The Eaquals Academic Management Competency Framework

Languages Canada Conference 2023
February 24, 2023
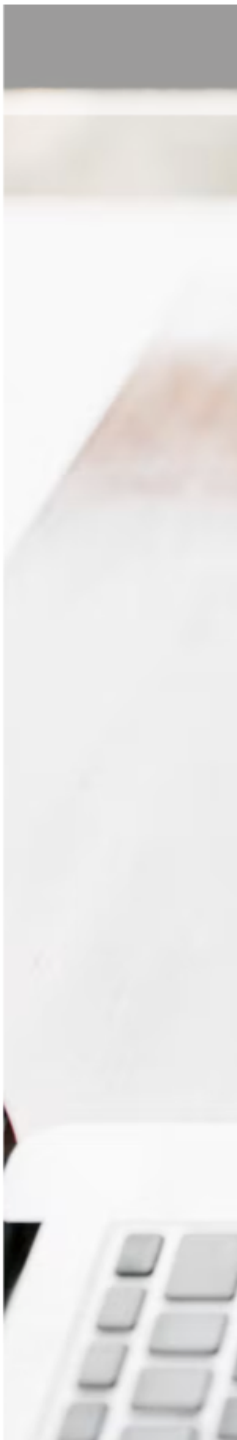
Commonwealth Ballroom B

Westin Nova Scotia, Halifax, NS

Julian L'Enfant, M.Ed. (Plurilingual Education), Dip.RSA
Saint Mary's University

What is your role in your institution? (E.g., Academic manager, project leader, school owner, director. senior teacher, future manager, other?)
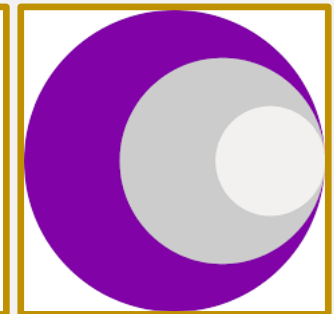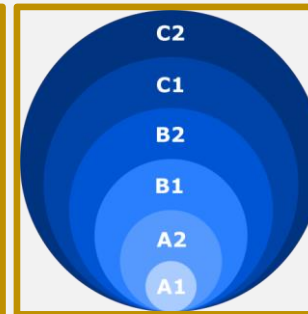
Competency Frameworks

Centre for Canadian Language Benchmarks | Centre des niveaux de compétence linguistique canadiens

C2 C1 B2 B1 A2 A1

BALEAP

eGRID

Eaquals
Excellence in Language Education

The Eaquals Framework for Language Teacher Training & Development
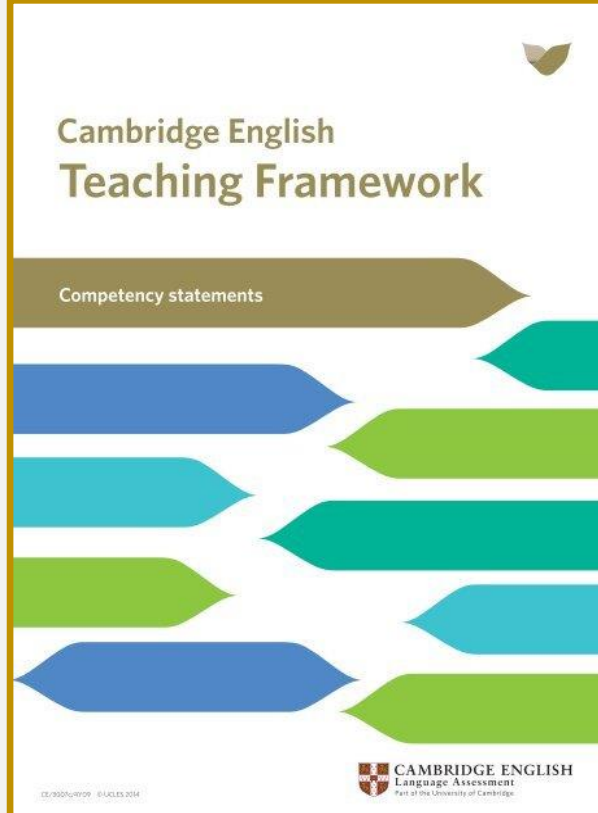
CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

Cambridge English

The Cambridge English Trainer Framework

From teacher to trainer and beyond

Cambridge English
Teaching Framework

Competency statements

CAMBRIDGE ENGLISH
Language Assessment
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"A competency framework can help establish the skills, attitudes and behaviours needed to complete tasks well."

Over 40 competency frameworks listed and described on the [ECML](#) site.
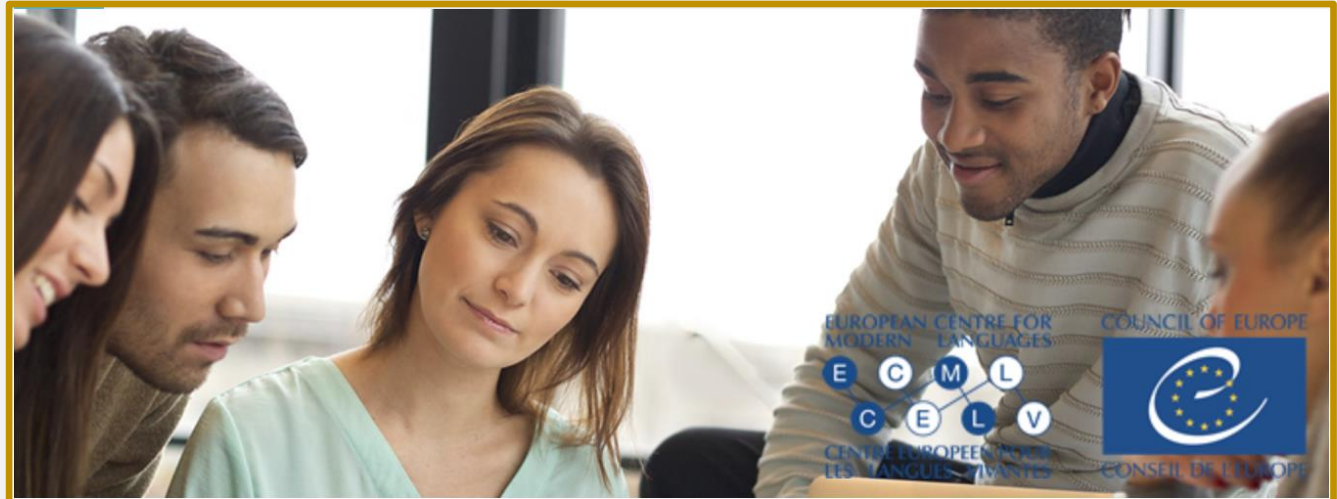
A guide to teacher competences for languages in education

INTRODUCTION	CATALOGUE OF INSTRUMENTS	INSTRUMENTS IN PRACTICE
EVOLVING INSTRUMENTS	COUNCIL OF EUROPE PRINCIPLES	TEACHER COMPETENCES - CONCLUSIONS

Catalogue of instruments

The Eaquals Academic Management Competency Framework

Facing (at least) two ways:
The challenges of managing language courses

Which responsibilities do you spend the most time on?

Dealing with problems, i.e., teacher absence; student complaints.

Handling student issues, i.e., level; student absence

Mentoring / coaching teachers

Assigning teachers to courses & briefing them.

0%   5%   10%   15%   20%
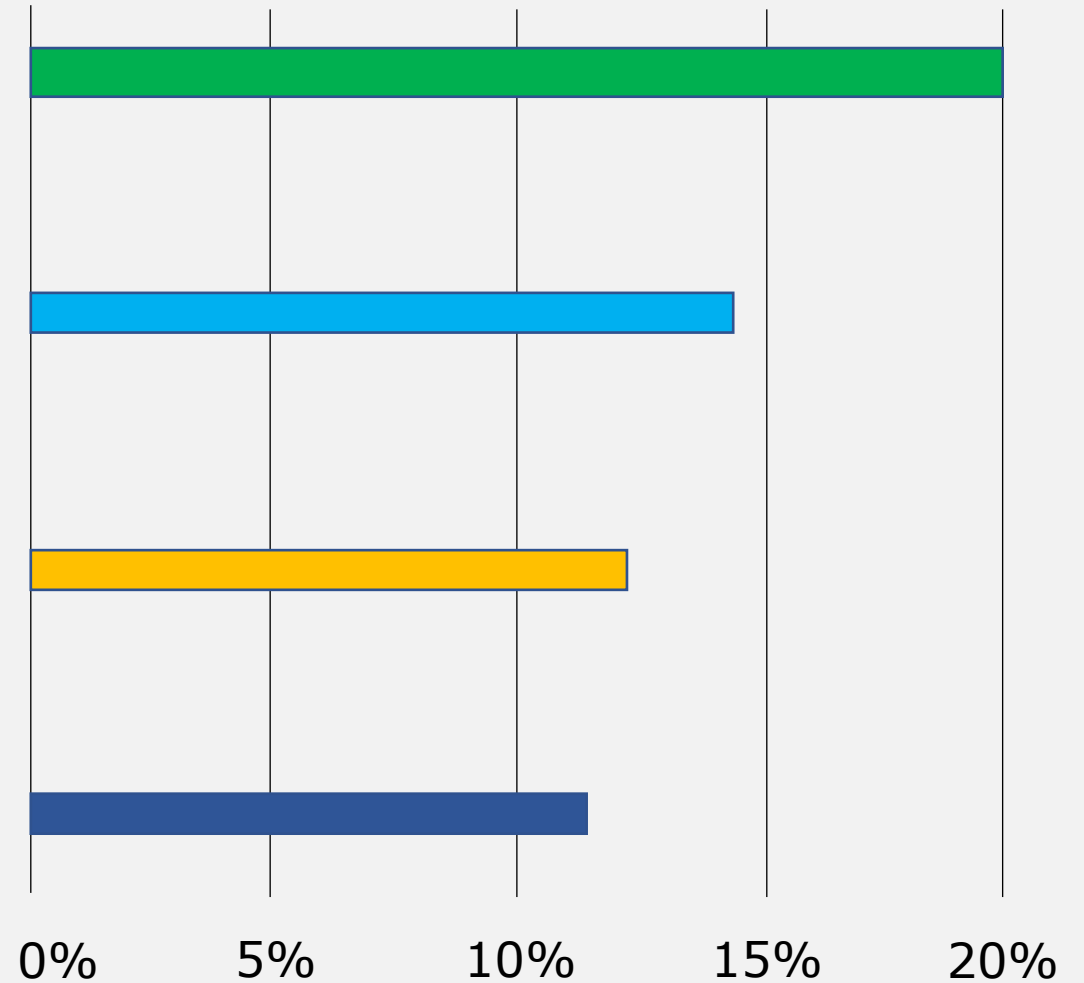
LCM training - BEFORE

LCM training - SINCE

Poll Stats

19% No Answer
10% Yes
65% No
6% N/A

Poll Stats

19% No Answer
31% Yes
46% No
4% N/A
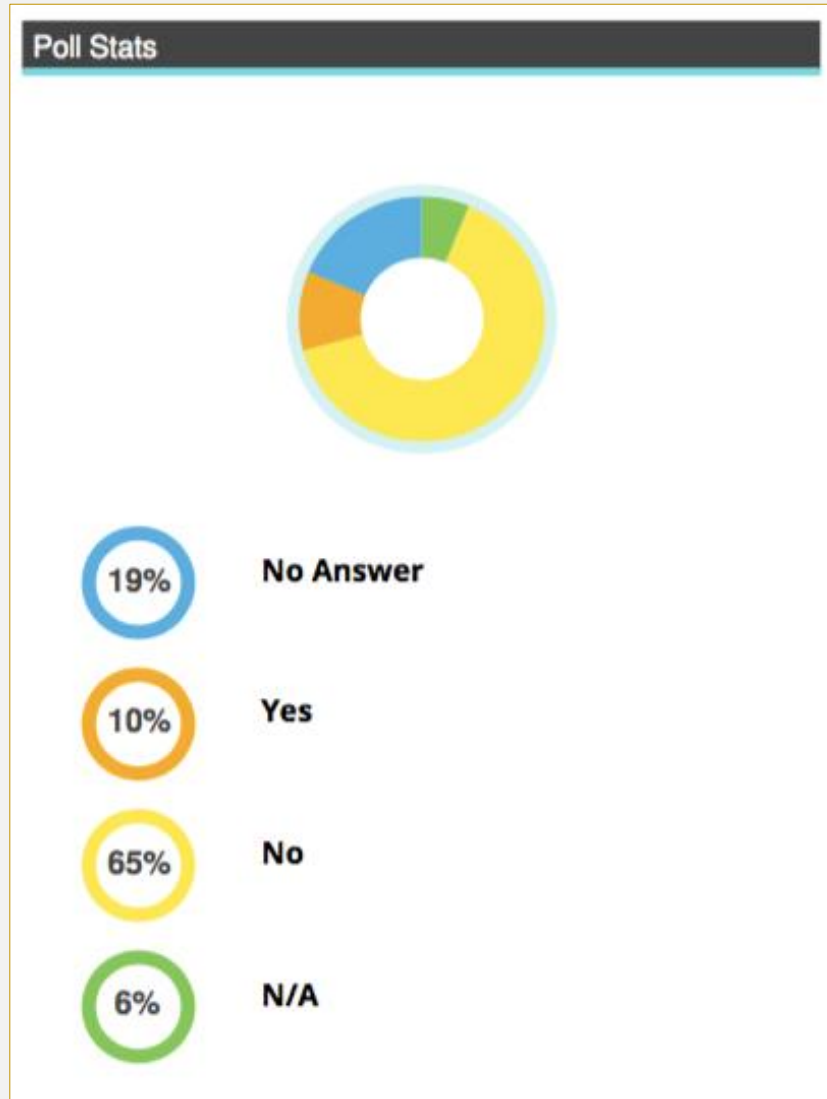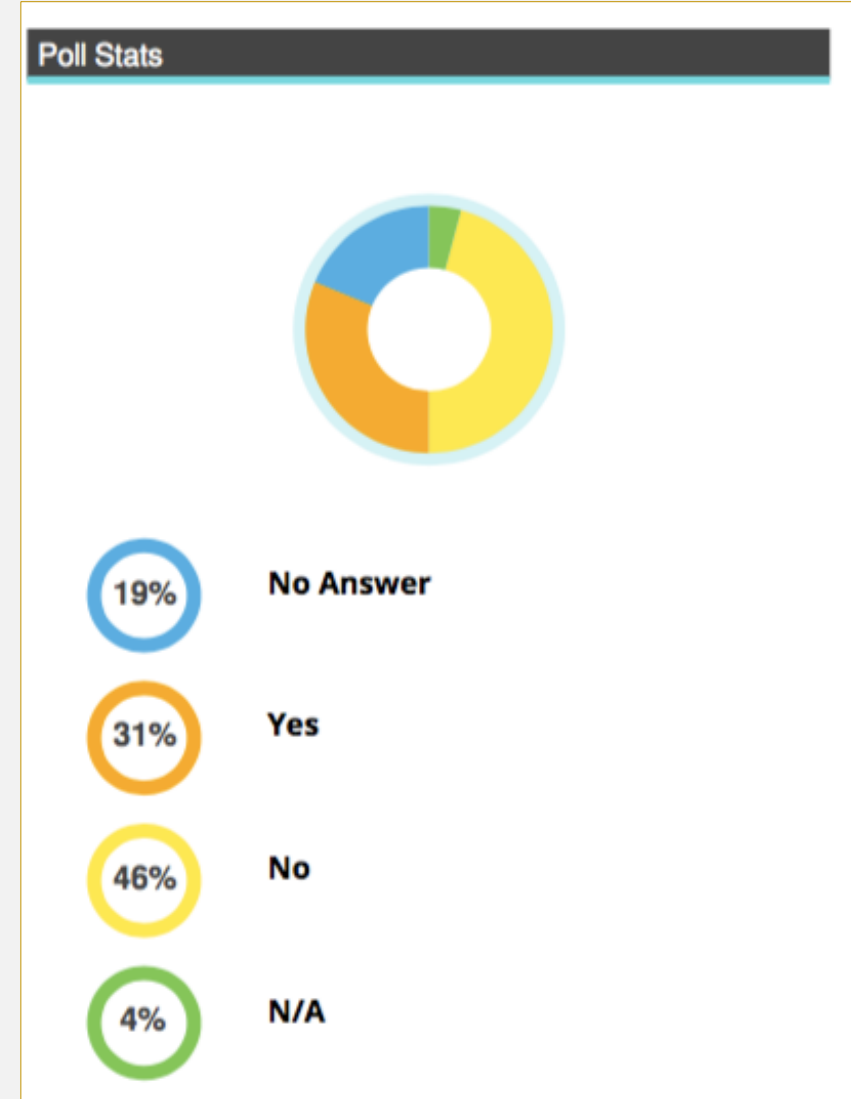
*LCM (Language Course Manager)

Today

1. What does it contain?

2. Understanding 'level'

3. Uses of the AMCF

4. What are the aims and principles of the AMCF?

Disclaimer:

The Eaquals Academic Management
Competency Framework
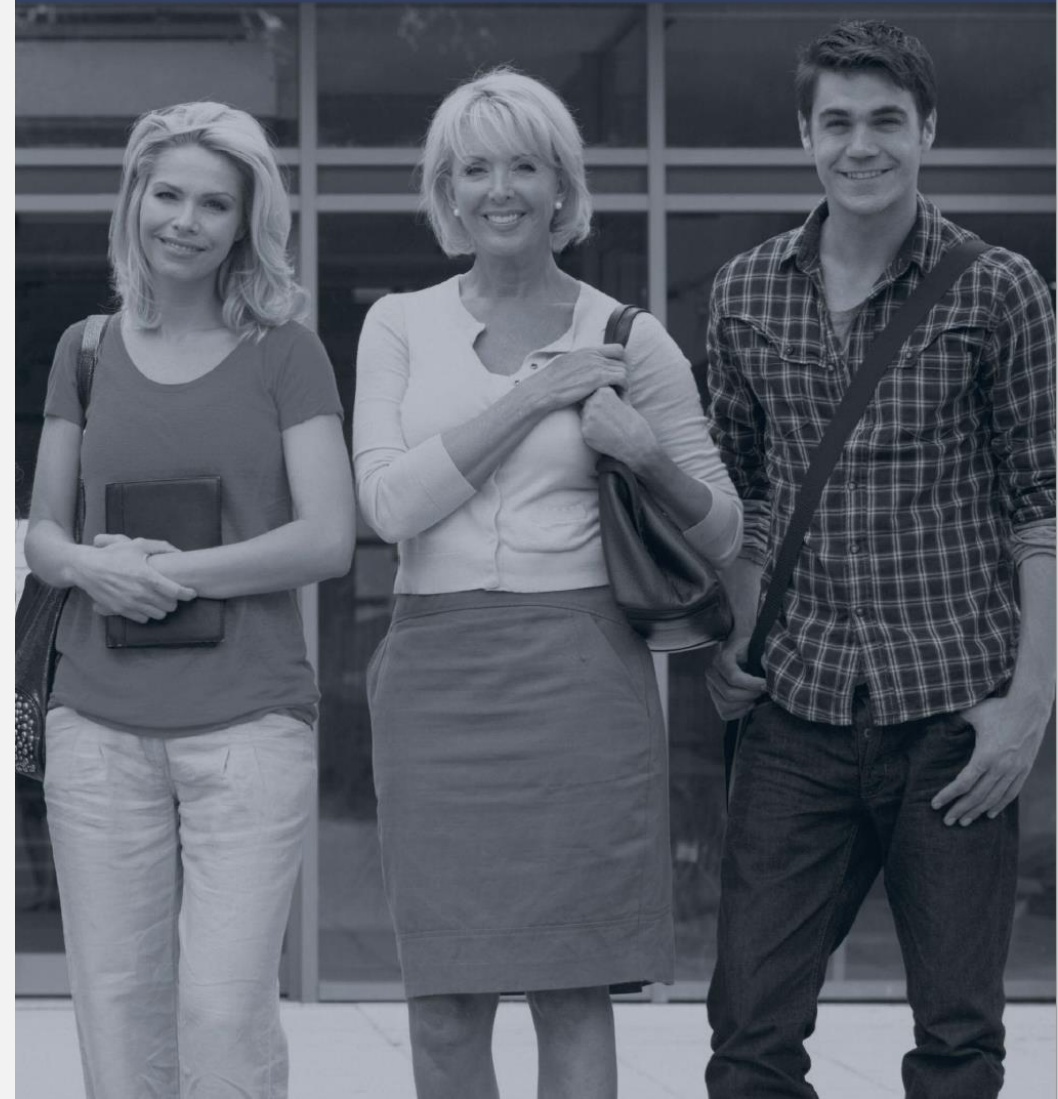
A manager...

1. makes decisions - evidence / critical analysis.

2. recognises diversity - is inclusive - challenges contrary behaviour

3. reflects on their practice - actively pursues an inquiry-based approach

4. seeks to improve staff wellbeing

5. takes ownership of their actions

(Eaquals 2021)

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Competency Framework
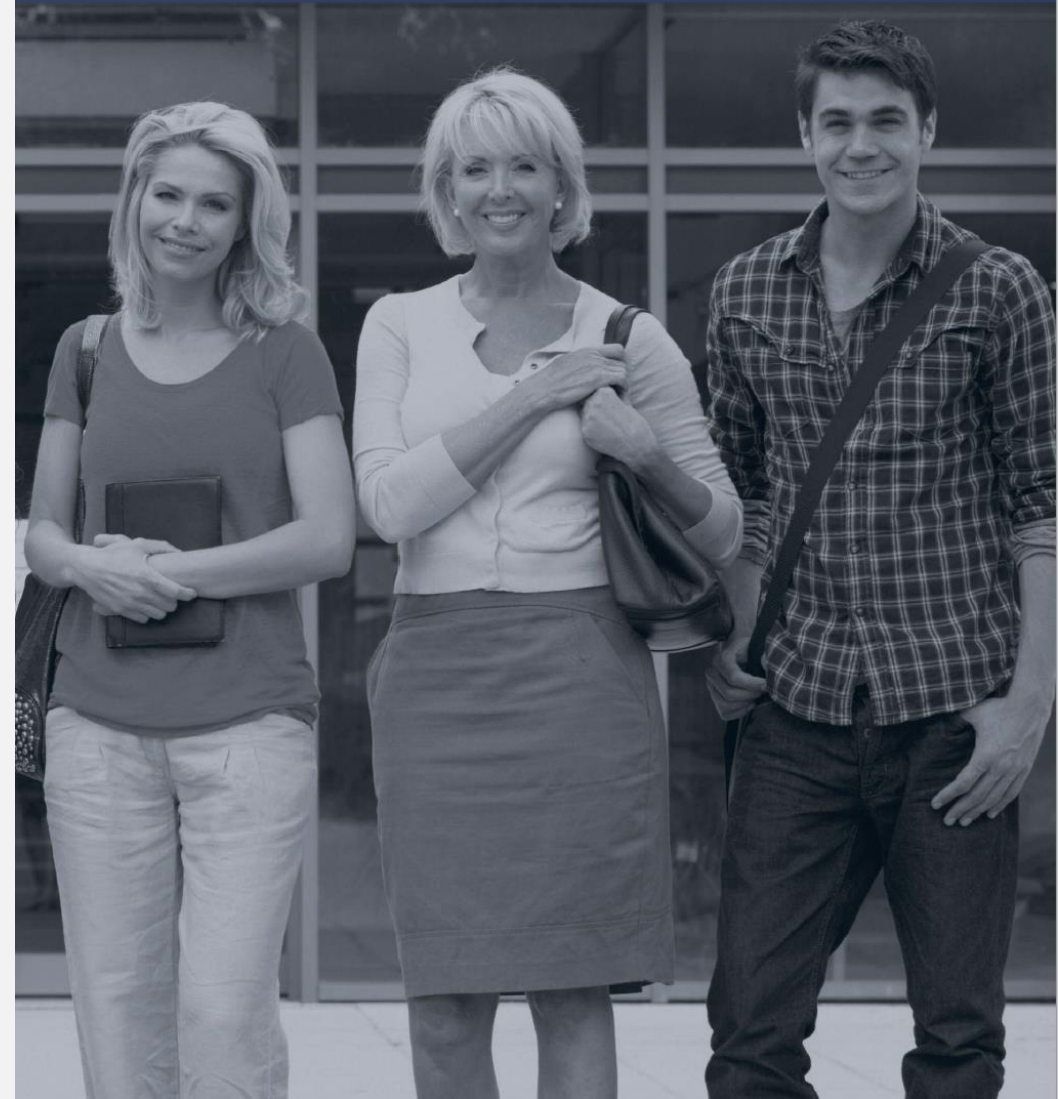
1. What does the Eaquals AMCF contain?

- Managing self

- People systems and processes

- Professional development

- Course and assessment design

- Planning and administration

- Managing resources

- Change management

- Quality and customer service, marketing

(Eaquals 2021)

The Eaquals Academic Management
Competency Framework

The Eaquals AMCF

Categories and Sub-categories

Managing Self	**People systems and processes**	**Professional development**	**Course and assessment design**

Reflection on own performance and impact on others	Recruitment and selection	Assessing staff needs	Needs analysis
Time management	Induction	Observations	Structuring a course
Stress management	Performance review	Feedback	Tech support for teaching
Decision making	Conflict management	Staff training and development	Student academic support
Professional development	Objective setting and achieving	Coaching and mentoring	Course review
		Career development	Assessment

(Eaquals 2021)

The Eaquals AMCF

Categories and Sub-categories

Planning and administration

- Timetabling
- Meetings
- Strategy and planning
- Creating and maintaining effective admin systems

Managing resources

- Finance (costing and budgeting)
- Facilities management
- Management of hardware and software
- Resources for staffroom and students

Change management

- Change management planning
- Change management implementation
- Change management evaluation

Quality and customer service, marketing

- Feedback systems (quality cycle)
- Quality assurance
- Institutional self-assessment
- Internal customer care
- External customer care
- Marketing

(Eaquals 2021)

Component competences

1	2	3	4
Understands the purposes of meetings and how to implement them.	Has a greater awareness of the principles of meetings and how to plan, chair, contribute to and follow up effectively.	Can design an effective system of meetings or a variety of contexts and can assess their effectiveness.	Can facilitate the development of people and processes in order to raise the organisational capacity in the effective use of meetings.

2. **What do we mean by 'level'?**

(Eaquals 2021)

What do we mean by level?

1	2	3	4
I can deliver existing systems & processes	I can evaluate what I do & can try different things	I can create new systems & assess at an institutional level	I can facilitate the development of people and processes in order to raise organisational capacity
Understands the purposes of meetings and how to implement them.	Has a greater awareness of the principles of meetings and how to plan, chair, contribute to and follow up effectively.	Can design an effective system of meetings or a variety of contexts and can assess their effectiveness.	Can facilitate the development of people and processes in order to raise the organisational capacity in the effective use of meetings.

(Eaquals 2021)

Component competences

| 1 | 2 | 3 | 4 |

- self ✓

- role ✗

(Eaquals 2021)

3. Uses of the AMCF – Self-awareness

I want to identify my strengths and areas for development.

1	2	3	4
Understands their own needs and looks for the necessary means to meet these needs.	Regularly reflects on own needs and has developed appropriate objectives and activities to achieve and evaluate them.	Can plan and evaluate effectively a range of opportunities to further develop herself/himself professionally and align these with the needs of the organisation.	Acts as an example regarding continuing development and can train and develop others to work on their professional development needs.

(Eaquals 2021)

Uses of the AMCF – Self-awareness

I need to become more effective in how I use my time

1	2	3	4
Can allocate sufficient time to complete managerial tasks as directed.	Can prioritise managerial tasks and identify ways of working in order to make effective use of time including planning, delegation, exploiting IT resources, etc.	Can review processes and make recommendations and implement changes for improving time management within a work unit.	Can support the development of time effective and efficient approaches to operations across the organisation.

(Eaquals 2021)

Uses of the AMCF – Self-awareness

I need to identify causes of stress on me and my environment

1	2	3	4
Understands the possible causes and symptoms of stress in themselves and is able to seek help where necessary.	Can diagnose the causes of stress and respond in appropriate ways either in their own behaviours or the management of the environment.	Takes active approaches to the managerial role which minimise stress for themselves and their colleagues.	Can support the development of a working culture which is stress-aware and supportive of the well-being of all colleagues.

(Eaquals 2021)

Uses of the AMCF – Line Management

I need to to conduct performance reviews (staff appraisals) in 3 months' time

Performance review (PR)

1	2	3	4
I can deliver existing systems & processes	I can evaluate what I do & can try different things	I can create new systems & assess at an institutional level	I can facilitate the development of people and processes in order to raise organisational capacity
Understands of the existing policies and procedures of PR and can implement them.	Has an awareness of a range of PR techniques and the theory behind them and can evaluate current practices.	Can plan, execute and evaluate a PR system. Customise the PR strategies to meet the needs of the individuals and institutions.	Can facilitate the development of people and processes in order to raise the organisational capacity in performance review.

(Eaquals 2021)

Other possible uses

Training	• I want to choose a management course • I want to support middle managers in change management • I want to set a training budget for next year

Recruitment	• I want to apply for a manager position • want to write a job description • I need to recruit a manager

Organisational development	• I want to review our operational processes • I want to improve the way we measure our effectiveness • I need to pass an accreditation inspection

Project management	• I want to create a project team • I need to write a project plan

(Eaquals 2021)

LC CONF 2018 - Polls

Tasks that require the most care and skill

PROFESSIONAL DEVELOPMENT
Coaching and mentoring

1	2	3	4
I can deliver existing systems & processes	I can evaluate what I do & can try different things	I can create new systems & assess at an institutional level	I can facilitate the development of people and processes in order to raise organisational capacity
Understands the difference between coaching and mentoring and can apply a limited range of techniques.	Has an awareness of a wider range of coaching / mentoring techniques and can make informed decisions on the appropriate use depending on the context.	Can design and implement a coaching and/or mentoring system that meets the needs of the individual and the organisational culture.	Can facilitate the development of people and processes in order to raise the organisational capacity in mentoring and coaching systems.

(Eaquals 2021)

LC CONF 2018 - Polls

COURSE AND ASSESSMENT DESIGN

Tasks that require the most care and skill

Needs analysis

1	2	3	4
I can deliver existing systems & processes	I can evaluate what I do & can try different things	I can create new systems & assess at an institutional level	I can facilitate the development of people and processes in order to raise organisational capacity
Understands and can use the existing needs analysis for tools / systems / procedures.	Can evaluate the effectiveness of a needs analysis and trial alternative questions / methods or tools.	Can create new needs analyses for different learning contexts and assess their effectiveness.	Can facilitate the development of people and processes in order to raise the organisational capacity in creating and assessing needs analysis for various learning contexts.

(Eaquals 2021)

LC CONF 2018 - Polls

COURSE AND ASSESSMENT DESIGN

Tasks that require the most care and skill

Structuring a course

1	2	3	4
I can deliver existing systems & processes	I can evaluate what I do & can try different things	I can create new systems & assess at an institutional level	I can facilitate the development of people and processes in order to raise organisational capacity
Understands the fundamentals of course design and how it is applies in the current structure of courses in own organisation.	Understands and is competent in research and can apply and assess changes to current courses.	Can create a course structure that delivers the required objectives and evaluate its effectiveness.	Can facilitate the development of people and processes in order to raise the organisational capacity in the process of course creation.

(Eaquals 2021)

LC CONF 2018 - Polls

COURSE AND ASSESSMENT DESIGN
Tech supported for teaching

Tasks that require the most care and skill

1	2	3	4
I can deliver existing systems & processes	I can evaluate what I do & can try different things	I can create new systems & assess at an institutional level	I can facilitate the development of people and processes in order to raise organisational capacity
Understands how existing technology supports the delivery of current courses.	Can assess the effectiveness of current technology and research alternatives and their impact on learning.	Can implement new academic technology and assess its impact on learning.	Can facilitate the development of people and processes in order to raise the organisational capacity in the process of testing and assessing new tech solutions.

(Eaquals 2021)

LC CONF 2018 - Polls

Tasks that require the most care and skill

COURSE AND ASSESSMENT DESIGN
Student academic support

1	2	3	4
I can deliver existing systems & processes	I can evaluate what I do & can try different things	I can create new systems & assess at an institutional level	I can facilitate the development of people and processes in order to raise organisational capacity
Can work with the current system to support students academically.	Understands the role of academic support for students and can evaluate the effectiveness of the current range of interventions.	Can create a regime of academic support for students that has a positive effect on student learning outcomes.	Can facilitate the development of people and processes in order to raise the organisational capacity in effective student support and how to assess its impact.

(Eaquals 2021)

LC CONF 2018 - Polls

COURSE AND ASSESSMENT DESIGN

Tasks that require the most care and skill

Course review

1	2	3	4
I can deliver existing systems & processes	I can evaluate what I do & can try different things	I can create new systems & assess at an institutional level	I can facilitate the development of people and processes in order to raise organisational capacity
Can use existing processes to review courses and assess their impact on learner progress.	Has a good knowledge of different methods and processes for reviewing courses.	Can create a review process for courses that effectively measures the impact of the course.	Can facilitate the development of people and processes in order to raise the organisational capacity in course review processes.

(Eaquals 2021)

LC CONF 2018 - Polls

COURSE AND ASSESSMENT DESIGN

Tasks that require the most care and skill

Assessment

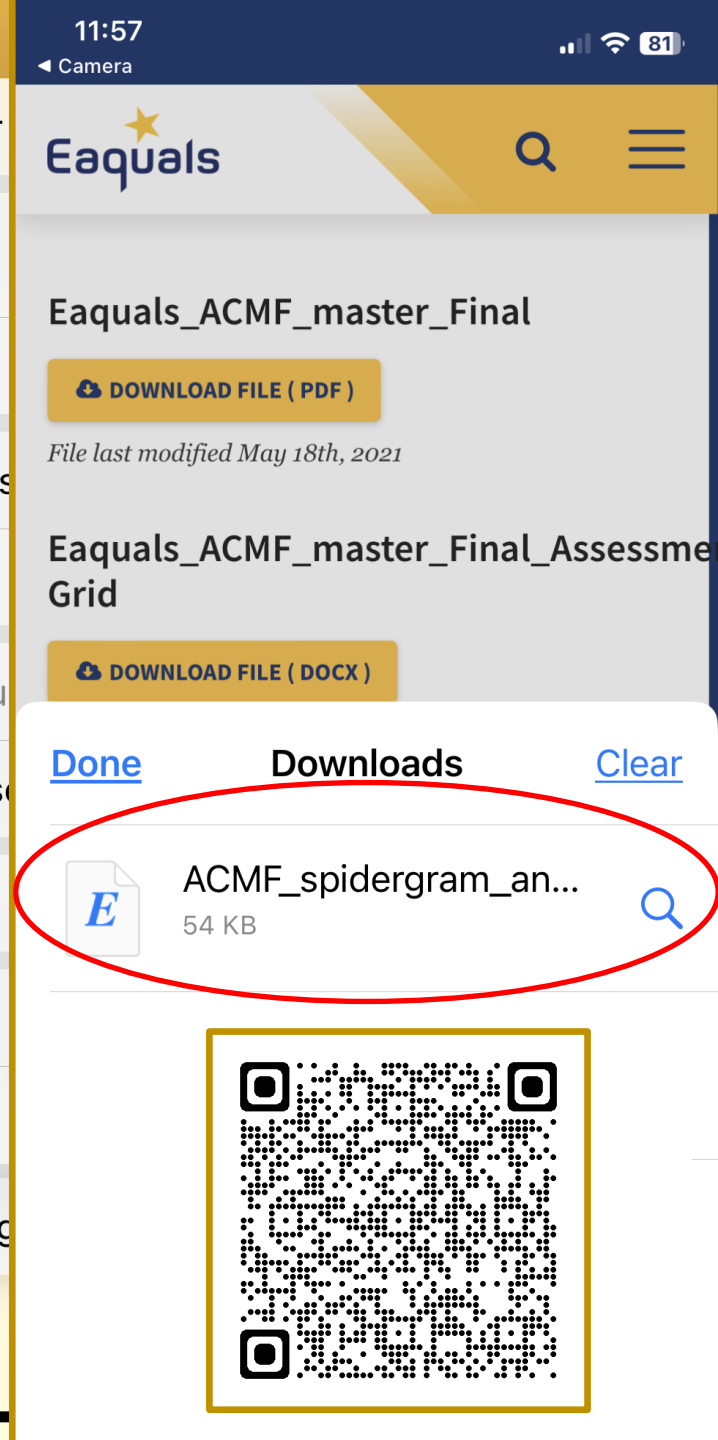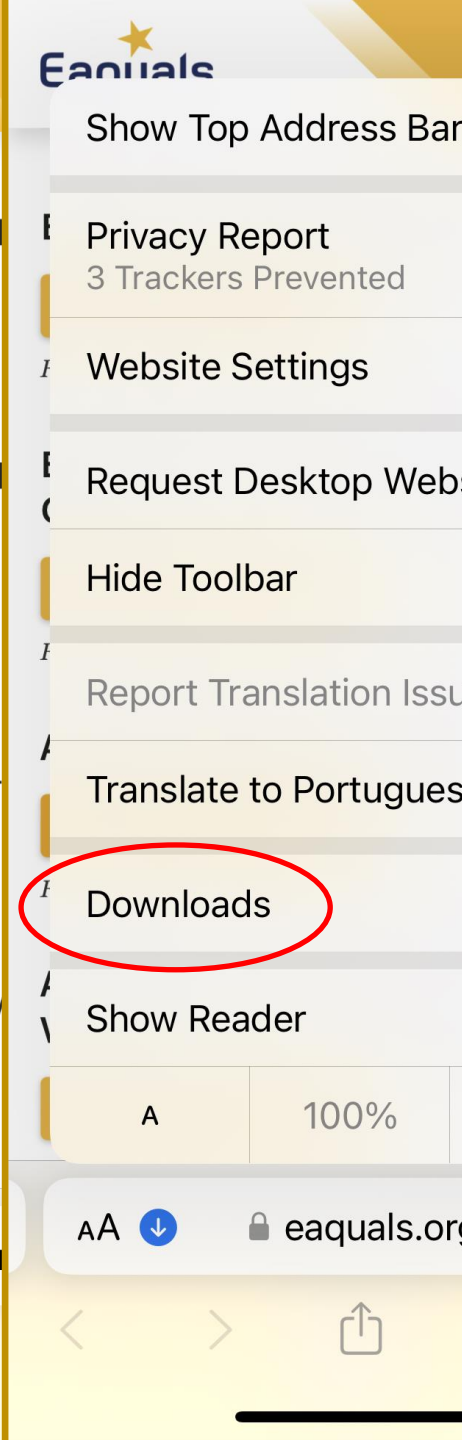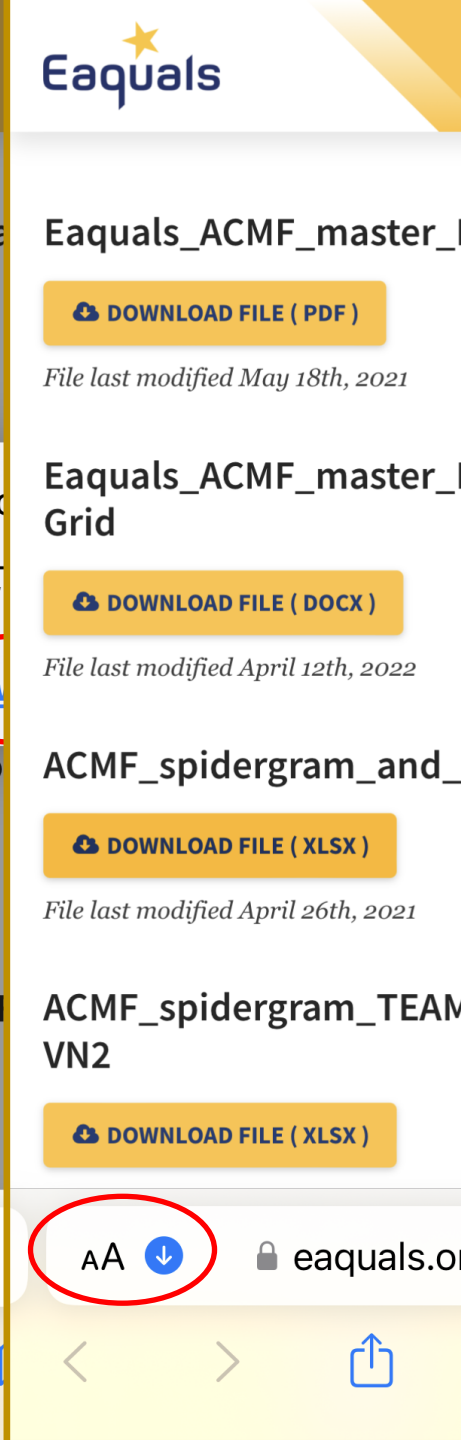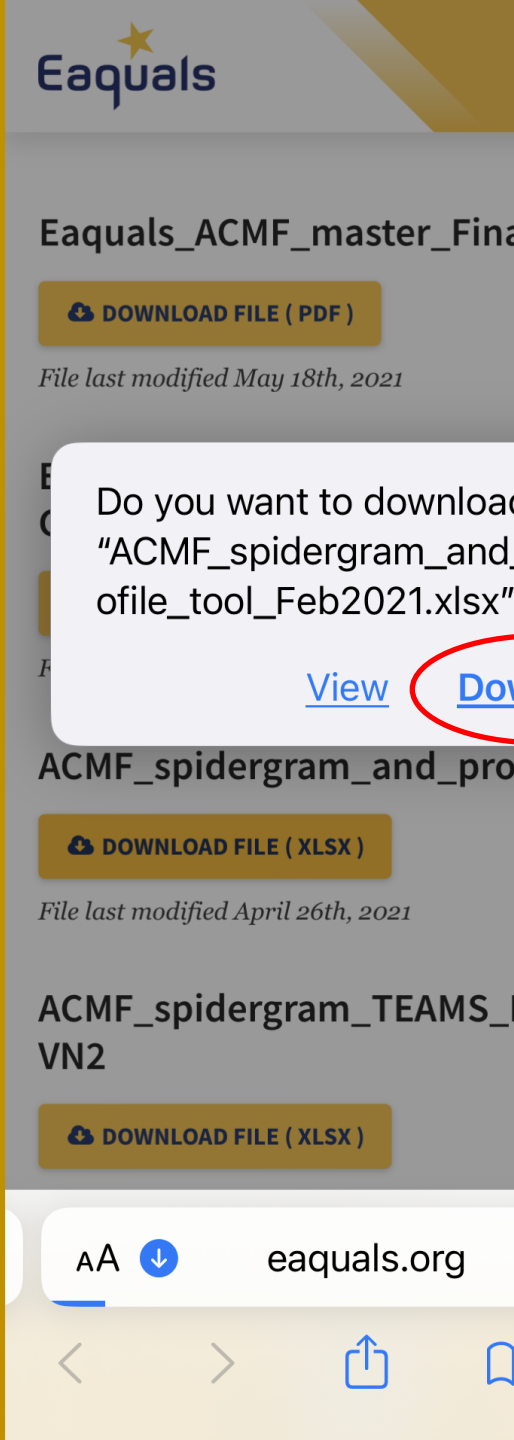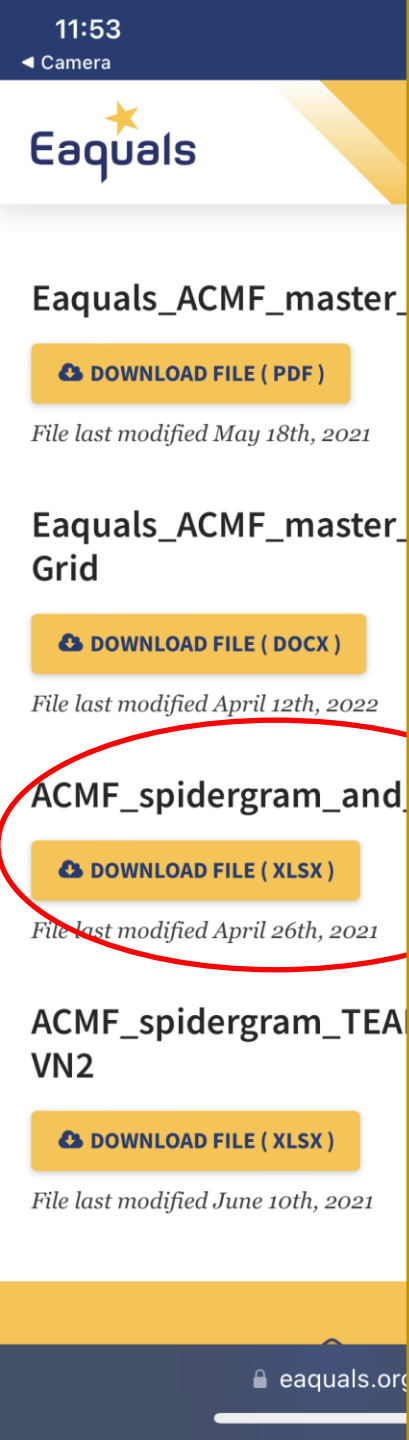| 1	2	3	4
I can deliver existing systems & processes	I can evaluate what I do & can try different things	I can create new systems & assess at an institutional level	I can facilitate the development of people and processes in order to raise organisational capacity
Understands the current LTO assessment requirements / needs and principles and how they apply to the context.	Has a good knowledge of the latest research into assessment and can evaluate the effectiveness of the current assessment regime based on that research.	Can research and create assessment procedures for a new course or context and evaluate their effectiveness.	Can facilitate the development of people and processes in order to raise the organisational capacity in the theories of assessment and how to apply them.

(Eaquals 2021)

Supporting documents

1. Complete the Assessment Grid

2. Download (on handout):

   AMCF_spiderfram_and_profile_tool_Feb2021

Eaquals AMCF downloads
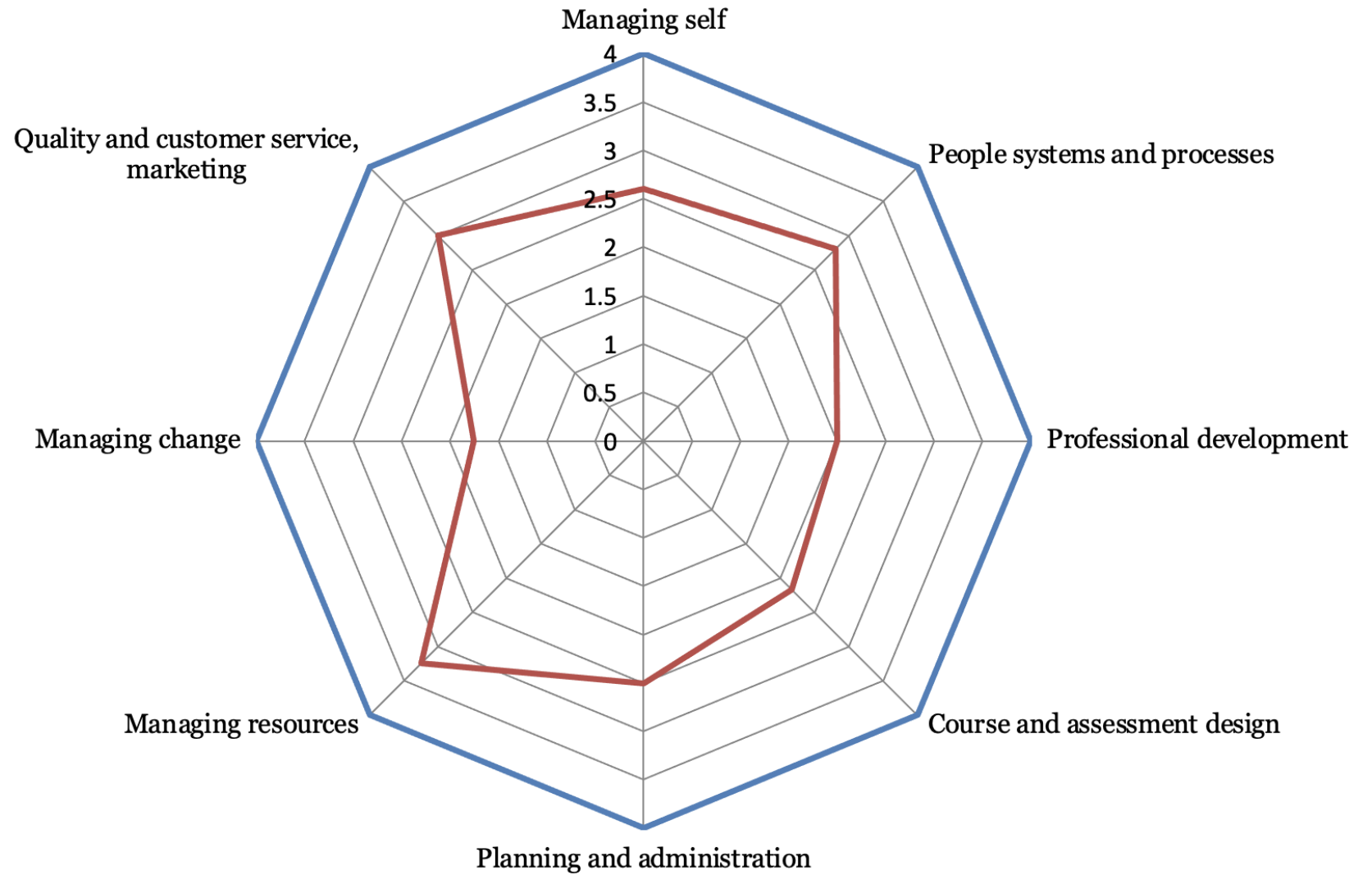
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    54 KB

Tab 1: data input sheet - EXAMPLE

Category	level per category	Sub-categories	level per sub-category
Managing self	2.6	reflection on own performance (and impact on others)	3
		time management	2
		stress management	4
		decision making	1
		professional development	3
People systems and processes	2.8	recruitment and selection	4
		induction	2
		performance review	1
		conflict management	3
		objective setting and achieving	4
Professional development	2	assessing staff needs	2
		observations	1
		feedback	3
		staff training and development	2
		coaching and mentoring	2
		career development	2
Course and assessment design	2.2	needs analysis	3
		structuring a course	2
		tech support for teaching	1
		student academic support	4

Tab 2: spidergram – EXAMPLE

Spidergram chart with axes: Managing self, People systems and processes, Professional development, Course and assessment design, Planning and administration, Managing resources, Managing change, Quality and customer service, marketing. Scale from 0 to 4.

Tabs: data input sheet EXAMPLE | **spidergram EXAMPLE** | data input sheet BLANK | spidergram all categories | spi

Tab 3: data input sheet - BLANK

Category	level per category	Sub-categories	level per sub-category
Managing self	0	reflection on own performance (and impact on others)	
		time management	
		stress management	
		decision making	
		professional development	
People systems and processes	0	recruitment and selection	
		induction	
		performance review	
		conflict management	
		objective setting and achieving	
Professional development	0	assessing staff needs	
		observations	
		feedback	
		staff training and development	
		coaching and mentoring	
		career development	
Course and assessment design	0	needs analysis	
		structuring a course	
		tech support for teaching	
		student academic support	
		course review	
		assessment	

Tab 5: spidergram – categories

Course and assessment design

Categories shown: needs analysis, structuring a course, tech support for teaching, student academic support, course review, assessment. Scale from 0 to 4 (increments of 0.5).
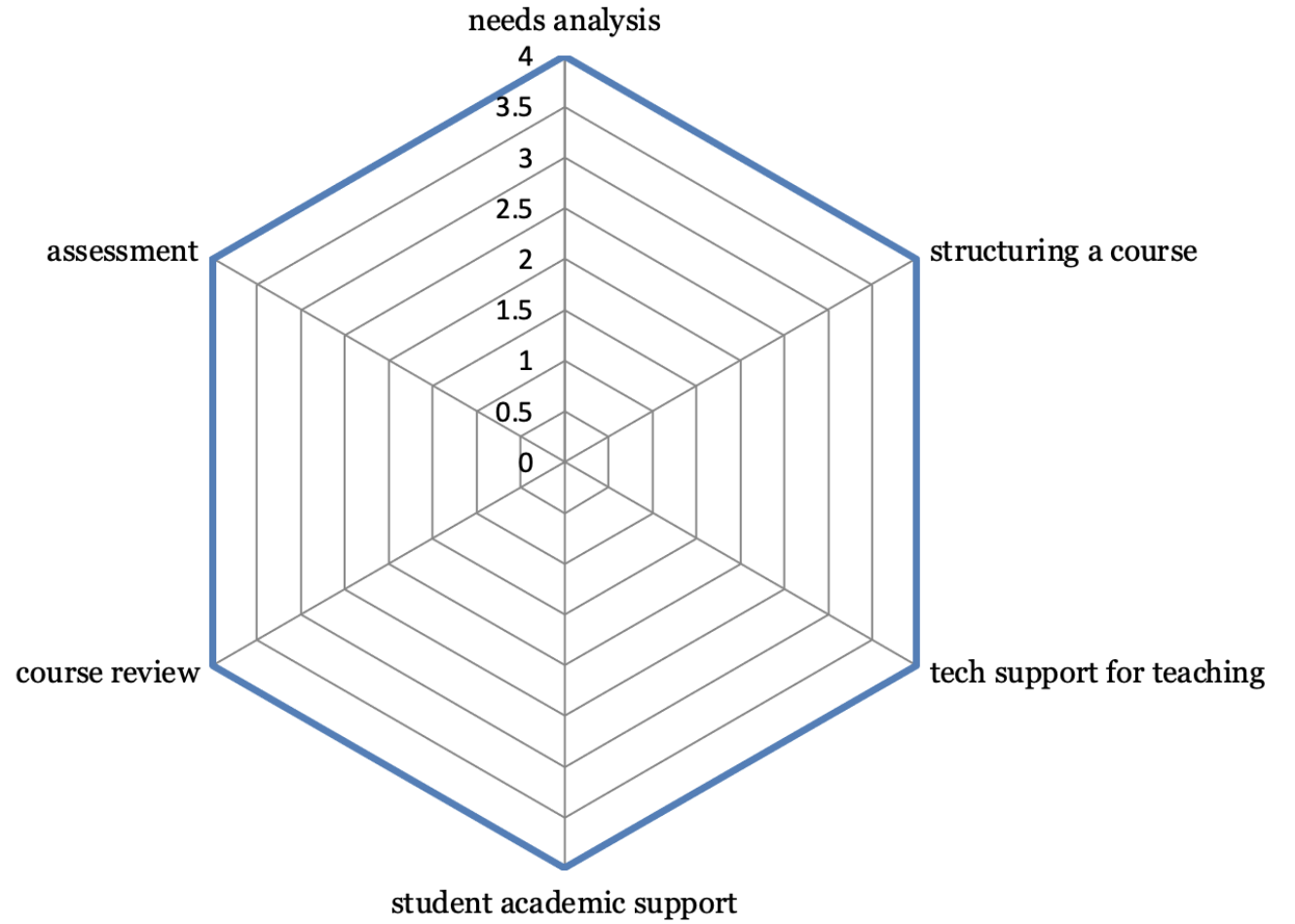
Tab 6: data input sheet – PROFILE drop-d0wn list

Professional development	observations
	coaching and mentoring
	feedback

assessing staff needs
observations
feedback
staff training and development
coaching and mentoring
career development

Course design and assessment	
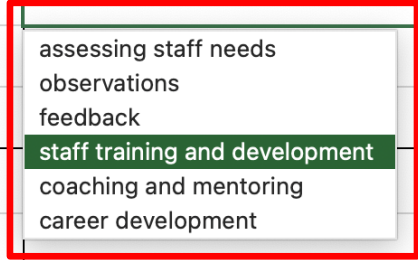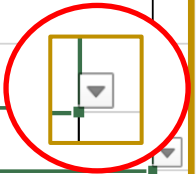
4. What are the aims and principles of the AMCF?

	T	F

- It's a tool to support managers in the awareness raising of their own strengths and possible development paths. ✔ (T)

- The AMCF provides common standards for LCM & their team. ✔ (T)

- It represents a range of competences that <u>might be</u> required across an AM's role. ✔ (T)

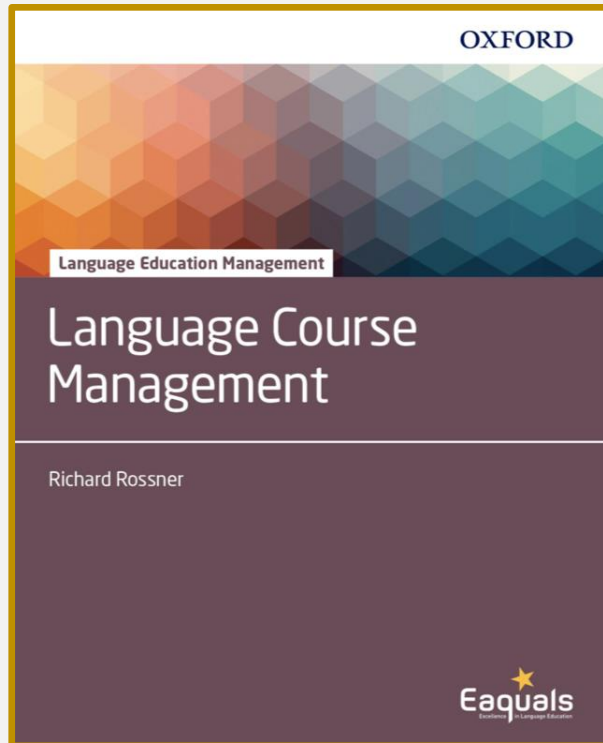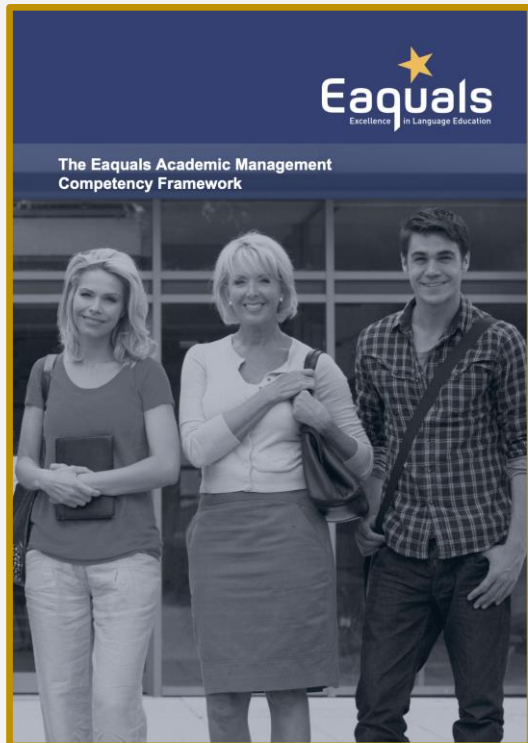- I need to achieve Level 4 to be successful at my job. ✗ (F)

Reflection

1. How useful will the AMCF be to you?

2. How might you use the AMCF?

The Eaquals AMCF - Reflection
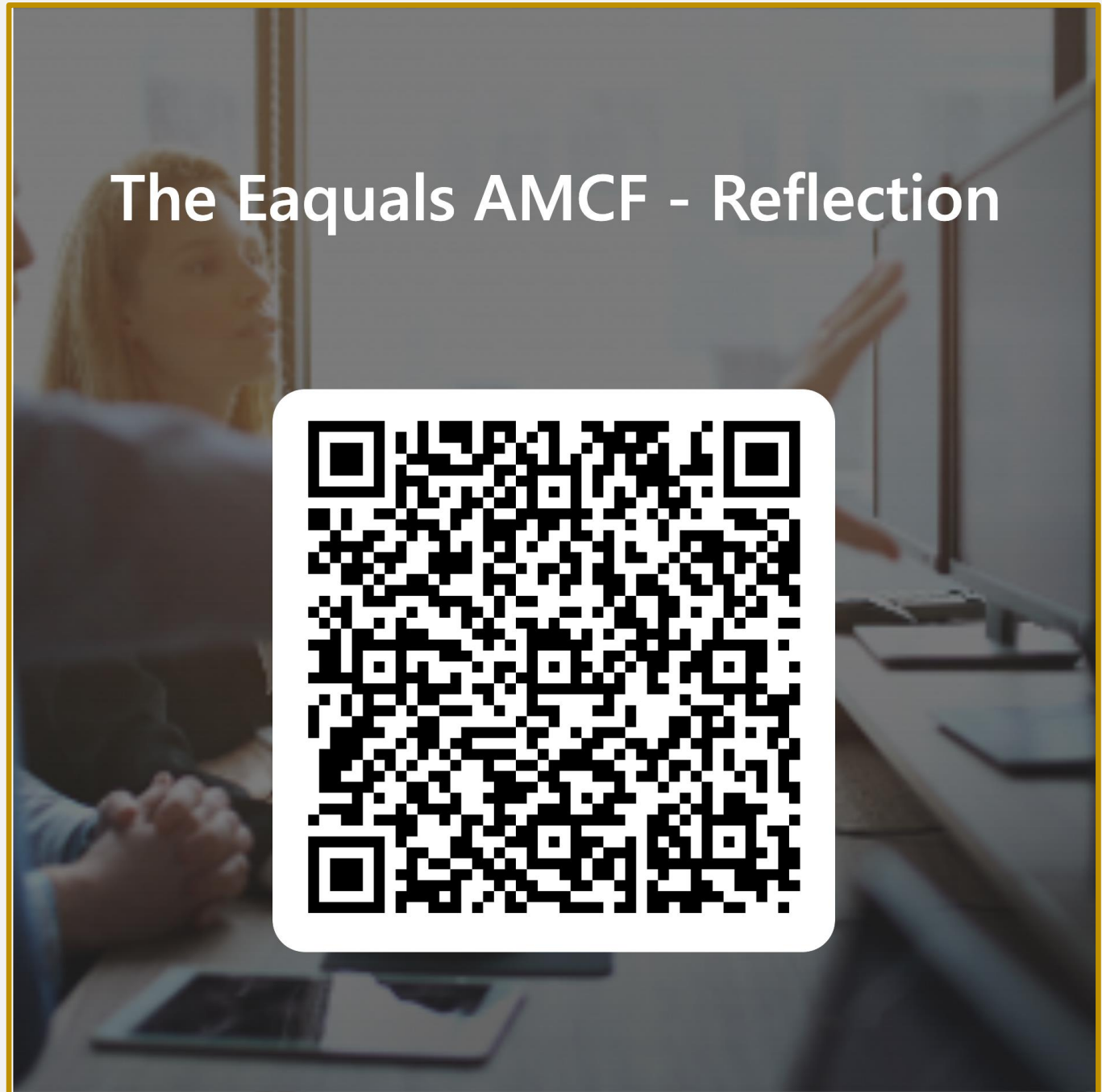
Resources

- The Eaquals Academic Management Competency Framework. Eaquals 2001

- North, B., Angelova, M., Jarosz, E., Rossner, R. (2018). Language Course Planning (Language Education Management). Oxford University Press. Kindle Edition.

Thank you!

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