

ACTIVE LANGUAGE LEARNING

TEACHING SECTION

2025

January 2025

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ACTIVE LANGUAGE LEARNING

Academic Manager Policy

2025

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Academic Management Policy

Active Language Learning

Effective Date: 1st January 2025

Reviewed: 1st July 2025

Next Review: 19th December 2025

Purpose

This policy outlines the structure, responsibilities, and operational procedures of academic management at Active Language Learning. It ensures a consistent, high-quality teaching and learning environment aligned with learner needs, CEFR standards, and QA frameworks such as EAQUALS and TrustEd.

Scope

This policy applies to all academic operations, including:

- Teacher recruitment and development
- Curriculum planning and delivery
- Assessment and learner progress
- Class placement and level allocation
- Quality assurance and academic review

Aims of Academic Management

- To deliver consistent, learner-centred education that is engaging and effective
- To support and develop teaching staff professionally and pedagogically
- To ensure course content aligns with the CEFR and external exam standards
- To track learner progress and implement responsive improvements
- To meet and exceed external quality standards (EAQUALS, TrustEd, exam bodies)

Academic Management Structure

ROLE	RESPONSIBILITIES
Academic Manager	Leads the strategic development of the curriculum, manages QA compliance, oversees inspections and accreditation.
Academic Manager	Manages daily academic operations, class allocation, timetable design, teacher support, and student progress
Senior Teachers (if applicable)	Assist with teacher mentoring, materials development, and academic workshops
Teachers	Deliver high-quality, communicative lessons; implement syllabus; conduct assessments; provide feedback

Key Responsibilities and Processes

Timetabling & Class Placement

- Students are placed via written and oral placement tests
- Levels are assigned based on CEFR criteria
- Timetables are designed to optimise learner experience and teacher availability
- Level changes are managed by the DoS with supporting evidence (tests, teacher feedback)

Curriculum Management

- All courses are based on syllabi mapped to the CEFR
- Teachers are given Schemes of Work (SoW) and coursebooks with the flexibility to adapt
- Weekly and termly objectives are used to monitor pacing and learner understanding

Teacher Recruitment & Induction

- Teachers must hold at least a degree and recognized TEFL qualification (e.g., CELTA)
- Newly hired teachers undergo induction including syllabus overview, fire safety, safe guarding, and academic protocols
- Trial observations and mentor pairing (if required)

Academic Support & Development

- Teachers receive regular feedback via formal and informal observations
- CPD sessions are scheduled termly and based on teacher/staff interests and identified needs
- External training encouraged (e.g., EAQUALS webinars, PeopleCert certification support)

Learner Progress & Assessment

- Regular formative and summative assessment schedules in place
- Learner progress monitored through weekly reviews, tutorials, and test results
- Reports and certificates issued at course end, detailing CEFR levels and achievement

Communication Channels

- Weekly academic team meetings for operational updates and issue resolution
- Open-door policy for all teachers to consult the DoS
- Academic noticeboard/digital platform for shared resources, updates, and rotas.
- Student feedback formally collected mid-course and end-of-course

Quality Assurance

- Classroom observations (at least once per teacher per term)
- Lesson planning checks and syllabus reviews
- Feedback incorporated from students, staff, and inspectors
- Annual academic self-evaluation against EAQUALS/TrustEd standards

Contingency & Cover

- Qualified cover teachers are maintained on a standby list during peak periods
- In cases of illness or emergency, DoS arranges suitable academic continuity
- Lesson handovers or schemes of work guide substitutes for consistency

Data Management & Confidentiality

- All academic records (student performance, teacher observations, schedules) are securely stored in line with GDPR
- Feedback and progress reports are shared only with relevant parties (learner, parent/ partner with consent)

Policy Review

This policy is reviewed **annually** by the Academic Director and DoS, with input from staff, learners, and QA bodies.

Active Language Learning Academic Integrity Policy 2025

January 2025

This is a live document with continuous necessary updating where required.

Academic Integrity Policy Active Language Learning - Dun Laoghaire

Purpose:

To uphold and promote the values of honesty, trust, fairness, respect, and responsibility in all academic activities at Active Language Learning. This policy outlines expectations for students and staff regarding ethical academic conduct and provides procedures for dealing with academic misconduct.

1. Principles of Academic Integrity

Academic integrity means:

- **Producing original work** that reflects your own learning and effort.
- **Acknowledging sources** and avoiding plagiarism.
- **Participating honestly** in all assessments, assignments, and classroom activities.
- **Respecting the work of peers and staff**, contributing positively to a learning community.

Active Language Learning is committed to creating a culture where academic honesty is understood, encouraged, and practiced at all levels.

2. Expectations for Students

All students are expected to:

- Submit their **own work** in writing tasks, projects, and tests.
- Avoid using **unauthorised help or materials** during assessments.
- Not engage in **cheating, copying, or colluding** with others dishonestly.
- **Reference any sources** used in longer written assignments or projects.
- Participate fairly in **group work**, contributing equally and honestly.

3. Expectations for Teachers & Academic Staff

Teachers and staff are responsible for:

- Explaining academic integrity clearly during induction and throughout the course.
- Creating assessment environments that **minimise opportunities for dishonesty**.
- Using **formative approaches** to teach citation and paraphrasing skills where appropriate.

- Responding consistently to suspected breaches, guided by this policy.
- Acting as role models by demonstrating ethical academic practices.

4. Types of Academic Misconduct

Examples include but are not limited to:

- **Plagiarism** - presenting someone else's words or ideas as your own.
- **Cheating** - using unauthorised notes, devices, or receiving help during assessments.
- **Fabrication** - making up data, facts, or quotes in written work.
- **Collusion** - working with others on tasks meant to be completed independently.
- **Impersonation** - having another person complete assessments on your behalf.

5. Detection & Investigation

- Misconduct may be identified by teachers, examiners, or software tools.
- If suspected, the student will be **privately informed** and asked to provide clarification.
- The incident is then reported to the **Director of Studies (DoS)** or **Academic Manager** for review.

6. Consequences

Responses are **proportionate** and **educational** in nature. Actions may include:

- **Verbal or written warning** for minor or first-time issues.
- **Redoing the assignment** under supervision or in a controlled environment.
- **Loss of marks** or assessment failure for serious or repeated cases.
- In very serious cases (e.g., impersonation), **suspension or expulsion** may apply.
- In all cases, actions are documented and communicated clearly to the student.

ACTIVE LANGUAGE LEARNING

Student Level Test Policy

2025

Version 8

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This is a live document with continuous updating where necessary

Level Testing Policy (Both In-House and Online)

Purpose:

To ensure accurate placement of all students both Adult and Young Learners in the most appropriate language learning level, thereby supporting the best possible academic progression and learner experience.

Scope:

This policy applies to all students enrolling in English language courses at Active Language Learning, both in-person and through pre-arrival online testing procedures.

Testing Procedure Overview:

All students are required to complete a comprehensive level test consisting of the following components:

1. Grammar Test

- Format: Multiple-choice
- Duration: 1 hour
- Number of questions: 100
- Focus: Core grammatical structures appropriate to CEFR levels A1 to C2

2. Delivery:

1. **In-House:** Paper-based or digital format, supervised by academic staff
2. **Online:** Secure online testing link provided prior to arrival (where applicable)

3. Academic Interview

- Conducted by: Academic Manager or a delegated senior academic staff member
- Format: One-on-one spoken interview (10–15 minutes)

Purpose:

- Assess communicative ability, fluency, listening skills, and pronunciation
- Clarify any discrepancies between test results and spoken proficiency
- Identify specific learner goals and needs

Delivery:

- **In-House:** Face-to-face
- **Online:** Via video conferencing platform (Zoom, MS Teams, etc.)



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4. Placement Outcome:

- Student results are assessed immediately following the test and interview.
- Students are assigned to the most suitable class based on:
 1. Grammar test score (quantitative assessment)
 2. Spoken fluency and comprehension (qualitative assessment)
- Where there is a mismatch or an almost achieved between test and interview performance, professional judgment of the Academic Manager determines final placement. This may also follow a further short review by both teachers at the initial selected level over two days.

5. Re-Testing and Appeals:

- Re-testing is permitted only in the case of significant concerns or discrepancies identified by the Academic Team.
- Students may appeal placement decisions by submitting a written request or meeting with the Academic Manager within the first 48 hours of their course start.

6. Data and Record Keeping:

- All test results and interview notes are securely stored in the student's academic file for monitoring progress and internal quality assurance. Students can review their test at any stage with the Academic Manager

7. Policy Review:

This policy will be reviewed annually or in line with accreditation requirements and academic quality standards, including the TrustEd Framework.



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Erasmus+

QR Codes for Placement Testing

ALL Level Test A



ALL Level Test B



ALL LEVEL TEST C



ALL Level Test D



Each student can complete their test on the personal mobile phone, laptop or in our computer room. Each level test platform also has a paper based version if needed.

There are four sections of 25 questions 100 in total with each section graduated in difficulty. These questions can evolve or be restructured or upgraded at any time. There is a final writing section with varying different question prompts to further evaluate levels where necessary.

ACTIVE LANGUAGE LEARNING

Teaching Policy

2025

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Teacher's Role

Reports to Academic Manager

At **Active Language Learning**, the teacher's role is central to delivering a high-quality, face-to-face, immersive English language experience rooted in **learner engagement**, **cultural connection**, and **academic excellence**. As a boutique-style, EAQUALS-accredited school, the teaching philosophy emphasises personal attention, intercultural understanding, and student-cantered learning in every classroom.

The **teacher's role at Active Language Learning** is defined as a range from:-

1. Facilitator of Communication and Fluency

- Teachers guide learners to **communicate meaningfully** and confidently in English, rather than just memorizing grammar rules.
- They create **interactive lessons** where students speak, listen, read, and write in realistic, purposeful contexts.

2. Cultural Representative & Local Expert

- Teachers act as ambassadors of Irish culture, helping international students understand local customs, values, and community life.
- Since the school promotes a “truly Irish experience,” teachers also introduce students to **local idioms, events, and cultural content**, building deeper engagement with life in Dublin and Dun Laoghaire.

3. Planner of Personalised, High-Quality Lessons

- Teachers adapt lessons to meet the **varying proficiency levels** and **diverse nationalities** of their learners.
- Lesson plans align with CEFR (Common European Framework of Reference) standards and integrate **communicative methodologies**.
- Materials include authentic texts, project-based tasks, and language input from real-world situations.

4. Builder of Inclusive, Safe, and Respectful Classrooms

- With a possible mix of up to 8-9 different nationalities in one class, teachers foster **intercultural respect** and **inclusive participation**.
- They are trained to implement the school's **Junior Student Protection Policy** and **safeguarding protocols**, ensuring student well-being, especially for learners under 18.

5. Reflective and Professional Educator

- Teachers regularly reflect on their own practices using tools like the **Eaquals Framework** and feedback from academic management.
- Many are involved in **CPD (Continuing Professional Development)** through workshops, peer observation, or external training.

- They stay up-to-date with new accreditation standards like **TrustEd** (replacing ACELS), ensuring their teaching meets national quality expectations.

6. Supportive Mentor and Role Model

- Teachers guide students not just academically but personally—helping them adjust to a new country, build confidence, and feel supported.
- They act as positive role models, showing empathy and patience while also encouraging students to be independent learners.

Teachers at Active Language Learning play a vital role in delivering high-quality, student-centred education in line with our standards and ethos. The following core responsibilities are expected of all teaching staff:

Academic Duties

- Prepare and deliver lessons that align with the **syllabi outlined in the DCF** (Documented Curriculum Framework).
- Adapt lessons to suit the **level, learning styles, and needs** of students.
- Foster and maintain a **positive, inclusive, and supportive classroom environment** that encourages student participation and progress.
- **Monitor attendance** daily and report absentees promptly to the Academic Manager.
- Ensure all **lesson records, registers, and documentation** are completed accurately and submitted on time.
- Proactively **raise concerns** about student progress, attendance, behaviour, or welfare with the Academic Manager.

Professional Conduct

- Attend and participate in **teacher meetings**, as well as **internal and external training sessions**.
- Maintain a **high standard of professional appearance and personal hygiene**, adhering to the school's dress code.
- Always behave in a **courteous, respectful, and professional manner** toward students, colleagues, and visitors.

Health & Safety

- Ensure the classroom is a **safe, clean, and happy space** for all students.
- Follow and promote **COVID-19 protocols** where applicable, including the use of PPE and maintaining hygiene standards.

- Report any concerns about **classroom condition** (e.g., desks, chairs, lighting, heating) to the Academic Manager or Reception.

Classroom Management

- Leave classrooms **neat and tidy** at the end of each session, ensuring **whiteboards are cleaned** and **lights are switched off**.
- Share and recommend **useful teaching materials and resources** with fellow academic staff, especially those that are level-appropriate and have proven effective.

Continuous Professional Development (CPD)

- Teachers are expected to attend **at least 80% of scheduled CPD sessions** to maintain and enhance teaching quality and stay updated with sector developments

Summary:

At Active Language Learning, teachers are not just instructors—they're **language facilitators, cultural guides, safeguarding practitioners, and reflective professionals**, ensuring each student thrives linguistically, socially, and personally in a close-knit, high-quality learning environment.

ACTIVE LANGUAGE LEARNING

Materials and Resources Policy

2025

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Materials and Resources Policy

Active Language Learning

Effective Date: 1st January 2025

Reviewed: 1st July 2025

Next Review: 19th December 2025

1. Purpose

This policy outlines how teaching and learning materials are selected, used, reviewed, and maintained at Active Language Learning. It ensures all resources support high-quality, learner-centred instruction, align with course objectives, and enhance the classroom experience.

2. Scope

This policy applies to all materials and resources used in:

- Adult and Junior General English courses
- Exam preparation courses (IELTS, Cambridge, PeopleCert)
- Customised group programmes
- Induction, tutorials, and feedback processes

3. Guiding Principles

Curriculum-Aligned:

All materials are chosen to support the CEFR-linked syllabus, Schemes of Work, and learning outcomes.

Accessibility:

Materials must be appropriate to learner levels, culturally sensitive, and adaptable to different learning styles.

Relevance & Engagement:

Content should be topical, age-appropriate, inclusive, and foster communication.

Variety:

A mix of print, visual, audio, and interactive tools are encouraged to engage learners and cater to diverse needs.

Responsibility & Ethics:

Copyrighted materials are used legally, and authentic sources are clearly referenced.

4. Types of Materials Used

TYPE	EXAMPLES
Core Coursebooks	General English titles aligned with CEFR (e.g., English File, Outcomes, Empower) Full suite of books included.
Supplementary Materials	Skills books, grammar practice, vocabulary builders, pronunciation tools
Digital Resources	PC's and Interactive TV's
Authentic Materials	Newspaper articles, TED Talks, brochures, YouTube videos, public signage
In-House Materials	Custom worksheets, mini-projects, level tests, functional language templates
Exam Practice	PeopleCert sample tests, IELTS/Cambridge past papers, model answers

5. Roles and Responsibilities

ROLE	RESPONSIBILITY
Academic Manager	Ensures material selection aligns with overall academic policy and external standards
Academic Manager	Oversees materials library, approves new resources, evaluates usage effectiveness
Individual Teachers	Use, adapt, and suggest materials; share resources and provide feedback on usability
Senior Teachers (If applicable)	Support material trials and contribute to in-house resource development

6. Resource Management

- **Inventory:** Core books and key teaching tools are catalogued and stored in a designated academic space.
- **Loan System:** Academic Manager can sign out class sets or individual books; materials must be returned in good condition.
- **Replenishment:** Worn or outdated materials are reviewed and replaced regularly; teacher input is key.
- **Storage & Access:** Materials are stored centrally, with clear labelling and digital backup where applicable.

17.7. Evaluation and Review

- Materials are reviewed annually during academic planning weeks or following syllabus updates.
- Student and teacher feedback is collected to assess relevance and effectiveness.
- Outdated, culturally inappropriate, or overly mechanical materials are phased out.

17.8. Use of Technology and External Resources

- While Active Language Learning remains a face-to-face school, technology is used in class to enhance interaction (e.g., recorded dialogues, slide decks, pronunciation tools).
- Internet-sourced material must be pre-screened for appropriateness and accuracy.
- Teachers are encouraged to contribute to a shared digital folder for resource collaboration.

17.9. Sustainability and Ethics

- Photocopying is kept to a minimum to reduce waste.
- Teachers are encouraged to re-use or repurpose in-house materials creatively.
- Copyright law is respected: no illegal copies of textbooks or downloads are permitted.

10. Policy Review

This policy is reviewed annually in line with curriculum reviews, accreditation updates, and emerging teaching needs.

ACTIVE LANGUAGE LEARNING

Teacher Development Section

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ACTIVE LANGUAGE LEARNING

Teacher Observation Form

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Teacher Observation

Teacher's Name:

Date:

Time: 09.50

Group: xxxxxxxx

Book:

Length of Obs: xx mins

Observer: xxxxxxxxx

OVERVIEW	Needs Im-	Good	Excellent
1. The objectives for this lesson were clear to me			
2. This teacher speaks clearly			
3. This teacher explains things clearly			
4. This teacher is stimulating and interesting to listen to			
5. The material presented was well organised			
6. This teacher ensures the students speak English at all times			
7. This teacher understands the subject matter			
8. This lesson was consistent with communicative method			
9. The teacher gives instructions clearly			
10. Amount of Teacher Talking Time			
11. Pace of class			
12. This class had an atmosphere of inclusiveness and learning			
13. Error correction was observed			
14. Knowledge of grammar			

A. Outstanding features of this teacher's teaching:

B. Weaknesses in this teacher's teaching:

Suggested Improvement

What happens in the lesson	Observer's Comments

Observer: _____

Teacher: _____

ACTIVE LANGUAGE LEARNING

Teacher Lesson Observation

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Name:

Date:

Observer:

Assessment Criteria		Not Satisfactory	Satisfactory	Good	Excellent	Comments by Assessor
1. Professional Presence						
1.1	The teacher succeeds in creating a positive and motivating learning environment.					
1.2	The relationship with the group is professional and encouraging.					
1.3	Non-verbal communication is effective in communicating meaning to learners.					
1.4	Clear voice projection with appropriate speed of delivery.					
1.5	Teacher talking time is appropriate to stage of lesson.					
1.6	Empathy with the learners' difficulties and learning styles is evident.					
1.7	The teacher is assertive where appropriate.					
2. Language awareness						
2.1	The teacher's language awareness and knowledge of target language item(s) are appropriate to intended aims.					
2.2	An ability to convey a language concept effectively and efficiently is evident.					
2.3	Phonemic awareness is evident.					
2.4	The learners' strengths in language awareness are noted and encouraged.					
3. Classroom Management						
3.1	The teacher gives clear instructions.					
3.2	Student interaction patterns are effective and appropriate.					
3.3	Effective eliciting is demonstrated.					
3.4	Pace and timing are appropriate to the task.					
3.5	Space and time for note-taking, questions, peer support and monitoring are given.					

Name:

Date:

Observer:

Assessment Criteria		Not Satisfactory	Satisfactory	Good	Excellent	Comments by Assessor
4. Quality of Teaching & Materials						
4.1	Creative teaching, with original materials or creative adaptation of set course materials.					
4.2	Teaching aids and materials are used <i>effectively</i> and are appropriate for the level and task type.					
4.3	Materials are motivating and focus on varying learner styles.					
4.4	Teaching approaches are topical, with use of topical authentic materials.					
4.5	Systematic and effective teaching of pronunciation and intonation is evident.					
4.6	Effective use of the learning objectives, as outlined in the syllabus.					
4.7	Focus on learner <i>output</i> with good error awareness and effective use of 'Demand-high' techniques.					
4.8	The teacher checks concepts and shows evidence of evaluation of learning.					
4.9	Effective use of technology in the classroom.					
4.10	Evidence of identifying learners needs and wishes in planning and/or delivery of lesson.					
4.11	Evidence of advice and practice of learning-to-learn techniques to promote continued autonomous learning by students.					

Things that went well	Things to Consider
The Plan	
The Lesson	

Summary of Strengths:

Summary of areas to work on:

In addition to the written feedback above I have received oral feedback, and have been given the opportunity to contribute to the feedback and ask questions regarding my performance.

Teacher Signature:

Observer Signature:

Date:

Peer Observation Form

Observer:	Peer Observed:
Date:	Length of lesson:
Level:	

Please talk to the peer you are going to observe **before** the lesson and ask them which area(s) they would like you to comment on (i.e. things they would like to work on):

Giving instructions & ICQs

Incorporating phonology

Classroom management

Board work

Voice modulation

Proxemics

Presenting grammar/lexis & CCQs

Increasing STT

Monitoring

Other

1. My peer would like me to comment on the following aspects of his/her lesson:

2. What went well?

3. What could be worked on in the next lesson?

4. An idea from this lesson that I would like to put into practice in one of my future lessons:

ACTIVE LANGUAGE LEARNING

Teacher Self-Evaluation

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Teacher Name:	Academic Manager:
Date:	Adult / Junior (please circle)
No. of Students:	Level:

A. Please complete **before feedback**. Reflect on the following questions as **fully** as possible.

1. Evaluate the achievement of your overall aims:

Did you achieve your lesson aim(s)? Why (not)?
2. Evaluate the achievement of your personal aims:

Did you achieve your personal aims?	If so, what evidence do you have for their achievement? If not, how could you better achieve them in your next lesson?
1.	
2.	
3.	
4. 3. Reflect on your CAP staging, use of the online platform, instructions, etc.:	

What went well in the lesson?	What didn't go so well? Why?

