A framework for academic managers CPD – practical uses & implications

Lou McLaughlin, Eaquals Executive Director

#eaquals

EAQUALS

- An international non-profit membership association for language education professionals, founded in **1991**.

- Our mission is to **foster excellence** in language education across the world by providing **guidance** and **support** to teaching institutions and individuals.

AIMS

❑ To improve the experience of language learners by developing **quality standards** for the teaching of modern languages

❑ To deliver **accreditation** against these standards for providers of language education

❑ To develop practical **resources**, and offer training and support for those working in the field of modern languages

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BACKGROUND TO FRAMEWORK
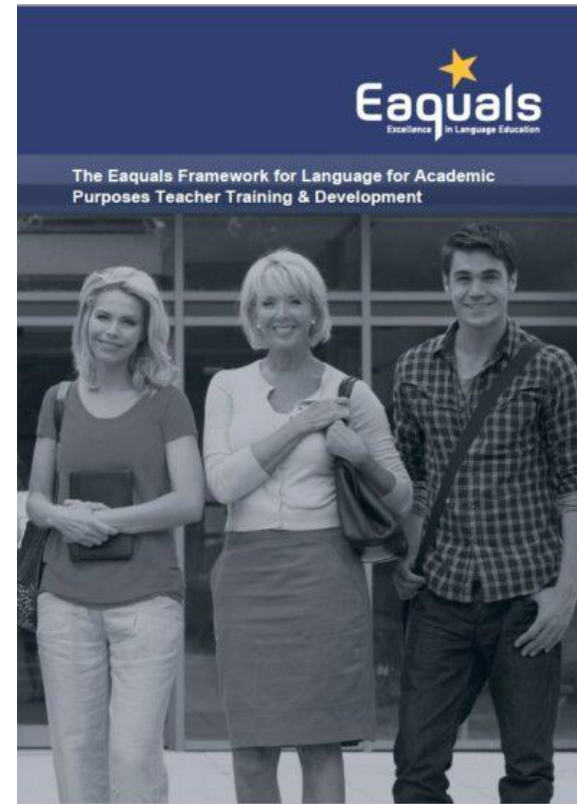
#eaquals21belfast

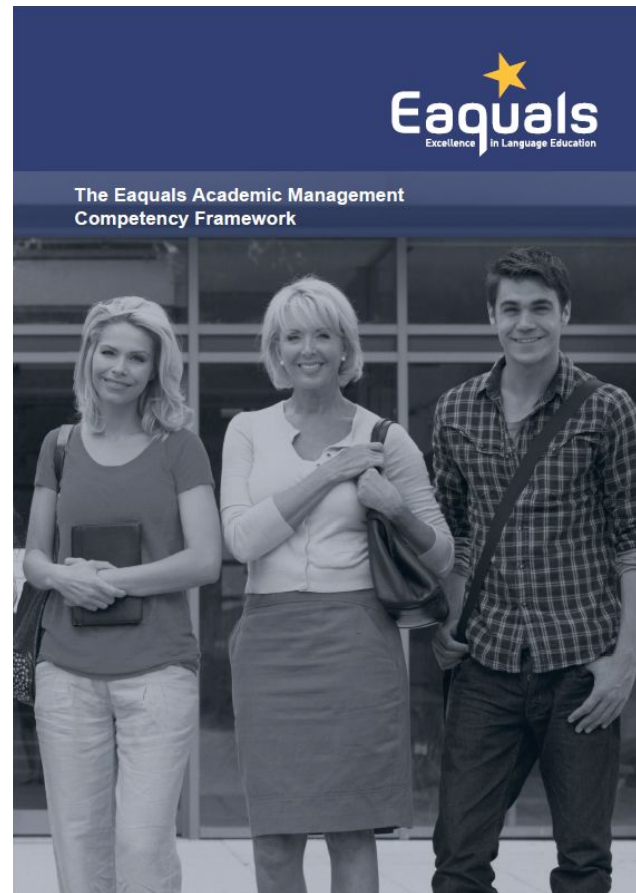# Eaquals Framework for Language Teacher Training & Development

(2016)
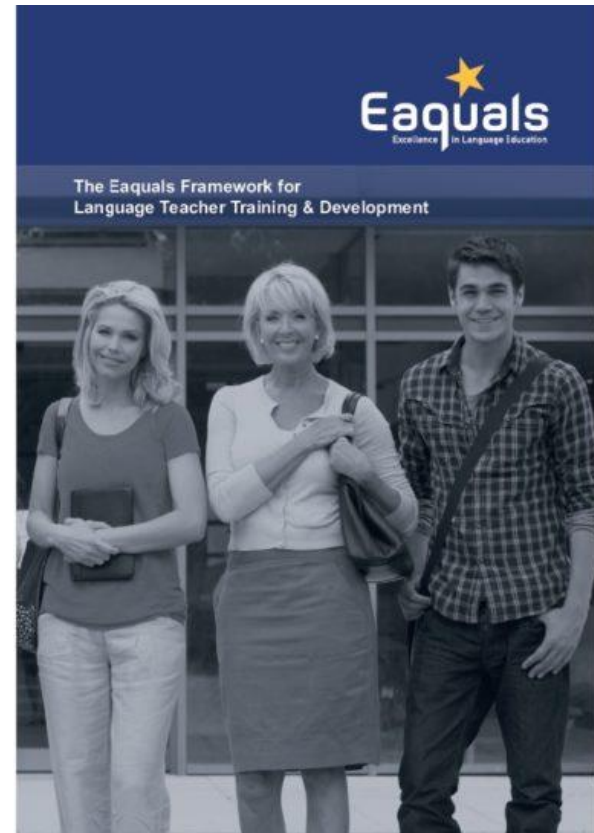
Eaquals Framework for Language for **Academic Purposes** Teacher Training & Development

(2020)

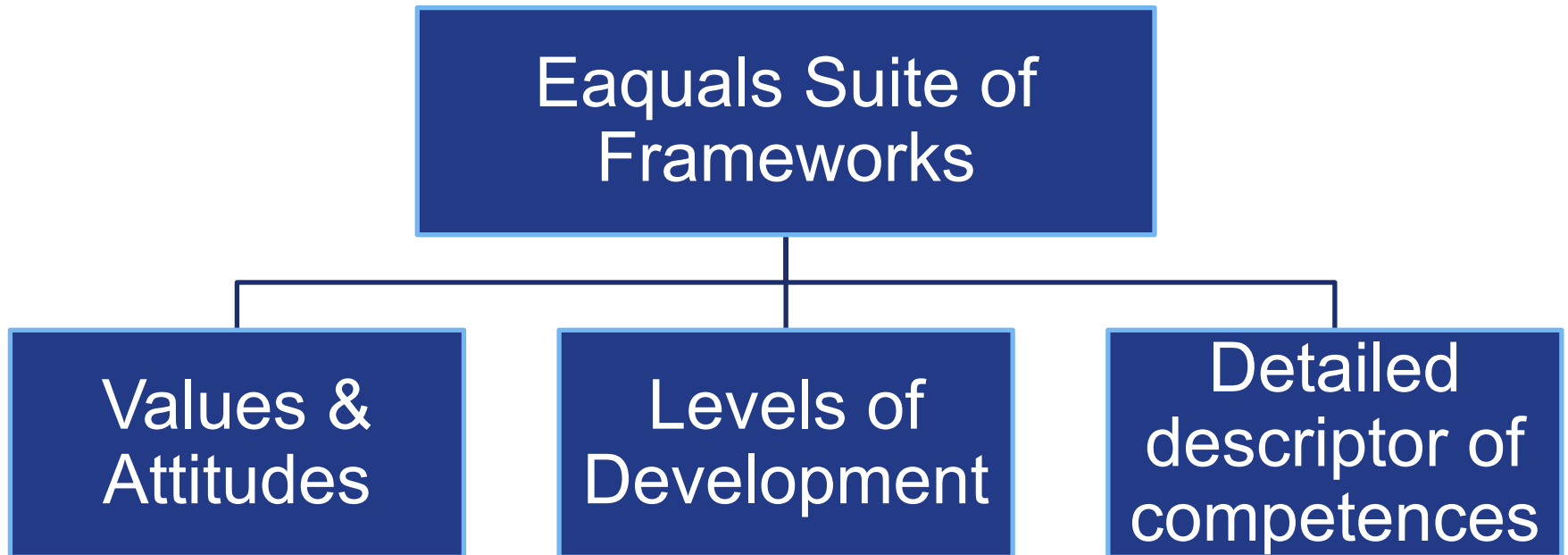# Eaquals Academic Management Competences Framework (AMCF)

(2021)

AMCF Project Team:

Martyn Clarke, Gillian Davidson, Ania Kolbuszewska, Maureen McGarvey, George Pickering, Nergis Uyan

Original idea from Maria Matheidesz

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What does it contain?

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┌─────────────────────────────┐
│   Eaquals Suite of          │
│   Frameworks                │
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   ┌────┼─────────────┐
   │    │             │
┌──────────┐ ┌──────────────┐ ┌──────────────┐
│ Values & │ │  Levels of   │ │  Detailed    │
│ Attitudes│ │  Development │ │ descriptor of│
│          │ │              │ │ competences  │
└──────────┘ └──────────────┘ └──────────────┘
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Underlying principles

1. **The "can do" principle**
   A competence is evidenced in the professional context by a practical ability to do something effectively.

2. **The "differentiation" principle**
   Although there may be many areas of overlap, each academic manager role will have a different focus of responsibility and priority.

3. The need for **common standards**

Values & Attitudes:

- ❏ a positive attitude to **diversity & differences** among learners
- ❏ respect for the **personal & cultural background** of learners
- ❏ **adaptation** of teaching for learners needs
- ❏ understanding of importance of awareness of **aims & progress**
- ❏ recognition of value of learning-centred classroom
- ❏ recognition of importance of **sound methodology**
- ❏ realisation of importance of knowledge & awareness of target language

Who is it intended for?

Anyone who has a role in the achievement of organisational outcomes including, but not confined to:

❏ Academic managers
❏ General managers
❏ Manager trainers
❏ Project leaders
❏ School owners
❏ Future managers
❏ Senior teachers

What are the main aims?

❏ To support the professionalisation of management in the language teaching sector through increasing the shared perceptions of its functions.

❏ To recognise the importance of the role of management in the provision of quality education.

❏ To clarify possible manager roles.

❏ To further enable the assessment of the quality of management.

❏ To promote managers' lifelong learning and engagement in continuing professional development.

❏ To make management more attractive and provide for career progression.

What does it contain?

For most of the key categories the **<u>four</u> development levels** contain descriptors based on the following general competences:

- ❏ Level 1: I can **deliver** existing systems and processes

- ❏ Level 2: I can **evaluate** what I do and can try different things

- ❏ Level 3: I can **create** new systems and assess at an institutional level

- ❏ Level 4: I can **facilitate the development** of people and processes in order to raise organisational capacity

What does it contain?

The **descriptors** within the Academic Management Competency Framework cover **eight key categories**:

❑ Managing self

❑ People systems and processes

❑ Professional development

❑ Course and assessment design

❑ Planning and administration

❑ Managing resources

❑ Change management

❑ Quality and customer service, marketing

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❑ Planning and administration

❑ Managing resources

❑ Change management

❑ Quality and customer service, marketing

- Recruitment & selection
- Induction
- Performance review
- Conflict management
- Objective setting & achievement

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❑ Quality and customer service, marketing

- Needs analysis
- Structuring a course
- Tech support for teaching
- Student academic support
- Course review
- Assessment

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❑ Quality and customer service, marketing

- Finance (costing & budgeting)
- Facilities management
- Mgmt of hardware & software
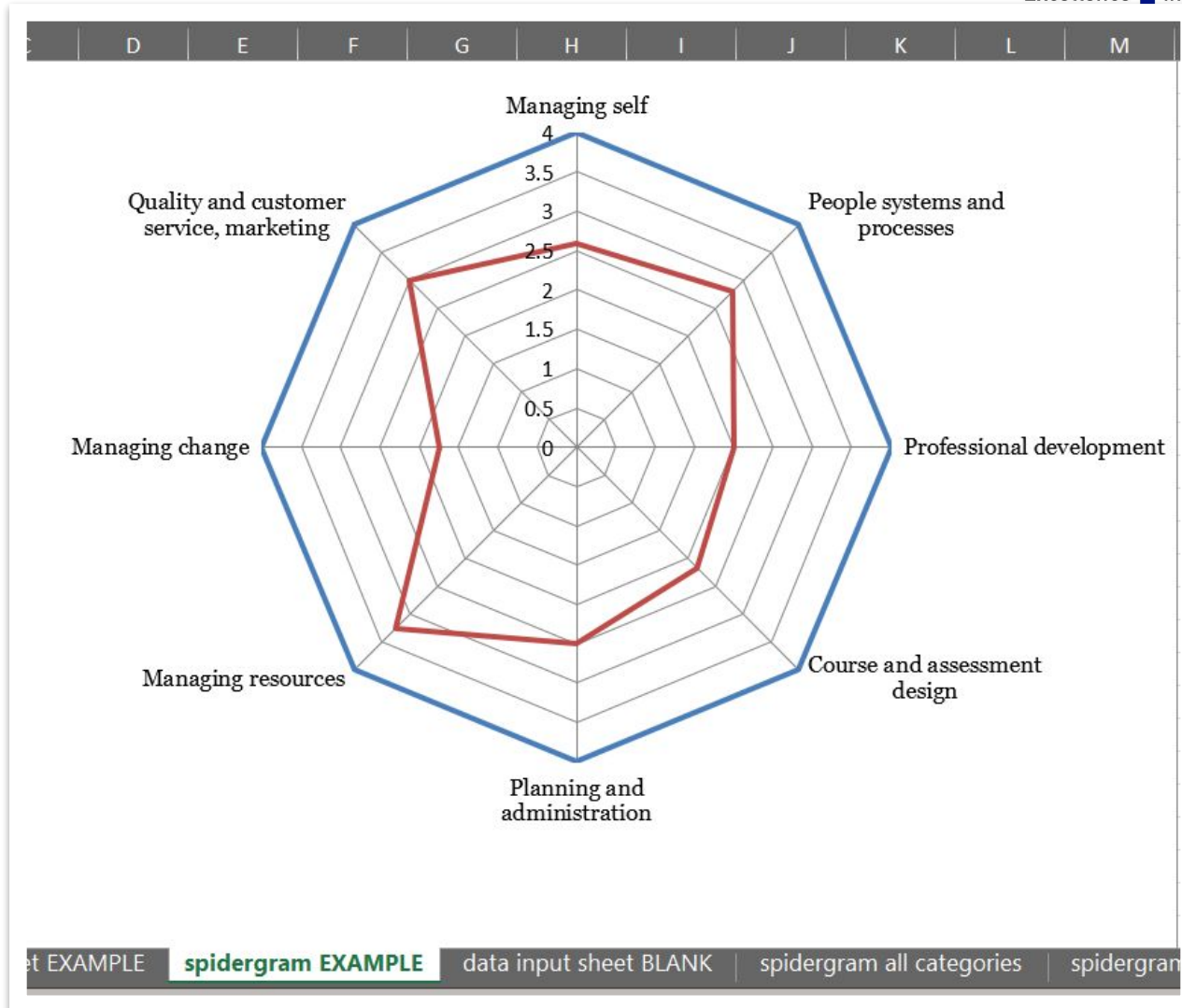- Resources for staffroom & students

What does it contain?

COURSE AND ASSESSMENT DESIGN	1 I can deliver existing systems and processes	2 I can evaluate what I do and can try different things	3 I can create new systems and assess at an institutional level	4 I can facilitate the development of people and processes in order raise organisational capacity
Needs analysis	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.
Structuring a course	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.
Tech support for teaching	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.
Student academic support	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.
Course review	Can use existing processes to review courses and assess their impact on learner	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

Using the AMCF

	Category	level per category	Sub-categories	level per sub-category
1				
2	Managing self	2.6	reflection on own performance (and impact on others)	3
3			time management	2
4			stress management	4
5			decision making	1
6			professional development	3
7	People systems and processes	2.8	recruitment and selection	4
8			induction	2
9			performance review	1
10			conflict management	3
11			objective setting and achieving	4
12	Professional development	2	assessing staff needs	2
13			observations	1
14			feedback	3
15			staff training and development	2
16			coaching and mentoring	2
17			career development	2
18	Course and assessment design	2.2	needs analysis	3
19			structuring a course	2
20			tech support for teaching	1
21			student academic support	4
22			course review	2
23			assessment	1
24	Planning and administration	2.5	timetabling	2
25			meetings	3
26			strategy and planning	4
27			creating and maintaining effective admin systems	1

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Using the AMCF

Using the AMCF

TEAM LEVEL DATA INPUT SHEET

Category	team level per category	Sub-categories	team level per sub-category	number of team members	P1	P2	P3	P4	P5
Managing self	0.00	reflection on own performance (and impact on others)	0.00	3					
		time management	0.00	3					
		stress management	0.00	3					
		decision making	0.00	3					
		professional development	0.00	3					
People systems and processes	0.00	recruitment and selection	0.00	3					
		induction	0.00	3					
		performance review	0.00	3					
		conflict management	0.00	3					
		objective setting and achieving	0.00	3					
Professional development	0.00	assessing staff needs	0.00	3					
		observations	0.00	3					
		feedback	0.00	3					
		staff training and development	0.00	3					
		coaching and mentoring	0.00	3					
		career development	0.00	3					
Course and assessment design	0.00	needs analysis	0.00	3					
		structuring a course	0.00	3					
		tech support for teaching	0.00	3					
		student academic support	0.00	3					
		course review	0.00	3					
		assessment	0.00	3					
Planning and administration	0.00	timetabling	0.00	3					

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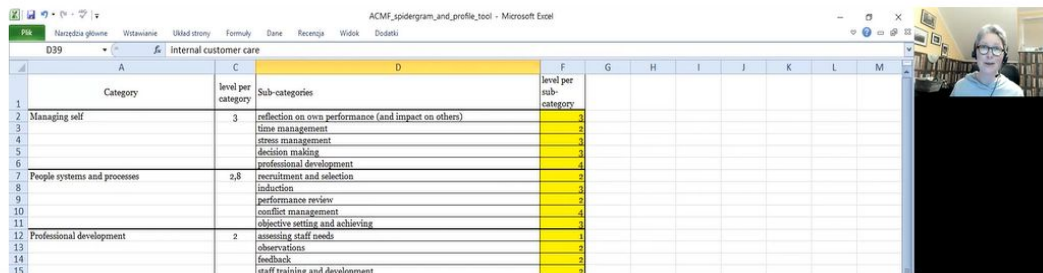
Using the AMCF

The Eaquals Academic Management Competency Framework

Last updated on June 10th, 2021

The Eaquals Academic Management Competency Framework (AMCF) has been designed to provide guiding principles and tools for managers which will contribute to the enhancement of quality in language teaching and learning.

The AMCF comprises descriptors spanning four development levels to represent the range of competences that might be required across an academic manager's role. It is intended as a tool to support managers in the awareness raising of their own strengths and possible development paths.

The complete framework is comprised of the main handbook, two supporting excels and a screencast detailing how to use the tools.

Resources

- Accreditation – Information
- Annual Trustee reports & financial statements
- CEFR – resources and materials
- Conference materials
- Eaquals charters
- Eaquals in Belfast
- Eaquals Policies
- Eaquals Publications
- Members meetings presentation
- Teacher development – resources

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Uses of the AMCF

www.eaquals.org/resources

Thank you.

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