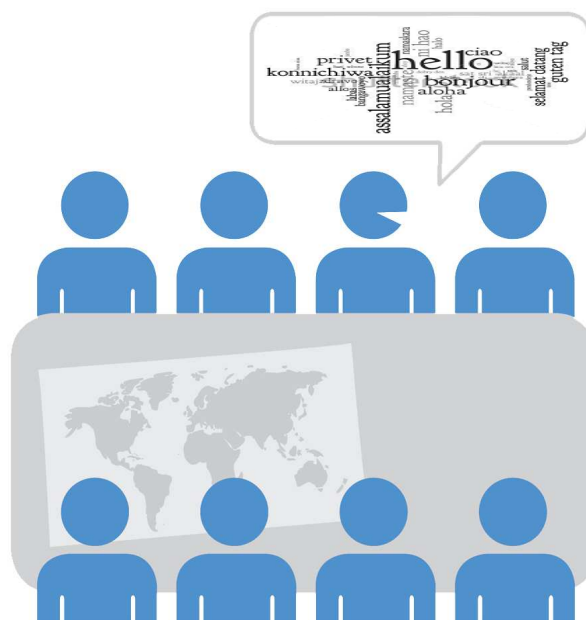




United Nations

LANGUAGE AND
COMMUNICATIONS
PROGRAMME

Language Teacher Selection Guidelines



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The Language Learning Services Unit (LLSU) aims to enhance the quality of language learning and teaching in the United Nations by ensuring a high caliber of language instructors. To this end, this information sheets presents guidelines and suggested practices for recruiting professional and qualified language teachers. Upon request, the LLSU can offer further advice and support or can even manage parts of the recruitment process.

Please contact llsu@un.org

Teacher Qualifications

Instructors in United Nations language programmes should meet the minimum professional requirements outlined here and in the Sample Job Announcement below:

- have the target language as their mother tongue
- be conversant in a working language of the UN (English or French)
- have a university degree in a relevant field
- have a recognized teaching certificate in the target language
- have at least 3 years' relevant experience teaching adults in a relevant setting

For a detailed listing of language teaching skills and competencies (e.g. training & qualifications, key teaching competences, intercultural awareness, digital media, professionalism, etc.) please refer to the European Profiling Grid (EPG) "a tool for mapping and assessing language teacher competencies internationally," at <http://eGRID.project.eu/en/eGRID>

Teacher Duties

In addition to teaching language courses, teachers may also need:

- to prepare staff members for the UN Language Proficiency Examination (LPE)
- to develop teaching and testing materials based on UN working texts and communication situations

Steps to follow when hiring instructors

When hiring an instructor as an individual contractor, the steps below are suggested:

1. Issue a job announcement with the minimum qualifications (Sample Job Announcement).
2. Screen all Curriculum Vitae received using the suggested template (Sample Language Instructor Screening Template)¹.
3. Organize a class demonstration with language teachers as observers, if possible.

¹ When contracting a local institution, instructors' CVs must be checked against the requirements specified in the "Teacher Qualifications" section above and in the Sample Job Announcement.

4. Conduct an interview immediately or shortly after the class demonstration.
5. Select the candidate, by

Corresponding Advisory Services for Language Teacher Selection

You may contact the LLSU to request support, if needed. If requested with sufficient notice, the LLSU can provide you with the following services:

1. Create the job announcement.
2. Circulate the job post.
3. Evaluate current teachers' performance to determine if a new teacher is needed.
4. Screen the CVs for the best candidates.
5. Facilitate the recording of the demonstration class.
6. Score the demonstration class if it has been recorded.
7. Conduct/participate in the interview via teleconference.
8. Advise on the selection of the best candidate for the post.

Sample Job Announcement

Example of a job announcement for the English section at UNOG.
<http://englishcoursesdls.wordpress.com/part-time-teachers/>

Employment opportunities in teaching languages in the Language Training Program, Staff Development and Learning Section, Human Resources Management Service, United Nations Office at Geneva.

The Language Training Programme at the United Nations Staff Development and Learning Section is regularly looking for dynamic, enthusiastic, team-oriented part-time EFL teachers to be included in its roster for present and future teaching opportunities in the section.

Candidates should:

- have English as their mother tongue
- be conversant in French
- have a university degree in a relevant field
- have a Cambridge Certificate in English Language Teaching to Adults (CELTA) or equivalent teaching diploma, and
- have at least 3 years' relevant experience teaching adults in an international setting

If your profile meets the above requirements, please send your CV and motivation letter to sdls_language@unog.ch (subject: English language teacher – Spontaneous application).

Sample Language Instructor CV Screening Template

Name of candidate: CV received on: Language of instruction:

Minimum requirements		Yes	No	Comments
Language proficiency	Native speaker in the target language OR official examination certificate at C2 level			
Language teacher qualifications	Masters degree in language teaching, languages, linguistic or related field OR degree in language related field			
Experience in teaching the language as a second language	A minimum of 3 years (or 2,400 hours) documented experience teaching the language as a second language within the last 8 years			
	Experience teaching all levels from A1-C2 and in developing examinations and specialized courses			
	Experience in teaching adults in a professional training setting			
Complementary skills	Fluency in a second official language of the United Nations (preferably a working language, English or French)			
	Word-processing (skills in both English and target language)			

Desirable requirements		Yes	No	Comments
Complementary skills	Experience using video, computer and/or multimedia to teach language			
	Experience working in a multicultural environment as a team member			
	Knowledge of other official U.N. languages			
	Experience in teaching adults in the workplace			

Sample Language Instructor CV Screening Template (cont.)

Other skills/qualifications worth considering:

Comments:

Action taken:

Sample Guidelines for Candidate Preparation for a Language Demonstration Class

Information for the candidate

- The class is composed of adult students of different nationalities and different native languages.
- The students' language levels (A1/A2/B1/B2/C1/C2) are defined according to the Common European Framework of Reference for Languages (CEFR).
- UN language courses encourage an interactive approach and are aligned with the competencies described by the CEFR.
- The class is composed of a minimum of five and a maximum of 18 students and lasts 45 to 60 minutes.
- The class will be attended by two to four observers.
- An interview will follow the demonstration class and will last 20-45 minutes. It is / it is not required to use in-house material. Share in-house material if necessary.
- Please bring multiple copies of the lesson plan, handouts and homework activities for the observers by (insert due date).
- Please note that the observers are not to be integrated as participants in the demonstration class.
- The classroom is composed of (describe the classroom conditions e.g., the size and makeup of the classroom (tables, desks, etc.,) as well as available technology (computers, whiteboard, overhead, etc.).
- Please bring (insert number and type) of identification of the day of the demonstration class.

On the day of the demo class and interview

- Welcome the candidate.
- Introduce the panel members.
- Explain again the steps of the demonstration class and the interview to follow.
- Make sure that the candidate is provided with any materials (markers, paper...) needed.

Sample Observation Form for Language Demonstration Class

Name of candidate:

Language:

Date of Interview:

Names of Panel Members:

Scoring Criteria:

1= Below expectations, 2= Meets expectations, 3= Exceeds expectations, leave blank for N/A

A. Objectives

1	The candidate had clear objectives and a discernible lesson plan.	
2	The activities/exercises targeted the objectives of the lessons.	
3	The candidate provided effective assessment opportunities to determine student achievement.	
4	The objectives were presented clearly to the students.	
Average		.../3

B. Content

1	There was an appropriate balance of structured and open-ended activities.	
2	The candidate provided opportunities for real/authentic language use and input.	
3	The exercises and activities were introduced in context.	
4	Cultural instruction was integrated into class activities.	
5	The candidate presented instructions for activities clearly.	
Average		.../3

C. KNOWLEDGE AND EXPERTISE

1	The candidate demonstrated thorough knowledge of the subject matter.	
2	The candidate answered questions about subject matter accurately and appropriately.	
Average		.../3

D. RHYTHM AND MANAGEMENT

1	The time allotted for activities was appropriate.	
2	There was a smooth sequencing and transitioning between activities.	
3	The candidate allowed time for clarification questions.	
4	The candidate kept students on task.	
5	The candidate helped create a warm, open and accepting class atmosphere.	
Average		... /3

E. INTERACTION WITH STUDENTS

1	The ratio of teacher talk time and student talk time was appropriate.	
2	The type and amount of teacher feedback was clear and effective.	
3	The candidate divided attention among students appropriately.	
4	The candidate checked student understanding frequently.	
5	The candidate addressed other language features as needed (e.g. pronunciation, vocabulary, spelling, etc.).	
6	The use of pair work/small groups/whole class was appropriate to the learning activities.	
7	The candidate differentiated instruction to meet the needs of the students (learning abilities and styles, etc.).	
Average		.../3

F. Sheltered Techniques

1	The candidate modified the rate of oral language to adapt to the students' levels.	
2	The candidate used words that the students could understand.	
3	The candidate used sentence structures that the students could understand.	
4	The candidate used materials (photos, gestures, organizers, etc.) to help exemplify concepts.	
Average		.../3

G. USE OF TECHNOLOGICAL RESOURCES

1	The use of the black/white/smart board was effective.	
2	The use of audio-visual material (text, video, audio, web materials) was appropriate and varied.	
3	The use of technology had a purpose i.e. it accomplished something that could not have been done as easily with other media.	
Average		.../3

TEACHER'S GLOBAL RATING

Average		.../3
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CANDIDATE'S GLOBAL RATING. ALL PANEL MEMEBERS

Final comments		
Average		.../3

Sample Interview Questionnaire after the Demonstration Class.

QUESTIONS FOR THE CANDIDATE

1. What were the learning objectives of the lesson?
2. How would you relate these class objectives to the overall goals of the course?
3. To what extent did you achieve your objectives?
6. Which aspects of the lesson you are the most proud of?
7. Is there anything that you would have done differently?

COMMENTS ABOUT THE CANDIDATE'S PERFORMANCE

Strengths / Weaknesses:

FINAL COMMENTS