

DOWNLOAD *NEARPOD* BY NEARPOD LLC

WWW.NEARPOD.COM

Apple devices

1. Go to the App Store.

Android

1. Go to: play.google.com



2. Search: *Nearpod*.



3. Download



4. Join lesson: CXUYK



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

Languages Canada 10th Annual Conference, Toronto Marriott Downtown Eaton Centre Hotel
Wednesday, February 21st, 2018

Julian L'Enfant M.Ed. (Plurilingual
Education), Dip.RSA
Academic Services Manager,
The Language Centre, Saint Mary's

LANGUAGE COURSE MANAGEMENT

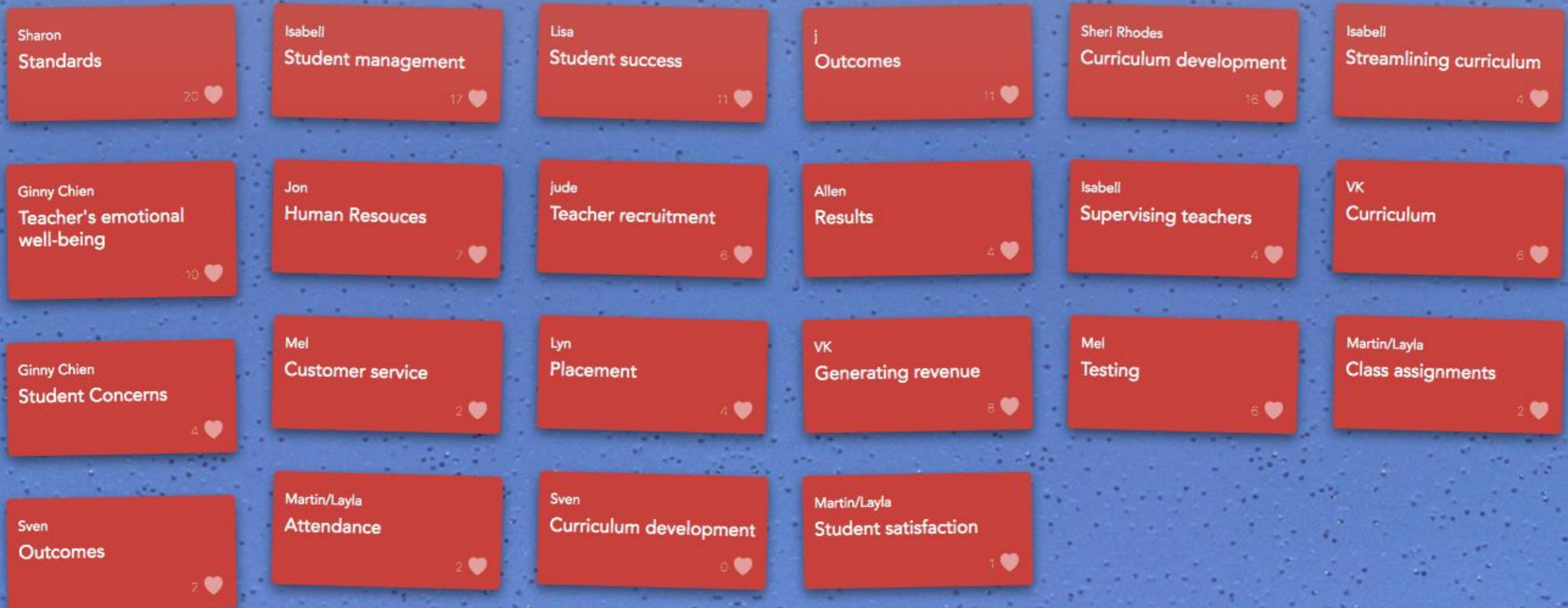
1. What do you consider to be the most important areas of language course management that institutions need to concern themselves with?

What do you consider to be the three most important areas of language course management?

COLLABORATION RESULTS

Important areas of Language Course Management

Reflect on your experience as a manager or a teacher in the field of ELT. What do you consider to be the three most important areas of language course management that institutions need to concern themselves with?



LANGUAGE COURSE MANAGEMENT

ACADEMIC MANAGEMENT

- Curriculum
- Supervision of teachers
- Lesson observations
- Methods of assessment
- Resources management
- Student issues

GENERAL MANAGEMENT

- Financial management
- Human Resources Management
- Student enrolment
- Student records
- Buildings / classrooms
- Equipment
- Admin.
- Conflict resolution

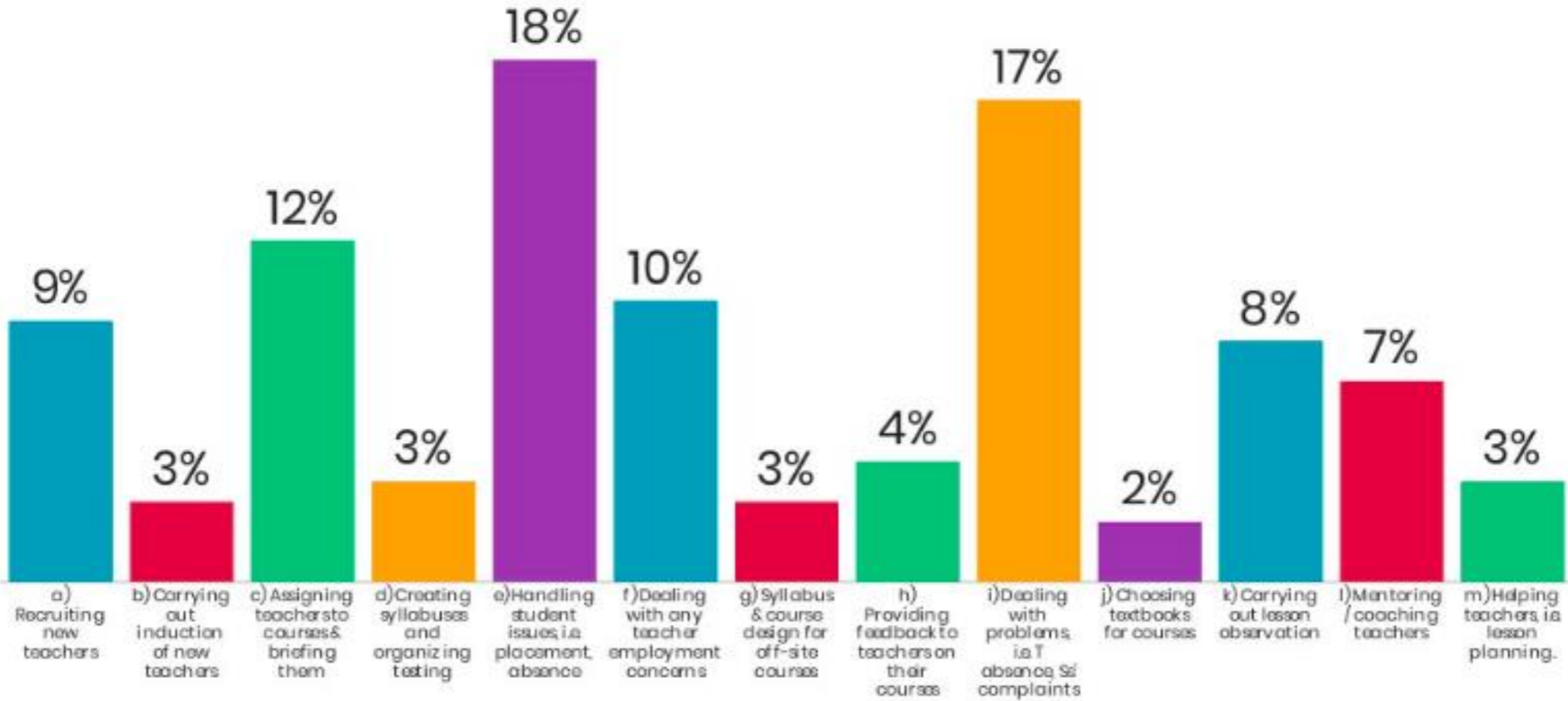
AIMS

- What does it mean to be a LCM?
- What are the primary responsibilities of a LCM?
- Who does a LCM answer to?

RESPONSIBILITIES

- Consider the list of responsibilities below adapted from a typical Academic Managers' job advertisement for a school offering mainly part-time language courses aimed at the local community. In your experience:
- Which four will the new Academic Manager spend most time on? Put them in order (1 = most time).
- Go to www.menti.com and use the code 54 41 07

Which 4 responsibilities will the new Academic Manager spend most time on?



POSSIBLE ANSWERS 1

- c) Assigning teachers to part-time and intensive courses, and briefing them
- e) Handling issues relating to individual students, such as unsuitable placement, repeated absence, etc.
- i) Dealing with problems arising with courses, such as teacher absence, student complaints
- j) Choosing textbooks for courses

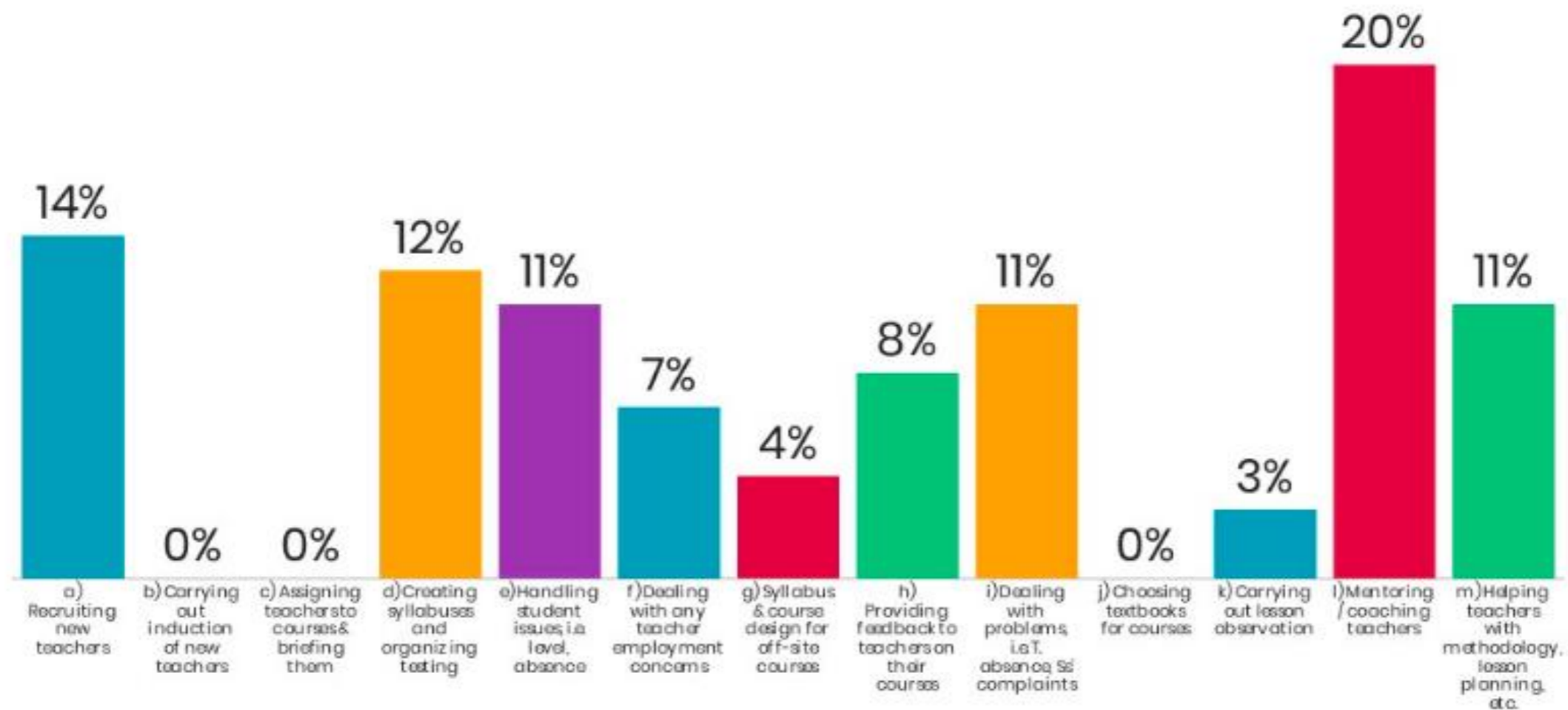
POSSIBLE ANSWERS 2

- h) Providing feedback to teachers on their courses
- k) Carrying out lesson observation
- l) Mentoring/coaching teachers
- m) Helping teachers with methodology, lesson planning, etc.

RESPONSIBILITIES

- Which two tasks require the most care and skill?”
- Go to www.menti.com and use the code **19 37 22**

Which tasks require the most care and skill? (Choose two only.)



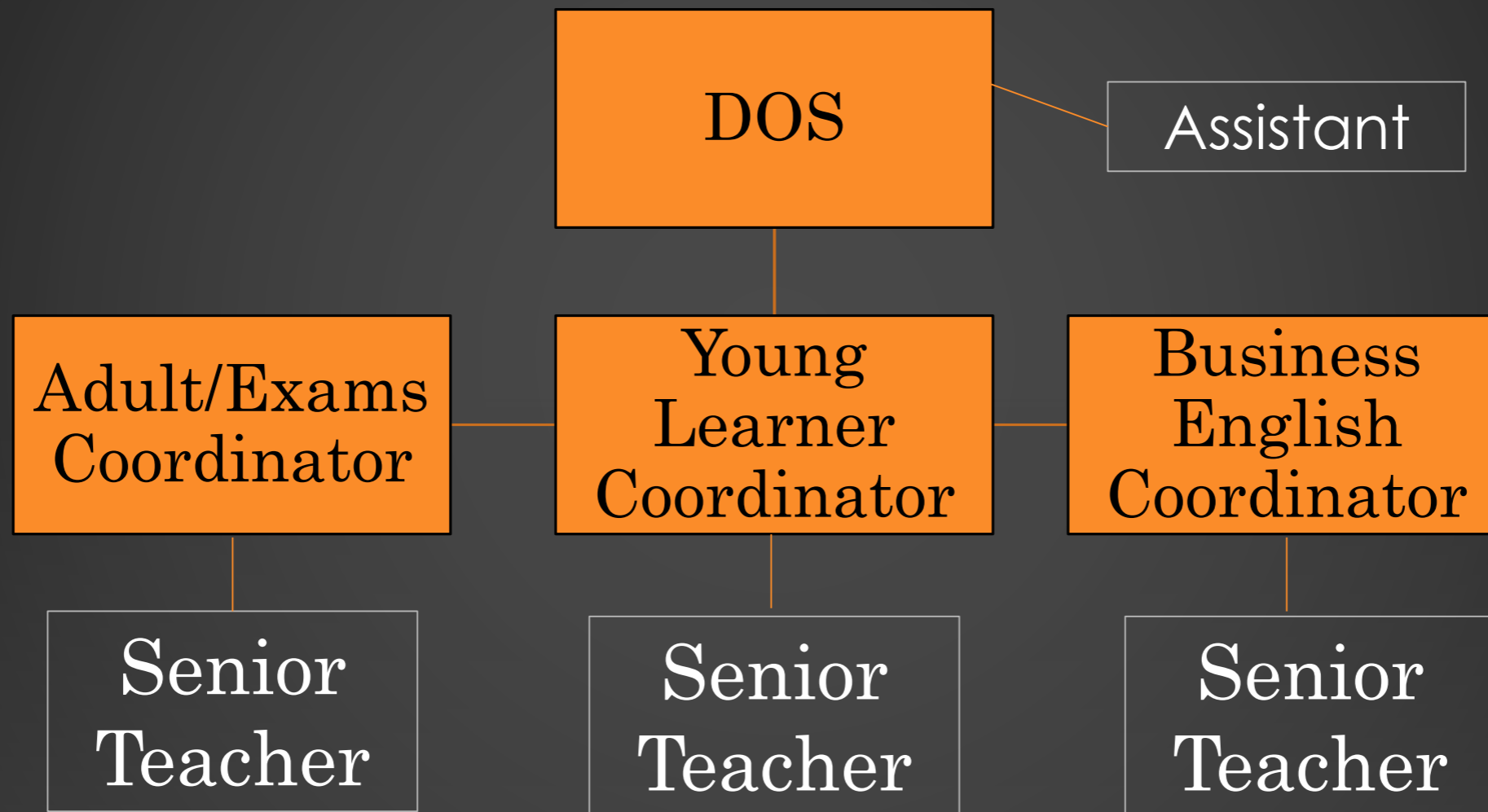
SKILLS

- Individual counselling
- Empathy
- Communication styles for different situations

OTHER RESPONSIBILITIES?

- Is there anything missing from the list of responsibilities?

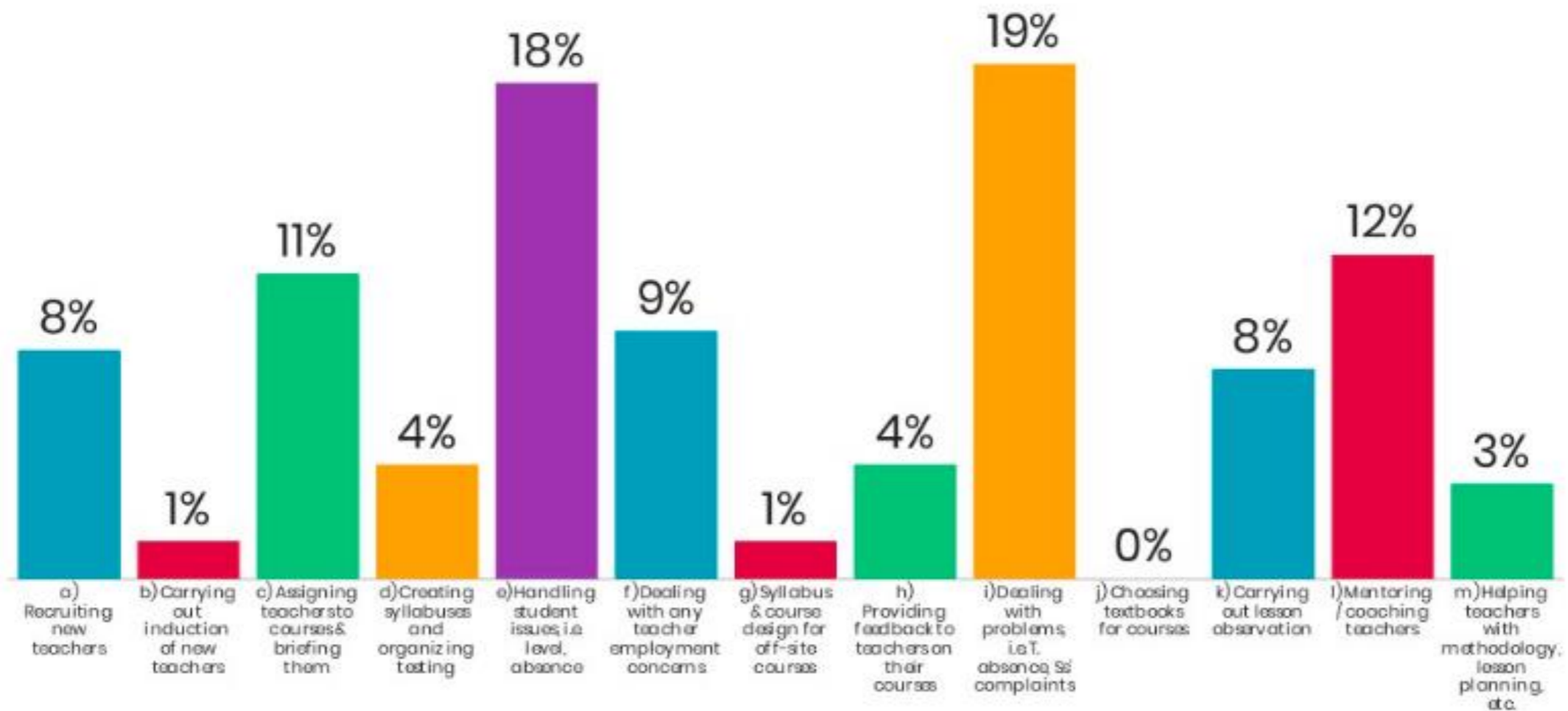
ADDITIONAL CONSIDERATIONS



YOUR RESPONSIBILITIES

- Which responsibilities do you spend most time on?
- www.menti.com and use the code 12 12 03

Which responsibilities do you spend most time on? (Choose a max. of 4.)



WHO DO LCMS SERVE?



Read the situation below. Have you experienced days like this?

Scenario A

Chantal is the Director of Studies at a university language centre where there are no other people in course management roles. She planned to spend the day observing lessons, which she has been meaning to do for the last month, but a number of problems have occurred. Her day began with a meeting with her boss, who urgently needs the course programmes for intensive summer courses so that they can be advertised on the university website. Strong enrolments for these courses are crucial for the centre's finances. Then a teacher, Alain, came to see her, upset about some students in his groups who have complained that his teaching is not motivating enough. He is emotional and has asked to have the afternoon off. Finally, three students from a different class came to ask to be moved to a higher class, claiming that the differences in language levels of students in that group are holding them back.

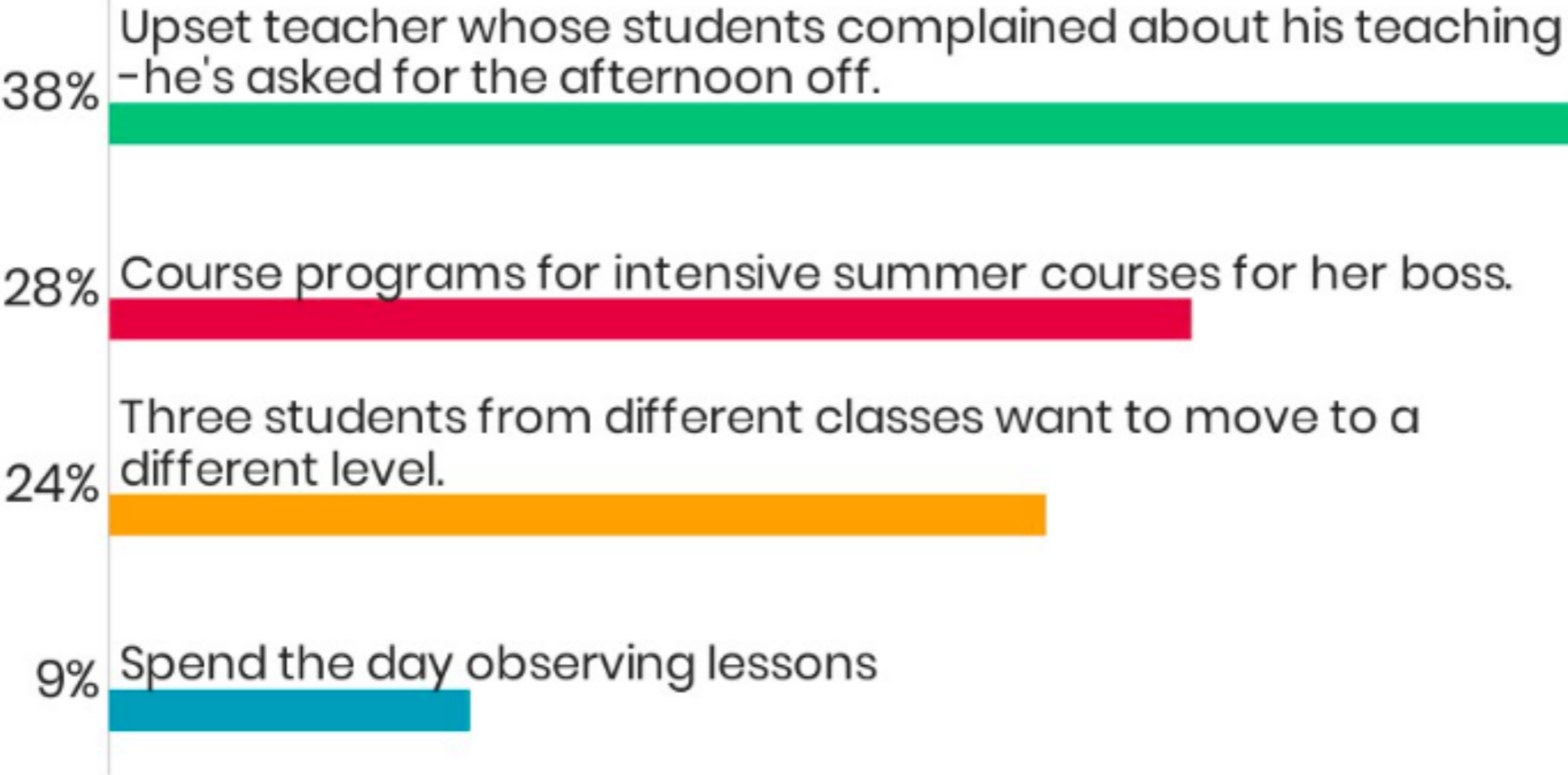
In your opinion, what order of priority should Chantal give to these issues?

Rossner, Richard. Language Course Management (Language Education Management) (pp. 10-11). Oxford University Press. Kindle Edition.

PUT ISSUES IN ORDER OF PRIORITY

1. Go to: [www.menti.com](https://www.menti.com/join/994455) 99 44 55
2. Put the issues in order of priority:
(Use this key.)
 - 1 = 50;
 - 2 = 30;
 - 3 = 15;
 - 4 = 5

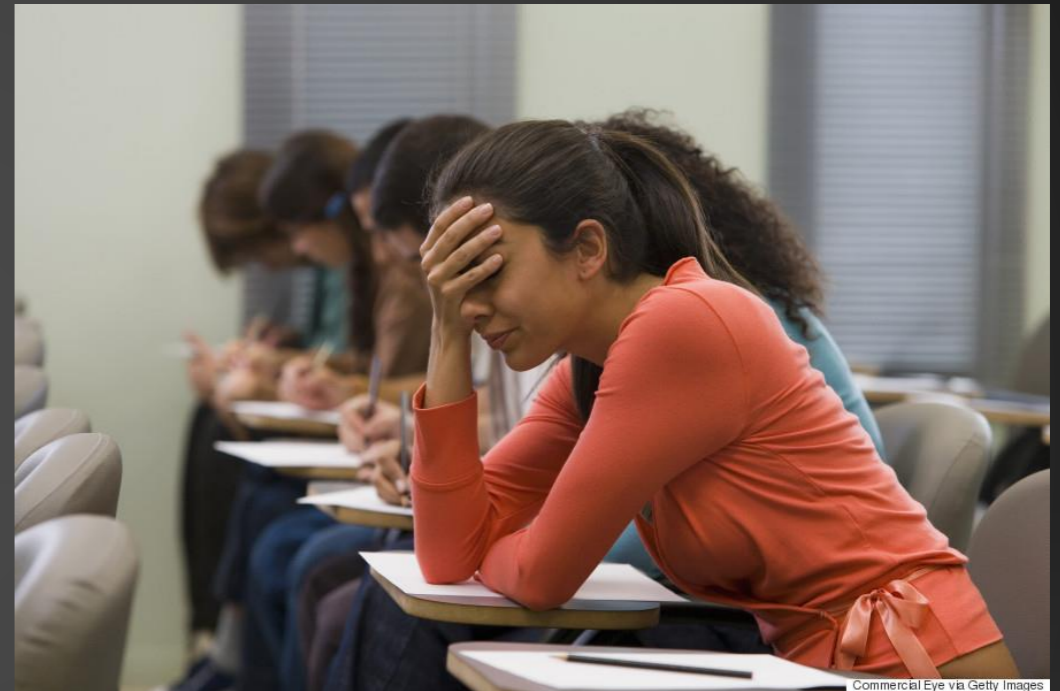
Put the issues in order of priority. (1 = 50; 2 = 30; 3 = 15; 4 = 5)





1. Should she grant Alain the PM off?
2. If yes, who teaches his class?
3. Can you think of a temporary solution to get Alain through the day?
4. What would be inclined to do? (counsel, empathy, be directive / coercive)
5. Did students really complain?
6. Should she talk to the students with Alain?
7. Could this have been avoided?





Commercial Eye via Getty Images

TEACHERS ARE ALSO MANAGERS

TEACHERS ARE ALSO MANAGERS

1. Did you receive formal training before you moved into your management role?
2. Have you received formal training since becoming a manager?

TEACHERS ARE ALSO MANAGERS

1. What do teachers need to be good at in the classroom?
2. Which of these skills are also common to LCM?

WHICH SKILLS ARE COMMON TO BOTH LCMS AND TEACHERS?

1. establishing rapport
2. day-to-day planning and long-term planning
3. presenting ideas clearly
4. motivating people
5. effective communication skills
6. presenting ideas clearly
7. coping with the unexpected
8. decision-making
9. monitoring and appraisal
10. effective listening

SKILLS COMMON TO BOTH LCMS AND TEACHERS

- establishing rapport
- effective listening
- effective communication skills
- monitoring and appraisal

TEACHING EXPERIENCE ALSO HELPED THEM WITH:

- presenting ideas clearly
- motivating people
- coping with the unexpected

THE SMALL SAMPLE DIDN'T CHOOSE:

- time-management
- day-to-day planning and long-term planning
- decision-making

THE DEVELOPING LCM

“For several key management skills parallels are clearly not found in the role of classroom teacher. These skills need to be systematically developed to ensure that educators become competent all round managers.” (Fowle, 2000, p. 18).

THE DEVELOPING LCM

“When an employee is promoted to a managerial post, it’s often assumed he [she] already has the tools, skillsets, and knowledge base required for the role. This isn’t true in all cases... there could be a learning curve involved.” ([The HRT News Desk](#) Jan 18, 2018)

How to Ride the Performance Management Wave, All the Way to Great Leadership

<https://www.hrtechnologist.com/articles/performance-management/how-to-ride-the-performance-management-wave-all-the-way-to-great-leadership/>



Leadership & Management SIG

A scenic view of Brighton, UK, featuring a large Ferris wheel, a pier extending into the sea, and a sandy beach with colorful flags.

LAMSIG
TDSIG
PRE-CONFERENCE EVENT
BRIGHTON
9 APRIL 2018

**PERSONALISED
TEACHER
DEVELOPMENT
is it achievable?**

A workshop for managers and teachers

Is there such a thing as truly teacher centred professional development? If so, how can language teaching organisations benefit from it? What might it look like? How can managers work to create the space for teachers to really define and proactively work on their own development? How can teachers best make use of that space?



Thursday 26 April

0800 – 1700	Registration		
0930 – 1600	Management Training Workshop <i>Open to all</i> Room:	0915 - 1800	Inspector professional development <i>These sessions are only open to appointed Eaquals inspectors</i> Room:
0930 – 1100	Managing to Succeed Fiona Dunlop	0915 – 1000	Report on 2017 and new developments Internal audit of the Scheme: conclusions and implications Members of the Accreditation Panel
		1000 – 1100	New CEFR Tim Goodier & John Haagensen
1100 – 1130	Coffee & exhibition		
1130 – 1300	Managing to Succeed Fiona Dunlop	1130 – 1300	Assessment of Blended Learning: a practical guide Members of the Accreditation Panel
1300 – 1415	Lunch & exhibition		
1415 – 1600	Managing to Succeed Fiona Dunlop	1415 – 1600	Standardisation: assessment and grading of the key areas of the Scheme Members of the Accreditation Panel

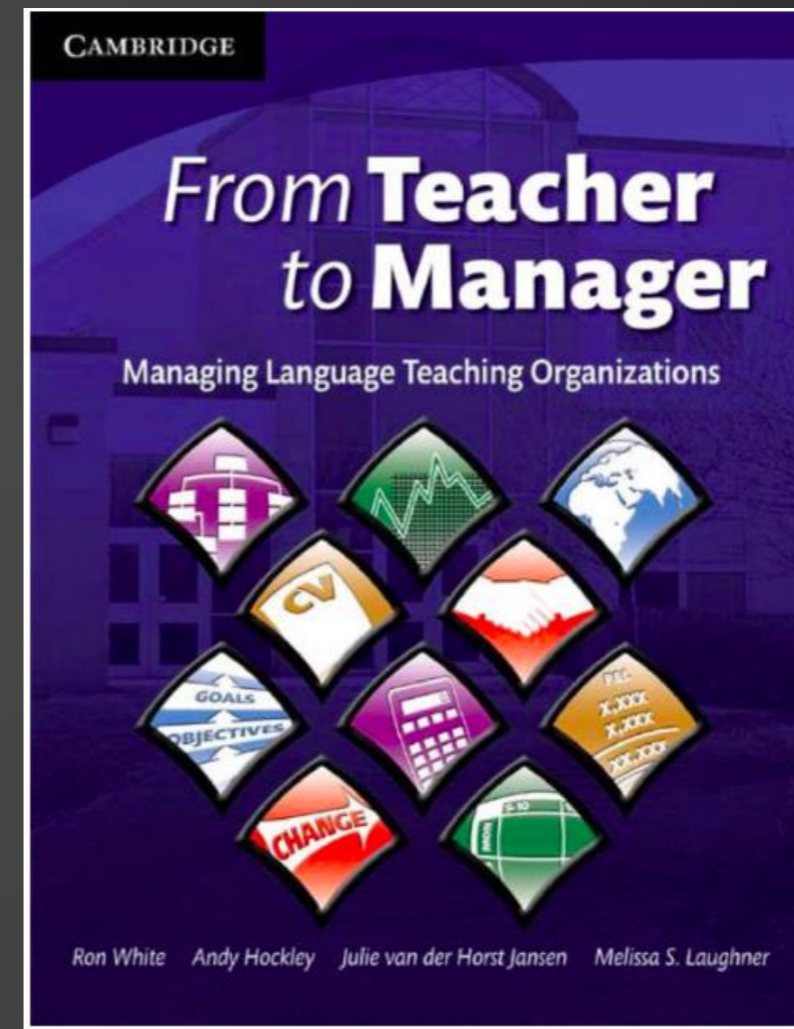
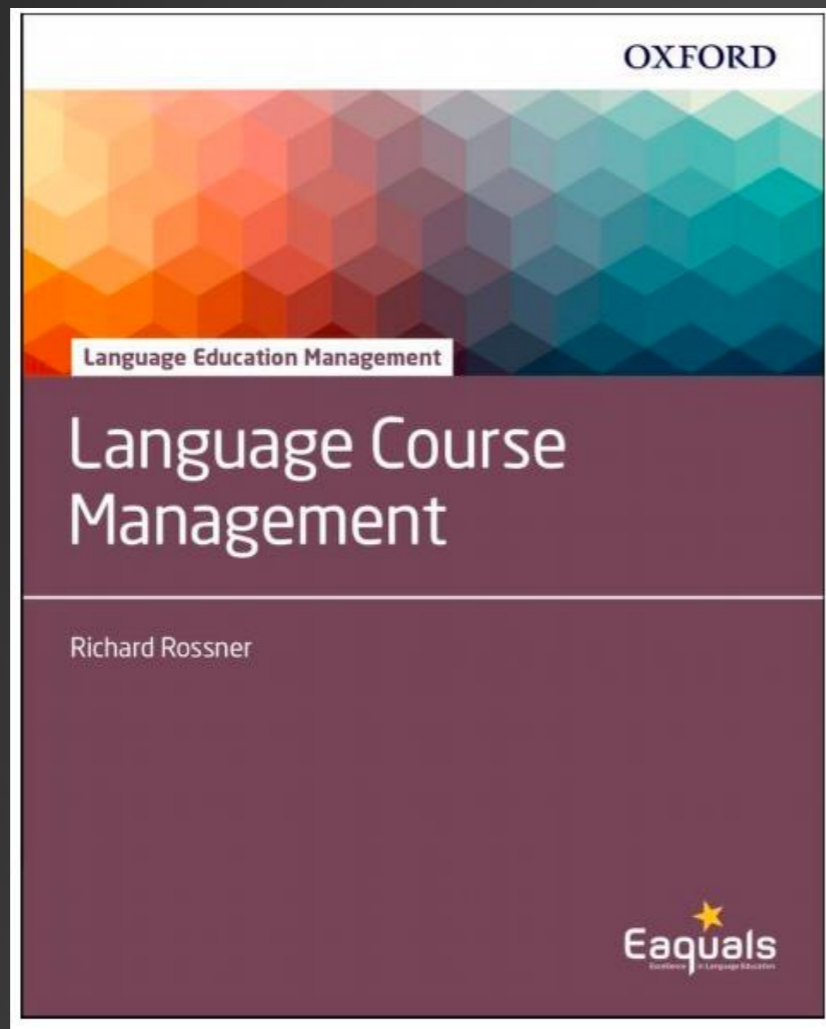
FURTHER TRAINING

Management in Language Education (MILE)

1. The Organisation
2. Being a Manager
3. Working with Colleagues
4. Performance Management
5. The Process of PD
6. The Customer Experience
7. Change Management
8. Managing Change



RESOURCES



THANK YOU!

Julian.LEnfant@smu.ca