

# A SIMPLE GUIDE FOR FOREIGN LANGUAGE ASSISTANTS



Cofinançat pel  
programa Erasmus+  
de la Unió Europea



Erasmus+

ESCOLA ARRELADA  
AL **BARRI**  
AMB LES FINESTRES  
OBERTES AL  
*món*



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# 1. INTRODUCTION

*The ability to communicate in one or more foreign languages is a necessity in today's society. For this reason, the Ministry of education and Vocational Training and the local educational administrations have dedicated an increased effort to improving the teaching of such. As a part of this improvement, the Spanish government recognises the precious role of the language assistant in the process of foreign language learning because having a language assistant awakens the students' curiosity and motivates them to study the language. The language assistant serves as a model for the use of language in communicative situations, and this figure provides a new perspective of culture and modern life in his or her country first hand.*

*Looking at the other side of the coin, the language assistant, who is also in the process of learning the Spanish/Valencian language and culture, has the opportunity to experience work and personal life growth. This will allow him or her to acquire a deeper knowledge of Spain, Valencia, its society, and its education system.*

*With the goal of familiarizing the new language assistants with their work and making this experience a positive one for all involved, the Ministry of education and Vocational Training has prepared this guide, which aims at two fundamental aspects: the first one is to provide information concerning the procedures to follow before beginning work, and the second one refers to introducing the Spanish education system and the functions and duties of a language assistant. At Bonavista school, we have adapted and simplified the guide provided by the Government to respond to our school needs.*

***Useful link / Webgraphy:***

***<http://www.educacionyfp.gob.es/dam/jcr:299de6d0-6d30-491a-84a5-8bf5595f80d8/aacc-19-20-guia-en.pdf>***

## **2. PROCEDURES NECESSARY TO BEGIN THE PROGRAM**

### **A) PREPARATION BEFORE ARRIVING TO SPAIN**

*The first step to take is to get in touch with your assigned school and/or contact person, if you have that information. However you should keep in mind that most schools are closed during the month of August.*

*Questions to ask your school:*

- *Age of the students / year groups.*
- *Teaching staff and specialists.*
- *School calendar.*
- *Workplace dress code.*
- *Transport: how to get to school.*
- *Mentor teacher contact information.*
- *When to arrive, where to go and who you should address*
- *Name and contact information of previous language assistants from your school, so that you can get firsthand information about their experiences at the same location, the teaching methodology, housing, etc.*
- *Authentic material / realia you can bring to the classroom.*

### **B) CRIMINAL BACKGROUND CHECK**

*According to section eleven of Article 1 of Law 26/2015, of 28 July, amending the protection system for children and teenagers, adding section 5 to Article 13 of organic Law 1/1996, of 15 January, on the legal protection of minors, on the partial amendment of the Civil Code and the Law of Civil Procedure, the language assistant shall bring the following document to Spain. This will be presented on the first day in school: A certificate (issued by the central registry for sex offenders or by the criminal record office of his or her country) verifying a local or state criminal records search proving there is no history of a criminal record for any crime against sexual freedom and indemnity committed.*

### **C) REGISTRATION IN SPAIN**

*The host schools receiving language assistants have been instructed to help them with any questions that they may have regarding the procedures set forth in this chapter of the Guide.*

***Language assistants from member countries of the European Union: how to obtain the EU registration certificate.***

*Remember that the first step to take upon arriving is to apply for an EU Registration Certificate at the immigration office or police station in your assigned city or town.*

*You must go to your local immigration office (or, if there isn't one, at the corresponding police station), in order to apply for registration in the Central Register of Foreign Nationals.*

*In order to apply for the EU Registration Certificate, you must pay the corresponding fee (about ten euros) and provide the following documents:*

*- Modelo oficial (EX-18) (the EX-18 form), in duplicate, fully completed and signed.*

***Useful link & Webgraphy:***

<http://www.interior.gob.es/es/web/servicios-al-ciudadano/ext/ranjeria/ciudadanos-de-la-union-europea/numero-de-identidad-de-extranjero-nie->

*- Valid identity document (if it's expired, you must provide a copy of it and of the 15 renewal application). You must present the original document upon submitting the application.*

*Once you submit the application and pay the corresponding fee, you will be given a Registration Certificate which will include your name, nationality, address, date of registration and Foreigner Identification Number (NIE), which is the number that the bank will request from you so that you may open a spanish bank account if you need it.*

*You may also request the NIE in advance, before arriving in Spain, at the consular offices of the Embassy of Spain in your country.*

***Useful link & Webgraphy:***

<http://www.interior.gob.es/es/web/servicios-al-ciudadano/ext/ranjeria/ciudadanos-de-la-union-europea/numero-de-identidad-de-extranjero-nie->

*However, once you are in Spain you are required to apply for the EU*

Registration Certificate locally.

**Language assistants from countries OUTSIDE the European Union: how to obtain the TIE (Foreigner Identity Card)**

*The first thing you should do upon arriving to your destination is to apply for the Foreigner Identity Card (TIE), in which the Foreigner Identification Number (NIE) appears. You may apply for this at the immigration office or the local police station.*

*The TIE is the document that identifies foreigners and recognizes their legal status in Spain once they have received residence permit or authorization to stay in Spain for a period of more than 6 months.*

*In order to apply for the TIE, you will need to pay the corresponding fee (about fifteen euros) and, if it is the first time you apply for it, you must provide the following documents:*

- Application form (EX-17), in duplicate, completed and signed.

***Useful link & Webgraphy:***

<http://www.interior.gob.es/web/servicios-al-ciudadano/modelo-s-de-solicitud/extranjeria>

- Original and photocopy of the passport or travel document with the stamp, sign or mark made upon entry at the border checkpoint.
  - Three recent passport-size photographs (4x3 cm) in color with a white background.
  - Original and photocopy of the visa, if applicable.
  - Original and photocopy of the letter of appointment as language assistant from the Ministry of education and Vocational Training or from the corresponding autonomous community.
  - Proof of payment of the corresponding fee.
- \* Your NIE will appear on your visa, but when you are in Spain you are required to apply for a Foreigner Identity Card (TIE).

## **D) HOUSING**

*Language assistants should contact their school's mentor teacher, school leadership team or head of department since they will help in finding the best housing options in offer.*

*Media or specialized websites, local newspapers, announcement boards, etc. may be valuable tools in finding a suitable housing situation. Languages assistants should bear in mind that when renting is the chosen option, he or she will likely be required to sign a contract and pay, along with the first month's rent, one month's deposit, which will be returned at the end of the contract period. However, we highly recommend that you contact your school since most staff are local people and might know first hand more information about local renting and properties to rent.*

***Useful websites***

[\*www.idealista.com\*](http://www.idealista.com)

[\*www.fotocasa.es\*](http://www.fotocasa.es)

[\*www.enalquiler.com\*](http://www.enalquiler.com)

[\*www.segundamano.es\*](http://www.segundamano.es)

[\*www.milanuncios.com\*](http://www.milanuncios.com)

[\*www.easypiso.com\*](http://www.easypiso.com)

**E) LOCAL REGISTRATION**

*Once you have settled, you may go to your city hall or local council to register. On your assigned city or town's website, you may find information on the steps to take and the required documentation.*

***Useful link & Webgraphy:***

[\*https://www.policia.es/documentacion/oficinas/com\\_valenciana.html\*](https://www.policia.es/documentacion/oficinas/com_valenciana.html)

[\*https://www.policia.es/documentacion/documentacion.html\*](https://www.policia.es/documentacion/documentacion.html)



# 3. THE SPANISH EDUCATION SYSTEM

*The General Education Law (LOE 33 ) (2/2006, 3 May), reformed by the Law for Improvement of the Quality of Education (LOMCE) (8/2013), regulates the teaching that comprises the Spanish education system.*

*The preamble of the General Education Law states that a quality education is the greatest treasure and primary resource of a country and its citizens. The aforementioned law establishes the principles and objectives of education, as well as the organisation of the teaching system and its stages. It addresses the groups of students which require a specialised education and defines the educational establishments, their different types and their legal system. This law addresses the participation of the educational community, the assessment of the education system, the role of educational inspections and the provision of economic resources.*

*The Law for Improvement of the Quality of Education was approved at the end of 2013 and has been implemented gradually since then.*

*The Spanish Education System runs on principles of quality, cooperation, fairness, academic freedom, merit, equal opportunity, non-discrimination, the efficient allocation of public resources, transparency and accountability.*

LEVEL	INSTITUTION	GRADE	AGE	VOCATIONAL TRAINING	LANGUAGES
Ed. Superior	IES/ Universities		18+	Advanced VT	Official Language Schools (EOI)
Secondary Ed.	Bachillerato			Intermediate VT	
		2 <sup>nd</sup>	17-18		
		1 <sup>st</sup>	16-17		
		4 <sup>th</sup>	15-16		
Compulsory Secondary Education (ESO)	Secondary Education Institute (IES)	3 <sup>rd</sup>	14-15	Basic VT	
		2 <sup>nd</sup>	13-14		
		1 <sup>st</sup>	12-13		
Elementary/ Primary Education	Public School for Preschool and Elementary Education (CEIP)	6 <sup>th</sup>	11-12		
		5 <sup>th</sup>	10-11		
		4 <sup>th</sup>	9-10		
		3 <sup>rd</sup>	8-9		
		2 <sup>nd</sup>	7-8		
Preschool		1 <sup>st</sup>	6-7		
		3 <sup>rd</sup>	5-6		
		2 <sup>nd</sup>	4-5		
		1 <sup>st</sup>	3-4		



## A) STAGES OF EDUCATION

### **Preschool**

*Preschool is for children aged 0-6. It is optional and this stage is divided into two substages. The first one is designated for ages 0-3; the second one is free and for ages 3-6. Holistic development is gradually nurtured in both cycles, helping children to develop a positive, balanced self-image and to acquire autonomous development.*

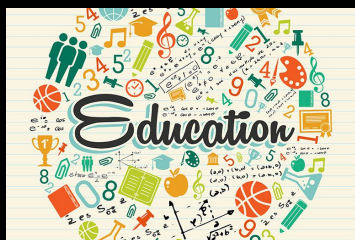
### **Elementary/Primary Education**

*Elementary/Primary Education is both compulsory and free. It comprises six academic years for students ages 6-12. It includes the following subjects: Natural Science, Social Science, Art and Crafts, Physical Education, English as a foreign language, Mathematics, Spanish language and literature, Religious Studies, or Social and Civic Values, and, in the case of autonomous communities with two official languages, the co-official language and its literature.*

*Upon completion of the third year (end of the first cycle in Elementary/Primary Education) and the sixth year (end of the second cycle in Elementary Education) all students take an individualised end of year exam, in which proficiency levels in Language communication, Mathematics, and basic Science and Technology are assessed, as well as attainment of the stage's objectives.*

*With regards to foreign language learning, one of the objectives of this stage is that students gain, in at least one language, basic communicative competence in order to express and understand simple messages and overcome daily challenges.*

*In the bilingual elementary/primary schools of some autonomous communities, external language proficiency tests are performed in order to assess the level of linguistic competence of students in their third and sixth years, according to the Common European Framework of Reference for Languages (CEFR). If you are assigned to a bilingual school, you may collaborate in students' preparation for these tests by helping them improve their oral skills (listening and speaking).*



#### Useful link/ Webgraphy:

[http://www.dogv.gva.es/datos/2014/07/07/pdf/2014\\_6347.pdf](http://www.dogv.gva.es/datos/2014/07/07/pdf/2014_6347.pdf)

Valencian curriculum  
(Area of English pages  
253-285) Recommended  
checking it.

### **Compulsory Secondary Education (ESO)**

*Compulsory Secondary Education is free and includes four school years, usually for ages 12-16.*

*The subjects of the first three school years are the following: Biology and Geology, Geography and History, Spanish language and literature, co-official language and literature (if any), English as a foreign language, Mathematics, Visual and Performing arts, Music, Technology and Physical Education. In addition, students may choose to take an option subject; schools must offer a second foreign language as one of these option subject.*

*On their fourth grade of Secondary Education, students may choose an academic path that will lead them to their Baccalaureate (Bachillerato) or an applied path that will prepare them for Vocational Training. The following basic subjects are required in both paths: Geography and History, Spanish language and literature, co-official language and its literature (if any), Mathematics, first foreign language, Physical Education, and Civics. In addition, students must take other option subjects, which may include a second foreign language.*

*At the end of the fourth year, students perform an individualised assessment exam according to their chosen track (academic or applied), in which the students' achievement of the stage objectives and their proficiency levels are assessed. After passing this test, they receive their Compulsory Secondary Education Diploma, which prepares them for the Bachillerato, Intermediate Vocational Training, cycles of Intermediate Visual Arts and Design, Intermediate Sports Education and the working market. Students who do not receive their ESO may choose to take Basic Vocational Training.*

### **Bachillerato**

*The Baccalaureate / A-Levels (Bachillerato) is a non-compulsory stage of education that includes two academic years; students who have received their Compulsory Secondary Education Diploma may begin their Bachillerato. There are different tracks to receive the Bachillerato. Each is flexibly organised and has its own specialties. According to policy, students may continue studying their Bachillerato for up to 4 years.*

*The Bachillerato tracks are as follows:*

- Arts.*
- Visual arts and design.*
- Performing arts: theatre, music and dance.*
- Science and Technology.*
- Humanities and Social Sciences.*

*The Bachillerato consists of three types of coursework: core coursework, trackspecific coursework, and option coursework. The core coursework includes: philosophy, Spanish language and literature—and, where applicable, co-official language and literature—Spanish history, foreign language and physical education.*

*Upon its completion, students perform an individualised assessment exam, which ascertains their proficiency levels and their achievement of the objectives of the Bachillerato. After passing the test, students who*

successfully complete the Bachillerato receive the Baccalaureate certificate (Título de Bachiller). The *Título de Bachiller* is a diploma which enables students to seek higher education, although each university establishes its own admission criteria usually based on grades.

### **Vocational Training**

Vocational Training (*Formación Profesional*) is organized into three stages: Basic Vocational Training, Intermediate Vocational Training and Advanced Vocational Training. It consists of more than 170 training cycles offered in public and private schools, which may be taught in-person or online, with a modular organisation and variable duration. These cycles train students for the qualified performance of various vocations and qualify them for employment. These diplomas have academic and professional value.

Basic Vocational Training is a program that lasts 2 years, with about 2000 hours of theoretical-practical training, 240 hours of which must be spent at an allocated work placement.

In order to reach this stage, the student must be at least 15 years old and have completed the first cycle of ESO (the first, second and third academic years) or, in rare cases, have completed the second year of ESO.

Those who have obtained their Compulsory Secondary Education Diploma may begin their Intermediate Vocational Training. Once the *Título de Bachiller* has been received, one may access Advanced Vocational Training. Additionally, there are entrance exams for those who do not fulfill any of these requirements.

Students who complete their vocational instruction receive their Professional Certificate (*Título de Técnico*) or their Advanced Professional Certificate (*Título de Técnico Superior*) in the corresponding vocation.

### **Art and Sports**

Art Education and Sports Education, which may be combined with Secondary Education, provide the appropriate training and skills for future professionals in music, dance, theatre, visual arts, design and sports. They are divided into three levels of instruction: Elementary, Professional and Superior.

In order to access the middle and upper levels, one must have received the Compulsory Secondary Education Diploma or his or her *Título de Bachiller*, respectively, and pass an entrance exam. Upon completion of this instruction, the corresponding Professional Certificate is issued.



## **Language Learning**

The language instruction that is offered in Official Language Schools (EOI) prepares students for the correct use of different languages beyond that which is taught in the ordinary stages of the education system. The General Law of Education (LOE) structures this instruction at basic, intermediate and advanced levels, as set forth in the Common European Framework of Reference for Languages of the Council of Europe.

To join the EOI, it is required to have completed the first cycle of Compulsory Secondary Education or have received the *Título de Graduado Escolar*. Since the implementation of the LOE, students who have reached the age of 16 may enter Official Language Schools; those who are over 14 may enter for languages that are not offered in Compulsory Secondary Education.

Instruction in Official Language Schools is broken into the following types:

### **a. Formal Education.**

• *Face to face:* Students can attend lesson and have several opportunities to take or retake the final examination, the number of which is determined by each autonomous community. Likewise, they have the right to participate in the school cultural activities and make use of its other services. The academic year usually lasts nine months (from September to May) and classes are usually taught in the afternoon. There are, however, some centers that offer intensive courses and longer hours.

• *Blended learning:* Only available for English and through the program *That's English!*, which is offered in some Official Language Schools.

**b. Non-formal Education.** Students who have acquired a foreign language the language have the possibility to register for a final exam that counts for the entire cycle.

**c. Intensive or single-subject courses** and specific training programs for adults. These courses are only offered in certain schools.

The organisation of these teachings as established in the LOE is as follows:

- **Basic Level (A2):** Consists of 240 hours of academic coursework over the course of two school years (except for Arabic, Chinese, and Japanese, which require 360). The final objective is the interactive, receptive and productive use of the language in a simple but effective way. Students should be able to produce short written or spoken texts about daily affairs with limited command of a basic repertoire of common linguistic resources in the standard language. At the end of this level, students must pass a test in order to obtain the Basic Level Certificate.

- **Intermediate Level (B1):** Consists of 240 hours of academic coursework over the course of two school years (except for Arabic, Chinese, and Japanese, which require 360). The final objective is the interactive, receptive and productive use of the language with certain confidence and flexibility, in less common situations. Students should understand and produce written or spoken texts about general topics or ones of personal interest, with a reasonable command of a wide repertoire of simple linguistic resources, with

formal and informal use of the standard language. At the end of this level, students must pass a test to obtain the Intermediate Level Certificate.

- **Advanced Level (B2):** Consists of 240 hours of academic coursework over the course of two school years (except for Arabic, Chinese, and Japanese, which require 360). The final objective is the fluent and natural use of the language both orally and in writing, easily adapting themselves to a wide range of situations. Students should understand and produce complex texts on general topics or in their specialty with a good command of a wide repertoire of linguistic resources, including common idiomatic expressions. At the end of the level, students must pass a test to obtain the Advanced Level Certificate.

- **Proficient Level (C1):** Students achieve this level when: they are able to understand a wide variety of lengthy and demanding texts and recognise the implicit meanings of such; they can express themselves fluently and naturally without obvious efforts to find the right words; they can use language flexibly and effectively for social, academic and professional purposes; they can produce clear, well-structured, detailed texts on complex subjects, demonstrating correct organisation, articulation and cohesion. This level of Effective Operational Proficiency, which was recently introduced, is taught and/or certified in certain schools as determined by each autonomous community.

#### ***Useful link & Webgraphy:***

<http://www.eoi.gva.es/es/curriculums/legislacio>

<https://www.coe.int/en/web/com-mon-european-framework-reference-languages>



#### ***Adult Education***

Adult education offers those over 18 years of age the opportunity to gain, refine or expand their knowledge and skills for their personal and professional development through regulated education opportunities, such as Compulsory Secondary Education and the Bachillerato, and through non-regulated educational opportunities. This education is provided in ordinary, authorised educational establishments.



# 4. ONTINYENT, OUR TOWN

*Congratulations! You are lucky to come to Ontinyent a cultural and highly welcoming place in the interior area of the Valencian Community less than an hour away from the Mediterranean coast.*

*Ontinyent has historical places to visits where you can learn about the historical background of the town. There are also museums, parks, natural reservoirs , restaurants and much more.*

*What is unique about Ontinyent is the local festivity of Moros i Cristians. We recommend you that you attend the parades in August if you have the opportunity, it will be a great way to start your experience as a language assistant.*

*If you want to know more about Ontinyent please visit the official website of the local council. We also recommend that you speak to all members of staff for recommendations since most of them are locals and will be able to give you first hand information.*

## Useful link / Webgraphy:

[http://www.turismo.ontinyent.es/ontinyent/web\\_php/index.php?lang=48](http://www.turismo.ontinyent.es/ontinyent/web_php/index.php?lang=48)

[http://www.turismo.ontinyent.es/ontinyent/uploaded/A\\_walk\\_around\\_Ontinyent\\_Eng.pdf](http://www.turismo.ontinyent.es/ontinyent/uploaded/A_walk_around_Ontinyent_Eng.pdf)





# 5. CEIP BONAVISTA

## A) BACKGROUND INFORMATION

*We are a primary state school situated in east coast of Spain in a city called Ontinyent with 35000 population. We are very close to the beach but in a mountain climate. The school is placed in a medium economic level of neighbourhood. Most of the parents work in textile factories.*

*We have students from 2 to 12 years old. Nowadays we have 340 students in the kindergarten and primary stages. We have 30 teachers and we work on three different languages Valencian, Spanish and English in an integral way through the teaching and learning process. The 10 % of the students are immigrants but they are completely integrated in the school life and culture.*

*This school has been working for 40 years to provide state education for all the citizens. We carry on a huge number of projects along the years trying to improve teaching methodologies in order to prepare our students for the globalised society in which we are living, and achieving a good level in external tests carrying on by the Valencian Government.*

*Furthermore, we are an inclusive school where students with special needs work with their classmates in an integral way helped by the psychologist, speech therapist and special needs teacher. We have some immigrants students at school that they used to be very integrated with their partners. We've got lots of resources and services to develop our usual work as good Internet and WIFI connection, computer, projector and interactive whiteboard in all the classes. We've got lots of special classrooms as a theatre, a lab, an IT classroom with 20 computers, a music classroom, a gym, a library...*

*In 5th and 6th grade we use tablets as the main learning tool.*

Useful link / Webgraphy:

<http://mestreacasa.gva.es/web/ceipbonavista>



## **B) MAIN PROJECTS**

*We try to develop a good number of projects to increase students' motivation and adapt to the society demands. Our main aim is to achieve a meaningful learning from the students and develop in them a communicative competence in the three different languages worked at school.*

*We develop different projects in connection to the school identity as:*

*- **Diverapren:** Projects based learning method where students learn the contents proposed at the law carrying on different projects as radio, magazine, cooking, relaxation etc. These projects are developed in multilevel groups on Monday and Tuesday afternoons.*

*- **Plurilingual school:** English, Valencian and Spanish are worked in an integrated way being Valencian language the main one. We belong to the plurilingualism chain schools where we teach English as a foreign language and arts and crafts is taught in English too.*

*- **Vegetable garden:** We have a vegetable garden that we take care along the year learning how to do it. It produces vegetables and fruits that are used at the school canteen.*

*- **Safety school roads:** The school paths have been adapted to facilitates students walk to school on foot or by bike. We consider bike and foot an important part for conserving the environment and reducing pollution...*

*- **ICT:** We develop an integral ICT projects where students try to work on computer at the kindergarten and primary stage in a sequence way finalising. The final point is at the lasts two grades where students don't use books and they have been replaced by tablets. They give us a good number of advantages along the learning process increasing the students' motivation and facilitating the learning process.*

*- **Solidary school:** We work with an association that helps to disadvantaged countries. The objective is to raise our students about the needs of poor countries by collecting money for building schools as for example Guatemala.*

*- **Ecocolos:** We belong to a environmental chain that takes cares of the environment. We received an award for developing good attitudes in our students to preserve the environment.*

*- **Emotional School:** We consider emotion as the beginning of the learning process. We consider emotions as the starting point of the teaching and learning process. We were formed in an emotion course. We try to do a weekly assembly where we take into account students needs, problems etc. in order to improve the classroom atmosphere.*

*- **New methodologies:** This school is a reference at the city in relation to new methodologies implementation. We carry on an ICT project, Opera*

project, Learning base in projects methodologies, flipped classroom, tablets in the classroom and so on.

- **Solidarity commission:** We've got a commission that try to help some students with difficulties helping them in different economical aspects if they need it.

- **Internationalization:** We consider very important to be in touch with all the European countries because it helps to develop our students cultural awareness at the same time that it's very useful for improve their communicative competence in foreign languages. In the course **2016/2017** we had a language assistant from USA provided by the Spanish Government grant that helped the students in their English oral language. The course **2017-2018** we have a recent language graduated teacher from Slovakia working as a language assistant under the Erasmus Traineeship programme and other girl from Italy. **The course 2018-2019** we had three language assistants: Two boys from Turkey and one girl from Greece. During the academic year 2019-2020 we had a language assistant from the United Kingdom.

Furthermore we carry on different etwinnings and we're involved in a KA1 project and we are preparing a KA2 Erasmus+ project.

### C) STAFF

The staff of the school is open to new challenges and improving the methodologies that they normally use at their classroom. In this case we're very positive in learning the objectives. We can see how students' motivation is increasing when we use games as part of the learning process.. In this case we are very happy in sharing our usual activities and methodologies with some teachers of other countries, at the same time that we can learn new methodological techniques from others.

We normally destinate our formation time for learning more about new methods that we bring later to our classroom with good results in our students.

In relation to foreign languages we have lots of teacher with B2 level in English certificates and some of them are on the way to achieve it. Learning English is an important goal in our school.

Find a useful attachment at the end of the guide with updated name list of the teaching staff.

#### **D) MANAGEMENT TEAM**

*This is the executive body of the public schools, composed of a principal/head teacher, a head of studies and a registrar.*

*- The principal/head teacher represents the school and the educational administration. Likewise, it's the principal's responsibility to ensure compliance with the laws and other regulations in force, to direct and coordinate the school's activities and to exercise leadership over all affiliated personnel.*

*- The head of studies, among other duties, is in charge of the teaching staff when it comes to all academic programs; he or she sets, in collaboration with the other members of the management team, the schedules of teachers and students, and coordinates the activities of the heads of the departments.*

*- The registrar is responsible for the school's administrative work: he or she issues certificates, manages finances and supervises every aspect of the maintenance of school equipment and materials.*

*Depending on each autonomous community and type of educational establishment, there may be other types of management positions, such as vice principals, administrators, educational coordinators, etc.*

#### **E) GENERAL CONSIDERATION FOR LANGUAGE ASSISTANTS AT OUR SCHOOL**

*1) As a language assistant at the school you're going to have a cooperative e-mail that we will use especially with the 5th and 6th graders. The e-mail will be [yourname@ceipbonavista.es](mailto:yourname@ceipbonavista.es) Ask Patri (The principal) to do it as soon as she can.*

*2) Try not to use your mobile phone at the school unless you are carrying on any special activities. There's WIFI at the school. The password is 80N4V1574#. Some webpages are not let to access because it's a school connection and it's got some protections.*

*3) We will provide you with a printer code. Basically, you can print some documents for the school and for the usual work at school. Sporadically you can print some personal pages but in a control way and in a conscient way (flight tickets, booking documents, worksheets for learning Spanish, worksheets for private classes) For bigger documents ask Guillermo because you have a special price for teachers.*

4) For childrens dates protections, you cannot upload pictures in your social networks as facebook, Instagram etc. It's forbidden by an Spanish Law. Anyway, I know that it's something important for you, you career and you are excited in sharing everything with others (friends, family...) In this way try to take pictures where children faces are not identified (objects, from the back part, use a programme for soften the faces etc.)

5) You can take some Spanish and Valencian classes for foreigners. It's an adult school co-financed by the town hall. You only have to pay a year fee and the lessons are covered. You can find more information at <http://www.fpaontinyent.com/>.

6) You can use library's computers if they are free. If a teacher comes while you are using it try to leave it him or her, or at least offer it (This is a hard worker school and we are always busy). Otherwise, in the IT classroom there are 20 computers that you can use it freely. Some of the computers use a operating system called lliurex, it's a linux system but in Valencian language. After some days, you will learn to use it without problems.

e) Timetable. This is an example of a timetable of a previous intern that we had at the school. On Monday and Tuesday from 13,15 to 15,30 you are free. You can have lunch at the school with the staff (free lunch) or going to your house for having a rest. On Wednesday and Thursday from 12:30 to 15,30 you are free too. On Friday at 12,30 we finish school and we don't have class in the afternoon. She was helping to the English teacher following this timetable.



# 6. THE DUTIES OF THE LANGUAGE ASSISTANT

## **A) ACADEMIC CALENDAR, SCHEDULE AND ORGANISATION**

*The language assistant is part of an international educational cooperation program and acts as a "cultural ambassador" for his or her country of origin; thus, this position entails certain responsibilities towards the school in which the language assistant contributes. It is crucial that your positive mindset makes an impact on both teachers and students.*

*The language assistant (from the Erasmusintern programme) will normally collaborate with the teacher twenty five hours a week in the classroom (with some free hours for resources, preparation, coordination etc.) and enjoy the same school holidays as the school's teachers. Please notice that if you are funded by the Ministry of Education, you cannot do more than 16 hours.*

*You will be part of your school English department. Your department will provide you with information regarding the teaching schedule, learning objectives and minimum attainment requirements for each course. You will likewise be informed about the use of space, facilities, material and equipment assigned to the department. The head of the department will be responsible for supervising the activities that classroom teachers assign to you. It is essential that your schedule is followed and that any absences are justified, should the need arise, so that your stay is an enjoyable experience for the entire school community and yourself.*

*Your school management team will be responsible for the preparation of your schedule and for its follow up. We would like to remind you that your school will decide how you will make up for absences, according to their needs. If your absences are not justified, your school will inform the university.*

## **B) HOLIDAY AND ABSENCES**

*Language assistants are entitled to enjoy the holidays listed in the school academic calendar. In the case of absence due to illness, you must hand in valid medical proof and follow the same procedure that is laid out for the school staff. In the event of needing to be absent, please keep teachers involved informed as a matter of courtesy.*

## **C) Monthly Stipend**

*A language assistant will receive a monthly stipend provided by your Erasmus grant or Valencian Government. In addition and during your stay in the program, the school may provide the FLA with free lunch at the school canteen as an act of kindness for choosing the school. For special diets (try speaking to Kike and/or Mari Carmen), the canteen responsible in order to be as flexible as possible.*

*Lot of teachers have lunch at the staff room at 14,30 more or less. It's a good moment to share experiences, enjoy, have fun, share cultural aspects, learn Spanish/Valencian.*



# 7. FUNCTIONS OF THE LANGUAGE ASSISTANT

## A) JOB DESCRIPTION

Language assistants are recent college graduates or college students in their last year of school. They do not have the same responsibilities as teachers have and they should not be in a class without supervision. Thus, a language assistant is only to help the classroom teacher, and his or her efforts are aimed to strengthen the oral skills of the students. Once the language assistants are comfortable with the school and the way classes are run, they may, if agreed with the teacher, teach a part of the class without help. The language assistant should expect to have a mentor teacher. As such, he or she will guide you in your work and offer you professional and personal help (housing search, obtaining a NIE, etc.). This mentor teacher will be your first point of contact in case of incidents that you might come across while at the school. An example of this might be if you are entrusted with functions and tasks that are outside the range of your ability. In absence of your mentor teacher, you should request help from other member of staff, principal or head of studies (Jefe de Estudios). The language assistant may perform the following tasks under the supervision and with the coordination of the classroom teacher:

- Conversation practice by topic.
- Presenting the culture and civilization one's own country.
- Create materials to support students learning as directed by the teachers.
- Make recordings in English which the language teachers may use as an example of a native speaker's speech in the target language.
- Collaboration with marking sections of exams, quizzes, evaluations, compositions, or similar exercises.
- If you have time available in your schedule, you may also contribute to the teachers' professional development.
- Participate in the projects of the school.
- Take part in day trips and excursions.
- Other similar tasks related to the teaching job.

You must always communicate using your English avoiding the use of the student's native language, except when absolutely necessary. The language assistant may voluntarily choose to participate in extracurricular activities of various kinds: cultural activities, sports, study trips, school exchanges, etc. Because these are often extremely enriching activities, we recommend that you take active part in them.

The following tasks and activities are outside the scope of a language assistant's duties:

- Directly teaching groups of students without the supervision of a teacher.

- *Drafting or editing the syllabus or the year-end review (Memoria final de curso).*
- *Giving students grades.*
- *Meeting parents or participating in other activities and functions that belong to the classroom teacher.*
- *Under no circumstances will the language assistant ever be responsible for students' safety. In the case of team teaching or sessions in small groups, these should take place in a room that is connected to the one where the teacher is or in the same room.*
- *The language assistant must not deal with student behavior or discipline problems on their own. Always involve the teacher to resolve such situations.*
- *The language assistant should not become socially involved with the students. This also applies to the use of social media and the internet, unless you have permission from your school. Under no circumstances should you ever exchange personal information with students, invite them to be friends, or accept similar invitations.*

### **B) THE ROLE OF THE FOREIGN LANGUAGE ASSISTANT**

*Language is an inherent element of cultural identity. Learning other languages means learning to share knowledge, feelings, and opinions in situations that are governed by linguistic and social norms that are different from one another. Having a language assistant at a school is an extraordinary opportunity for students and for the educational community in general, including faculty and parents or carers.*

*From the beginning, you should establish a professional relationship with the students, although this relationship should be done in such a way that you gain their trust and respect. It is equally important that you adapt to the local customs and that you get involved in the school life. This will allow you to have more interaction with the country's language. You can also promote exchanges and correspondence between schools, groups and individuals.*

*It is important that you establish a good relationship with the school staff, including faculty leader from the department of languages (Guillermo) and other departments, as well as with the members of the school, carekater, cook.... All of them will always try to have a positive contribution to your professional and personal development.*

### **C) OBSERVATION**

*It is advised that at the beginning of the school year, you attend classes to observe. This will allow you to familiarise yourself with the actual linguistic competence of each class as well as with the expectations of the faculty with regards to the course objectives; thirdly, with the teaching methodology, the system for error correction, the balance between fluency and accuracy, emphasis on diversity, classroom management style, among other features and aspects. If the school does not provide you with this opportunity, we strongly encourage you to request it.*

## **D) TEACHING IDEAS**

*Remember that depending on the year group and the motivation of the students you will implement one activity or the other. Teachers will always support you in this sense. If you feel lost preparing your interventions with the different groups. Here we share with you some keywords that you can keep in mind.*

<i>Comprehension questions</i>	<i>Authentic material</i>	<i>Create material (Boardgames)</i>	<i>Posters</i>
<i>Games</i>	<i>Songs</i>	<i>Films / Short clips</i>	<i>Photos</i>
<i>Comics</i>	<i>Magazines</i>	<i>Newspapers</i>	<i>TV advertisements</i>
<i>Application forms/ other forms</i>	<i>Phone call simulation</i>	<i>Videos</i>	<i>Recording audios</i>
<i>Radio podcasts</i>	<i>Presentations</i>	<i>Recipes</i>	<i>Tickets</i>
<i>Brochures / leaflets</i>	<i>Planning something</i>	<i>Games (memories, bingo, etc)</i>	<i>Cultural presentations</i>

*Please notice that teachers will support you when choosing to use different materials and will give you ideas as to what to do, what to cover and other ideas to make your role more effective and meaningful.*

*Useful link / Webgraphy :*

<http://www.educacionyfp.gob.es/dam/jcr:299de6d0-6d30-491a-84a5-8bf5595f80d8/aacc-19-20-guia-en.pdf>

## 8. FAQ AND TESTIMONIALS

Question	Answer
<i>When does the school year begin and end for language assistants?</i>	<i>It depends on your Erasmus grant or contract.</i>
<i>How many hours will I teach per week?</i>	<i>Generally you will collaborate in co-teaching groups for 25/15 hours per week with some brakes, preparation classes, coordination sessions. Less hours if you come by the programme organised by the Ministry of Education.</i>
<i>Are there more languages worked at school?</i>	<i>At Bonavista school we work on three different languages: Valencian, Spanish and English. Valencian is the main learning language but it's similar to Spanish.</i>
<i>What are the rules and procedures that I need to follow if I am sick and cannot come to work?</i>	<i>In case of an absence due to sudden illness or force majeure, notify your school immediately. If you are absent due to illness, you must present valid medical evidence of such to your school.</i>
<i>What are the rules and procedures that I should follow in case of an absence due to studies, exams or personal matters?</i>	<i>You must notify the principal/head teacher or the head of studies of your school of any absences as soon as possible. The principal will authorize the absence based on the reasons that you give.</i>
<i>If I should have any problem with the school or if some kind of incident were to occur, what are the procedures for me to follow?</i>	<i>Any problem or incident that you may have should be addressed with your mentor teacher. If you do not receive a satisfactory response, you should go to the head of department and, if necessary, to the principal. If, after following these steps, you feel that the problem remains unresolved, you will have to talk to the program coordinator</i>
<i>Who are the members of the English department?</i>	<i>Guillermo: English in 6th grade and 6th grade primary teacher Loreto: English teacher. English in 1st, 2nd, 3rd and 5th Maria P: English ins 4th grade and 4th grade primary teacher Rebeca.: English and arts teacher</i>
<i>What subjects are taught in English? In which subjects I'm going to support the English teachers?</i>	<i>English and Arts and crafts.</i>

## TESTIMONIALS

*"Being a Teaching Assistant at Bonavista school has been one of the most enriching experiences of my entire life. I remember spending my whole days laughing and having a great time both with the children and the other teachers. Even now that two years have passed, there are times I wish I could just go back and start it all again!"*

Jessica

Contact email: [jessicaparrucchella@libero.it](mailto:jessicaparrucchella@libero.it)



*My stay in Bonavista was huge experience in my professional as well as personal life. The kids were so lovely! Even though some of them couldn't speak English much, they were very eager to learn and participate in all activities. Except for practising English conversations and playing games, we also prepared videos, dances, and exhibitions about Slovakia. I could also take part in school excursions and fiestas of some of my colleagues who helped me find new friends and get to know local culture. Looking back, I'm truly grateful for this experience and I hope to visit Bonavista soon!*  
*With love, Alex*

Contact email: [alexandra.pileckova@gmail.com](mailto:alexandra.pileckova@gmail.com)



*Hello language assistants! My name is Georgia and I'm Greek. I've studied English Language and Literature and I chose Spain to do my Erasmus Traineeship. I've been to Bonavista school from October to January of 2018. It was the happiest 4-month period of my life so far!*

*Not only did I have the opportunity to get a hands-on experience to the teaching field that I wanted to follow as my future career, but I also had the chance to speak English which was the primary language of my job. Moreover, the staff of Bonavista school were so helpful, kind and polite. They helped me with whatever problem I had and they treated me like I was their colleague! We were working as a team all together and the school was so organized! My Erasmus coordinator was Mr. Guillermo Conejero Galiana who was there for me from the moment we started arranging my whole traineeship. The least I can say is that he has the answer to every problem it may arise. From the beginning, I had a timetable that we followed full of classes, creative activities and projects. The school also showed us many aspects of the Spanish culture through activities designed by both teachers and students.*

*The students were respectful, cooperative and willing to try speaking in English. In general, as you can imagine, this school is the ideal choice for experiencing the magic of cooperation, love of teaching and the creative connection among colleagues. These words cannot describe the gratitude that I feel because of meeting all these people who are unique, inspirational and passionate about what they're doing. "If you never go, you'll never know". If you have any doubts or questions, don't hesitate to send me an email and discuss further!*



*Georgia Kyriakopoulou*

*Contact email : [georgia969696@gmail.com](mailto:georgia969696@gmail.com)*

**Useful link / Webgraphy:**

**<https://www.britishcouncil.org/study-work-abroad/outside-uk/english-language-assistants/hear-former-assistants>**



# 9. WEBGRAPHY

<http://www.educacionyfp.gob.es/dam/jcr:299de6d0-6d30-491a-84a5-8bf5595f80d8/aacc-19-20-guia-en.pdf>

<http://www.interior.gob.es/es/web/servicios-al-ciudadano/extranjeria/ciudadanos-de-la-union-europea/numero-de-identidad-de-extranjero-nie->

<http://www.interior.gob.es/es/web/servicios-al-ciudadano/extranjeria/ciudadanos-de-la-union-europea/numero-de-identidad-de-extranjero-nie->

<http://www.interior.gob.es/web/servicios-al-ciudadano/modelos-de-solicitud/extranjeria>

[https://www.policia.es/documentacion/oficinas/com\\_valenciana.html](https://www.policia.es/documentacion/oficinas/com_valenciana.html)

<https://www.policia.es/documentacion/documentacion.html>

[http://www.dogv.gva.es/datos/2014/07/07/pdf/2014\\_6347.pdf](http://www.dogv.gva.es/datos/2014/07/07/pdf/2014_6347.pdf)

<http://www.eoi.gva.es/es/curriculum/legislacio>

<https://www.coe.int/en/web/common-european-framework-reference-languages>

[http://www.turismo.ontinyent.es/ontinyent/web\\_php/index.php?lang=48](http://www.turismo.ontinyent.es/ontinyent/web_php/index.php?lang=48)

[http://www.turismo.ontinyent.es/ontinyent/uploaded/A\\_walk\\_around\\_Ontinyent\\_Eng.pdf](http://www.turismo.ontinyent.es/ontinyent/uploaded/A_walk_around_Ontinyent_Eng.pdf)

<http://mestreacasa.gva.es/web/ceipbonavista>

<https://www.britishcouncil.org/study-work-abroad/outside-uk/english-language-assistants/spain>

# 10. ATTACHMENTS

## ATTACHMENT 1 : STAFF (TO BE FILLED IN AT SCHOOL)

<b>KINDERGARTEN/PRE-PRIMARY</b>		
<b>YEAR GROUP</b>	<b>TEACHER</b>	<b>ENGLISH LEVEL</b>
<b>2 YEARS</b>		
<b>EDUCATOR</b>		
<b>3 YEARS A</b>		
<b>3 YEARS B</b>		
<b>4 YEARS A</b>		
<b>4 YEARS B</b>		
<b>5 YEARS A</b>		
<b>5 YEARS B</b>		
<b>SUPPORT 1</b>		
<b>SUPPORT 2</b>		
<b>KINDERGARTEN COORDINATOR</b>		

<b>PRIMARY</b>		
<b>YEAR GROUP</b>	<b>TEACHER</b>	<b>ENGLISH LEVEL</b>
<b>1ST PRIMARY</b>		
<b>2ND PRIMARY</b>		
<b>1ST AND 2ND COORDINATOR</b>		
<b>3RD PRIMARY A</b>		
<b>3RD PRIMARY B</b>		
<b>4TH PRIMARY A</b>		
<b>4TH PRIMARY B</b>		
<b>3RD AND 4TH</b>		

<b>COORDINATOR</b>		
<b>5TH PRIMARY A</b>		
<b>5TH PRIMARY B</b>		
<b>6TH PRIMARY A</b>		
<b>6TH PRIMARY B</b>		
<b>5TH AND 6TH COORDINATOR</b>		

<b>SPECIALIST TEACHERS</b>	
<b>ENGLISH</b>	<b>LORETO</b>
<b>ENGLISH AND ART</b>	<b>REBECA</b>
<b>MUSIC</b>	<b>GERMAN</b>
<b>PE</b>	<b>RUBEN</b>
<b>PE</b>	<b>PASCUAL</b>
<b>CATHOLIC RELIGION</b>	<b>AMPARO</b>
<b>SPECIAL EDUCATIONAL NEEDS</b>	<b>ENRI</b>
<b>SPEECH THERAPIST</b>	<b>CARME CABANES</b>
<b>PSYCHOLOGIST</b>	<b>XUSA</b>






<b>OTHER RESPONSIBILITIES</b>	
<b>MULTILINGUALISM</b>	<b>GUILLERMO</b>
<b>ICT COORDINATOR</b>	<b>GERMAN</b>
<b>HEALTH COORDINATOR</b>	<b>EMPAR</b>
<b>TEACHERS' PROFESSIONAL DEVELOPMENT COORDINATOR</b>	<b>ROCIO</b>
<b>COEXISTENCE AND EQUALITY COORDINATOR</b>	<b>ENRI</b>
<b>CHILDREN COUNSELOR</b>	<b>ENRI</b>

**ATTACHMENT 2 : SCHOOL CALENDAR 2019-2020 (ONLY FOR REFERENCE SINCE THIS MAY VARY IN THE FOLLOWING ACADEMIC YEARS)**



	<b>OFF SCHOOL</b>
	<b>OFF SCHOOL</b>

**ATTACHMENT 3 : EXAMPLE OF A LANGUAGE ASSISTANT TIMETABLE  
FROM ACADEMIC YEAR 2018/2019 (ONLY FOR REFERENCE SINCE THIS  
MAY VARY DEPENDING ON SCHEDULING AND DEMANDS)**

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9,00 a 9,45	5th B English Guillermo	4th B English Rafa	4th A English Rafa	RESOURCES	5th A English Guillermo
9,45 a 10,30	6th A English Rafa	COORDINATION	2nd A English Rafa	5th B English Guillermo	4th B English Rafa
10,30 A 11,15	1st A English Rafa	6th A English Rafa	2nd B English	5th A English Guillermo	2nd A English Rafa
BREAK					
11,45 a 12,30	1st A English Rafa	2nd B English Rafa	1st A English Rafa	4th A English Rafa	1st A English Rafa
12,30 a 13,15	6th B English Rafa	6th B English Rafa			
LUNCH TIME					
15,30 a 16,15	Projects	Projects	3rd A English Maria Pla	3rd A English Maria Pla	
16,15 a 17,00	Projects	Projects	3rd B English Maria Pla	3rd B English Maria Pla	



**REMEMBER THAT THIS IS A  
UNIQUE EXPERIENCE TO  
WHICH ALL PARTS ARE  
LOOKING FORWARD TO SO  
GO OUTSIDE YOUR  
COMFORT ZONE AND MOST  
IMPORTANTLY MAKE THE  
MOST OF EACH SECOND.**



**CREATE MEMORIES TO  
FILL UP YOUR LUGGAGE.  
WELCOME TO BONAVISTA!**



