ONLINE HANDBOOK

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Our Story

Since La Casita de Inglés started its first workshop in 2002, it has been a comfortable and cheerful environment where fun and learning are inextricably linked.

Students at La Casita learn English while having fun in a safe and friendly environment. With La Casita's fun methodology, the students acquire vocabulary, grammar, and pronunciation in a natural and comfortable way.

Online classes are either one-to-on or in small groups (no more than 5 students). This way the students receive the individualized attention required and have a better opportunity to talk and participate.

Our teachers, native speakers of English, are careful with their pronunciation and encourage the students to always use English in every activity, while engaging and maximizing the creativity of each one.

We have plenty of experience and passion when it comes to teaching English. We have created an environment where the students can comfortably speak English while not feeling intimidated making mistakes.

One of the goals is that in the future, our students (as adults) will always hold a special place for La Casita de Inglés in their hearts because it was an essential part of their lives learning English.

We have had countless students that have been satisfied with their experience at La Casita de Inglés, as well as their parents. They have seen how their comprehension, speaking, and pronunciation has naturally evolved in English with their developments and improvements at their institutes of learning outside of La Casita de Inglés.

Many parents know the importance of their child learning English at an early age. This stage only lasts a short time and it is when the brain obtains the majority of information. For this reason, online students can begin at La Casita when they are four years old... Although we can offer classes to students of any age!

The thing we are most proud of at La Casita de Inglés is its outstanding reputation provided by the students and parents, thanks to teachers like you.

Our Philosophy

Goals

Here at La Casita we promote play-based learning. Students will naturally learn English while engaging in fun, creative activities at the same time. We want students to leave La Casita de Inglés with improvements in their English, amazing memories

of the place where they began learning English, and an eagerness to continue learning the language.

What is Play Based Learning?
"Play based learning draws from children's natural desire to engage in experiences based on their interests, strengths and developing skills. When children initiate play, they are more motivated to learn and develop positive dispositions towards learning. The educator's role in supporting play based learning is vital" Charles E. Pascal

Five Essentials of Play Based Learning:

1. Children make their own decisions
2. Children are intrinsically motivated
3. Children become immersed in the moment
4. Play is spontaneous, not scripted
5. Play is enjoyable

"The way we talk to our children becomes their inner voice."

Classroom Environment

Here at La Casita de Inglés we provide an environment for our students where they feel safe participating in English. We also allow our students to feel comfortable making mistakes. We prompt this all while engaging the students in activities they are interested in.

Online Programs Offered

Age 3-4: Bumblebees
Ages 5-6: Honey Bunnies
Ages 7-8: Cool Koalas
Ages 9-10: Wildcats
Ages 11-12: Blue Jays
Teens: Level 1, 2 and 3
Adults: BOOST English (A2, B1, B2 and C1)
Ages 7-teens: Ready, Set, Prep! (Exam Preparation)
Ages 7-teens: Grammar Reinforcement

NOTE: The students' ages don't always correspond to their level of English. Be sure to evaluate this during their trial class, and make adjustments throughout the course.

Staff Policies

Staff Attendance

- We expect our staff to be ready to connect 2-3 minutes early to their online class in order to be fully prepared before the students connect. Login times are recorded for both students and teachers, so be aware that consistently logging in less than 2-3 minutes before the class start time will not be tolerated.
- Begin class at the exact start time (not before or after) and remain for the full time class is scheduled (25 or 50 minutes).
- Maintaining the full duration of each session is essential for student progress and professional integrity. **Under no circumstance should a teacher end their online class earlier than the scheduled finishing time**; instead, if planned activities are completed early, teachers are expected to use the remaining time for review games, open conversation, or extra activities.
- No call, no show is not permitted here at La Casita de Inglés. As soon as you start feeling sick, let Susana know- this way we are able to find a substitute for your class ASAP. Informing the Online Administrator (Susana) less than 3 hours before your class that you will be unable to attend due to illness is unacceptable (except in the case of a proven emergency).
- If you are only ill for 1-2 days within a 7 day period, a doctor's note is not necessary. However, if you are unwell for more than 2 days (3 days or more), you must provide a doctor's note, regardless of cause or country in which you are located and **you must still inform Susana every MORNING/ASAP that you are sick**.
- If you need a day off for a doctor's appointment, a doctor's note is necessary. For government-related appointments, we require a note or "justificante" and that you let us know the date as soon as possible.
- After completing the trial period successfully you will then begin your two month probation period (you will be paid the same during this month). During this time, if you do not meet our expectations as a teacher you will be let go.

3-Strikes Rule

Here at La Casita, we trust that our teachers will be professional, responsible and reliable employees throughout their tenure. However, as in any job setting, it is important to have a system in place to keep track of disciplinary actions that may lead to termination. Thus, we employ a "three strike" policy.

- ✔ Strike one: When you first commit a fault, Joe will get in touch with you to review the issue and discuss ways to avoid it in the future.
- ✔ Strike two: With your second offense, you will have a call with Joe, in which you will have a similar conversation as strike one, but a formal and final warning will also be issued.
- ✔ Strike three: By this time, you will have made it clear to us that you do not meet the expectations we have set for our employees, and your employment will be terminated.

Some instances that may require disciplinary action include, but are not limited to (either onsite or online):

- Being late for class
- No call, no show
- Failing to report tardiness
- Offensive teachings

We do recognize that every situation is different, and are open to flexibility when necessary. Nevertheless, every employee should be aware of this enacted policy.

We understand that everybody makes mistakes and there is always room for improvement. This is why, every new school year, 1 strike will be deducted from your record, trusting that you have learned from your experience. We hope that this initiative will encourage you to start the school year with fresh positive energy, ready to do your best.

Holidays

Calendar: https://lacasitadeingles.com/calendario-online/
Teachers will decide which days they want to take off, but will always notify Susana at least two weeks in advance so they can find a substitute.

However, we will have some set holidays during which we **won't** be offering any online classes. Those days for 2026/27 are:

- October 11th & 12th
- November 1st & 2nd
- December 7th, 8th, 23rd, 24th, 25th, and 31st
- January 1st, 5th & 6th
- March 25th, 26th, 27th & 28th
- April 2nd
- May 1st & 2nd

Please be aware that classes are still offered on Spanish national holidays. In the case that you are unable to work any of these holidays, please let Susana know with at least two weeks' notice (you will be granted the day off as long as you give proper notice). See "Requesting Time Off" for further information.

It is also important to note that Spanish national holidays can actually change throughout the year, sometimes even with short notice. We will do our best to keep everyone as up to date with these changes as possible.

Payments

Teachers are paid between the 1st-5th of the month depending on how long the bank/Wise takes to process the transfer.

We are able to deposit payments directly to Wise accounts, United States bank accounts, and European bank accounts. Please select your preferred payment method on the platform under “My Information -> Desired Payment Method.”

The hourly rate for the online classes is 12.5 Euros/Hour. If you are asked to cover a class with less than 2 hour notice you will be paid 17.5 Euros/Hour, and if you are asked to cover a class with more than 2 hour notice, but the same day of the class you will be paid 15 Euros/Hour for the inconveniences that a last minute class may carry.

You **may** become eligible for future pay increases depending on the monthly hours you work, the feedback we receive from your students, and other internal factors.

If you don’t have a European IBAN, we highly recommend opening a Wise account. Wise is a FANTASTIC website/app for international money transfers, with the best transfer fee and currency exchange rates. You can use this link to sign up: https://wise.com/invite/iwh/emilym350

Please remember to fill out the invoice every month and send it to central@lacasitadeingles.com before the last day of the month.
Sometimes Wise will ask you to upload this invoice as proof of the service you've provided for the payment you received.
Remember that you can find the Invoice Template here.

Please follow the steps provided to declare the money as a service every month. It is very important that you do this every month with each payment we send you.
If you don’t have the document with these steps, please contact Joe or Alex, and they will provide you with it.

Please be aware that the months of July and August bring a significant reduction in the volume of our online classes. During this time, many families travel for the holidays and students take a break from their regular routines, meaning a large portion of our classes are paused until September. Because compensation is calculated strictly per hour worked, teachers should anticipate a corresponding reduction in scheduled hours and a significant decrease in their monthly earnings during the summer season. We strongly encourage all staff to keep this in mind and plan ahead for this expected seasonal downtime.

Workplace Neutrality

Here at La Casita we promote a diverse and inclusive environment regarding race, religion, politics, sexual orientation and culture. It’s necessary that we refrain from discussing our personal views on these topics. Within La Casita, if a derogatory comment is made by a student regarding these topics, stop the situation from furthering and alert the administration team immediately. If a derogatory comment

is made by an adult in the work environment, immediately alert the administration team.

Account and Availability Setup

Here you will find information on your basic account information (steps 10-25) and how to edit/update your availability (steps 28-35).

*Note: You must give Susana a two week notice before reducing your availability, even if you manually update it on the platform.

Requesting Time Off

Let Susana know you will be needing time off. Depending on how long you will need off, sufficient notice must be given: 2 weeks for 3 days or less, one month for more than 3 days. It is imperative that you give notice, so that we have enough time to find substitutes.. (It is not sufficient to just submit time off on the platform). There shouldn't be any reason for your request to be denied, *as long as you follow the notice standards and the days off policy*.
Please view our Days of Policy and Mental Health and Well-Being Policy for more information.

Leaving La Casita

While we cannot enforce any standard policy of notice for leaving the company, we hope that you will take into consideration similar notice procedures as taking time off or reducing your availability. Please be aware that if you decide to leave on short notice (less than 2 weeks), we will not accept you back as a teacher in the future and will not provide any positive references or letters of recommendation to future employers.

Responsibilities and Rules

Expectations

1. The teacher must be **fun**, **high energy**, **active** and **nurturing**.
2. **NO SPANISH**
    a. Teachers must NOT speak Spanish with the students...or parents. If there is something you need to speak with a parent about, please tell the manager/administrator so they can take proper action in handling the situation.
    b. If a student does not understand a word, try using gestures or other words to describe that word.
        i. Example: Clock, the thing on the wall that is round. We use it to tell the time. You can stand up and point to it or use your hands to mimic the hands of the clock.
3. Teachers are expected to **read the lesson plan** for each week, before the lesson begins. You should allow at least 10 minutes per day of lesson, to review the

presentation, open links, and view the helpful hints and teacher's notes. Allowing enough time to do these things ensures that you do not run into problems during the class time.

4. **Cell Phones**
   a. Teachers may not have or check their cell phones during the time of class.
5. **Food/Beverages-** Gum chewing, consumption of beverages (coffee, tea, etc.), or food is strictly **NOT PERMITTED** during class. You may have a glass/bottle of water while teaching if needed.
6. **Contact with Central-** Teachers must always feel comfortable being in contact with Central. When in doubt, always contact us- communication is key!
7. **Photo policy with children-** No photos/videos of the children can be taken or posted on a teacher's personal account. It is strictly forbidden to record online classes.

Basecamp

Basecamp is the platform where you will find the online plannings. In the home page you will see different projects that correspond to different types of online classes we offer as well as a project that includes the Handbook and other useful information. Within each folder you will find a single folder called Docs&Files where you will have the plannings for the different age groups sorted by week.

Discipline

At La Casita we use a lot of redirection. There should be no explicit language of telling the children "no" unless it's an emergency situation. Other phrases such as "Do you think that this is a good choice?" "What other choice can we make in this situation?" can be used but the teacher must always remain calm in these situations. If there is a student that you need help with please let the manager/administrator know and they will speak to the family. If a student is not allowing you to teach the class, you are also allowed to mute them for a few seconds until they calm down and allow you to continue.

In the event that there are persistent behavioral issues with a student, it is imperative to contact Susana.

Online Teaching Rules

- Have a clean background and groomed appearance.
- Make sure to be caring, smiley and kind to the students.
- Your desktop background of your computer must be child-friendly/appropriate. We recommend a plain color to use as your desktop background in case you must change between tabs and the students can see it.
- Sometimes it can be a good idea to use puppets for younger kids. It will help with engaging the student(s).

- Have good lighting. It's best to be facing a window so that natural light hits your face.
- Log onto the class 2-3 min before the start time.
- Don't have any tabs open other than the ones you're going to be using in the class. We recommend that teachers have the tabs open of the link they will need to access during class, as well as all of the other levels of classes. This is so the teacher can easily change levels, if it is necessary to adapt to the students' needs.
- Make sure you never allow the families to see anything personal on your computer.
- If you need a video (or any other online aid) for the class please prepare that beforehand.
- Be informed that a supervisor and/or parents might be watching your class.
- Please make sure you ADAPT to the kid's level or even use an easier/harder planning if needed. Oftentimes, students will not be in the same level that corresponds to their age.
- If there are any issues with the students/parents in a class, please let Susana know.
- If there are any issues with the planning, please let Sara know.
- If there are any issues with the platform, please let Susana know.
- Wear appropriate clothing. It can be casual but no pajamas or clothes with inappropriate logos/phrases.
- Be very expressive and use lots of gestures, especially with younger kids.
- If a student is struggling to answer a question correctly, use the "two option method". This means giving the students 2 options: one correct answer and one incorrect answer.

  Teacher - "How does the boy feel?"
  Student - "I don't know"
  Teacher: "Is he happy or sad?" (while acting out the emotions)
  This method helps guide the student to the correct answer without the teacher having to give it away, thus improving the student's confidence. When being observed, this method in particular will be looked for.

How to Speak to Parents

There should never be a time when you speak to a parent. Please let Susana handle all situations in which such communication is needed. If a parent asks to speak to you, always notify Susana after. If you *have to* speak to a parent, please follow this protocol:

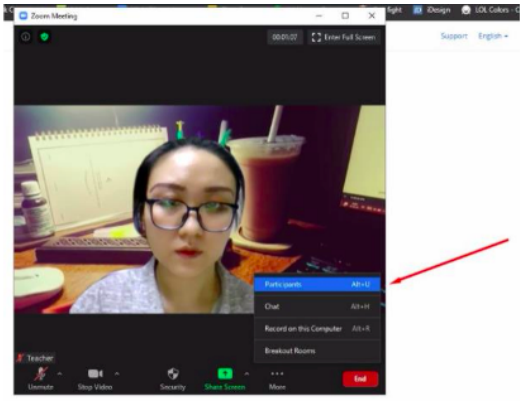
1. **NEVER** reply in Spanish. Managers/administrators are the only ones allowed to speak Spanish to parents. If the parent is speaking to you in Spanish and you understand please reply to them in English. If the parent is not understanding, please notify Susana so she can talk to them. If for some reason the manager/administrator is not available to speak to the parents, please tell them that Central will be in contact with them if there is an issue.

2. Again, always alert the Manager/administrator about your conversations with the parents.
3. Do not use negative language when speaking with the parents. Words such as horrible, awful, difficult, terrible, problematic, bad, etc. should be avoided. If you are having a challenging time with a student there is still no need to use negative language. We treat all of our families as our own and we believe relaying information should always be done with special care.
4. If the child has misbehaved, always use the sandwich method. This process looks as the following: POSITIVE, AREA FOR IMPROVEMENT, POSITIVE. For example, “Yago is really improving speaking, sometimes he gets distracted when playing with his friend, but he has started asking more questions relating to the topic.”
5. As mentioned before, we’d rather have our Managers/administrators speak to the parents, but if a parent asks you directly about the progress of their child please let them know that you will leave a comment in the student evaluation that they can read later. Normally you’ll have back to back classes, so you won’t have time to address these questions directly.
6. You may come across a situation in which you think that a makeup class would be appropriate. As a teacher, you may not offer a makeup class to a student or parent directly. Instead, you can *suggest* a makeup class to Susana, but it will ultimately be her decision whether or not they’ll have one, depending on the circumstances.

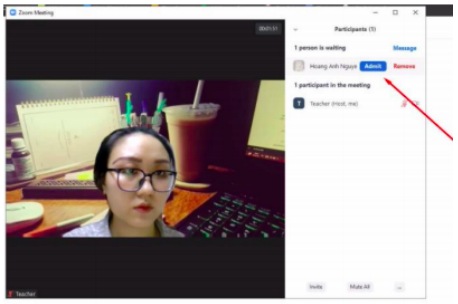
Entering Student/s Into a Virtual Classroom

In case your student joined the classroom before the teacher in Zoom Virtual Classroom, there won't be any alert message at your teacher's side when the teacher comes. The teacher might need to click on the Participants button and wait a bit within one minute to have the name of the student to be shown up and admit them to join the classroom.

1. Teacher might need to click on More >> Participants : Clicking ALT + U



2. Wait a bit until seeing the student's name >> Click on Admit :



3. If this doesn't work, try exiting and re-entering the classroom.

Navigating our Teaching Platform: Click here for a tutorial

Submitting Attendance

For the time being this is an aspect of the platform that is still under construction, if you have any issues with your student's attendance please contact Susana.

Student Evaluation

Daily reports are a mandatory part of your position and are included in your pay per class. The administration team will be frequently checking to make sure that you are completing the daily reports for every student and for every report that is not completed, 0,25€ will be deducted from your pay.

Trimestral Progress Reports see information here.

Feedback should be educational in nature.

Providing feedback means giving students an explanation of what they are doing correctly and incorrectly. However, the focus of the feedback should be based essentially on what the students are doing right. It is most productive to a student's learning when they are provided with an explanation and example as to what is accurate and inaccurate about their work. Consider using the concept of a 'feedback sandwich' to guide your feedback: Compliment, To be corrected, Compliment.

Be sensitive to the individual needs of the student.

It is vital that we take into consideration each student individually when giving feedback. Our classrooms are full of diverse learners. Some students need to be nudged to achieve at a higher level and others need to be handled very gently so as not to discourage learning and damage self-esteem. A balance between not wanting to hurt a student's feelings and providing proper encouragement is essential.

Ask 3 Questions:

What can the student do? What can't the student do? How can the student do better?

Feedback should reference a skill or specific knowledge

Try to focus on a specific skill for example "Ana could use more practice with the verb TO BE in the past tense, but she does great with the verb TO BE in present tense.

Student Evaluation Includes:

- Checking all the boxes.
- Replying with 2-3 short sentences about the class.
- The Student Evaluation is required for each lesson taught.
- For group classes, there should be at least one sentence for each student.

Here are some words to help with providing feedback.

_____is progressing very well...
_____struggling with...
_____frequently...
_____often...
_____rarely...
_____has a hard time...
_____excelling in...
_____needs improvement with

To Submit an Evaluation, First Click Here (see steps 39-41)

Teacher Observations/Quality Control

About once a trimester, you will be observed teaching a class for quality control purposes. This is standard practice to make sure that all of our teachers are using similar methods, following the plannings, and doing the best job they can. If a teacher "fails" an observation, they will be asked to shadow another teacher's class. They may also be asked to shadow if there are any parent complaints. This is to help the teacher see different ideas and techniques in action. After a shadow class, the teacher in question will be observed again. If you are still performing poorly, you may be subject to losing your position as an online teacher.

Shadowing Policies

Occasionally, other teachers may observe your online class for training, evaluation, or professional development purposes. This practice is known as "shadowing". You will be informed at least 24 hours in advance if a shadowing session is scheduled for your class. Notification will include the date, time, and the name of the shadowing teacher. As a recognition of the additional effort and possible adjustment required, you will receive an additional €1.50 for each class that is shadowed. This amount represents approximately a 25% increase over the standard pay for the class. After the shadowing session, the additional compensation will be automatically added to your pay for that class. During the shadowing session, you are expected to conduct your class as usual, maintaining the same level of professionalism and instructional quality. The shadowing teacher may take notes but will not interfere with the class unless otherwise instructed. If you have any feedback regarding the shadowing session, including any concerns or positive experiences, please communicate this to your supervisor or the designated point of contact. If you have any questions or need clarification about this policy, please contact the Human Resources department or your direct supervisor.

Example Application:

- Regular Pay for a Class: €6.50
- Pay with Shadowing Compensation: €6.50 + €1.50 = €8.00

This policy aims to acknowledge the contribution of teachers during shadowing sessions and ensure they are fairly compensated for their additional effort. Please note, participation in this program is voluntary and not required, but we strongly encourage it. You will be asked beforehand if you are willing to join.

Weekend Policy

Availability of the Online Manager

- The online manager is typically unavailable during weekends (Saturday and Sunday).
- Any issues arising over the weekend will be addressed on Monday when the manager returns.

Reporting Issues

- Teachers must leave a detailed message about any issues encountered over the weekend for the manager to review on Monday.

Student Absences

- If a student does not show up for a class, the teacher must text the manager's phone within the first 10 minutes of the scheduled class time.

Your cooperation in adhering to this policy ensures smooth resolution of any issues and effective communication with the online manager.

Frequently Asked Questions

For a comprehensive list of FAQ, please click **here**.

How do I know when I have a new class?

You will receive an email each time a new class is booked with you. **Be sure to check your spam folder.**

Upcoming Schedule - This is available on top of your home screen on the platform, under “Mis Clases” or “My Classes”.

How do I start a class?

Click **here** for instructions.

How to know if a student only attends a group class once a week?

- Please note that in the group classes, if the student's name appears “Name- (Day of the Week) Only” they will only be attending class that day.
    - For example, Claudia- Tuesdays Only

What should I do if a student doesn't show up?

If a student doesn't show up to class within the first 5 minutes you should immediately contact Susana via WhatsApp messages. At this time, Susana will do her best to try and contact the parents to troubleshoot the issue. At 15 minutes after the class has started, you may end the class and mark the student absent, informing Susana that you are doing so. **However,** you **must** still be available to log back into the class until the scheduled end time if Susana contacts you and asks you to do so. There may be an occasion that a parent would still like the student to have the class, regardless of how short it is. You are still paid for the class either way.

Are classes being deleted?

No. Classes may be removed from your calendar, but not deleted from the platform. These are trial classes that decided not to sign up, but the platform keeps track of them and they are accounted for in your payroll.

How do I share the screen?

All of the activities are designed for the teacher to control the screen and for the student to dictate the directions/answers, so please do not give access to students to control your screen. On Zoom, select "Share Screen" and choose the tab you wish to share. Be sure all personal details, such as your email, are not visible to your students.

What happens if my class is rescheduled, canceled or the student doesn't show up?

- You will be paid 100% for the classes that the families cancel with less than 12 hour notice. You will NOT be paid for classes the families cancel with more than 12 hour notice.
- You will be paid 25% for the classes that families reschedule with less than 12 hours notice, but more than 4 hours notice. You will be paid 50% for the classes that families reschedule with less than 4 hours notice. You will NOT be paid for classes the families reschedule with more than 12 hour notice.
- If you have already begun the class on time and the student cancels after the start time or doesn't show up, you will still be paid the full amount for that class, plus any scheduled makeup class.
- You won't be paid for classes that are canceled with more than 12 hours notice. Instead, we will make sure to book any classes that become available at that time with you.
- If you have a student that has been absent two classes in a row please make sure to notify us so we can talk to the family.

What happens if I'm late to a class?
If the reason why you are late to a class is your wifi connection or that you simply forgot you will be asked to make up the time on a different day or connect a few minutes early for the next class with that family.

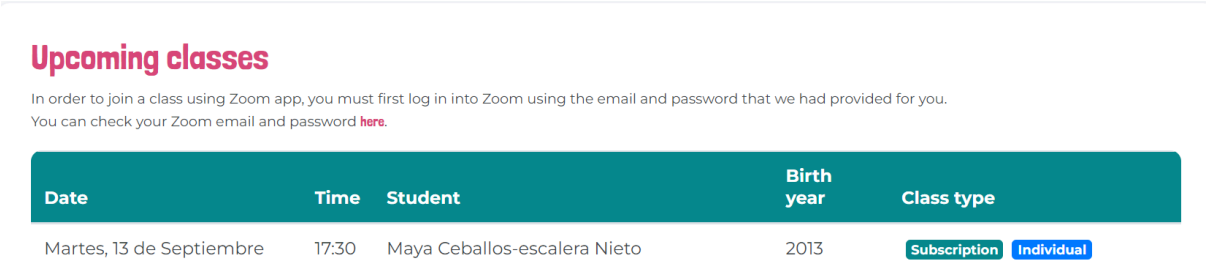
If you are late to class without informing Susana, as in you wait for her to contact you first, this could be grounds for dismissal.

What do I do if I have tech/connection issues?
We understand that technical and/or connection issues can occur with online classes. In the case that you come across these kinds of issues, you will need to send a screenshot of your internet speed to Susana immediately. You can use fast.com or speedtest.net to do this.

We also recognize that some countries have government-mandated power outages (load shedding). If you are located in any of the first 50 countries on this list, you MUST send us proof (ideally at the start of your employment) that you have a backup generator. Clients expect consistent and reliable classes, so it is your responsibility to assure that you are doing everything in your power to provide them with the best possible service.

You should contact Susana for *any* issues that may happen before or during a class!

How do I know the age of my students?
In the course title there will be a year. This is the year that student was born. For example, 2012 means the student is 11 years old in 2023. If there is a sibling class, you will see two different years (unless they are twins) and those will be the ages of the students.



NOTE: The students' ages don't always correspond to their level of English. Be sure to evaluate this during their trial class, and make adjustments throughout the course.

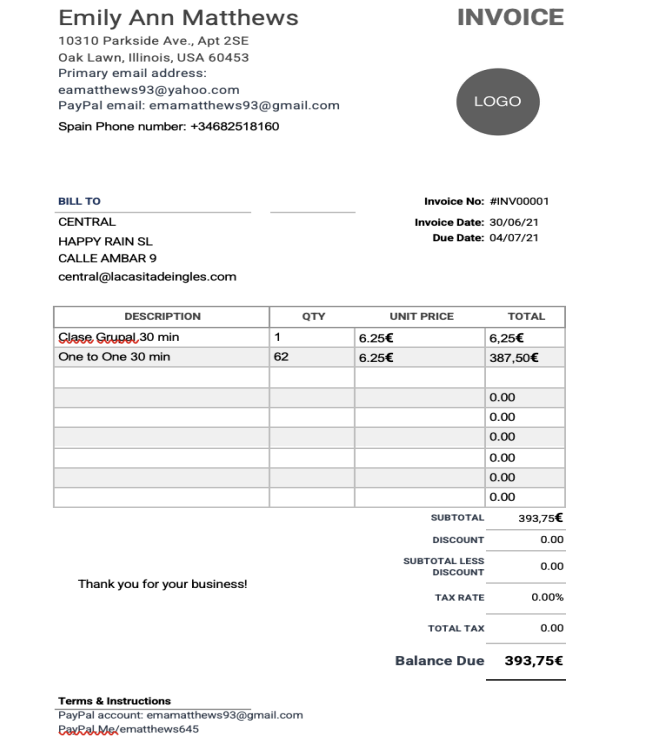
How long are online classes?
- It's important for you as a teacher to try and have 3-5 min in between classes so you have time to disconnect and connect to the next class and/or have a

bathroom break. You can also fill out the daily report for the previous student at this time, or wait until after all of your classes for the day have finished.

- Classes are booked for 30 minutes, but only taught for 25. The only scenario where a class wouldn't get to be 25 min long is if the student forgets about the class and connects after the first 5 min of class. In that case you will teach the class for as long as you can, but still leaving a couple minutes to connect to your next class. If it helps, you can keep track of the time by setting a timer for 25 min, and when the timer goes off you know it's time to end the class.
- If you have back to back classes with the same student or siblings (which you can recognize by their surname but you can always check with Susana) within one hour, your break is at the end of each class, NOT between the two classes. So in this case, the class would technically be 50 minutes long, booked within a one hour timeframe and you would have a 10 minute break.

How do I fill out an invoice?

1. Fill out your personal information.
2. Don't change anything in the 'Bill To' section of the invoice.
3. In the "DESCRIPTION" column you will write down the type of classes you taught (15 min classes, 30 min classes or 1 hour classes).
4. In the "QTY" column you will specify the amount for each type of class.
5. In the "UNIT PRICE" column you will put the following:
    a. For 30 min classes - 6.25 Euros
    b. For 1 hour classes - 12.5 Euros



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INVOICE

LOGO

BILL TO
CENTRAL
HAPPY RAIN SL
CALLE AMBAR 9
central@lacasitadeingles.com

Invoice No: #INV00001
Invoice Date: 30/06/21
Due Date: 04/07/21

DESCRIPTION	QTY	UNIT PRICE	TOTAL
Clase Grupal 30 min	1	6.25€	6,25€
One to One 30 min	62	6.25€	387,50€
			0.00
			0.00
			0.00
			0.00
			0.00
			0.00

SUBTOTAL	393,75€
DISCOUNT	0.00
SUBTOTAL LESS DISCOUNT	0.00
TAX RATE	0.00%
TOTAL TAX	0.00
Balance Due	393,75€

Thank you for your business!

Terms & Instructions
PayPal account: emamatthews93@gmail.com
PayPal.Me/ematthews645

6. In the "TOTAL" column you would multiply the QTY times the UNIT PRICE for each row.
7. To get the "SUBTOTAL" you will have to add all the numbers on the "TOTAL" column.
8. The Balance Due will be the same as the SUBTOTAL

Who should I contact?
Joe: Basecamp, HR and recruitment
Sara: Anything concerning lesson planning- mistakes, feedback, suggestions, etc. and anything regarding teaching- training, tips, help, etc.
Susana: Questions about the platform, students, parents, time off, changes in schedule and similar. Basically, anything regarding classes and schedules.
Alex: Anything concerning payments, only when the Online Manager (Susana) is not replying to your messages and the urgency of the matter requires it.

Contact Information

Susana +34 622 34 13 27
Admin Alex +34 647 49 53 71
Joe +34 682 89 20 66
Sara sara@lacasitadeingles.com
After reviewing this handbook, please take this 10-15 **quiz** so that we can make sure that you have read everything thoroughly and understand our policies and expectations.

Thank you so much for joining La Casita de Inglés Online. Please reach out to us with any questions or concerns you might have at any point. We're always a message/phone call away. We are very excited to have you on our team and we look forward to working with you!

La Casita's online program is very new to the company and we are still learning as we go! We thank you in advance for your patience with any changes!

Redirection Tips and Techniques

Tips

1. Keep it simple and brief, don't let your redirection sidetrack the lesson
2. Don't show your anger
3. Be kind, but firm
4. Don't be condescending
5. Keep a community mindset and remember that learning is a team effort
6. Reflect the behavior you want to see from your students (keep calm)
7. Avoid nagging and repetition
8. Do not embarrass or shame students into cooperation
9. Be consistent and set up clear expectations
10. If multiple students are off task, try to give them an outlet for that energy i.e. brain break
11. Avoid overstimulation

Techniques

1. La Casita Method: Make a "casita" above your head and wait for all of the students to make one of their own before moving on. Video demonstration here: https://drive.google.com/file/d/1caioFwARrT1Ne_BO9xr6KJXtq9W8cOIl/view?usp=sharing
2. Keep it simple
    a. Make sure phrases are short and brief, there's no need to lecture students
    b. For example:
        - I need you to ____
        - Please___

- Let's stay focused
- Stay with us

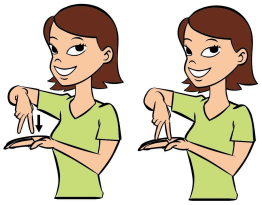
c. For the second or third redirect, you can be more direct, not only in your word choice but also in your tone and expressions

3. Use sign language
   a. Use signs for:

please,



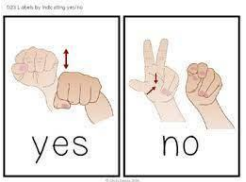
Stand up,



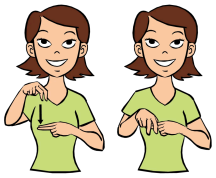
thank you,



Yes and No



sit down,



Quiet,



   b. This avoids nagging and repetition
   c. You can also cater this to individual students and their specific needs

i. This way a student can communicate their needs to you without disrupting the lesson or calling attention to themselves

4. The “deadpan” look
    a. By making eye contact and keeping a neutral expression you can communicate that you do not find the behavior amusing in a subtle way to communicate during a lesson
    b. Only effective once an established relationship has formed
5. Ask simple questions that prompt students to self-correct
    a. Ask a question that requires the child to think about what they are doing
        i. What should you be doing right now?
        ii. Where should that paper be?
        iii. How should you be standing right now?
        iv. What is our rule about chewing gum?
6. Redirect with a conversation
    a. “You yelled, because you felt sad”
    b. Redirect to another activity “Let’s get some markers out and color instead”
    c. Give the child a direct instruction and review the positive behavior replacement with them “ you may not throw things when you feel angry, you can try raising your hand and talking to me instead”
7. Ask for helpers to help redirect multiple students
8. Let students decide
    a. When trying to redirect sometimes giving students the option to choose between two or more suitable alternatives
9. Use call and response attention getters if many students are off task or you are transitioning to a new activity
    a. Teacher: All set

        Students: You bet
    b. Teacher: Hocus pocus

        Students: Everybody focus
    c. Teacher: Waterfall

        Students: Ssshhhh
    d. Teacher: Zip it, lock it

        Students: Put it in your pocket
    e. Teacher: 1, 2, 3… eyes on me

        Students: 1, 2 eyes on you!
    f. Teacher: Holy moly

        Students: Guacamole

g. Teacher: Hands on top *place hands on head*

   Students: Everybody stop

h. Teacher: To infinity

   Students: And beyond!

i. Teacher: Classity - class!

   Students: Yessity - yes!

10. Use **brain breaks** when you feel that multiple students are losing focus. Brain breaks not only improve the general mood of the group but they actually help young brains learn. They are extremely useful when you feel that the energy is too high after a game or to use in transitions. Since online classes are generally only 25 minutes, make sure that your brain breaks are no longer than 1-2 minutes. Here are some examples:

    a. Try the old Ear-Nose Switcheroo

        i. This is a quick and easy challenge to reset the brain. Instruct kids to touch their left ear with their right hand and at the same time touch their nose with their left hand. Then have them switch their hands and touch their right ear with their left hand and their nose with their right hand. Switch back and forth a few times. Then have them close their eyes, take a deep breath, and blow it all out.

    b. Just jump!

        i. Sometimes kids just need to bounce their energy out. Have them pretend they are bouncing on a mini-trampoline (this will keep their movement on a vertical plane instead of all over the room) and give them a couple of minutes to let loose!

    c. Take a cue from the stadium

        i. Here's one for a group of kids—start the wave! Beginning at one end of the room, kids stand up and throw their arms overhead, bringing them back down as they return to their seats. Each row follows until you reach the other end of the room. Amp it up by encouraging your kids to tap their feet or tap their hands on their legs so that they are in constant motion. This activity works great on Zoom too!

    d. Stretch it out

        i. It's never a good idea to spend too much time sitting in one position. Allow kids to take a break and bring some flexibility back into their spines. Have them stand with their feet shoulder-distance apart. Put their left hand on their hip and raise their right hand overhead. Lean to the left and stretch their arm as far as they can to the left. Repeat on the right side. Then stand tall and slowly roll down one vertebra at a time until their hands reach the floor (or at least their shins). Have them take a deep breath then slowly roll back up. Repeat as necessary.

e. Make it rain

i. Conjure up a rainstorm! Sitting or standing at a desk or table, have kids tap 1 finger on the desk, then 2, then 3, then 4, then their whole hand until you all feel like you're in the middle of a deluge. Work your way backward from 5 down to 1 as the storm ebbs away.

f. Energize in 5, 4, 3, 2, 1

i. Get hearts pumping with a quick sequence of exercises. Call out 5 actions for your students to do as quickly as they can. For instance, 5 jumping jacks, 4 push-ups, 3 situps, 2 squat jumps, and 1 tree pose.

g. Break out the hot hands

i. This is a good break when you sense a weariness in the air. Have kids rub their hands together vigorously until they warm up. Tell them to close their eyes and place their hands over their eyes. Instruct them to breathe deeply as they clear their mind and refocus.

h. Take a break to groove

i. Music is a great way to reset the mood in a room and raise the energy level. Put on a fun song and have a 30-second freestyle dance party. Here are some kid-friendly music playlists.

i. Or take it to the next level

i. Teach your kids the steps to popular dances such as the Cha-Cha Slide, the Macarena, or the Kidz Bop Shuffle.

j. Try some facial gymnastics

i. Have kids get their silly on for 30 seconds. Tell them to wiggle their eyebrows up and down as fast as they can. Then try to raise one eyebrow at a time.

k. Clap for a little call and response

i. Pep things up with a little call and response clapping. It's simple to do and is often used in the classroom to get students' attention. Simply clap out a pattern that your kids will repeat back to you. Switch out the pattern a few times until everyone is focused and engaged. Alternatively, try a vocal call and response. Sing out a few riffs and have kids echo the tune back to you.

l. Make a brain break spinner

i. How to Make a Brain Break Spinner

ii. One way to make sure educational brain breaks are effective is to change up activities. Check out this step-by-step video from Sanford *fit* that shows you how to make your own Wheel of Fortune-type game to help you add variety to brain breaks!

m. Exercise your answer

i. True or false, students stand as the teacher reads several statements. If students think the statement is true, they do a jumping jack. If students

think the statement is false they jog in place. This fun activity is an active community builder. Kids raise their heart rates while playing trivia.

n. Try a cat/cow pose

i. Have kids start on all fours and then give them the following instructions to complete the cat/cow yoga pose: Place your shoulders over your wrists and hips over your knees. Arch your back to the sky and tuck in the tailbone. Let your head fall between your arms. From there, sink the belly towards the ground, and lift the chest and chin. Gently alternate between the two poses while breathing deeply.

o. Find the object

i. Kids don't even have to get out of their seats for this one, but they can! Have one student start by finding an object and saying, "I see something beginning with the letter [fill in the blank]." The first person to guess the item correctly gets to choose the next object. This can be a fun one to play on Zoom too! You can have kids add in additional clues to help.

p. Clap it out

i. When there is a lot of commotion, use clapping to slowly get the groups' attention. Say "If you can hear me clap your hands once, if you can hear me clap your hands twice" etc. until you have everyone's attention.

q. FOCUS BALL

i. Place the fingertips of both hands together in order to make a ball. Ask the kids to breathe in as they make the ball larger, and to breathe out as they make the ball "deflate" until you have both palms together (Namaste style)

11. Quiet down and focus large groups with these techniques
    a. https://drive.google.com/file/d/1Jw2F1yBSBuXUzqcvgaeNup6KlOEA3qq7/view?usp=sharing
    b. https://drive.google.com/file/d/1RnhV0jhVrrQWRnWUEXJnurQaEFMdHxct/view?usp=sharing

Total Physical Response

What is Total Physical Response?

TPR stands for Total Physical Response and was created by Dr. James J Asher. It is based upon the way that children learn their mother tongue. Parents have 'language-body conversations' with their children, the parent instructs and the child physically responds to this. The parent says, "Look at mummy" or "Give me the ball" and the child does so. TPR attempts to mirror this effect in the language classroom.

Benefits of TPR

- It helps students remember new phrases or words
- It can be used in both large and small classes
- It doesn't require much preparation
- It gets students excited about learning and involved in the lesson
- It is effective for all age groups and abilities

How Can TPR Be Used in the Classroom?

In the classroom the teacher plays the role of parent. They start by saying a word ('jump') or a phrase ('look at the board') and demonstrating an action. The teacher then says the command and the students all do the action. After repeating a few times it is possible to extend this by asking the students to repeat the word as they do the action. When they feel confident with the word or phrase you can then ask the students to direct each other or the whole class. It is more effective if the students are standing in a circle around the teacher and you can even encourage them to walk around as they do the action.

How Can TPR Be Used Online?

Using motion with new words can help visual, audio, and kinetic learners even without the resources and space of a traditional classroom. TPR can keep students attentive and focused, which is especially important when teaching English online. By using lessons that incorporate dancing, acting, or gesturing, students are more likely to be entertained and stay happily on task while learning.

TPR Tips

1. TPR is key for classroom commands

Also known as instructional TPR, these gestures demonstrate what you want the student to do during a lesson. Some classroom TPR examples include: cupping your ear to show that you're listening and want them to speak and pointing at the student if they don't understand that it's their turn to do something.

2. TPR can help teach new vocabulary and lesson material.

At the beginning of a new lesson, TPR is an essential tool to help students learn the meaning of new words. With TPR, teachers can demonstrate the word through speech and movement. It's also critical to have the student repeat it many times, because repetition is key to learning and understanding. One of the most challenging aspects of learning a new language is the pronunciation of unknown sounds. You can articulate how to produce these sounds with TPR or exaggerated movements to show your student how it's done.

3. Be consistent with your TPR.

When using TPR, it's also essential to stay consistent with your gestures. You don't want to drastically change movements from what you first presented to your student. With TPR, students learn to associate certain gestures with specific words, and any drastic changes can be confusing. Always use the same motion when you ask the student to perform a specific task.

Examples of How to Use TPR in Class

TPR can be used to teach and practice many things.

- Vocabulary connected with actions
- Tenses past/present/future and continuous aspects
- Classroom language
- Imperatives/Instructions
- Storytelling

Activities

1. Group Singing

A great example of group singing with total physical response is the grade school classic, "Head, Shoulders, Knees, and Toes". This song is not only fun to sing but incorporates movements that students can remember even if they can't quite get all the words. This helps them remember the words more accurately after practice, and reinforces their meaning.

2. Simple Simon Says

This is a great game because your students likely already know it in some capacity. Simon says to do something, you do it. For example, you've just taught a lesson on the face (eyes, ears, nose, mouth, etc.) and you want to make sure your students understand. You can stand at the front of the class and play "Simon says…" "touch your eyes", "touch your ears", "touch your mouth".

3. Charades

Charades involves a student getting up and performing for the rest of the class. They are told a vocabulary word or action that the rest of the class needs to say, and then it's their job to get that answer from the class. This helps test the student performers ability as well as the ability of the class.

You can also let your students get a little competitive by dividing them into teams. Teams alternate turns, so they can't guess off of the other performer's actions. This helps get your students more involved in the game, as everyone likes a little competition.You can do this game with or without preparation, making it a great cool down activity or quick review game.

4. Pantomime Actions

Think of a series of actions you can do with your props, then get your students to mimic the actions. Use simple sentences for each action, so your students can practice extended speaking.

For our example, we'll use a grocery store scenario-
"Get a basket, pick up an apple, look at the apple, put the apple in the basket"
This can be extended indefinitely depending on your props and subject matter. This is a great way to get students practicing speaking and performing TPR at the same time.

5. Storytelling sessions

Stories are a great way to put vocabulary in context and get your students to have a better understanding of what goes on in class. Adding TPR to your story makes it easy for students who may not have understood the vocabulary the first time around. Plus, it makes it more engaging.
Choose a story about something that can involve your vocabulary words more than once. For example: If your class has just learned about the five senses, you can tell a story about Sally's first time in the park. Talk about what she hears, sees, and smells and use your TPR for each vocabulary word multiple times.
At the end of the story, ask a few students to summarize what happened. They can use the TPR for smells, sees, and hears to help them remember what happened in the story and practice speaking in full sentences.

References

https://bilingua.io/9-total-physical-response-activities-for-language-learning
https://www.teachingenglish.org.uk/article/total-physical-response-tpr
https://www.goabroad.com/articles/teach-abroad/how-to-use-tpr-online

Extra Resources

- More Activities

https://etateach.com/total-physical-response-activities.html
https://www.fluentu.com/blog/educator/total-physical-response/

- More Information

https://www.theteachertoolkit.com/index.php/tool/total-physical-response-tpr
https://teacherblog.ef.com/total-physical-response-efl-classroom/

- Videos

https://www.youtube.com/watch?v=-d79-veEBXQ
https://www.youtube.com/watch?v=1Mk6RRf4kKs