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WORKSHOP OBJECTIVES

- To think about how teachers differ from other kinds of staff
- To analyse your workplace
- To analyse what motivates you and how you can use that knowledge to motivate others
- To set goals for yourself and come up with an action plan for your College



INTRODUCE **YOURSELF**

Tell your group your:

- Name and position
- How many teachers you have at your college
- How long the teachers have worked at your college / in the industry



THE LIFE OF AN ESL TEACHER

- What challenges do ESL teachers face?
- Do these change as they progress through their career?



Notes

Varying levels / areas of knowledge / macroskill strengths within one class

Varying cultural norms and expectations

Rolling intakes (in many colleges)

Often need to deliver high energy classes, which can be draining

Students on pathways or in exam courses – pressure on the teacher for student to achieve goals

(new teachers) steep learning curve, new teachers may not have confidence and experience

(older teachers) no longer challenging

Often not highly paid or sporadic / casual work

MANAGING ESL TEACHERS

What are the challenges that come with managing ESL teachers compared to managing other kinds of staff?



Notes

Independent

Often don't like to be observed

Often less familiar with concepts of accountability and responsibility

Fine line between allowing creativity and adhering to syllabus

Constant flow of new (and often young) staff who may not see ESL teaching as their career

Some teachers may be working at two centres – therefore tired / confused about work cultures

ADVANTAGES OF MOTIVATED TEACHERS

- Staff retention
- Classroom performance
- Engagement with professional development
- Workplace atmosphere
- Willingness to take on extra duties
- Successful succession planning



YOUR TEACHERS

- How motivated are your teachers?
- What impact do you feel this is having on your organisation?



WHAT MOTIVATES YOU?



Notes

Take a look at the Leadership Motivation Inventory (Reproduced from 20 Reproducible Activities Assessment Instruments for the New Work Culture, by Philip R. Harris, Amherst, Massachusetts: HRD Press)

Which 5 items are most important to you? Which 5 items are of secondary importance? Are there any others that were not on this list?

Which do you think are most important to your teaching staff? Are they the same as yours?

Where do these sit on Maslow's hierarchy of needs?

What actions could you take to create these conditions for staff? Eg. *Being told by my boss that I am doing a good job* – Provide verbal praise of individuals in staff meetings, initiate a 'Teacher of the month'.

Which of these are out of your control? Eg *Assurance of regular employment* – Perhaps you can't offer this in your college.

Compare Figure B on page 19 to your results in Figure A.

A DIFFERENT PERSPECTIVE

- [How great leaders inspire action](#)
- What are the 'whys' of what we do in this industry?
- How do you feel you can communicate these to your staff effectively?
- Which of the Leadership Motivation Inventory do you think this kind of communication addresses and where do you think it sits on the hierarchy of needs?



Notes

Feeling that my job is important
Opportunity to do meaningful work

Self Actualisation

“[Self actualised people have] some mission in life, some task to fulfill, some problem outside themselves which enlists much of their energies. [...] This is not necessarily a task that they would prefer or choose for themselves; it may be a task that they feel is their responsibility, duty, or obligation. [...] In general these tasks are nonpersonal or unselfish, concerned rather with the good of mankind in general.”

Maslow: *Motivation and Personality*, 1954

ACTION PLAN

- Take a look at the Action Plan document, and go back to the Leadership Motivation Inventory document.
- Develop an action plan for 2017
- Share with a partner



Notes

Possible Actions

Talk about your 'whys'.

Survey staff frequently and communicate to staff actions that are being taken as a result. It is equally important to communicate to staff why you may NOT be able to act on something.

Keep staff updated on mission and vision and check that it is still current. Also keep staff updated on strategic planning. Seek their input.

Provide the tools and resources that teachers need.

Provide professional development that is informed by teacher desires / needs.

Make performance reviews a two way street – encourage staff feedback about the college and about you as a manager, question staff about their long term goals, make an action plan together and meet throughout the year to discuss how they are tracking. Give staff specific instructions about what you expect and feedback on those specific areas in the follow up meetings. Ask staff if they are feeling motivated and why / why not.

Give senior staff responsibilities and titles they can use on their CVs.

Help teachers develop into new careers if they desire. Provide avenues for growth where possible.

Develop a corporate social responsibility program in order to provide more meaning to your workplace – can be very small scale.

Do the Leadership Motivation Inventory with your staff.

And many more...

WORKSHOP **FEEDBACK**

We value your feedback. Please take a moment to fill out this short survey on this new workshop.

<https://www.research.net/r/X5BTTNL>

Many thanks!



**THANK
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