that teachers are aware of new ideas and research in ELT
- encourage teachers to reflect critically on their current practice
- encourage teachers to try out new ideas and continuously improve previous ones
- facilitate the exchange and debate of ideas between teachers
- encourage an atmosphere of professionalism, commitment to quality teaching and continuous improvement

In addition, teachers are encouraged to find out about the other operations of the school, such as marketing and student services.

Teacher Professional Development activities will include the following. Some will be most applicable after the ELICOS division expands, i.e. when there are more than one or two regular teachers:

- **Lesson Observations and Discussion.** Each teacher will be observed regularly by the Director of Curriculum and Compliance as part of both the professional development program and the performance appraisal process. Teachers will be observed prior to first employment (where possible), during their first week, first month, first six months and at least every year from then. Feedback from that is intended to be constructive, and is an ideal opportunity for teachers to reflect on current practice and to be encouraged to try new ideas. Where possible, peer observations will also take place (this is compulsory for teachers new to ELT), as timetabling will allow and, if necessary, facilitated by the Academic Manager taking one or more of the observing teacher's regular classes.
- **Industry Professional Development Events.** MGS intends to participate in professional development events held by, for example, publishers and industry organisations such as English Australia. Also, teachers will be encouraged , the regular Twitter discussions hosted by AusELT.com, etc.
- **Journals and Other Publications.** MGS will subscribe to at least one teaching magazine (such as Practical English Teacher or Modern English Teacher) and at least one journal (such as English Australia Journal). Publications with back issues available on-line (such as the EA Journal) will be downloaded, and then either made easily

accessible on an intranet for teachers' use, or printed and made available in binders. Over time, a professional library will be developed, including books in addition to the initial acquisitions. This will be kept in the teachers' room, in order that publications are easily accessible by teachers. A borrowing system will enable teachers to take such publications home for short periods.

- **Encouragement for Further Study.** Teachers will be encouraged to undertake higher qualifications in TESOL or related fields such as applied linguistics. To facilitate this, a file will be developed containing information about some of the options available, and those teachers who already have further qualifications will be encouraged to share their experiences with others.
- **Mentoring.** Each teacher new to the school will be allocated a mentor from amongst the more experienced staff. The new teacher will gain professional development from working closely with a more experienced teacher. For the Mentor, the experience of explaining and assisting can help in reflecting critically on their own teaching, and may also develop skills useful for a future management position. Mentoring for teachers new to adult ELT is covered in a previous section of this document. Mentoring for teachers new to MGS but with prior ELT experience will focus on matters particular to teaching at this centre, including:
  - Specific course requirements and needs of the students
  - Policies, procedures, teacher duties and organisational culture at MGS (this part complements, but does not replace, the induction program)
- **Curriculum Development/Continuous Improvement.** All regular teaching staff members are obliged to take part in curriculum meetings, at which curriculum improvements are discussed.
- **Conferences and Report-backs.** Whenever a teacher attends a conference, that person will run a report-back session for ELICOS teachers and other interested staff on session that they attended.
- **Lesson share activities** at teachers' meetings: Teachers take turns to present a teaching idea to the other teaching staff. Workshops (see below) and lesson share activities will alternate such that they occur once a month.
- **Workshops.** The Director of Curriculum and Compliance and/or experienced teachers will lead workshops in areas identified as in need for focus, or as report-back sessions on conferences sessions attended or journal articles. Such identification could be through any other professional development activity, such as lesson observations, or by request from teachers. The aim will be for this to happen once a month.

Other potential professional development activities include:

- **University Practicums.** When sufficiently experienced staff are working at the school, the school will make itself available for practicum placements for teachers undertaking TESOL qualifications.
- **External Mentoring, Consultation and Quality Assurance Services.** An external consultant may be hired from time to time to help bring new ideas and perspectives into the organisation. This may include lesson observations and feedback, facilitation of curriculum review, professional development sessions and so on.



- **Action research projects.** Experienced teachers are encouraged to take an action research approach to dealing with specific challenges or innovations. This may lead to workshops at teachers' meetings, conference presentations or papers.

It is also recognised that many of the activities carried out in the normal course of teaching contribute to development of professional skills. These include:

- Reflection on lessons taught, leading to changes to future teaching practice
- Creation of own teaching resources
- Discussion with other teachers about lesson plans or lessons taught
- Mentoring of other teachers

If teachers think of other ideas for professional development, they are encouraged to discuss the idea with the Director of Curriculum and Compliance.

It is the responsibility of all staff to keep their own records of professional development. A pro-forma is available for this purpose. These should be submitted to supervisors at least annually, prior to performance appraisal, and may be requested at any time.

Notes, handouts etc of all teacher professional development events, workshops etc are kept on file in the teachers' room so that teachers can access them at a later date.

## **10. Counselling Staff, Availability and Accessibility**

### ***Academic Counselling Policy***

Academic Counselling covers two areas:

- academic matters related to English languages learning, including difficulties with study; and
- information about progression to high school, either MGS's high school or another one.

Academic counselling will be available to all students. Senior Executive Staff with prior experience will be available at times that students will have the opportunity to meet with him/her.

Academic Counselling is combined with other roles, such as the Director of Curriculum and Compliance and the Director of Welfare and Operations. The person providing academic counselling should meet these requirements:

- extensive experience in ELT with students from a variety of cultures (three years minimum recommended; ideally more);
- ideally, a postgraduate qualification in an ELT-related field such as TESOL or Applied Linguistics, including subjects related to language development/second language acquisition;
- extensive knowledge of VET and higher education opportunities in Australia; and
- ideally, previous experience in counselling students.

Information about the existence of academic counselling and what it involves is disseminated to students through student orientation and notices around the school.

No visa-related advice will be given by the Counselling Staff, except to explain the possible loss of a current student visa through non-compliance with the visa's terms and conditions.

### ***Academic Counselling Procedure***

For problems with studying, students are advised to speak with their teacher in the first instance; many problems can be handled this way. The teacher should refer the student for academic counselling if the problem persists or if it is serious and teachers should feel free to discuss the matter with the Director of Curriculum and Compliance where appropriate. Similarly, if teachers discover a need for counselling about further academic opportunities, they should ask the student to book a counselling session through reception.

Students may self-refer at any time. The student should speak with reception in the first instance; the receptionist will then book a meeting for academic counselling from the Director of Curriculum and Compliance.

Records of all counselling meetings should be kept in the student's file.

### ***Welfare Counselling Policy***

Welfare Counselling covers anything that affects the wellbeing of students outside of their studies. For example, it may assist with any of the following (this is not an exhaustive list):

- settling into Australia
- homesickness
- culture shock
- problems with accommodation
- problems attending classes
- abuse of any kind
- stress
- mental health issues

As with academic counselling, welfare counselling will be available to all students. Experienced staff, like Senior Executive Staff such as the PEO/Headmaster, Director of Curriculum and Compliance and the Director of Welfare and Operations are available to students for welfare counselling.

The person providing academic counselling should have:

- prior counselling experience and/or qualifications
- familiarity with counselling in contexts involving lower levels of English language proficiency and with people from diverse cultures
- familiarity with MGS's courses and policies, as well as with CRICOS requirements affecting students

Information about the existence of academic counselling and what it involves is disseminated to students through student orientation and notices around the college.

As the Counsellor does not hold a licence to give migration advice, no visa-related advice will be given (except where it pertains to the possible loss of a current student visa through non-compliance with the visa's terms and conditions).

No single counsellor can be expected to cover the full range of issues that may affect international students. Thus, a list will be kept of counsellors and/or organisations specialising in counselling in a range of fields, especially for more serious or specialist issues, to whom referrals could be made.

At all times, the students' best interests are paramount. Students' privacy should be respected at all times.

### ***Welfare Counselling Procedure***

Any staff member, including teachers, who suspects that a student may have a need for welfare counselling should discuss this with the Senior Executive Staff or the PEO/Headmaster. Then decide how to proceed – he or she may approach the student directly or ask a staff member who knows the student well to arrange an appointment for the student to be counselled.

Should the Senior Executive Staff Member decide, in his/her professional judgement, that it would be in the student's best interests for an outside counsellor with appropriate experience to be engaged, then the Senior Executive Staff Member will make the appropriate arrangements, informing the PEO/Headmaster.

Students may self-refer at any time. The student should speak with reception in the first instance; the receptionist will then book a meeting with the Director of Curriculum and Compliance or the Director of Welfare and Operations.

Records should be kept of all counselling. However, privacy and discretion are important, and the main student files may be accessed by a number of different staff members. In sensitive cases it may be appropriate for a note to be inserted into the student's file indicating that the counsellor has records without recording the issue it pertains to.

## **11. Revision history**

<b>Version</b>	<b>Date</b>	<b>Description of modifications</b>
1	28 Mar 2015	Original draft
1.1	22 Mar 2016	Roles, Procedures and Terminology
1.2	18 Mar 2018	Roles, Procedures and Terminology reviewed
2.0	27 Mar 2023	Reviewed Policy