

# Lifelong Learning & CONTINUOUS PROFESSIONAL DEVELOPMENT FOR ELT MANAGERS

Building a Personalised Learning Plan for ELT Leadership

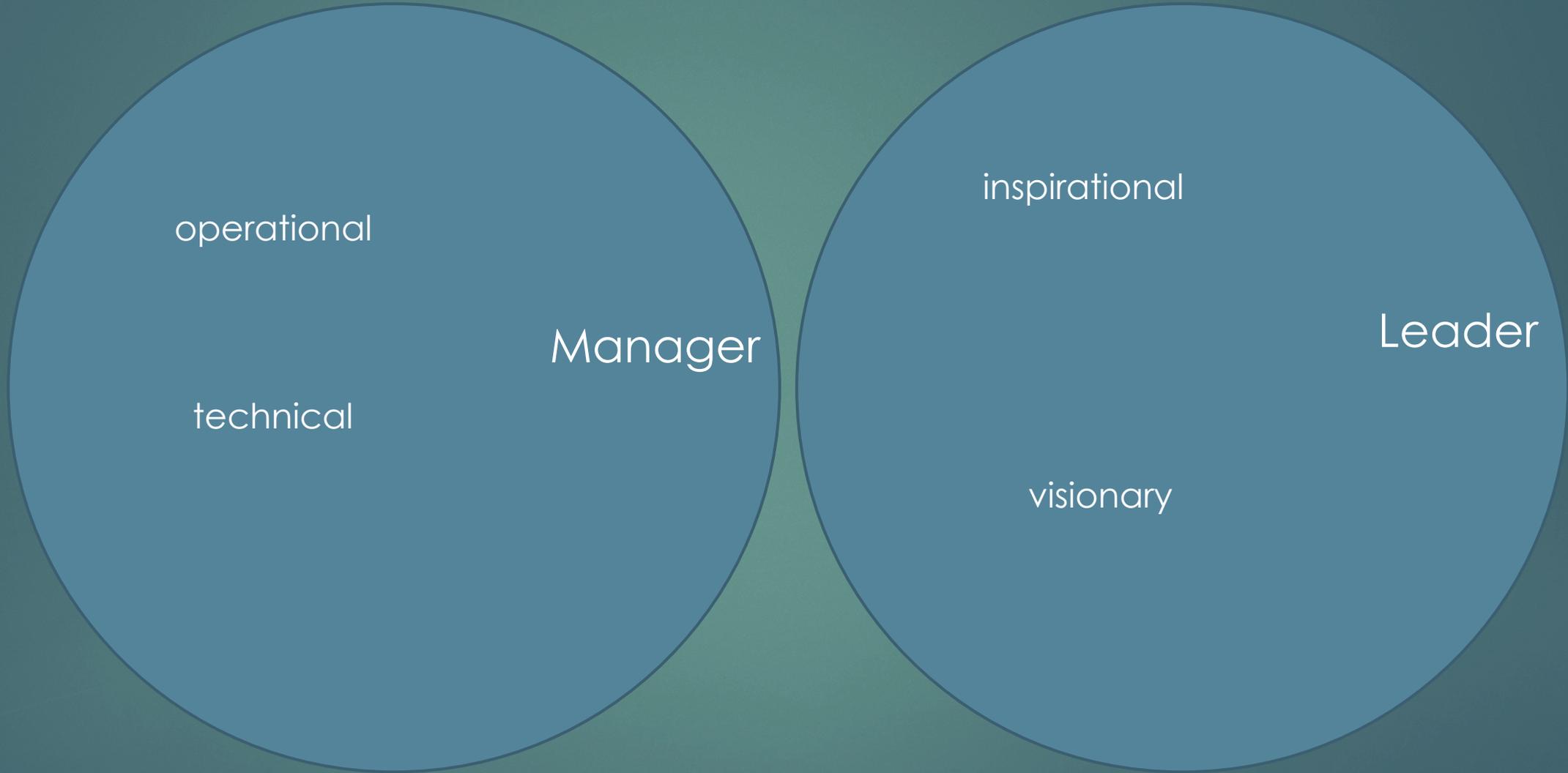


Sharon Leslie  
English Language Program Director, Southern Cross University

# What are we doing today?

1. **Identity**
2. **Explore leadership frames**
3. **Discuss ELT academic manager professional practices and leadership requirements**
4. **Identify your goals (& the goals of others) – make some frames for us**
5. **Discuss a strength & an area for development**
6. **Start on a personalised learning plan**

# Manager or Leader?



# You need to be both..... eventually



← Leader

# 1. Who are we (and how did we get here)?



Why (and how) did you become an ELT manager (coordinator)?

Until now, what skills, knowledge, people and resources have prepared you for being a manager?



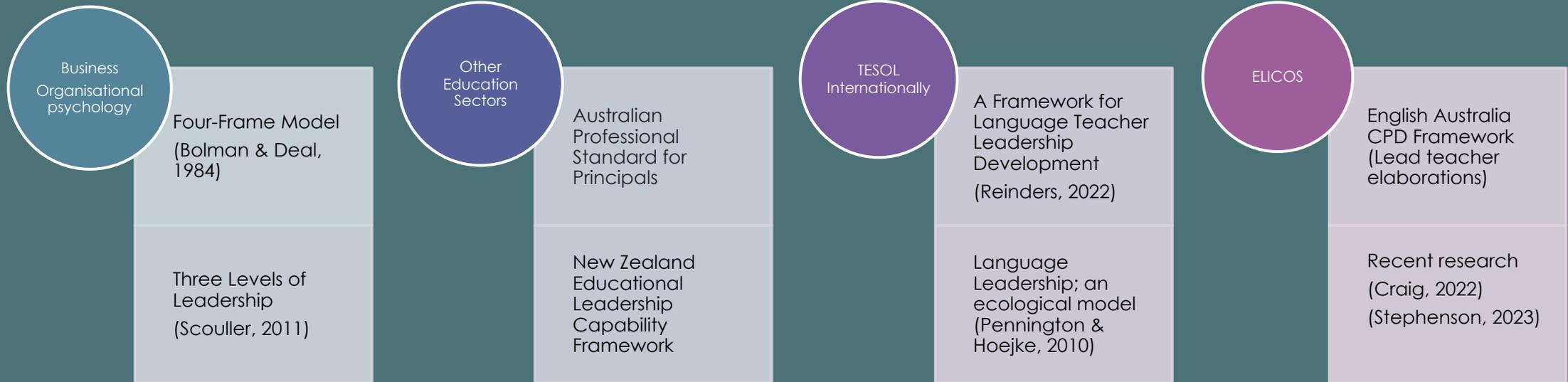
# Categories of skills and competencies (experience)

Frames	Skills

## 2. Explore leadership frames from education & beyond



# Some (potentially) useful frames & resources:





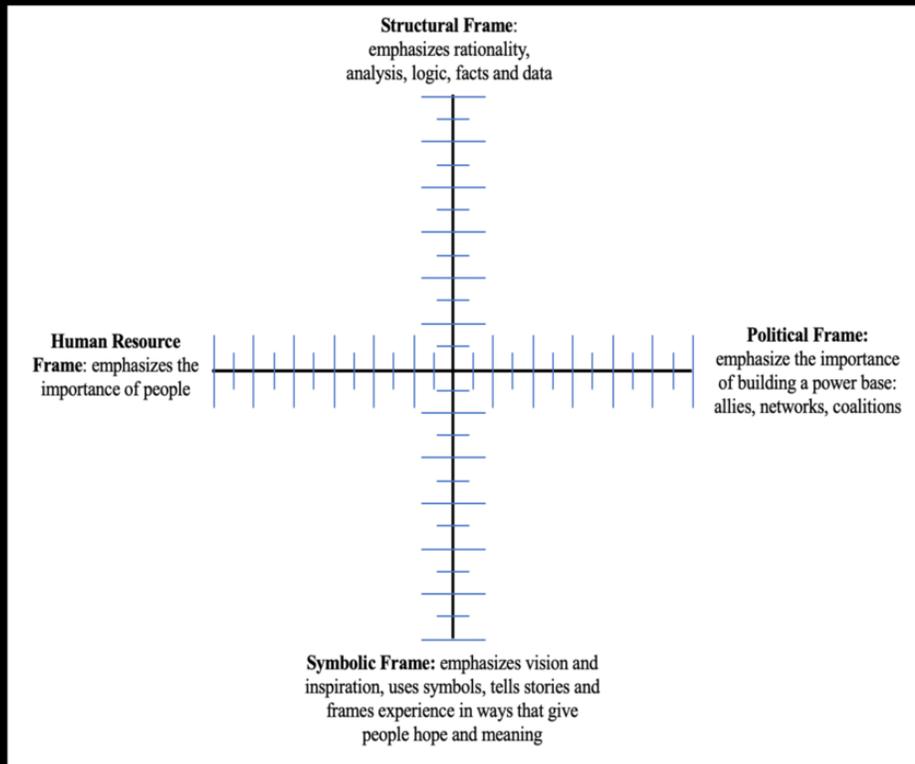
# Leadership frames

- Are you familiar with any of these frames?
- Do you know any others?
- How have you been making decisions about the skills and knowledge (capabilities/competencies) you need?

**Knowledge + Experience + Context = Learning Plan**

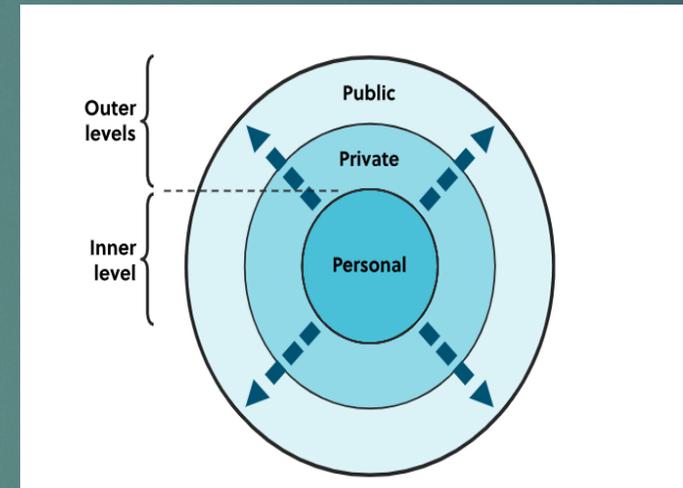
# Beyond Education

## Four frames model



Note: From Bolman, L & Deal, T. (1986)

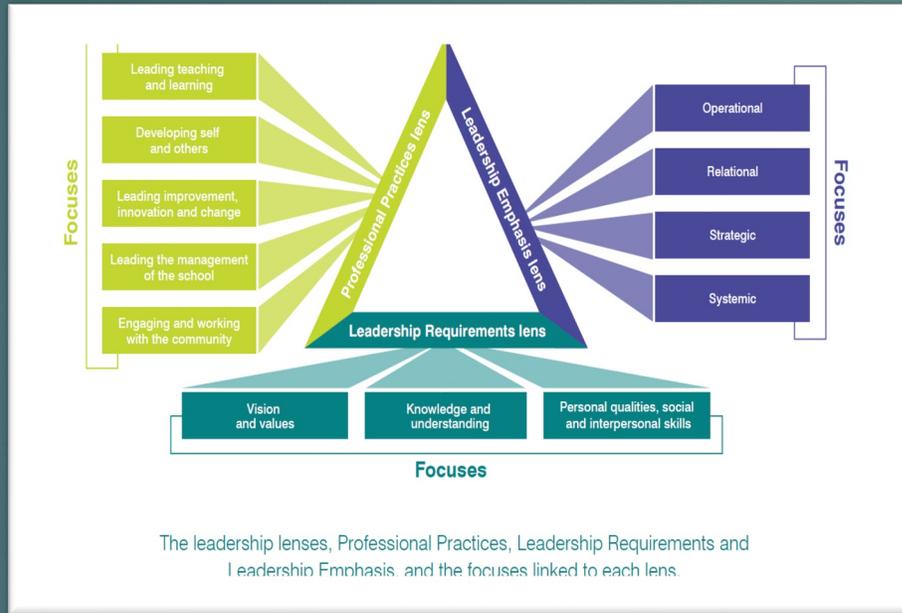
## Three levels of leadership



Scouller, J. (2011)

# Other Education Sectors

## Australian Professional Standard for Principals



(Australian Institute for Teaching and School Leadership. (2011).

## Educational Leadership Capability Framework



**The guardian**

**The manager**

**The visionary**

**The teacher & learner**

**The worker**

**The networker**

**The advocate**

NZ Centre for Education Research (2018)

# TESOL (globally)

## A Framework for Language Teacher Leadership Development

	Personal	Organisational	Professional
Behaviour beliefs	Self-reflection	Collaboration & mentoring	Dissemination of research
Attitudes towards the behaviour	Wellbeing practices	Offering leadership opps. Recognising leaders	Promoting self-care Encouraging risk-taking
Normative beliefs	Learning about l'ship types	Recognising diversity in novice leaders	Inviting exploration of l'ship practices
Subjective norms	Aligning internal & external	Explore l'ship expectations	Focus on teacher wellbeing
Control beliefs	Networking/connecting with prof org.	Provide training resources & networking opps	Providing standards, tools & guidance
Perceived behavioural control	SWOT	Mentoring opps	Developing critical reflection

Reinders, H. (2023)

### Language Program Leadership in a Changing World: an Ecological Model

- Instruction
- Academic discipline
- Profession
- Service
- Business

GLOBAL & LOCAL

- People
- Things
- Processes

- Tangible assets
- Intangible assets

CONTEXT – PEOPLE - POTENTIAL

Pennington, M. & Hoekje, B. (2010).

# ELICOS – TESOL leadership in Australia

## English Australia Continuing Professional Development Framework

### Lead teacher elaborations

- Teaching & learning theory & methodology
- Understanding learners
- Assessment, feedback & reporting
- Lesson management
- Course & lesson planning
- Context & specialisation knowledge
- Technology & learning
- Engagement & scholarship & reflection
- Intercultural communication



### Recent research:

- Important elements of good leadership:
  - Technical expertise (ELT pedagogy)
  - Contextual awareness
  - External engagement
- (Craig, 2022)**
- 
- Call for transformative TESOL leadership
  - Sensemaking & sensegiving
  - Leadership identity formation through WIL, mentoring & connecting experienced & novice teachers
- (Stephenson, 2023)**



# Categories of skills and competencies (frames)

Frames	Skills



# Categories of skills and competencies (frames)

## What knowledge, skills and practices do you need to do your job?

PERSONAL

INSTITUTIONAL

SECTOR

- Position description
- Role description
- Organisational framework for advancement/promotion
- Performance management document
- Government regulations & institutional policy
- Internal documents?
- What else?

**Knowledge + Experience + Context = Learning Plan**



# Categories of skills and competencies (context)

Frames	Skills

Frame	Knowledge & skills
Technical	Digital Financial
Interpersonal	Human relations Welfare Staff management
Organisational	Time management Scheduling Staffing
Regulatory	Knowledge of & adherence to policy & regulations
Educational	Assessment Curriculum design Student goals & progress
Institutional	Structure Goals
Strategic (Business)	Recruitment/marketing New products Market trends
Personal	

# What are your management goals?



# What are your leadership goals?

### 3. Identify a strength & an area for development



Frame	Knowledge/skills	Challenge or strength
Technical	Digital Financial	
Interpersonal	Human relations Welfare Staff management	
Organisational	Time management Scheduling Staffing	
Regulatory	Knowledge of & adherence to policy & regulations	
Educational	Assessment Curriculum design	
Institutional	Structure Goals	
Strategic	Recruitment/marketing New products Market trends	
Personal		

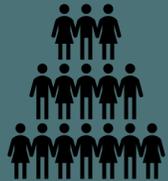
# Aspects of leader identity approach

Frame	Knowledge & skills	Particular challenge or strength
The guardian		
The manager		
The visionary		
The teacher & learner		
The worker		
The networker		
The advocate		

# SOURCES/RESOURCES



**ENHANCE/SHARE STRENGTHS  
OVERCOME CHALLENGES  
MEET GOALS**



**Knowledge + Experience + Context = Learning Plan**

- Independent
- Sponsored
- Formal
- Informal
- Workplace-based
- Professional organisation
- Community of practice
- Mentoring
- Scholarship
- Workshops
- Qualifications

# **SOURCES/RESOURCES**

## **ENHANCE/SHARE STRENGTHS**

## **OVERCOME CHALLENGES**

## **MEET GOALS**

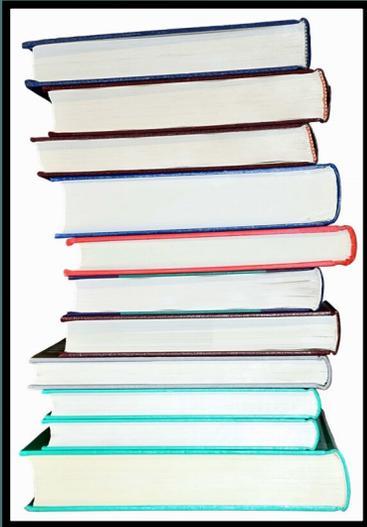
Factors to consider:

- ❖ Time
- ❖ Commitment
- ❖ Cost
- ❖ Support
- ❖ Goals

**Knowledge + Experience + Context = Learning Plan**

Frame	(knowledge/skills)	Challenge or strength	Potential PD opportunity
Technical	Digital Financial		
Interpersonal	Human relations Welfare Staff management		
Organisational	Time management Scheduling Staffing		
Regulatory	Knowledge of & adherence to policy & regulations		
Educational	Assessment Curriculum design		
Institutional	Structure Goals		
Strategic	Recruitment/marketing New products Market trends		
Personal			

# 4. Develop a personalised learning plan



You just did.....

Frame	(knowledge/skills)	Challenge or strength	Potential PD opportunity
Technical	Digital Financial		
Interpersonal	Human relations Welfare Staff management		
Organisational	Time management Scheduling Staffing		
Regulatory	Knowledge of & adherence to policy & regulations		
Educational	Assessment Curriculum design		
Institutional	Structure Goals		
Strategic	Recruitment/marketing New products Market trends		
Personal			

# You could conceptualise it like this.....

**Academic Manager Workshop**  
**Mapping the professional development terrain**

Sources:	Goals:
<ul style="list-style-type: none"><li>• Formal learning</li></ul>	<ul style="list-style-type: none"><li>• Personal</li></ul>
<ul style="list-style-type: none"><li>• Experiential learning</li></ul>	<ul style="list-style-type: none"><li>• Institutional</li></ul>
<ul style="list-style-type: none"><li>• Communal learning</li></ul>	<ul style="list-style-type: none"><li>• Sector</li></ul>

# Here's one I prepared earlier.....

NEAS Management Conference 2024

Sources	Goals	
<p><b>Formal learning</b></p> <p><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>• Certificate or Diploma programs (organisational development, leadership &amp; management, life coaching, leadership &amp; strategy)</li> <li>• International Diploma in Language Teaching Management (IDLTM)</li> <li>• Masters or other postgraduate qualifications (Masters of Educational leadership)</li> </ul> <p><b>Professional organisations</b></p> <ul style="list-style-type: none"> <li>• NEAS</li> <li>• English Australia</li> <li>• University English Centres of Australia</li> <li>• Australian Council of TESOL Associations</li> <li>• IATEFL/ TESOL International/BALEAP</li> </ul> <p>Workshops, conferences, online learning, webinars, access to sector knowledge (business &amp; other)</p>	<p><b>Personal</b></p> <p>What management/leadership areas do you want to grow in?</p> <p><b>Technical</b></p> <p><b>Interpersonal</b></p> <p><b>Organisational</b></p> <p><b>Regulatory</b></p> <p><b>Educational</b></p> <p><b>Institutional</b></p> <p><b>Strategic</b></p> <p><b>Personal</b></p> <p>?</p>	<p><b>The guardian</b></p> <p><b>The manager</b></p> <p><b>The visionary</b></p> <p><b>The teacher &amp; learner</b></p> <p><b>The worker</b></p> <p><b>The networker</b></p> <p><b>The advocate</b></p>
<p><b>Experiential learning</b></p> <ul style="list-style-type: none"> <li>• Mentors</li> <li>• Sponsored workplace-based PD</li> <li>• Reflective practice</li> </ul>	<p><b>Institutional</b></p> <ul style="list-style-type: none"> <li>• Mission statement/goals</li> <li>• Organisational framework for advancement/promotion</li> <li>• Performance management document</li> <li>• Position description</li> <li>• Role description</li> <li>• KPIs</li> <li>• ?</li> </ul>	
<p><b>Shared learning</b></p> <p>Communities of practice</p> <ul style="list-style-type: none"> <li>• Online</li> <li>• Face-to-face</li> <li>• Formal/informal</li> <li>• Within workplaces</li> <li>• Within the sector (nationally or locally)</li> <li>• Outside the sector</li> </ul>	<p><b>Sector</b></p> <ul style="list-style-type: none"> <li>• Australian Govt plans for international education</li> <li>• Goals/mission statements of professional organisations</li> <li>• ?</li> </ul>	

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Australian Institute for Teaching and School Leadership (AITSL) (2017b). The Australian professional standard for principals. Retrieved from <https://www.aitsl.edu.au/teach/standards>

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**Thank you!**

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