

YOUNG LEARNERS ENGLISH UK

A special interest group of English UK



EUK Management Conference 2017

Welcome to our Workshop

We will be talking about some of the things you need to know about entering the junior market



Session Structure

We will be briefly covering 4 key areas

Mark - Operations

Sarah - Welfare

Mel - Academic

Maria - Activities

Between us we have a wealth of knowledge and experience on running junior courses.

What is Young Learners EUK?

It is a group of diverse EUK members who all have an interest in running junior summer schools and adhering to best practice for the benefit of students and staff

What can YLEUK do for you?

- Provide training for staff
- Information sharing
- Give opportunities for networking
- Allow you to promote your school
- Encourage raising standards
- Provide a platform for lobbying and policy formulation

How do we do it?

- Discussions and meetings
- **Website and forums**
- Workshops
- **Conferences**
- Outbound missions collaboration (eg. British Council)

How much does it cost?

£300

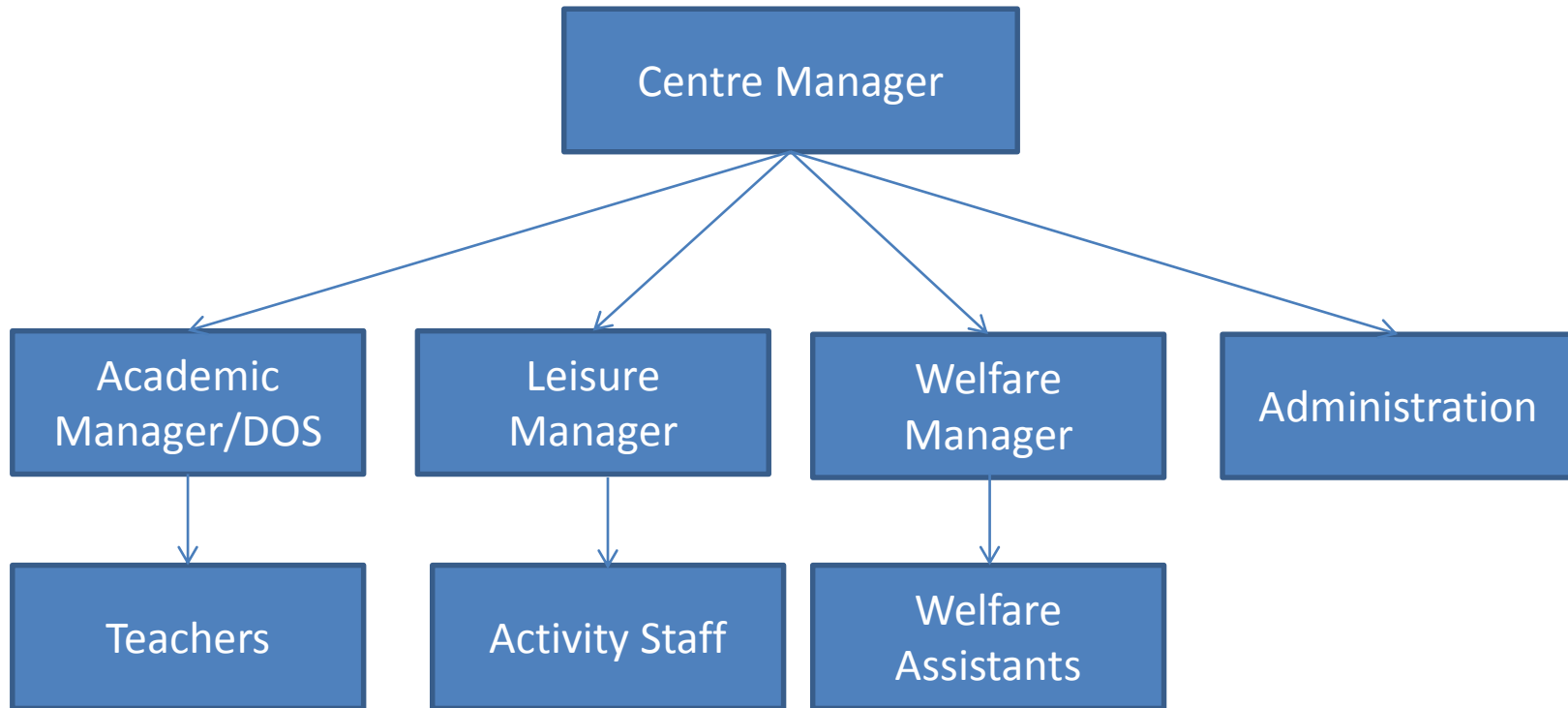
per organisation per year



Operations: General

- Setting up an on-site team
- Residential versus homestay
- Groups and group leaders
- Fitting in the business with the British Council Handbook

Operations: Setting up an on-site team



Operations:

Setting up an on-site team Centre Manager



Operations:

Homestay versus Residential

- Homestay only
- Residential (school or university)
- Residential (mix and match)
- Homestay and Residential

Operations:

Homestay versus Residential

Homestay:

- Does not require as much staffing and supervision as residential
- Logistics regarding transfers to and from the homestay
- How the students get to school?

Operations:

Homestay versus Residential

Residential:

- Will require on-site supervision
- Logistics much easier as only one place to go to and from
- School/uni is a one-stop shop

Operations: Homestay versus Residential

School:

- Usually only one provider
- Apart from staff, usually not many 3rd party adults on site
- Safe environment & better control

Operations:

Homestay versus Residential

University:

- May have more than one provider
- 3rd party adults on campus -
Safeguarding
- Usually better accommodation

Operations:

Homestay versus Residential

Mix & Match:

- Dealing with more than one service provider
- Needs more co-ordination
- Can appear bitty to agents

Operations: Homestay versus Residential

Make sure the
contract(s) with the
providers work for you

Operations: Groups and Group Leaders

- You may have heard stories about group leaders
- They are true!

Operations:

Groups and Group Leaders

- Teacher is the leader
- Permanent employee (of the agent) is the leader
- Temporary employee (of the agent) is the leader
- Agent is the leader
- None of the above and is coming for the ride

Operations:

Groups and Group Leaders

Advantages:

- Liaises with the staff when there is a language problem with the student
- Looks after his/her student when ill or hurt
- Gets involved with activities/excursions
- Acts as filter between the agent/parents
- May know the students and the parents

Operations: Groups and Group Leaders

Problems:

- Arrives and disappears
- Very demanding
- Different expectations
- Causes bad morale with staff, students and other leaders
- Does not speak English very well
- Does not like the “school rules”

Operations: Groups and Group Leaders

Solutions:

- Comprehensive and unambiguous information
- Train your staff to cope
- Learn Italian/Russian/Chinese!

Operations: Fitting in the business with the BC Handbook

- Care of under 18s
- Activity programme for under 16s
- 1 or more centres?
- EUK always happy to field questions

Junior course welfare issues



The responsibility of the young learners is yours from the minute they arrive in the UK until the minute they leave: 24/7!



Supervision Levels



What is the difference between a Safeguarding policy for adults and juniors?



How are you going to arrange arrival and departure to / from the school ?



How will you safely accommodate both staff and students?



How will you deal with communications between staff and students?



Facebook - and others!



It's a complicated area but the main aim is to reduce the possibility of electronic contact with pupils

How will you deal with illness either residentially or in a homestay?



It is not possible to be 100% safe, but if you follow the guidelines in the BC handbook and join YLEUK this will put you on the right track to minimise risk



These are a few things to think about when running junior courses.



Academic Programme

What are your overall course objectives and specific goals?

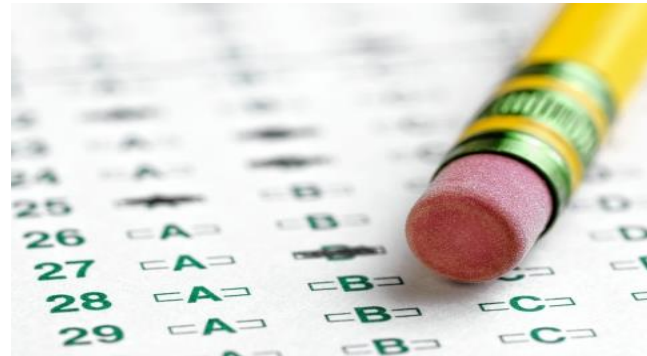
- Find your school's signature style but be prepared to be flexible
- Demands for exam preparation, CLIL and English for Work are on the increase- don't get left behind!
- What is unique about your teaching situation and how can you make the most of this?
- Think confidence, communication and culture rather than new structures



Academic Programme

Testing- start as you mean to go on

- Don't expect your junior students to excel in an adult placement test
- Focus on what is relevant to the course goals, and ensure skills- particularly speaking- are taken into account when designing the test
- Can you use a pre-arrival test?



Academic Programme

Topics and tasks- a winning combination?

- Short, snappy lessons with a focus on student involvement
- Stand alone lessons with individual aims
- Lessons need to reflect teenagers' attention span and take into account visual, kinesthetic and auditory learning styles
- Adjust your expectation of what can be done in a week

VISUAL
SEE IT 

AUDITORY
HEAR IT 

KINESTHETIC
DO IT 

Academic Programme

Course book versus in- house materials?

- Consider time and financial constraints
- What do you want to drive your syllabus?
- A focus on speaking and communicative competencies
- What do students take home and what is the importance of this ?



Academic Programme

Diversity- age group, nationality - does one size fit all?

- Groups often comprise a wide range of ages
- Do students already know each other and will they be mixed with other nationalities
- Monolingual groups outside of the summer-
role plays as they already know each other and don't need to share

Academic Programme

Teacher training

- The adjustment for those used to teaching adults- don't underestimate the impact of such change
- Classroom management
- Choice of topics
- The role of choice, variety and challenge
- Recruiting new teachers

Academic Programme

How can we integrate excursions and activities into our lessons to create a cohesive programme?

- Communicate with your Activities Manager or Social Programme Coordinator
- Exploit the local area
- Provide instant and real opportunities to use the language that has been taught and learnt!

Leisure Programme

Designing the programme

- Designing the basic timetable
- Fun vs Learning
- Linking trips to lessons
- Following British Council criteria

Leisure Programme

Choosing and booking venues and transport providers

Required checks

Safety / risk assessments

Templates

Age appropriate

Supervision rules

Ratios

Can students have free time?

How do you get and train Activity Leaders?

Safer recruitment of motivated staff

- No qualification is necessary but helpful (Sports, PE, Lifeguard)

University students / word-of-mouth, etc

- Experience working with children and maturity is essential

Activity Staff structure on a summer course

- Activity Manager and Assistant

Who is looking after the individual students?

How do you get and train Activity Leaders?

How to bring the best out of the staff

- Ongoing training on the job
- Observations (announced and unannounced)
- Give freedom to plan own activities (provide advice and templates) – Remember risk assessments!
- Provide plenty of step-by-step guides, crib sheets, etc
- Regular staff meetings to talk through trips, activities

**Thank you and time for
questions**