

INSTITUTE PROTOCOL (IP)

*A guide on Ceibal en Inglés
for Institutes and Remote Teachers*

INSTITUTE PROTOCOL 2015

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I. INTRODUCTION AND OBJECTIVES OF CEIBAL EN INGLES

Ceibal en Inglés is an educational programme designed to teach English to Uruguayan primary school children in the public system of education in 4th, 5th and 6th grade. A new pedagogical model has been developed for this programme. It consists of a combined teaching methodology or team teaching. This innovative approach adopts video-conferencing technology which allows remote teaching in real time with all the benefits of communicative language teaching. It involves a Remote Teacher, who is the model of language and is in charge of introducing and explaining the linguistic content corresponding to each week through his/her remote presence via videoconference equipment, and a Classroom Teacher, who, by following the lesson plans, reviews, accompanies and guides his/her students to learning English.

This programme is based on the full and genuine commitment of classroom teachers and their belief that learning English is a valuable tool for their students' future. The design of the project is based in a week cycle that consists of three 45-minute lessons (A, B & C). Lesson A is taught by the Remote Teacher (RT) and lessons B & C are taught by the Classroom Teacher (CT). For this reason, lesson plans are organised so that lesson A is delivered by the expert in English teaching and lessons B and C are designed as a natural consequence of lesson A and taught by the expert in teaching in the Spanish classroom, the Classroom Teacher.

The theoretical basis of this methodology was inspired by two famous psychologists and prolific writers, Lev Vygostky and Jerome Bruner, whose research and work have been enormously useful to understand language learning and teaching.

II. THE ROLE OF THE CLASSROOM TEACHER IN LESSON A

Class A is led by the remote teacher (RT) but conducted by two teachers, the RT and the CT, who work together with the students. RT and CT's cooperative work is essential in this programme.

Tasks the CT carries out before lesson A (the video-conference lesson).

- Coordinating with the RT before the week cycle starts (see coordination, pages 6 to 9)
- Making sure there is an appropriate environment so that the children can make the most of lesson A. Those aspects include punctuality, attention being paid, materials needed by the SS (notebook, pencil, XO, etc.) and the RT (flashcards, realia, paper, etc.)
- Reading the lesson plans in advance (lessons A, B & C - CT downloads them from CREA2, reads them and knows the content).
- Checking that SS have done homework set by RT. If they have not done it, finding out the reason why it was not done.

Tasks the CT carries out during lesson A (the video-conference lesson).

- Supporting the RT to manage the class:
 - choosing the different students to work in pairs or in groups depending on the classroom dynamic the RT has decided and agreed with the CT (the CT is the person who knows the students best and so is able to organise them so that they can gain major benefit of working with one another)
 - controlling and dealing with disruptive behaviour in order to ensure a positive learning environment
- Helping to monitor students' work while working individually, in pairs or in groups
- Working with the RT to model activities and/or the target language if possible

III. THE ROLE OF THE CLASSROOM TEACHER IN LESSONS B & C.

The role of the CT is both complex but essential in this programme. It is complex because it places him/her in lessons B & C as the teacher who teaches content he/she is not knowledgeable about. This role is also essential because he/she makes use of all his/her didactic and pedagogic knowledge in order to show his/her students what an intelligent adult does to learn. The CT is a learner model for the students. He/she is an adult that adopts the necessary and effective strategies to learn and shares that learning process with his/her students.

Tasks the CT carries out during lessons B & C.

The CT needs to know the week lesson plans for lessons B & C before getting in to the classroom.

The CT needs to show ability to

- imitate all the strategies developed by the RT regarding phonology, syntax and semantics
- cooperate with the RT and the students
- learn independently
- acknowledge his/her own difficulties/limitations and overcome them.

From his/her pedagogical attitude, the CT should be able to

- teach to discriminate between a reliable source of knowledge and an unreliable one. In this way, he/she helps the children to understand the role of dictionaries, maps, etc.
- organise activities based on the lesson plans he/she finds in CREA2.
- ensure that students focus on those activities

- organise work, for example, by showing that in order to learn a song SS must listen to it first, then read it, after that, memorize it by singing it, and finally, sing it without looking at the lyrics.
- handle frustration, for example, when internet crashes, the CT finds an alternative activity
- help SS to find English in their cultural context and realise that spontaneous knowledge can be valuable, for example the word 'star' is an English word but most Uruguayan children know its meaning. Hence, by recognising that word children can add an academic and relevant meaning to it and may be able to make a sentence like "*Luis Suárez is a football star.*"
- make sure students upload their work to CREA2 so that the RT can correct it.

IV. THE ROLE OF THE REMOTE TEACHER IN LESSON A

As stated before, class A is led by the remote teacher but conducted by both the RT and the CT, who work together with the students.

Tasks the RT carries out before lesson A (the video-conference lesson)

- Coordinating with the CT before the week cycle starts (see coordination, pages 5 to 8)
- Correcting SS' homework on CREA2 and providing them with feedback
- Downloading all the materials from CREA2 or different websites which are needed in lesson A as doing so during the lesson might be problematic. Technology can be unreliable sometimes and time may be wasted unnecessarily.
- Adapting the lesson plan to ensure there is a variety of appropriate tasks and activities in a logical order, at an appropriate pace and with clear transitions between them
- Considering the problems learners might have with the target language and how to deal with them
- Planning instructions carefully, including visuals (e.g. slides), demonstrations and questions to help students fully understand what they have to do and maximise lesson time
- Making sure he/she has all the materials needed to take to the teaching point
- Anticipating any unexpected technological problems that may come up by having a back-up plan (e.g. a memory stick with videos, ppts., ActivInspire presentations, etc., whiteboard markers in case using the board is necessary, etc.)
- Making sure he/she arrives at the teaching point ahead enough to get all the materials ready and check that all technological resources and materials needed work well
- Making the call on time

Tasks the RT carries out during lesson A

Establishing clear classroom routines in order to create a safe and secure learning environment for the students to work in.

- Creating a good rapport with the CT and the students by being friendly and addressing the students and the CT by their first names (during the first lessons the RT must find ways of learning their names and try to get the CT's help in order to do so)
- Using L2 to deliver the lesson supported by body-language, visual material, demonstrations and tools in CREA2, e.g. dictionaries and restricting the use of L1 to coordinate with the CT if necessary
- Giving clear and simple instructions and checking them by asking SS questions and modelling the activities
- Working with the CT to model activities and/or the target language (activities may also be modelled by the RT working with a student or two SS working together)
- Providing accurate and appropriate examples for the learners (grammar, vocabulary, pronunciation)
- Developing different interaction patterns in order to increase participation
- Raising learner awareness of what and how the students are learning
- developing and practising receptive and/or productive skills/sub-skills appropriate for the learners' ages, needs and competence levels
- Setting homework before the last activity is carried out and showing it clearly by writing it on an appropriate slide in order to make sure all students will be able to copy it down. Finally, understanding of homework must be checked.
- Using and promoting the use of CREA2 to facilitate learning and learner autonomy

V. THE ROLE OF THE REMOTE TEACHER IN LESSONS B & C.

The RT is not present during lessons B & C. However, the classroom teacher and the remote teacher are responsible for the whole week cycle alike. In this regard, the RT must listen to CT's concerns about delivering lessons B & C, answer all CT's questions and support him/her by offering further help and providing him/her with ideas and suggestions in order to implement activities during those two lessons to ensure their success. It is the RT's duty to know how lessons B & C are delivered every week and whether students reinforce their knowledge and make progress as a result. Therefore, it is a good idea that at the start of lesson A the RT asks the CT and the students some questions about lessons B & C, e.g. whether they liked an activity, a song or a video. Showing close interest in those lessons despite not being present while being taught will reinforce the idea of teamwork and team teaching in front of the students and the CT, it will provide the RT with an idea of SS' progress and it will reassure the CT that the RT is involved in the whole week cycle.

VI. COORDINATION

As stated, Ceibal en Inglés is an innovative way of teaching English which involves the Classroom Teacher and the Remote Teacher, working together so that their students are able to learn English. This major, educational objective can only be achieved when these two committed professionals are able to work together effectively in order to organise the different aspects of their teaching. For this reason, coordination is a fundamental stage, which is meant to ensure that the CT and the RT can work well together and develop a good professional bond that allows them to fulfil the central aim of the programme.

Coordination must take place once a week, before lesson A is delivered, and it lasts approximately 15 minutes. During coordination, both the CT and the RT must have the lesson plans for the whole week cycle (lessons A, B & C) and discuss the best ways of implementing them according to their students' particular needs and context. It is advisable to read the plans before coordination starts in order to maximise time.

The RT's guidance is vital. He/she must guide the CT regarding the different aspects that must be taken into account when teaching and learning a second language. For example, linguistic aspects, cultural aspects, classroom management (interaction patterns, giving and checking instructions, the use of L2 and L1, classroom vocabulary, treatment of mistakes as a natural part of learning processes, elicitation, etc.).

The CT's valuable experience and knowledge of the students is also fundamental. He/she provides the RT with information about his/her educational community and his/her students. The CT must explain any students' special needs and/or difficulties clearly to the RT. He/she must also tell the RT whether the pace of the lesson is adequate, the interaction patterns implemented are effective for that specific group of students, the technological resources are efficient (can the SS hear the RT and the videos well?, see the RT, the slides and videos well?) or any other aspects the RT must be informed about.

To ensure good coordination, there are certain aspects to be considered, which are necessary so as to develop a harmonious professional relationship between the RT and the CT.

- **Interpersonal skills.** These should include:
 - Verbal Communication - what it is said and how it is said.
 - Non-Verbal Communication - what a person communicates without words but through body language is also important.
 - Listening Skills - interpreting both the verbal and non-verbal messages sent by the interlocutor is paramount.
 - Assertiveness - ideas, beliefs, opinions, needs and wants must be communicated freely but politely and tactfully.
 - Negotiation- finding a mutually agreeable outcome is essential.

- **Personal skills.** These should include:
 - Adaptability - being able to adapt oneself to the CT and the students
 - Care - being able to be cautious, careful and concerned about the CT and the SS' needs and difficulties.
 - Friendliness - being friendly and respectful and inspiring friendliness and respect.
 - Dedication - devoting time and effort to help the CT and make lessons A, B & C interesting and enjoyable for the SS.
 - Cooperation - being able to work well with the CT
 - Motivation - being able to use his/her inner drive to work enthusiastically and encourage the CT and the SS to work in the same way.
 - Honesty - behaving in a way that shows that you are sincere and really mean what you say or do
 - Tact - speaking and behaving carefully so as to avoid upsetting the CT and/or the students

- **Cultural awareness.** Understanding the differences in cultural and social backgrounds and realities is essential and it involves the ability to stand back from one's cultural values, beliefs, perceptions and realities in order to be able to see and interpret those of others. Cultural awareness becomes central when the RT has to interact with the CT. Many times these two professionals work in completely different environments what makes their experiences totally distinct from one another. That may lead them to see, interpret and evaluate things differently, which may cause misunderstanding. As a consequence, it is strongly advisable that the RT steps outside of his/her cultural boundaries in order to realise the impact that this factor may have on the CT, the students and the lessons.

VII. STEPS FOR GOOD COORDINATION

- The CT asks the SS to upload their picture and a sentence to introduce themselves to the RT
- The CT informs the RT about the type of school (Práctica, Tiempo Completo, Aprender, etc.) and the children in the group (how many students, how many of them attend private English lessons, their English level, which students have learning difficulties, what SS' interests are and what they like doing, e.g. singing, dancing, writing, etc.)
- The RT informs the CT about what teaching and learning a second language involve: frequent and repeated use of new vocabulary and structures, presentation of objectives, conveying meaning in a comprehensible manner so that learners can successfully make the association between an English word and its meaning, the role of routines and patterns, corrective feedback (when & how), fluency and accuracy, integration of the four skills, etc.
- The RT and the CT agree on different interaction patterns to be used in the week cycle lessons in order to increase students' participation.

- The RT and the CT agree on ways of giving students praise for their work and effort so as to generate motivation.
- The RT implements effective ways to work with SS that attend private English lessons and those who are learning only in the classroom to foster a positive learning atmosphere where every single child is able to develop their language learning strategies according to their level of proficiency and make a valuable contribution to the lesson.
- The RT offers the CT support regarding the use of technology. A Remote Teacher decides on video-conference teaching because they are interested in technology. Consequently, they can guide the CT and the children on how to use CREA2.
- Once both teaching professionals know the students' context and the English course, cooperative work starts, which is essential for the success of the programme.
- Every week the CT and the RT will meet via Video-conference, Skype, Whatsapp, email, Facebook, etc. in order to organise the week work in depth. If it is possible, coordination should take place on the same day and at the same time in order to establish a set routine.
- The CT and the RT must have read the week cycle lesson plans (A, B & C) before the coordination meeting.
- During the meeting, the CT and the RT must discuss and implement ways to develop the lesson plans and work together actively to make the most of them during lessons A, B & C.
- Although the RT will not be present during lessons B and C, he/she must guide and support the CT during coordination and help him/her to find ways of implementing the different activities properly.
- The CT and the RT may also provide each other with constructive feedback and reflect on the previous week work in order to adjust and improve their teaching practice so that their students can learn and make progress during their lessons.
- The CT and the RT agree on the different interaction patterns to be used in lesson A

Summary of a good RT's coordination

Checklist

1. Arrange a day and time, make this regular each week.
2. Find out the best way to communicate with each CT.
3. Get commitment.
4. Ask about the SS, the CT, school/local events
5. Ask, prompt, discuss individual and whole class needs.
6. Ask yourself, am I actively encouraging teamwork?
7. Be culturally aware and avoid some words such as '*chicos*' or '*colegio*'. '*Niños*'

and *'escuela'* are better and more appropriate terms.

8. Read lesson plans, set weekly objectives and priorities (Classes A, B & C)
9. Check the tone of your emails.
10. Build up CTs confidence.

VIII. REPORTING ISSUES

Reporting academic issues (the CT, the materials and CREA2)

In most circumstances, CTs and RTs are able to ensure good coordination in order to reach Ceibal en Inglés goals. However, in some cases different issues may arise that might hinder the development of week cycle lessons. If that was the case, the remote teacher must inform the Institute Coordinator about that/those problem/s which may be negatively affecting the educational programme and both professionals will give it/them careful consideration.

Furthermore, RTs may be having problems regarding materials and/or the use of CREA2.

Actions to be taken

When the RT needs to report issues about the CT and once the Remote Teacher and the Institute Coordinator have discussed those facts, two different actions could be taken.

First, the Institute Coordinator may directly get in touch with the School Director in order to find a viable solution to the problem/s.

Secondly, if the previous step does not produce the desired effect and the seriousness of the problem demands it, the remote teacher must fill in the RT form on academic issues with the Institute Coordinator's consent.

The RT form on academic issues can be found here:

<http://contenidos.ceibal.edu.uy/formularios/view.php?id=126040>

It consists of six questions on the following aspects:

1. whether the CT coordinates weekly
2. whether the CT does lessons B & C
3. whether the RT finds the lesson plans useful
4. whether the RT finds the materials useful
5. whether the CT is active and collaborative during lesson A
6. whether the RT is currently experiencing any problems with CREA2 in this specific group

At the end of the form the RT can make more specific comments, which cannot exceed 50 words. Also, RTs will be required to provide information about the number of the last lesson taught to this specific group.

After filling in the form and by clicking on the 'send' (*enviar*) field, Ceibal en Inglés will receive all that information and will treat it accordingly in order to take immediate action. Ceibal en Inglés understands that all information reported by the RT and the Institute Coordinator is sensitive and needs to be treated with care as it may jeopardise the relationship between the RT and the CT.

Reporting technological issues (equipment, connectivity, platforms and video-conferencing)

In some cases, the Remote Teacher needs to report technological problems that affect the development of one or more lessons of the week cycle.

Actions to be taken

When a Remote Teacher has to deal with technological problems, he/she should fill in the RT form on technological issues which is in fact in Spanish and is called '*Formulario de atención al usuario*'.

The form on technological issues can be found here:

http://contenidos.ceibal.edu.uy/atencion-al-usuario/view.php?id=85003#main_body

To have access to it, a password is needed: *ceibalingles*. In this form, the RT will have to click on his/her role (remote teacher) and then click on the type of problem reported:

1. equipment
2. connectivity
3. platforms
4. videoconferencing

At the end of the form the RT can make a description of the problem reported and it is possible to attach a file, for example, a screen shot or an excel spreadsheet, etc. by clicking on *SELECT FILES*. The RT will also have to provide other information such as ID number, name and surname, email address, telephone number, etc.

Ceibal will take different actions to deal with all the issues the RT might raise. For example, a mentor can be sent to the school to visit a particular CT or all the CTs.

IX. THE ROLE OF THE SCHOOL MENTOR

Ceibal en Inglés places CTs in a complex place. For this reason, Ceibal en Inglés has created the school mentor position. Mentors are English Language Teachers who do fieldwork. They are assigned different schools and visit them and their classroom teachers in order to provide CTs with the necessary support. When a mentor visits a school, he/she makes sure that CTs are able to

access CREA2, they support CTs and make them feel comfortable in their role in Ceibal en Inglés and they help them to make coordination and the relationship with the RT professionally adequate.

How to contact a mentor

To get in touch with a mentor, the Institute Coordinator will have to contact Ceibal first and tell them the reason why they need to do so. Ceibal will then take action accordingly.

X. CLASS CANCELLATION AND MAKE-UP CLASSES

All the information regarding class cancellation and make-up classes is included in the Institute's Handbook 2015 (pages 4-6). However, it is important to highlight that if two lessons A have to be made up one after the other, it will affect the delivery of lessons B & C which correspond to each lesson A. To ensure that at least the central activities are carried out, remote teachers must help and guide the CT to organise those lessons in order to make the most of the time that can be allotted to those lessons.

XI. CLASSROOM TEACHER CHANGES

CTs changes are not ideal but are frequent and expected. Information about this topic is included in the Institute's Handbook 2015 (page 7).

Remote Teachers must support all new CTs and help them to develop their abilities in order to fulfil their role. When a Remote Teacher has carefully and seriously considered that a Classroom Teacher is not able to help in lesson A and/or carry out the activities in lessons B & C and therefore, cannot be part of the project, he/she must inform the Institute Coordinator.

XII. CEIBAL EN INGLES SPECIAL PROJECTS

Every year Ceibal en Inglés organises special projects for both, students and CTs. Those projects involve motivational activities and international exams.

Motivational activities

CONTESTS

Ceibal en Inglés and the British Council have organised three contests for 2015. Those contests are aimed at 4th, 5th and 6th grade students who belong to those schools working on the Ceibal en Inglés programme and they are as follows:

- *E-Safety Contest*
This is a group contest where students have to work on a poster about safety on the Internet. It was carried out between April 13th and May 22nd. All the students in each group worked together to design a poster to give advice on the use of the Internet to other students in Uruguay.
- *Exploring Australia*
This was an individual contest of postcards with an Australian theme and it was supported by the Australian Embassy. This contest was carried out between June 21st and July 31st.
- *Sing Along with Ceibal en Inglés*
Students work in groups and select their favourite song from Ceibal en Inglés. They sing and record the song and then upload the video to CREA2. Children all over the country took part in this contest, which was carried out between the first week of September and the last week of October.

RTs must motivate all their students and CTs to take part in this type of contests and also provide them with the necessary support in order to help them plan and carry out the different projects.

International Exams

CAMBRIDGE EXAMINATIONS

ANEP has been an Authorized Cambridge Centre since 2013. For this reason, ANEP has licences so that state school students can take Cambridge Examinations for free. To be able to take these international exams, the children chosen for that purpose will have to take 10 additional English lessons to revise and prepare for the exam. These lessons are taught in a different school shift. An adult in the classroom is needed for this purpose in order to accompany the children through this experience. Remote Teachers are not in charge of the preparation of international exams.

XIII. LEARNING EVALUATION

Ceibal en Inglés and Departamento de Segundas Lenguas y Lenguas Extranjeras of ANEP (Administración Nacional de Educación Pública) design and implement an Adaptive English test. This test is developed online on the SEA (Sistema de Evaluación de Aprendizaje) platform and is carried out by the CT during lessons B & C. This test assesses Writing, Listening and Reading skills. The results are sent to the CT once the test is done except for the writing test which is entirely corrected by teachers from both programmes.

The results of the 2014 Adaptive Test can be found here:

<http://www.ceibal.edu.uy/art%C3%ADculo/noticias/institucionales/Resultados-evaluacion-adaptativa-Ingles-2014>

XIV. EVALUATION OF THE PROJECT

In 2015 an evaluation process will be implemented in order to obtain more information about the achievements of the programme and gain more knowledge about the teaching component associated with good learning results. This evaluation process will consist of classroom observations and teacher’s polls. Notice will be given and CTs and RTs’ authorization will be required to carry out classroom observations. All information gathered will be treated confidentially and for statistical purposes only.

XV. FULBRIGHT SCHOLARSHIPS

CTs can apply for Fulbright scholarships every year. Those CTs that are chosen will travel to the USA and spend three weeks there visiting schools. In 2016 this trip will take place in February.

XVI. FAMILY SUPPORT/PROYECTO PADRES

Family support is sought. In order to get family active participation during the children’s learning process, workshops and activities are organised.

XVII. CONTACT INFORMATION

Contact	Where
CEIBAL EN INGLÉS	inglesceibal@ceibal.edu.uy
Academic issues	http://contenidos.ceibal.edu.uy/formularios/view.php?id=126040
Technological issues	http://contenidos.ceibal.edu.uy/atencion-al-usuario/view.php?id=85003#main_body

ANNEXE

INSTITUTE PROTOCOL (IP)

CEIBAL EN INGLES ORGANOGRAM

