

# Planning for Professional Development for the Coming Year

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CPD Points:  2

We'll be starting the workshop shortly. In the meantime:

1. Please use the mute function until the group discussions start
2. Duration is up to 60 minutes.
3. This webinar is being recorded.
4. You will receive a link by email for your certificate and CPD points within 48hrs of the course. Please check your junk box!



# Acknowledgement of Country

- NEAS Australia would like to acknowledge the Traditional Owners, the Cammeraygal, Gadigal and Bidjigal people of the Eora Nation, on whose land NEAS meets, works, studies and teaches.
- We pay our respects to Elders past and present, and extend our respect to Aboriginal and Torres Strait Islander people from all nations of this land.



# Workshop Outcomes

## Planning for Professional Development for the Coming Year

In this webinar we will:

- Explore different types of professional development activities
- Look at recent best practice in professional development
- Explore how professional development fits into the bigger picture of the NEAS Quality Assurance Framework
- Explore how ELT providers have changed their professional development activities over the last 12 months

## **POLL #1: Tell Us a Little About Yourself!**

1. I love teaching.
2. I'm more of a student than a teacher.
3. I have designed PD plans before.
4. I'm new to all of this.
5. I support teachers.
6. I own my own ELT business.

## CHAT CALL OUT #1

What activities come to mind when you think of professional development?

## CHAT CALL OUT #2



What recent professional development activities have you been involved in?



Why is professional development so important?



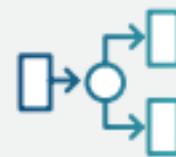
How can you use professional development to engage teachers more?



What advice do you have for someone who has never planned professional development before?

# Strategy for International Education 2030

<https://www.dese.gov.au/australian-strategy-international-education-2021-2030/resources/australian-strategy-international-education-2021-2030>



Diversification



Meeting Australia's  
skills needs



Students at  
the centre



Growth and global  
competitiveness



WE ADVANCE EDUCATION BY PROVIDING QUALITY ASSURANCE SERVICES FOR EVERYONE IN THE ENGLISH LANGUAGE TEACHING COMMUNITY.

## NEAS Endorsed Quality Centres

Recognised for their outstanding commitment to quality outcomes.

## NEAS Endorsed Quality Agents

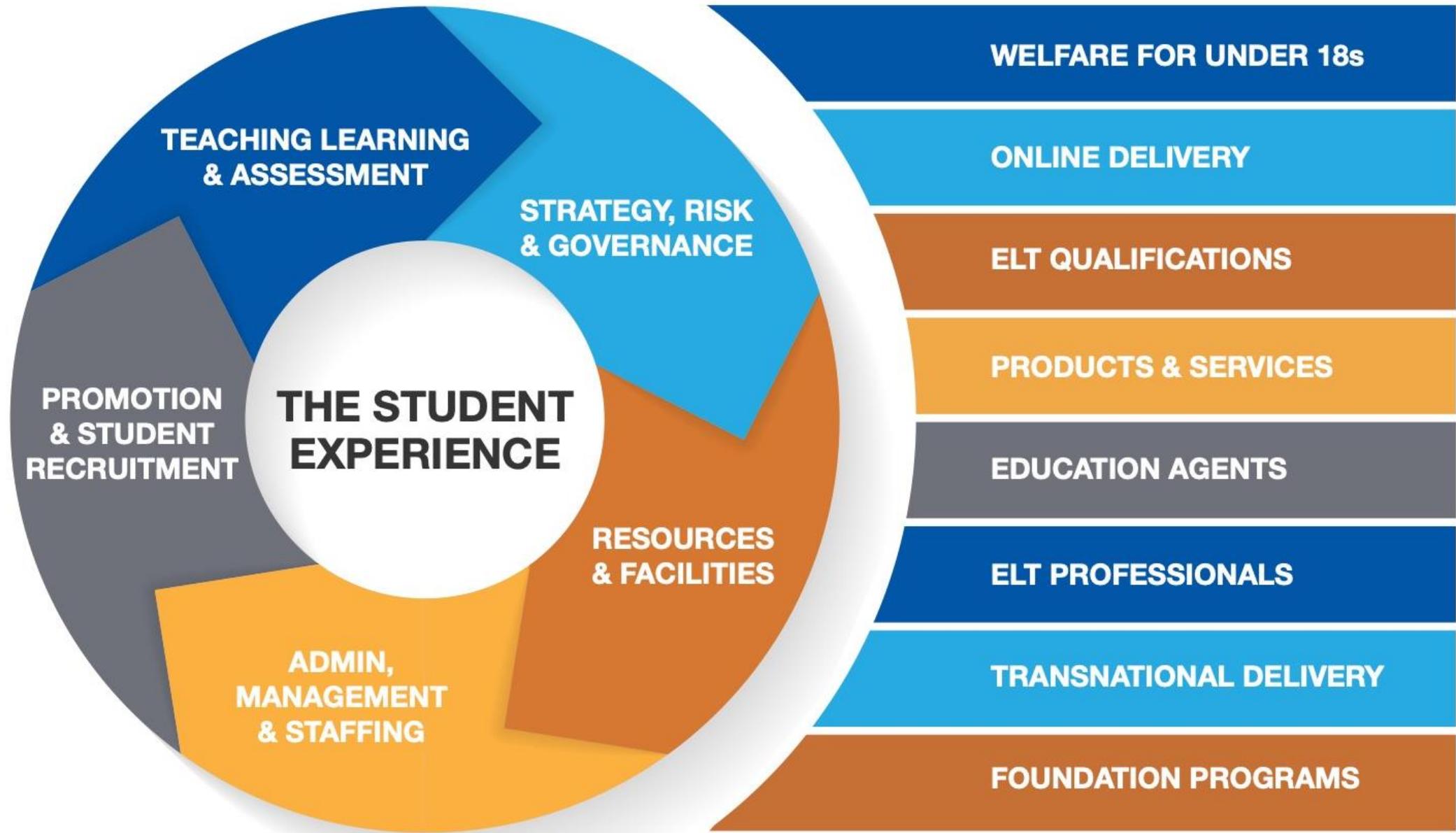
Agents committed to aspirational quality standards.

## NEAS Endorsed Quality Products & Services

The industry's top products & services.

## NEAS Endorsed Quality ELT Professionals

The who's who of Quality ELT Professionals.



## GLOBAL BEST PRACTICE FOR ADMINISTRATION, MANAGEMENT AND STAFFING (AREA D)

- D1: The Centre has an **organisational structure** that effectively supports the provision of services to students.
- D2: The Centre **recruits staff** to meet regulatory requirements as well as the identified needs of the organisation.
- D3: The Centre utilises effective systems for the dissemination of **information** to stakeholders.
- D4: The Centre supports a **performance and development culture** for all staff.

<https://neas.org.au/resources/neas-quality-framework/#area-d>

## QUALITY AREA D: ADMINISTRATION, MANAGEMENT AND STAFFING

### D1. Organisational Structure

- Efficient delivery of services
- Management skill set
- Structure supports students
- Policies and procedures

### D2. Staff Recruitment

- Regulatory requirements
- Strategic recruiting
- Qualified senior leadership
- Position descriptions

### D3. Information Sharing

- Approved communications
- Variety of channels
- Staff induction process

### D4. Performance & Development

- Cycle that appraises, develops and refines
- Culture of sharing
- Professional goals
- Strategy
- Innovation and best practice

# What is Professional Development (PD)?

Professional Development is **formal** or **informal learning** to obtain credentials such as a degree or certificate (formal learning) or informal experiences such as attending workshops and conferences, reading and researching or undertaking learning opportunities situated in practice such as self-assessment and observation.

# What does research tell us about the value of PD?

- Research published by the OECD, McKinsey, Grattan Institute and others show that professional development **improves teaching quality** and **student outcomes**.
- High quality teaching is the greatest institutional (centre) influence on student engagement and outcomes.

<https://grattan.edu.au/publications/reports/post/investing-in-our-teachers-investing-in-our-economy/>

<http://www.oecd.org/education/talis/>  
<https://www.mckinsey.com/>

# Why is PD essential?



# Why is PD essential?

ELICOS Standards, Standard P6 – ELICOS Specialist Staff

**P6.8 The registered provider;**

**a) must implement policies and procedures for the induction and ongoing professional development of its teaching staff**

**b) must implement a program of professional development each year**

# Why is PD important?

- ELICOS teachers need specialist knowledge and skills
- Teaching is complex and demanding
- ELICOS students have diverse backgrounds and needs
- ELICOS students are on a range of pathways and have a range of goals
- Technology and resources are changing
- Pre-service training is not enough to maintain and build quality teaching skills and knowledge

# What does effective Professional Development look like?

The Australian Charter for Professional Development of Teachers and School Leaders recommends professional development that is:

- Relevant
- Collaborative
- Future focussed

<https://www.aitsl.edu.au/teach/standards>

# Relevant

Professional Development needs to match the goals of the students and the centre.

Professional Development sustains change to teaching practice when it is clearly understood by the teachers and Academic Managers to be directly relevant to their direct needs in the classroom.

# Collaborative

Teachers, coordinators and Academic Managers working together, and with others outside of the centre, in a purposeful way.

Cultivating communities of practice with the purpose of having a positive impact on teaching and learning.

# Future focused

Builds teachers' capacity to adapt to change. This may include exposing teachers to new and emerging practices and subject knowledge and the theories underpinning them.

Also builds the capacity of teachers to apply a range of strategies to new situations as well as existing ones.

WHERE DO I....

S<sub>1</sub>

T<sub>1</sub>

A<sub>1</sub>

R<sub>1</sub>

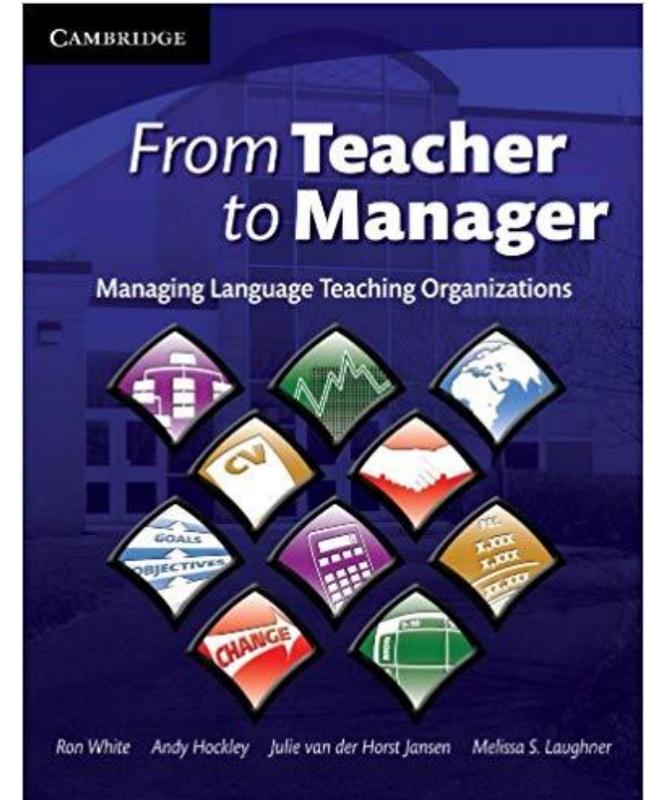
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# GREAT LEARNING ORGANISATIONS

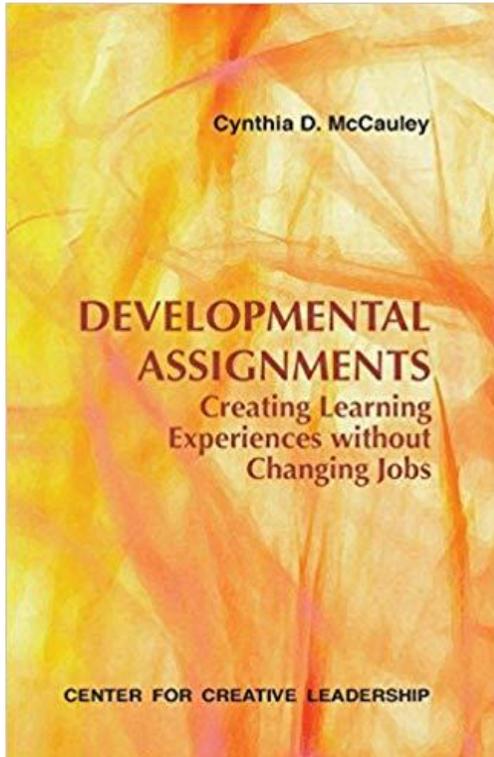
Great learning organisations:

- Clear vision, clear goals
- Purposeful and coherent
- Listens to and learns from consumers (the students)
- Recruits and retains motivated, committed and loyal staff with purposeful management, good internal communication, collegiate culture
- Committed to maintaining and raising quality standards overall (and are profitable because of this)
- Not static but learning organisations



# PD

# 70:20:10



## Problems with Employees

*Description:* Dealing with employees who lack adequate experience, are incompetent, or are resistant to change.

*Benefits:* Gives you the opportunity to deal with people problems, face and resolve conflict, and coach employees to higher levels of performance. Also provides an opportunity to learn to balance toughness and empathy.

Reshaping Your Job	Temporary Assignments	Outside the Workplace
Take on the responsibility of coaching employees with performance problems in your group.	Resolve a conflict with a subordinate.	Coach a sports team.
Manage the training of new employees in your group.	Commit to handling an employee performance issue you've been avoiding.	Be trained as a volunteer mediator.
Delegate one of your job responsibilities to a direct report.	Hire and implement a development plan for an employee who shows promise but doesn't have the needed experience for the job.	
	Work to retain a valued employee who is thinking about leaving the organization.	
	Fire an employee who has not met performance standards despite coaching and support.	
	Champion a change your group has been resisting (e.g., using a new organizational procedure or switching to a new technology).	
	Engage your direct reports in a goal alignment exercise.	

## Managing Yourself

Sets personal goals.

Manages time well.

Proactively manages own career.

Handles stressful experiences with energy and resilience.

Balances work priorities and personal priorities.

Experiences in which you can practice setting priorities, managing stress, and keeping balance amidst the pursuit of difficult goals (*Inherited Problems, Problems with Employees, High Stakes*).

- Take on your unit's most dissatisfied customer or difficult supplier.
- Join the board of a struggling non-profit organization.
- Serve on a task force to solve a major organizational problem.
- Champion a change your group has been resisting.
- Manage an annual organizational event with high visibility.
- Do a tight-deadline assignment for your boss's boss.
- Work on a local political campaign.
- Chair a professional conference.

# Create the right culture and environment

Professional Development is most effective when valued and supported by the centre, managers and the whole team.



# Set your goals

When developing your professional development plan for 2022, identify the goals that you and your team want to achieve at your centre or work environment. The ultimate goal is better student outcomes.



# Identify the needs or knowledge/skills gaps of your team

1. Self Assessment
2. Survey
3. Performance review



# Consider your organisation's needs



# Consider your organisation's needs

- Workplace Health and Safety (WHS)
- First Aid
- National Code and the ELICOS Standards
- Strategic plan
- Marketing plan
- New programs such as pathways to VET and Higher Education or English for Young Learners

# Consider your options

1. Internally driven professional development
  - curriculum review
  - assessment validation
  - moderation of student outcomes
  - peer observation
  - mentoring
  - coaching
  - technical training (new technology or software)
  - self assessment
  - workshops from teachers
  - sharing readings, websites, best lesson ideas
  - teacher led action research or projects

# Consider your options

## 2. External sources of professional development

- NEAS [neas.org.au](https://neas.org.au)
- English Australia [englishaustralia.com.au](https://englishaustralia.com.au)
- UECA [ueca.com.au](https://ueca.com.au)
- Conferences, workshops and seminars e.g. VELG, ISANA, TESOL (USA), IATEFL (UK), CamTESOL (Cambodia)

# Consider your options

## 3. Further qualifications

- Masters (TESOL or Applied Linguistics)
- DELTA
- MBA
- Graduate Certificate in Change Management

# Other critical factors

- Time available
- Terms and cycles
- Budget
- Composition of your team
- Stages of teachers' careers

# Cambridge English Teaching Framework – at the heart of professional development

We developed the Cambridge English Teaching Framework: to help teachers identify where they are in their professional career to help teachers and their employers think about where they want to go next and identify development activities to get there.

Stages	Foundation	Developing	Proficient	Expert
<b>Learning and the learner</b>	<p>Has a basic understanding of some language-learning concepts.</p> <p>Demonstrates a little of this understanding when planning and teaching.</p>	<p>Has a reasonable understanding of many language-learning concepts.</p> <p>Demonstrates some of this understanding when planning and teaching.</p>	<p>Has a good understanding of many language-learning concepts.</p> <p>Frequently demonstrates this understanding when planning and teaching.</p>	<p>Has a sophisticated understanding of language-learning concepts.</p> <p>Consistently demonstrates this understanding when planning and teaching.</p>
<b>Teaching, learning and assessment</b>	<p>Has a basic understanding of some key principles of teaching, learning and assessment.</p> <p>Can plan and deliver simple lessons with a basic awareness of learners' needs, using core teaching techniques.</p> <p>Can use available tests and basic assessment procedures to support and promote learning.</p>	<p>Has a reasonable understanding of many key principles of teaching, learning and assessment.</p> <p>Can plan and deliver lessons with some awareness of learners' needs, using a number of different teaching techniques.</p> <p>Can design simple tests and use some assessment procedures to support and promote learning.</p>	<p>Has a good understanding of key principles of teaching, learning and assessment.</p> <p>Can plan and deliver detailed lessons with good awareness of learners' needs, using a wide range of teaching techniques.</p> <p>Can design effective tests and use a range of assessment procedures to support and promote learning.</p>	<p>Has a sophisticated understanding of key principles of teaching, learning and assessment.</p> <p>Can plan and deliver detailed and sophisticated lessons with a thorough understanding of learners' needs, using a comprehensive range of teaching techniques.</p> <p>Can design a range of effective tests and use individualised assessment procedures consistently to support and promote learning.</p>
<b>Language ability</b>	<p>Provides accurate examples of language points taught at A1 and A2 levels.</p> <p>Uses basic classroom language which is mostly accurate.</p>	<p>Provides accurate examples of language points taught at A1, A2 and B1 levels.</p> <p>Uses classroom language which is mostly accurate.</p>	<p>Provides accurate examples of language points taught at A1, A2, B1 and B2 levels.</p> <p>Uses classroom language which is consistently accurate throughout the lesson.</p>	<p>Provides accurate examples of language points taught at A1–C2 levels.</p> <p>Uses a wide range of classroom language which is consistently accurate throughout the lesson.</p>
<b>Language knowledge and awareness</b>	<p>Is aware of some key terms for describing language.</p> <p>Can answer simple learner questions with the help of reference materials.</p>	<p>Has reasonable knowledge of many key terms for describing language.</p> <p>Can answer most learner questions with the help of reference materials.</p>	<p>Has good knowledge of key terms for describing language.</p> <p>Can answer most learner questions with minimal use of reference materials.</p>	<p>Has sophisticated knowledge of key terms for describing language.</p> <p>Can answer most learner questions in detail with minimal use of reference materials.</p>
<b>Professional development and values</b>	<p>Can reflect on a lesson with guidance and learn from feedback.</p> <p>Requires guidance in self-assessing own needs.</p>	<p>Can reflect on a lesson without guidance and respond positively to feedback.</p> <p>Can self-assess own needs and identify some areas for improvement.</p>	<p>Can reflect critically and actively seeks feedback.</p> <p>Can identify own strengths and weaknesses as a teacher, and can support other teachers.</p>	<p>Consistently reflects critically, observes other colleagues and is highly committed to professional development.</p> <p>Is highly aware of own strengths and weaknesses, and actively supports the development of other teachers.</p>

# ACTION PLAN

- Take a look at the Action Plan document
- Develop an action plan for 2022
- Share with a small group
- Present back to the larger group



<https://docs.google.com/document/d/1WnlqteZKmxhgPrRf7dpjoCVzMt6jd-cFF86uLc7lyHM/edit?usp=sharing>

What will you do  
next?



# Discussion and questions

Thank you for listening. Now it's your turn.

## CHAT CALL OUT #2



What recent professional development activities have you been involved in?



Why is professional development so important?



How can you use professional development to engage teachers more?



What advice do you have for someone who has never planned professional development before?

# FOCUS QUESTIONS

1. As teacher trainers or managers, what you can do to support the continual professional development of the teachers as leaders?
2. How can we encourage/challenge the long-serving teachers to continue to look for opportunities for growth as leaders?
3. How do we encourage teachers to explore new ideas or conduct action research in their classrooms about leadership?
4. As managers, how do we develop a culture that welcomes criticism/constructive feedback?
5. As managers, should we give chances to staff to evaluate the managers' performance? In what ways should this be conducted?

**2022 NEAS  
MANAGEMENT  
CONFERENCE**

# Going Glocal

**EMBRACING ELT COMMUNITIES OF PRACTICE**

**A BLENDED LEARNING  
CONFERENCE EXPERIENCE  
5 - 6 MAY 2022**

**STREAMED LIVE**  
from Doltone House,  
Sydney, Australia

# Micro Credentialing for ELT Professionals



## Associate Member Badge

Associate Members receive a badge and access to NEAS Professional Development.



## Specialisation Completed Badge

Specialisations are awarded on completion of NEAS Online Specialisation courses .



## Endorsed Centre

Only for individuals that work for NEAS endorsed centres.



## Master Practitioner in ELT

Achieved through the NEAS Online Capstone course.



## Core Courses Completed Badge

Core courses completed on NEAS Online showcase your PD experience.



## Endorsed ELT Professional

Only for individuals who have achieved the NEAS standards for ELT professionals and completed the NEAS capstone course "Master Practitioner in ELT"

# Master Practitioner in ELT (Quality Assurance)



- For the ELT professional who is working, teaching or studying in the ELT field and has gained considerable experience in applying quality assurance principles in their professional practice.
- Opportunities to demonstrate and apply knowledge, skills and experience with the NEAS Quality Assurance Framework (QAF) to the ELT context.
- Enrol now!

[online.neas.org.au](https://online.neas.org.au)

# Certificates and CPD Points

To receive a certificate and CPD points for this webinar:

1. You will receive a link by email for your certificate and CPD points within 48hrs of the course. Please check your junk box!
2. Go to [online.neas.org.au](https://online.neas.org.au)
3. Login or register if you do not have a NEAS Online account.
4. Complete the course by completing a short quiz.
5. Receive a personalised certificate with your CPD Points.



neas.org.au



*Thank You!*

# Participant Survey

Thank You! We value your feedback!

<https://www.surveymonkey.com/r/L8NQKFJ>

