To whom it may concern,

It is my absolute pleasure and with great enthusiasm that I act as a reference for Mr. Nicola Doria. As the Assistant Director of Studies for Modern Languages at BKC-International House Moscow, I oversaw the day-to-day running of the department of Languages Other Than English (LOTE) taught at the school and worked closely with Mr. Doria, where he held the position of Italian teacher.

In my role, I interviewed Mr. Doria for the job. He was successful in getting the position because of the effort and ingenuity he displayed in his preparation. For the pre-interview task he had prepared a full lesson plan, which he succinctly guided me through during the interview. The task itself was learner-centered and focused on engaging the students in learning the rules and usage of definite and indefinite articles for themselves through a series of tasks. It has been one of the rare occasions where the students have been considered quite so in-depth.

After starting work with us, we held planning sessions together and I observed Mr. Doria teach on three occasions. What was most notable about the approach he uses in his classes was his attention to the students and how he ensured all the different levels in his classes were able to learn, enjoy and produce the language. I witnessed on one occasion a variety of tasks that catered for varying abilities and kept all the students engaged at different speeds. On another, I saw students relate material to their immediate context, which helped them deal with the complicated listening task about to come. In feedback, I found Mr. Doria open-minded to new ideas, and a willing, reflective practitioner on his classes who was able to plan how to further develop.

Similarly, Mr. Doria has sought professional development opportunities in his own time. He participated in the department’s peer observation scheme, which gave teachers the opportunity to reflect on an area they wished to improve in their own teaching and observe a colleague in order to address their own problem. Mr. Doria met with that colleague before and after the class and produced a composition on how it helped his teaching. Additionally, he has attended seminars and workshops held by the school, including on how to teach grammar and the student-centered classroom. Such a commitment to external professional development opportunities is testament to the professional Mr. Doria is.

As a teacher, Mr. Doria is responsible for the administrative load that accompanies the role. Any plans he is required to submit are done comfortably before deadlines and are detailed. Registers, records of what was studied in class and reports are completed and flawlessly filed as appropriate.

Mr. Doria is very personable, too. This is evident upon meeting him and shines through in any encounter. Students, administrative staff and colleagues have commented on how pleasurable it is to come into contact with him. All classes are organised swiftly and any correspondence is in good grace.

The current situation at BKC-International House Moscow has meant that a number of teachers, including Mr. Doria, have been left without the guarantee of stable employment and the school recognises the obligation for them to seek alternative arrangements. For anyone in possession of this letter, as stated at the beginning, for the reasons outlined above, I sincerely believe that Mr. Doria will be a valuable asset to any language school.

If there are any questions, queries or a follow-up, please do not hesitate to message me personally on the methods below.   
  
Yours faithfully,   
  
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