NILE ONLINE

Management in Language Education

NILE
PART OF THE **INTO** GROUP

Overview and Outcomes

This course explores the principles and practices of the management role within a language teaching organization. Participants will have the opportunity to work alongside professionals from a range of managerial contexts and explore the key issues of their current or future roles through participatory activities and critical analysis of contemporary thought and theoretical models in the discipline. We explore the tasks and responsibilities of management and the soft skills that are required to realise these within the essentially people-oriented workplace of language education.

Trainers

NILE's highly experienced trainers are experts, not only in their fields, but also in working online with teachers for continuing professional development. Read more about NILE's trainers, their experience and interests at The NILE Team on the NILE website.

Teaching approaches

- We make courses practical and 'hands-on', with reference to relevant theory
- Our courses are participant-centred and collaborative, designed to build knowledge and confidence
- We use activities and tasks to help you apply the course content to your setting
- Courses are broken down into individual units and activities, forming a clear structure.
- Tasks are interactive, involving live online sessions, forums and community walls, and utilise a range of multimedia including images, audio files and videos.

Certification

- Your end-of-course NILE certificate details the areas covered on your course. It comes with recommendations for sharing what you have learnt and implementing your action plan at your institution.

Content

Management in Language Eduaction covers the following areas:
- Organisational Management - e.g. structures, cultures and systems
- The Manager Role - e.g. roles, approaches and leadership models
- Managing People - motivation, supporting groups and conflict management
- Managing Performance - competency analysis & development and appraisal system design
- Managing Quality - stakeholder analysis, client relations and quality assurance approaches
- Managing Change - management investigation, planning and change management strategies

This course takes a practical approach to the development of management skills and knowledge, using real life scenarios and case studies to illuminate how you can successfully apply management theory to your own specific context. Participants on the course will gain insight into key strands of educational management, including academic management, human resource management, project management, marketing and finance.

Each course has a maximum of 18 participants and consists of 8 units, each introduced and completed over a week, Thursday to Wednesday, with an optional 4-week NILE Online assignment.

Time will be built into the course for reflection, to consider how to adapt the content to your own professional context. We then support you in creating a strategy for putting your ideas into practice in your institution.

The NILE Online platform was developed specifically for teacher development courses, and upholds the NILE tradition of excellence in tutoring, materials, support and engagement.

Who should apply?

- Academic managers of ELT institutions and managers/advisors working on ELT and other educational projects. Teachers with management responsibilities and also teachers planning on moving into management.
- Participants should have a minimum language level corresponding to B2 on the Common European Framework.

Requirements and Resources

- Participants need a computer, a headset (with microphone) and an Internet connection. You can do much of the course on a tablet or mobile device, but will need a computer for certain activities.
- All participants have access to NILE's extensive ELT e-Library and the NILE digital learning platform during the course and for a further six months, to access materials and keep in touch with your new colleagues. We also encourage you to sign up to the NILE Membership platform, which provides a great range of free resources for ELT professionals and is updated monthly.

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Schedule

This course consists of 8 units. Each unit requires approximately 5-7 hours work per week. Live sessions will be held at a time agreed with participants, and recorded for those who cannot attend.

Management in Language Education	
Unit 1: **The Organisation**	**Unit 2:** **Being a Manager**
In this unit we will share ways of working productively with your trainer and fellow course participants on the learning platform. We will analyse the structures of our own organisations and consider perspectives on describing an organisation's 'culture', the factors which influence the culture, and some tools available to research it. We will also explore how we can evaluate an organisation's fitness for meeting its academic goals.	In this unit we will identify the key tasks and responsibilities of an academic manager and the key competences which foster success. We will analyse our own managerial contexts for how they help or hinder our roles. We will explore different views on the leadership role of management, and suggest behaviours consistent with these roles, and the criteria for selecting the most appropriate for a particular context.
Unit 3: **Working with Colleagues**	**Unit 4:** **Performance Management**
In this unit we will review professional motivation theories and test them against our own experiences. We will explore the nature of human dynamics within academic teams, and their implications for the managing of teachers. We will then move on to approaches and tools which can help us deal with workplace conflict and to develop and sustain effective professional relationships.	In this unit we will explore the task of quality assurance in teacher performance. Starting with the question 'What makes a good teacher?', we will consider performance criteria and how to communicate them usefully. We will identify the purposes of and the stakeholders in performance management systems, and evaluate systems we have experienced for their ease of use, resource implications, intended outcomes, and cultural fit. We will also analyse teacher appraisals and the role of the manager during the various stages of the process.
Unit 5: **The Processes of Professional Developmant**	**Unit 6:** **The Customer Experience**
In this unit we will review professional learning theories for their perspectives on and practical applications to the development of a teacher's professional skills, attitudes and behaviours. We will the evaluate a range of CPD interventions (mentoring/coaching, peer support systems, action learning sets etc.) for their purposes and practical implications. Finally, we will identify what needs to be taken into consideration when developing a CPD strategy for academic staff.	In this unit we will examine the concept of 'customer satisfaction'. By identifying the various types of customer an organisation can have, we will share understandings of clients' needs and expectations. We will identify the different stages of a customer journey and its key moments in the creation of our relationship with them. We will compare feedback systems and explore how the information they provide can be used to develop our understanding of the services our organisations provide.
Unit 7: **Change Management**	**Unit 8:** **Managing Change**
As managers we have to get things done. This unit looks at a principled approach to achieving objectives. We will consider how objectives can be framed in terms of projects and how application of the project cycle can help us to best manage our resources to meet our tasks and record our achievements. We will then create an outline action plan for a process of research or development for an aspect of the services/functions of our own institutions to share with the group.	The education sector often sees a high level of change due to its political and social importance. For many professionals involved in education, coping with changes in skill demands or operational requirements has become a normal way of working. In this final unit, we will reflect on the outcomes of all our previous work to analyse the nature of professional change and synthesise a set of principled strategies we can use to help our colleagues and ourselves engage professionally in change processes.
Assignment	
Option A	**Option B**
Produce a managerial action plan that details the steps you will take to deal with an issue in a professional context with which you are familiar.	Produce an analysis of a management situation which you have experienced in the past or are currently involved in, and suggested actions that could be/have been taken to investigate and, if appropriate, improve the situation.

At NILE we are committed to offering the best in language teacher training. As such, NILE Online courses were developed specifically to recreate the classroom experience and thus, we provide two-way tutorial contact in our online courses. Online participants will benefit from tutor interaction, support and feedback in each unit they take.

NILE Online is the first online course provider aligned to the Cambridge English Teaching Framework. NILE Online courses are also formally aligned to the Eaquals Framework for Language Teacher Training and Development, and the effort we take to make the NILE Online experience both positive and productive has been recognised by inspections from AQUEDUTO, The Association for Quality Education and Training Online.