TransformELT

Enabling education organisations,
institutions & professionals
to define, design & deliver
development plans

TransformELT.com

TransformELT

Transformational Leadership

Sarah Mount

ELT Ireland/TD Sig Event

May 2018

ELT in the 21ˢᵗ Century

Organisations are changing:

- Increased competition
- New institutional regulations
- Changes to political landscape
- Online and transnational provision
- More demand on teachers and *for* teachers

ELT in the 21st Century

Clients are changing:

- More complex needs
- More specific needs
- Flexibility in learning

New Solutions

"WE CANNOT SOLVE OUR PROBLEMS WITH THE SAME THINKING WE USED WHEN WE CREATED THEM"

ELT Ireland

'…to communicate a message of quality assurance globally for Ireland as a destination'.

ELT Ireland

- Ireland has remained in first place as the destination of choice for international English language students globally, when measured per head of population.
- 5th place globally
- 11% growth in 2016
- Students from 101 countries with strong growth from students outside of EU
- 1000 teachers employed, rising to 2000 in peak periods

MEI Results 2016

Top Five Destinations for International English Language Students 2016

■ International English Language Students (thousands)   ■ Students per 10 Million population

	UK	USA	Canada	Australia	Ireland
International English Language Students (thousands)	635	169	154	173	122
Students per 10 Million population	974	52	429	727	2628
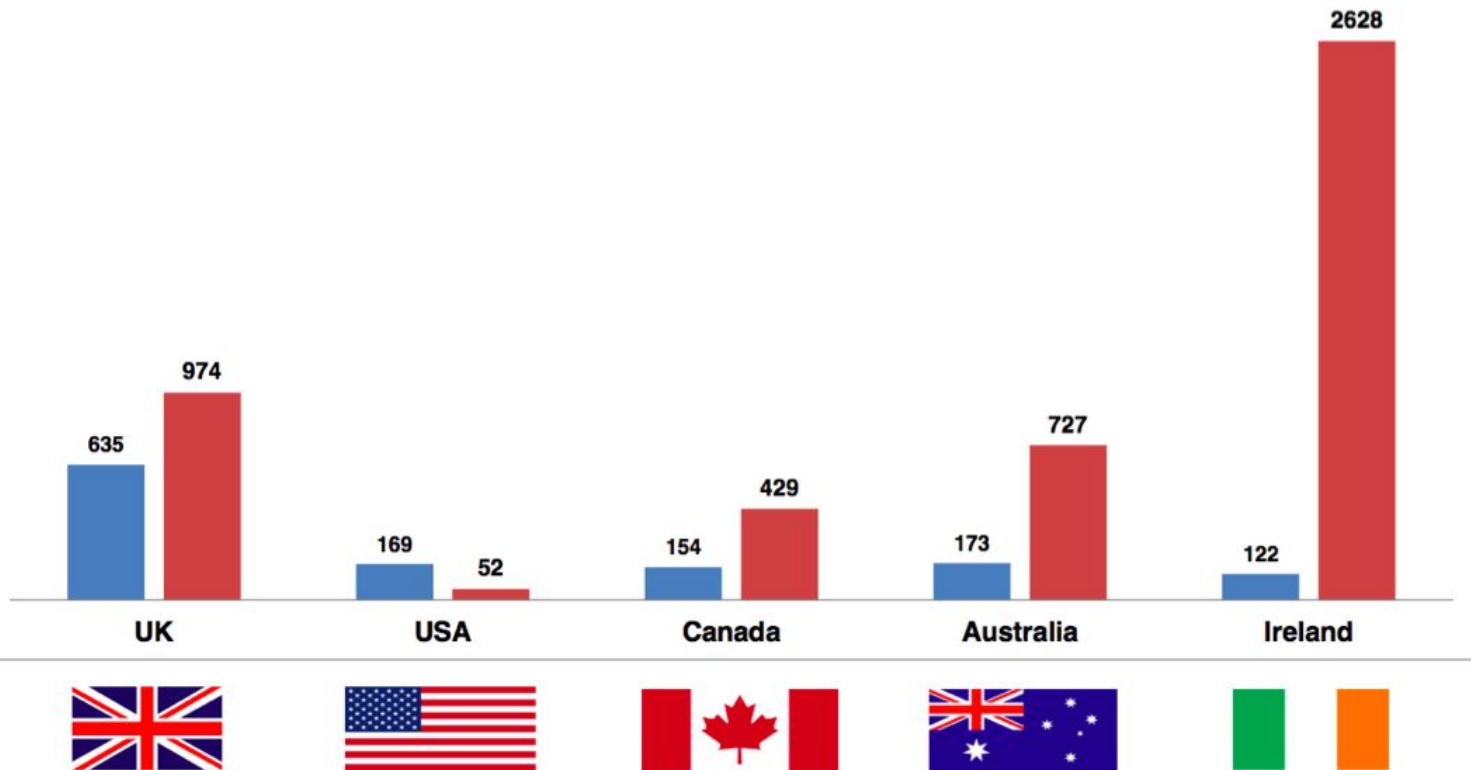
Growth of Industry

- Student mobility continuing to increase
- Pathway for future mobility
- English is increasingly understood to be
  a driver of economic growth.
- Growth of specialised programmes for meeting specific student academic and career needs, and English+

QQA

- First awards 2019
- Improve working conditions
- Professional Standards
- Enhanced quality of provision
- Focus on growth & development with support at a National level.

QQI

Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

Opportunity for Growth

- Opportunity for change and development
- Collaborate across organisation for deep change
- Strategic partnerships
- Focus on what the institution does, how it does it and how it could be improved

Why did you become a teacher?

- Travel
- Love of language
- Always wanted to be a teacher
- Love of learning
- Family-friendly career

What are we doing as teachers?

- Improving quality of language and learning
- Helping students meet their goals
- Adding to growth of organisation
- Developing students as 21st century citizens
- Making a difference

"Countries with a low proficiency in English have uniformly low levels of exports per capita".

(*BC Report 2013*)

Wahid

I worked in a high school in the UK working in classes with teens who needed extra support (either physical, cognitive or linguistic). That's where I met Wahid. He was a refugee with limited English and in a wheelchair. Can you imagine the challenge for this kid? Well, I saw that, more than learning the subject content, this kid needed to learn English, and fast. He needed to speak the local language so he could make friends and defend himself. I saw the value of teaching language with that experience and decided to pursue English Language teaching when I moved to Spain.

Who are we?

What kind of organisation are we?

A 'good' organisation

- Good employment practices in place
- Good relationships between all
- An agreed purpose
- A culture of innovation and creativity
- A challenging environment
- Caring
- Promotes an open communicative climate

Who are we?

- What are our core values?
- What is our vision?

Identifying Core Values

What are the core values of your organisation?

Identifying Core Values

- Transparent
- Collaborative
- Creative
- Global

'Collaborative'

From needs analysis, through project visioning, design and implementation, to monitoring and evaluation, we work closely with clients to ensure our approach is targeted and respects the multiple demands of specific contexts. We do not believe in a 'one size fits all' approach.

WHY
we are here

WHAT
we represent

www.thisibelieve.org
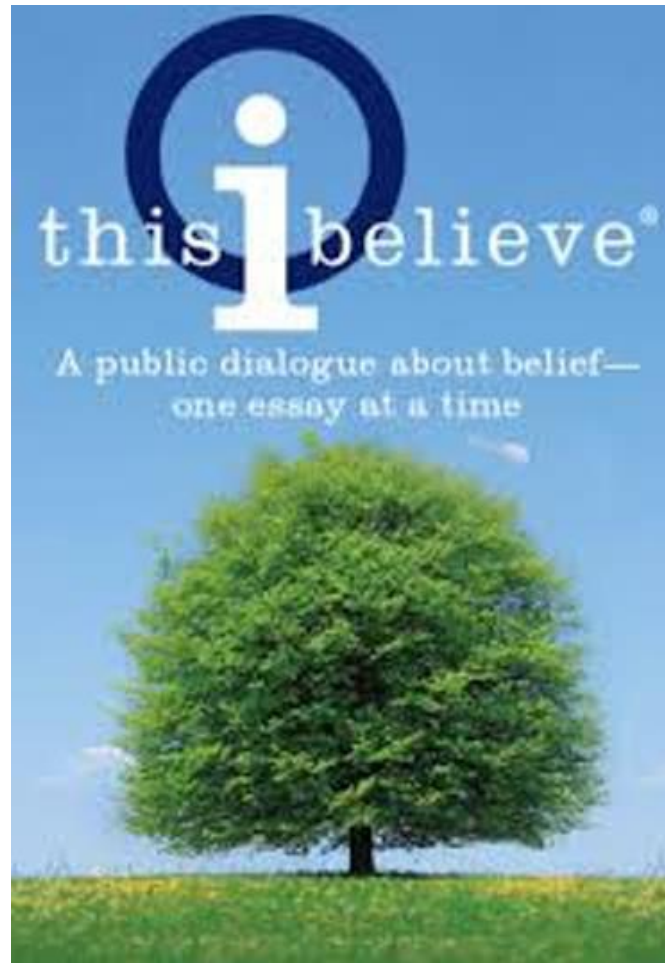
Who are we?

- Where are we now?
- Where do we want to go?
- How are we going to get there?

Leadership

- To challenge the status quo
- Identify current opportunities
- To provide a clear sense of direction

What is a Transformational Leadership?

James MacGregor Burns, *Leadership,1978*

Transactional Leaders

- Results-driven
- Reward good behaviour
- Leaders promote compliance
- Focus on processes
- Focus on making today better

Transformational Leaders

- Concerned with emotion, values, ethics and standards
- Promote creativity
- Lead by motivation and Inspiration
- Concerned with long-term goals
- Focus on making tomorrow better.

4 'I's of Transformational Leadership

- Idealised Influence
- Inspirational Motivation
- Intellectual Stimulation
- Individualised Consideration

Bernard M. Bass *Transformational Leadership,* 2005

What do you do?

I create (what you do) so that (your client/customer) can achieve (what?)

What kind of Leader do you want to be?

Ask yourself…

- How well do I motivate my team?
- What influence do I have on the people I lead?
- Do I listen more than I talk, or talk more than I listen?
- Do I create an atmosphere in which others can grow?
- Do I communicate a sense of vision?

- What is the impact of my leadership on others?
- Am I seen as consistent with my values and mission?

- What impact do I WANT to have?
- What do I need to do to change?

Summary

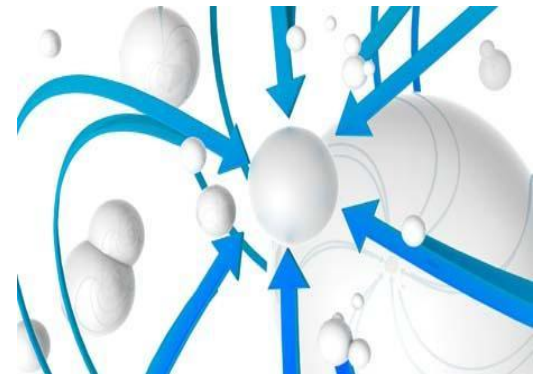Transformational Leaders focus on:

VISION
AUTHENTICITY
GROWTH MINDSET
CREATIVITY

Hugh Blane, *7 Principles of Transformational Leadership,* 2017

Professional Development

Organisations don't change; people do!

Identify the need for change

" If it ain't broke…

…you just haven't looked hard enough. Fix it anyway."

Thriving on Chaos,
Tom Peters, 1987

Change

"…an idea or practice perceived as new by an individual or individuals, which is intended to bring about improvement in relation to desired objectives, which is fundamental in nature, and which is planned and deliberate"

Audrey Nichols (1984)
cited in White et al *From Teacher to Manager (CUP 2008)*

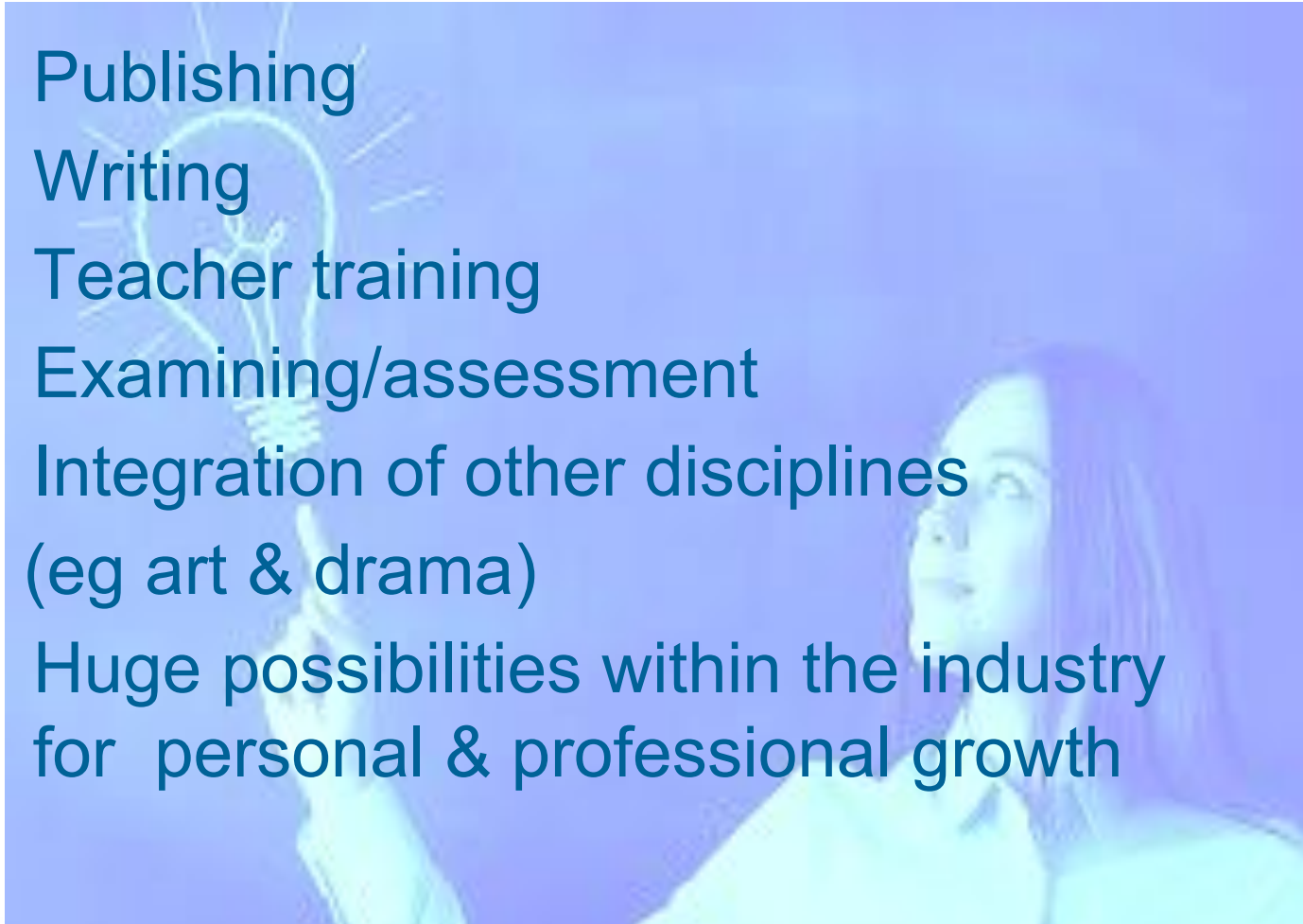# Levels of change

Systemic change

Institutional change

In the classroom

Why I became a teacher?

- Publishing
- Writing
- Teacher training
- Examining/assessment
- Integration of other disciplines
  (eg art & drama)
- Huge possibilities within the industry
  for personal & professional growth
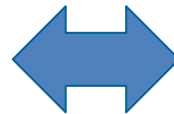
Benefits of CPD

For teachers

Improved performance

Professional satisfaction

Career-long support

Motivation

Reward

For the institution

Improved teaching and learning

Learning culture
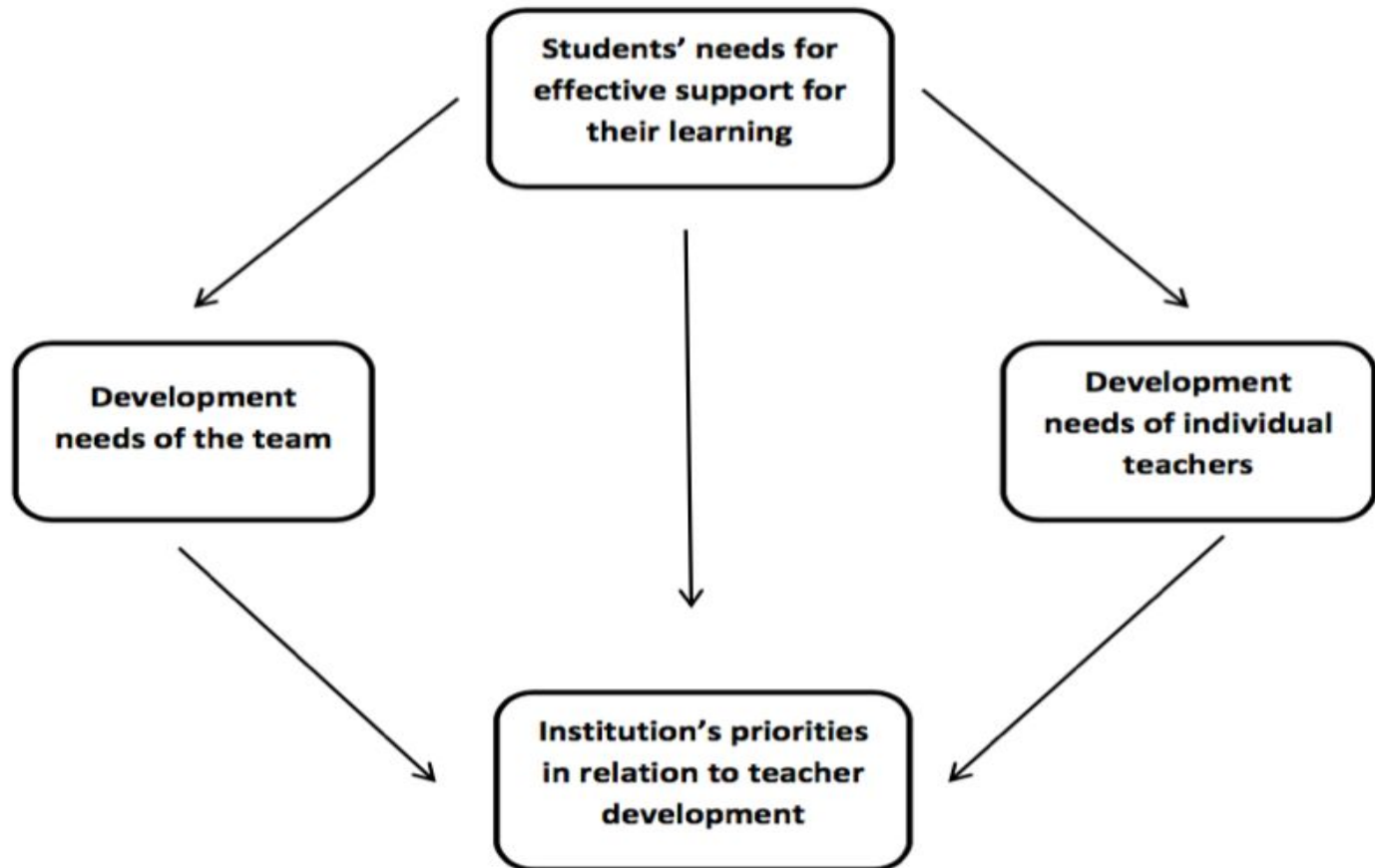
Innovation

Policy implementation

TT or TD?

Teacher Training
- compulsory
- short-term
- one-off
- external agenda
- top-down
- done with experts
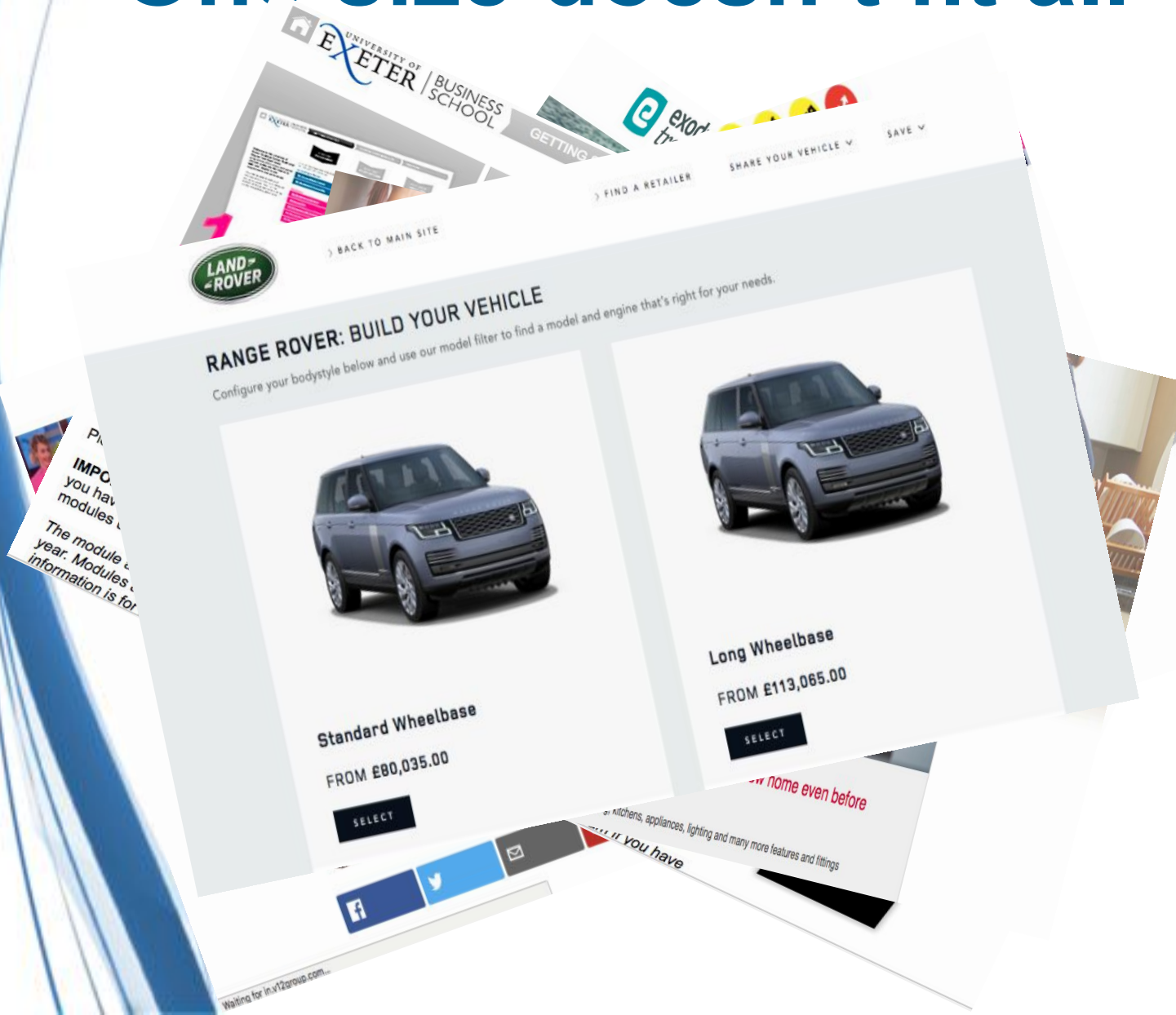- to get a job

Teacher Development
- Voluntary
- long-term
- ongoing, continual
- internal agenda
- bottom-up
- done with peers
- to stay interested in your job

Assessing CPD Needs

Language Course Management, Richard Rossner, 2017

One size doesn't fit all

Planning (for) CPD

- 'Buy-in' from whole team
- Develop a sense of 'ownership'
- Everyone should have a say in their own development
- Team involvement in planning and implementation of change.

What CPD?

https://www.tefl.net/elt/articles/career/the-big-list-of-cpd-for-elt/

Alex Case,TEFL.net, 2012

Sustainable Change

CREATE
a sense of urgency

INSTITUTE
change

BUILD
a guiding coalition

SUSTAIN
acceleration

the big opportunity

FORM
a strategic vision
and initiatives

GENERATE
short-term wins

ENLIST
a volunteer army

ENABLE
action by
removing barriers

J P Kotter ,*Leading Change,* 1996

A Road Map to Change

- Opportunity for change
- Identify & embrace the core values of organisation
- Foster characteristics of Transformational Leaders
- Self – assessment for change
- Plan a sustainable 'whole-team' approach to CPD

TransformELT

Sarah Mount

smount@transformELT.com