



## Teacher Training

LSI / IH Portsmouth endeavors to provide our students with the highest quality of teaching possible. All our teachers are CELTA-qualified or equivalent. Many of our teachers undertake a DELTA or Masters in TEFL and Linguistics during their time here, and we actively encourage and support them to do so. We have a year-round training and observation programme devised and led by DELTA-qualified teachers and teacher-trainers.

As a school, LSI / IH Portsmouth commits a great deal of time and resources to staff training, and we are proud of the extent and quality of our training programme. Training takes place in the following ways:

### Induction and Initial Training

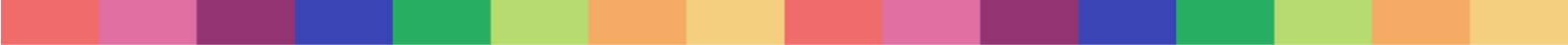
When a new teacher is employed by LSI / IH Portsmouth, they are given an initial induction, in which they are introduced to the procedures of the school, the resources, and timetabling of lessons. They are generally assigned a mentor for the first three weeks, who is on hand to provide advice on teaching ideas, help with finding resources, and so on. We also schedule paid-for peer observations for new teachers before they start teaching, or in their first week or two.

### General English CPD Workshops

LSI / IH Portsmouth has an extensive programme of in-service training. We hold regular General English workshops, which are open to all teachers, on a range of topics. These workshops are generally given by the members of the teacher-training team, but experienced teachers who would like to give a workshop are encouraged to do so, and supported with paid time out of class to prepare. Whenever possible, copies of the slides and handouts are made available on Sharepoint so that teachers who may have missed the workshop can access the material. At the start of each training cycle we review the needs of the team by reviewing lesson observations and students feedback. In addition, we consult with teachers about what they would like to see on the workshop programme, and try to incorporate as many of their suggestions too. We also ask for workshop suggestions in the individual appraisals of GE teachers. Where possible, we try to invite one or two guest speakers a year to contribute to the programme.

### Exam Training Courses

LSI / IH Portsmouth regularly runs in-house exam training courses for teachers who are new to either IELTS or Cambridge Exam teaching. Both courses have been written, and



are delivered by, the teacher-training team. For IELTS, we provide a one-week (22.5 hours) course, which helps to familiarise teachers with the format of the exam, ideas and strategies for teaching it, material and timetabling. Similarly, for Cambridge exams, there is a 10-hour paid introductory training course for teachers new to teaching Cambridge preparation courses. These courses are also followed by paid-for observations of experienced exam teachers. Teachers new to OET also undertake a 10-hour in-house training course before starting to teach OET classes.

### **Executive Staff Training and Workshops**

Executive staff training and workshops take place throughout the year and focus on areas including appropriate teaching methodology for 1:1 and small group contexts and materials content development for intensive professional courses. Staff development is a key priority and our aim is to ensure that the teachers are kept abreast of the latest materials, resources and developments appropriate to the courses range of Executive courses that are available.

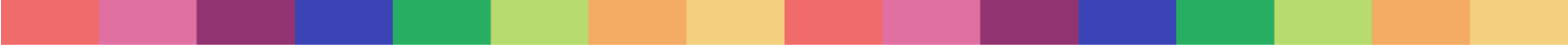
### **Pre-Sessional Staff Training and Workshops**

All Pre-Sessional teachers, before teaching on the course, are given 3-5 days paid training depending on level of Pre-Sessional experience and familiarity with the school. The course covers the purpose of our Pre-Sessional courses, an analysis of typical student profiles and needs, rationale behind the course design and schemes of work, familiarisation with assessments and standards required, training on referencing practices, feedback strategies and techniques, and administrative procedures. Where possible, teachers are also encouraged to complete at least one peer observation. The initial training is supported with a detailed Tutors' Handbook which is issued to all teachers.

Once the training has been completed, new teachers are assigned a mentor to help them for the first three weeks of the course. In addition, daily informal meetings with the DOS and a weekly meeting which includes discussion with each group's teachers, ensure that teachers are given extensive support and guidance.

### **Formal Observations: General English**

Each teacher is observed at least once in a contract year by a member of the teacher-training team. It is common to follow up an observation with one or two more, in order to help the teacher work on the points raised in the initial observation. Detailed two-way feedback takes place as a matter of course. In many cases, a senior teacher or academic manager works with a particular teacher over a period of several weeks or months, undertaking a series of observations with a developmental focus. We have



found that this approach works well in helping less experienced teachers to develop in a positive and constructive atmosphere.

If a teacher has received complaints from students, the teacher-trainers try to work with the teacher to deal with the issues raised. Sometimes this may involve several observations.

Towards the end of the contract year these observations are followed by appraisals between a member of the General English management team and the General English teachers. It is at this time that ideas for future staff workshops and training are also discussed and planned.

### **Formal Observations: Executive**

As with the General English observations, these take place at least once during a contract year. They can take the form of developmental observations (as outlined above) and drop-in observations with relevant feedback to teachers provided by the Executive DOS and senior support team.

Following on from this, appraisals take place between the Executive DOS and each member of the Executive team providing a forum for discussion on areas such as:

- general feedback on the year
- observations
- types of teaching
- workshops / In-House Training
- technology in the classroom
- help with specific areas of teaching
- EFL Qualifications in the future
- future plans

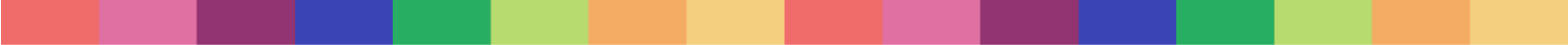
These interviews provide valuable insights into teacher interest and prioritising areas for teacher development and training for the coming year.

### **Formal Observations Pre-Sessional**

Observations within the Pre-Sessional department are conducted by the Pre-Sessional DOS. Following the observation, the teacher and the observer get together to discuss the lesson and identify points for development.

### **Peer Observations**

LSI / IH Portsmouth encourages peer observation. We timetable peer observations for a variety of reasons. One is for new teachers to the school, to familiarise them with the school and possibly to look at the classes they are going to start teaching. As mentioned above, we also timetable peer observations when teachers are about to teach an exam



or Pre-Sessional class for the first time. We also sometimes suggest peer observations as a result of an observation of a teacher – for instance, if in feedback it is clear that the teacher would like to improve a particular aspect of their teaching, we may organise a peer observation of teacher known to be strong in that area. We have our own peer observation form, which we ask the teacher to fill in, keep a copy for themselves, and give a copy to the DOSs.

## **Appraisals**

LSI / IH Portsmouth holds annual appraisals with all teaching staff. These are conducted by the management team, and allow us to identify staff needs and wishes, as well as giving feedback on performance over the year. Informal appraisal reviews may also take place at other times of the year, to see how the teacher is doing.

## **External Professional Development: EFL Qualifications**

At LSI / IH Portsmouth, we encourage our teachers to undertake further training; in particular the Cambridge DELTA course, and the MA in TEFL and Applied Linguistics at the University of Portsmouth. For the DELTA course, we offer funding of £2000 towards the cost of the IH London Distance DELTA, in return for a commitment from the teacher to work full-time at LSI / IH Portsmouth for two years after the course. We also provide them with an in-house Local Tutor for the duration of the course, who will support the teacher with all aspects of the course. In addition, we support teachers who enrol on the MA in Linguistics at Portsmouth University by being flexible with our timetabling, in order to allow them to combine teaching and part-time study, as well as offering the support of teachers at the school who have completed the MA in the past, and access to our library of methodology books.

## **The DELTM**

LSI / IH Portsmouth is also committed to the professional development of senior staff. The school has funded and supported four senior staff through the Trinity Diploma in ELT Management.

## **EFL conferences**

In order to keep up-to-date with the latest development in EFL, we support attendance at the major EFL conferences in the UK, such as English UK conferences, International House conferences and ETP Live.